



DETROIT PUBLIC SCHOOLS

Law Elementary School

Annual Education Report (AER) 2010-2011

August, 2011

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2010-2011 educational progress for the Law Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact the school for assistance. You may also leave a message on the AER Hot-line (313) 873.6473 or email us at aer@detroitk12.org.

The AER is available for you to review electronically by visiting the following web site www.detroitk12.org/AER or you may review a copy in Law Elementary School's office.

We are in **AYP Phase 3** for the 2010-2011 school year. We did not make Adequate Yearly Progress (AYP) because:

- ❖ We did not meet the 90% attendance rate goal.
 - Attendance Rates for All Students 85.5%; Black 85.5%; Students With Disabilities 84.2% and Economically Disadvantaged 85.4%.

Because our school has not made AYP for 4 year(s), we are identified for Corrective Action.

The Law Academy Turnaround Team has unanimously agreed to follow the National Association of Elementary School Principals' "Standards for Leadership" model as a blueprint for changing school culture and leading learning. The 2011-2012 school year will be modeled after the following three standards:

- a) **Standard Three:** Demand content and instruction that ensures student achievement of agreed-upon academic standards.
- b) **Standard Four:** Create a culture of continuous learning for adults tied to student learning and other school goals.





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- c) **Standard Five:** Use multiple sources of data as diagnostic tools to assess, identify, and apply instructional improvement.

The following practices will also be put into place during this timeline to further our efforts for changing school culture and improving student achievement:

- Shared-Decision Making

The Instructional Leadership Team is established at the school level and has twelve (12) committee members, consisting of, Principal, Assistant Principal, DFT Building Representative, Literacy Coach, Technology Coach, and seven (7) Teachers. Decisions in accordance with the established policies and practices for shared decision-making shall be made by consensus. The implementation of the decisions will be carried out by the principal and other members of the school staff, as necessary.

- Digital Classrooms

Law Academy is excited to have received a grant for \$179, 000.00 for school improvement. The stakeholders of Law Academy have decided to invest these dollars in advanced learning technology to enhance student learning and achievement. We are exploring integration of digital classrooms within the building where the majority of ELA and math instruction takes place on one of the following several classroom sets of devices that have been purchased from Apple computers:

- iPod Touch
- iPad 2
- Mac Book

In addition to the integration of this new technology, we have purchased several days of professional development instruction for usage of these devices within the classroom. We have also purchased a professional development package from McRel (Mid-continent Research for Education and Learning) for doing "Using Technology with Classroom Instruction That Works" in August 2011 prior to the start of the new school year. Thinking "out of the box," we are looking at being a part of the new Web 2.0 generation by using social networking as a classroom learning tool in the core subjects which is a new and controversial nation-wide strategy.

- Extended Learning Time

Law has modified its educational instruction to include 120 minutes of English language Arts Literacy Instruction and 90 minutes of Math Instruction. Tutoring is available through Supplemental Educational Services (SES) and Title One afterschool programs. The common prep period on Fridays are being utilized for professional development as well as a program developed by the middle school staff, "Second Chance," which allows failing students to get a re-cap of missed or failing assignments, with additional support from original teachers. Selected middle school teachers have a "lab" period built into the schedule to pull students who need additional support. Wednesday's staff meetings are





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focusing on grade level and content level discussion of student learning, best practices, and data analysis. Monthly professional development is developing a further expertise in the above areas.

- Electronic Record Keeping

As of the 2010-2011 school year, each teacher at Law Academy has moved from traditional record keeping on paper to web-based electronic grading (Engrade) as well as the district-wide ZANGLE web-based attendance tool. These initiatives will continue in the 2011-2012 school year. We are also introducing a new web-based discipline referral program (Educators Handbook.com) which allows the teacher to generate a referral electronically and send it directly to an administrator. The administrator is then able to generate a letter to the parent with a consequence. Data is stored on the website which gives the administrator reports on behavior, specific students, and teachers. This new initiative allows the teacher and administrator the ability to track trends in student behavior by grade level, teacher, or individual student to determine appropriate interventions.

- Changing School Culture

The Instructional Leadership Team of Law Academy is dedicated and focused on changing the overall culture and belief systems of the staff, students, parents and stakeholders. We are going in partnership with local consultants, New Frontier 21, and have received an initial introductory in-service on changing school culture with subsequent more intensive professional developments to follow throughout the 2011-2012 school year. New Frontier 21 consultants will work with our staff on teambuilding and working collaboratively with administration to build a “healthy” school culture where everyone takes responsibility for issues that arise and collaboratively provide solutions. Our endeavor is to rewrite or add the following policies:

- School Vision statement
- School Mission statement
- School-wide Expectations/Discipline
- Universal Classroom Rules
- School-wide Attendance Plan
- Adoption of a school-wide project based learning theme

Parental involvement means the participation of parents in regular, two-way and meaningful communication involving student academic learning and other school activities, including ensuring:

- a. that parents play an integral role in assisting their child’s learning
- b. that parents are encouraged to be actively involved in their child’s education at school





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- c. that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child
- d. the carrying out of other activities, such as those described in section 1118 of the ESEA

We ask that parents agree to the following stipulation throughout the school year to ensure achievement for their children

- Talk to my child regularly about the value of education
- Communicate with the school when I have a concern
- Provide a quiet, well-lighted place for studying
- Make sure that my child attends school every day, on time, and with homework completed
- Support the school's discipline code
- Monitor my child's progress in school
- Make every effort to attend school events, such as parent-teacher conferences, Open House and Back-to-School Night
- Ensure that my child gets adequate sleep, regular medical attention, and proper nutrition
- Participate in shared decision making with school staff and other families for the benefit of students
- Respect the school, staff, students, and families

State law requires that we also report additional information.

