



DETROIT PUBLIC SCHOOLS

Golightly Education Center

5536 St. Antoine Street
Detroit, Michigan 48202-3831

Annual Education Report (AER) Cover Letter (2012-2013)

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 educational progress for the Golightly Education Center. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Sherrell Hobbs, Principal at (313) 494-2538 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/015/>. You may also view a printed copy in the main office at your child's school or at the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

The State has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the State. Our school has not been given one of these labels.

The key challenges for our school are as follows:

We did not attain Differentiated target achievement goals for all subgroups of students in reading.

- Only 27.17% of the Bottom 30% subgroup met the Differentiated target for reading.

We did not attain Differentiated target achievement goals for all subgroups of students in writing.

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for writing.

We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for mathematics.

We did not attain Differentiated target achievement goals for all subgroups of students in science.

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for science.

We did not attain Differentiated target achievement goals for all subgroups of students in social studies.

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

We will continue to use engaging, relevant and robust instruction in all content areas to improve our Michigan School Scorecard status. Our teachers will continue to differentiate their instruction and assessment based upon the needs of each individual student in their class. The teachers will attend Professional Development to support their own individual needs that apply to their teaching to enhance their daily instruction. We will continue to use hands-on and inquiry-based lessons throughout all content areas to maintain a high level of instruction that challenges all of our students and requires higher level thinking for all students.

To enhance our Science curriculum, we will develop our instruction based on the individual needs of our students. We will assess our students at the beginning of the year, analyze the results and create our instruction based on that data. We will do these assessments every two months to ensure students are mastering the science concepts. We will develop engaging, hands-on lessons that peak our students' interest at every grade level. We will immerse our students in problem solving, project-based learning and inquiry-based learning to help raise student achievement.

We are actively working to address our Michigan School Scorecard issue. Attendance will be closely monitored and parental support will be given to ensure that all students attend school

daily. Golightly Education Center has developed a four-level plan to improve our school's Michigan School Scorecard status.

In the first level, each instructional teacher is required to analyze all data available with regards to their students who attend their scheduled courses. In addition, teachers are to create an individual proficient assessment that sites the weaknesses of each child as determined by the GCLEs. Teachers address these proficiency levels and obtain this information through strategic lesson planning and referrals to the title one staff of SSA and teachers.

In the second level, the child through referrals is placed in pull-out and push-in sessions with title one staff. The sessions also include students participating in the Project Seed Program (Math), Gear-Up (Math, Science), and our in-school tutoring for grades 1st through 5th.

Level three is the before and after-school programs that are designed to reinforce the in-school programs by supporting students who need additional resources. This reinforcement goes beyond the programs offered during the school day to assist students in meeting their grade-level expectations.

Level four is summer school. All students who have been referred for services during the year will participate in this program, which finalizes the fourth level of the plan and is designed to address the lack of proficiency with a given content area for each student. The entire student body is required to participate in level one. Students who participate in levels 2-4 are referred by a teacher or curriculum staff person to insure his/her needs are addressed within a school year and to prepare each student for his/her future assessments. The progress of this plan is monitored for effectiveness using, MEAP results, MAP Assessment Reports, DIBELS Reports Accelerated Math/ Reading Scores, Report Card/Progress Reports, and our school-based pre and post tests, which are designed to measure each student's yearly progress proficiency.

Parent Involvement

Our Golightly parents can be involved in our school by volunteering in the classrooms, during lunch times, on field trips, as hallway monitors, at special events, during drop-off and pick-up times and at The Golightly Clothes Closet. Parents can come to our monthly Golightly School and Community Organization meetings where they are involved in decision-making about our school. They can also be involved in our yearly Title I meeting where they can understand our school's budget and daily operating functions. Parents are involved through Parent-Teacher conferences four times a year and more if requested by the parent. They are involved in Golightly's "Dad's Club" and "Single Mom's Club" where they can support healthy student growth both academically and socially and also help teach their children

environmental awareness through our various Golightly’s Gardening Projects including our partnership with 4-H and other local businesses in our area. They are also involved in our Family Math/Literacy Nights and our Open House with their students to promote a cooperative learning process. Parent Workshops are held throughout the year to support parents in various areas to support their children with learning. Parents can also be involved in the Booster’s Club to support athletics at Golightly. Parents can be involved by filling our Surveys and accessing the Online Gradebook and Parent Connect. Parents can also be involved by being a member of the School Improvement Team.

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/

School Improvement Status

Year	School Improvement Status
2012-2013	No Status
2011-2012	No AYP ~ AYP Not Met

School Description:

Golightly Education Center is an application school that provides scholarly educational opportunities for future leaders. The benefits of receiving a solid academic foundation via our PreK-8 program increases the likelihood that our students will graduate from high school and

School Description (Continued):

ultimately have a prosperous tomorrow. Please visit our school's website at <http://detroitk12.org/schools/school/015/> for more detailed information about our school.

Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, 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 strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.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.

Access to the Core Curriculum (Continued)

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.

Parents/Guardians are offered 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 achievement information to educators. Parents will have the opportunity to monitor students' progress, including attendance, through **Parent Connect** in the Fall.

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 NWEA~MAP Reading and Mathematics reports for Golightly Education Center can be found on the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>.

Student Achievement Results (Continued)

The following reports are available:

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

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	334	16.7%
2011-2012	468	19.6%

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 school or a Foundation for Early Learners School with a large parent turnout

Parent-Teacher Conferences (Interactions) (Continued):

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,

Sherrell Hobbs, Principal