

Foreign Language Immersion and Cultural Studies

6501 West Outer Drive
Detroit, Michigan 48235-2723

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 Foreign Language Immersion and Cultural Studies. 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 Todd Losie, Principal at (313) 651-2400 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer> or the school's website at <http://detroitk12.org/schools/school/153/>. You may also review a printed copy in the main office at 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, Foreign Language Immersion and Cultural Studies made Adequate Yearly Progress (AYP) in the tested subjects (mathematics, reading, science). While we are pleased to have reached this important goal, we are continuously working to improve. We appreciate the continued support of parents, staff and our community in this effort.

We will maintain our AYP status by implementing the following instructional initiatives:

- ❖ Staffing changes in specific areas that have traditionally shown weaknesses
- ❖ Mandatory inclusion of quarterly essays in grades 3-8
- ❖ Mandatory inclusion of yearly research projects in grades 3-8
- ❖ Continuing and expanding school-wide the Science Fair
- ❖ Focused Professional Development on 6+1 Writing Traits and mathematics methodology per the School Improvement Plan
- ❖ Mandatory, school-wide reading logs
- ❖ Identifying "MEAP Champs" by grade-level and language cluster with multiple perks for the winning language cluster, thus creating intrinsic motivation

- ❖ Teaching students the importance of the MEAP and state standards by showing them the trajectory of GLCE to MEAP Test.
- ❖ Continue to incentivize good attendance

Parent Involvement

Parents can be involved by participating in the Title I funded Parental Involvement workshops that will focus on how to assist children in reading, writing, and math. In addition, there will be a Family Math Night and a Family Science Night. K-2 students will work on their Science Fair Projects in a Science Project Family Night specifically designed to include parents in the science fair project creation. Additionally, parents/guardians you can become involved in the successful education of your son/daughter by helping them get S.M.A.R.T. - establishing goals, which are:

Specific – What, Why and How

Measurable - “If you can’t measure it, you can’t manage it.” Help your son/daughter measure their progress, stay on track and reach their target dates.

Attainable - Help your son/daughter make the commitment to take the small steps to accomplish the goals they have set.

Realistic - Is it “do-able?” - Help your son/daughter understand that do-able does not mean easy. It means that they are able to push themselves to acquire the skills and knowledge necessary to meet their goals.

Timely – Help your son/daughter set a time limit. “Fixing to” or “getting ready to” - are not viable points in time. Whatever the goal may be – Graduation?! - Help your son/daughter establish the urgency to begin now – Take action. (Available online at <http://www.goal-setting-guide.com/goal-setting-tutorials/smart-goal-setting>)

State law requires that we also report additional information.

Process for assigning pupils to the school

During the 2011-2012 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 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
2011-2012	No AYP ~ AYP Met
2010-2011	N/A ~ AYP Met

School Description:

Foreign Language Immersion and Cultural Studies (FLICS) School, servicing Kindergarten through Grade 8 students, is an application school. It is one of the only public language immersion programs within the State, offering dual-language, partial-immersion programs in French, Spanish, Japanese, or Chinese. The school accepts applications for K-3 only. The FLICS program is committed and designed to prepare exiting 8th graders to be proficient in a second language and to be prepared to succeed at a college-preparatory high school. Exiting 8th Graders will be able to earn high school credit in global language and Algebra. For more detailed information about our school, please visit our website at <http://detroitk12.org/schools/school/153/>.

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.

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 online instructional management system), Web updates and semi-annual progress reports are a means to disseminate information to parents and the 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 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.
- ❖ 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 Foreign Language Immersion and Cultural Studies 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
2011-2012	1199	47.4%
2010-2011 (Corrected)	1164	45.0%

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 is an elementary



Parent-Teacher Conferences (Interactions) Continued:

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,

Todd Losie, Principal