Process for assigning pupils to the school

During the 2009-2010 school year, students were required to live within the boundary of the school to which they were assigned.

During the 2010-2011 school year Open Enrollment Detroit Public Schools implemented the "Open Enrollment Initiative. This initiative allows students to elect to attend any Detroit Public School without being required to live within the boundary for that school. The "Open Enrollment Initiative" does not apply to the Examination High Schools, or Application Schools. Parents may enroll their child (ren) in the school of their interest as long as the school has not reached capacity for their particular grade. Enrollment preference is given to students who





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live within the boundary of a school. It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. Open Enrollment Initiative resources can be found on our web-site at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2010-2011	AYP Not Met ~ Corrective Action
2009-2010	AYP Not Met ~ School Improvement

Detroit Public Schools' Core Curriculum:

Consistent with the District academic plan, **Excellent Schools for Every Child**, there are aggressive plans to accelerate the rate of student achievement and to ensure that students graduate with the academic and social skills necessary for success in college and the workplace.

Specific curriculum actions include:

- *alignment of the curriculum, lessons planning and pacing calendars to national and state standards
- *ensuring that material and texts and supplemental resources and used in the classroom are directly linked to and with the grade expectations
- *defined grade level expectations to create alignment throughout the school
- * Administration and review of quarterly benchmark assessments for students in grades 3-12
- *use pre-intervention tools such as the Dynamic Indicator of Basic Early Literacy Skills (DIBLES) to assess language fluency for students on grades Prek-2 to ensure literacy foundation for reading success
- *use of the data (both formal and informal) to inform teaching strategies and professional development needs for staff, including but not limited to, teachers and administrators
- *focused professional development on the use of appropriate curriculum and teaching strategies, monitoring results and developing the interventions for re-teaching, as necessary
- *use technology (Learning Village/an on-line instructional management system) as a tool to manage instruction and teacher practice





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Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the state standards and the NAEP. This represents the core curriculum which is supported by the texts, materials, computer software and other school level resources used daily in the classrooms. All of the professional development activities are aligned to the core curriculum.

The implementation is a process delineated in the District Plan **Excellent Schools for Every Child**. This plan serves as the framework for each school's academic achievement plan. The frequent monitoring of the implementation of these plans is conducted by the school diagnostic visits, review of the benchmark assessments, use of the teacher evaluation tool and adherence to the pacing calendar.

The variances from the state plan can be found in the grade level expectations which are also aligned to the higher standards of NAEP.

A Summer Parent University is offered with classes to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Regional Parent Resource Center are a vehicle for parents and other community member to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. Learning Village (an on line instructional management system)

Web updates and semi-annual progress reports are also a means to disseminate information to parents and community.

Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guides will be posted to the Academic Affairs page of our web-site in the near future.

Parent Engagement

*Use the technology portal for parents to view daily lessons and to communicate with teachers.

*implement and follow through with the parent contracts.

*increase the Volunteer Reading Corps from approximately 5000 volunteers this year to 10,000 for next school year.

*use the Parent Resource Center to engage parents in innovative workshops and sessions that are practical and will result in parent support to students at home.





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Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Law Elementary School can be found on the Detroit Public Schools' web-page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>. The following reports are available:

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2010-2011	1441	46.2%
2009-2010	1020	N/A

The Detroit Public Schools' Office of Research, Evaluation, Assessment and Accountability has developed a data collection system which has enabled the district to comply with the Annual Education Report criteria of identifying the number and percent of students represented by parents at Parent-Teacher-Conferences.

- 1.0 Data from the PTC Forms represent "parent interactions" with teachers, per school, per card-marking.
- 2.0 Parent Interaction Definition: During Parent Teacher Conferences (and in some instances school open houses) Schools/Teachers are advised to have each parent participant provide a parent signature—a parent may not sign for a student if they did not talk about that student.
- 3.0 For a variety of reasons, five (5) DPS schools are not included in the data collection count due to some school closures and non-return of Parent Teacher Conference Signature List Documents.
- 4.0 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least three (3) instances, the calculated percentages are in excess of 100%. In each instance, each of these three (3) schools is an elementary school with a large parent turnout at each of the four (4) required conferences. If during each conference one (1) parent with two (2) students enrolled in the school visited three (3) teachers for each of their two (2) students, this would count as six (6) parent interactions, thus increasing the base number and resulting percentage.





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We would like to wish our students, parents and community a successful school year.

Sincerely,

Jeffery Nelson, Principal

