

## Dossin Elementary-Middle School

16650 Glendale Street  
Detroit, Michigan 48227-1210

### Annual Education Report (AER) Cover Letter (2011-2012)

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Dossin Elementary-Middle 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 Verneice Gaines, Principal at (313) 866-9390 for assistance.

The AER is available for you to review electronically by visiting the District's web site <http://detroitk12.org/aer> or the school's website <http://detroitk12.org/schools/school/091/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Dossin Elementary-Middle School did not make AYP because:

**We did not meet the 90% attendance rate goal.**

- Attendance Rate for All Students 84.3%; Black 84.3%; Students with Disabilities 81.5% and Economically Disadvantaged 84.3%.

Dossin Elementary-Middle School was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance. We are actively working to address our AYP issues by:

- Closely monitoring formal and informal assessments,
- Using data-driven instruction in every class room,
- Regular and on-going progress monitoring,
- Differentiated instruction,
- Utilizing in-class support from support staff, i.e. School Service

Assistants, Ed. Tech, and Special Education

- Resource Room Support,
- In-school tutoring,

- Extended day and summer school programming to enrich daily instruction and
- Assisting struggling and academically challenged students.

To improve our AYP status Dossin will:

- Train all staff in the integration of technology into the core curriculum
- Provide professional development to all instructional staff in developing critical questioning skills the use of higher order thinking skills
- Review data and continue to provide student interventions during the school day, during the extended-day programs, and during summer school

enrichment programs

- Monitor student achievement and develop student assessments through Data Director
- Have workshops for parents for additional support on student achievement
- Monthly progress report communicate with students and parents

Additional strategies we will implement also involve a school-wide plan that will include All students. The strategies will be centered on the following Detroit Public School District Curriculum Intervention Initiatives:

- Destination Reading and Math (K-3 Reading Intervention)
- STAR Reading and Math
- Data Driven Reading 3D/DIBELS-TRC-Burst Groups (small group)
- DAPCEP
- Academic Games
- Literacy Coach

All students will be encouraged to become involved in academic and enrichment activities and required to complete homework assignments, submit weekly progress reports, and follow all rules as stated in the Detroit Public Schools Student Code of Conduct.

Attendance will be closely monitored and parental support will be given to ensure that all students attend school daily.



## Parent Involvement

Dossin Elementary/Middle School parents will be encouraged to be involved in every aspect of our site-based decision-making process. We will solicit parents to assist regularly in each classroom, monitor grounds and hallway corridors before, during, and after school, provide a fully equipped Parent Room, communicate with parents weekly via school newsletters, facilitate monthly parent workshops, and provide grade-level Parent Universities to assist parent with academic support of their students.

Dossin has created a school-wide Parent Involvement Policy to improve student achievement and performance and meet the parental involvement requirements of the No Child Left Behind Act and to maintain or improve the AYP status. We have parent volunteers who sign up to work within the school.

We offer the following parental involvement strategies and activities to increase parental involvement:

- Title I Annual Parent Involvement Meetings
- Reading Volunteers~ parents are invited to come and read to the students
- Monthly L.S.C.O. Meetings- Parent Evaluation
- Family Math/Literacy/Technology Night
- Homework Help – “How to Help Your Child”
- Provision/Donation of School Uniforms
- Open House
- Coat Drives
- Thanksgiving Basket Give-a-Ways
- Schoolcraft Improvement Association
- Accelerated Reader Parent Reports
- Lunchroom Volunteers
- Field Trip Chaperones
- Online Grade-book Access
- Blackboard Websites – parents may view teacher-posted classroom materials/lesson
- Parent-Teacher Conferences



State law requires that we also report additional information.

## Process for Assigning Pupils to the School

During the 2011-2012 school year, 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 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 website at: [http://detroitk12.org/resources/prospective\\_students/](http://detroitk12.org/resources/prospective_students/)

## School Improvement Status

Year	School Improvement Status
2011-2012	Priority ~ AYP Not Met
2010-2011	N/A - AYP Met

## *Detroit Public Schools’ Core Curriculum:*

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, 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 are based on the District’s five (5) pillars of student achievement:**

- I. Talent management,
- II. High quality teaching and learning,
- III. Rigorous, transparent and continuous improvement cycle,
- IV. Customer service approach to community and each other, and
- V. A secure, inclusive and dynamic culture.

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at [http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary\\_2012.pdf](http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.pdf).



## 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. This plan serves as the framework for each school's academic achievement plan.

The frequent monitoring of the implementation of these plans are 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 is a vehicle for parents and other community members 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 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 Division of Teaching and Learning under the Leadership page of our website 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.
- ❖ 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.



## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly Benchmark Assessment in Reading and Mathematics for Dossin Elementary-Middle School can be found on the Detroit Public Schools' webpage 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
2011-2012	379	22.6%
2010-2011 (Corrected)	794	48.7%

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 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least seven (7) instances, the calculated percentages are in excess of 100%. In each instance, each of these seven (7) schools



### **Parent-Teacher Conferences (Interactions) (Continued)**

is an elementary school or a Foundation for Early Learners School with a large parent turnout at each of the 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.

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

Sincerely,

Verneice Gaines, Principal

