



DETROIT PUBLIC SCHOOLS

Dossin Elementary-Middle School

16650 Glendale Street
Detroit, Michigan 48227-1210

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 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, accountability and teacher quality. If you have any questions about the AER, please contact Alicia Colquitt, Principal at (313) 866-9390 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/091/>. 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 been identified as a Priority school.

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 3.33% of the Bottom 30% subgroup met the Differentiated target for social studies.

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 7.25% of the All Students; 0.0% of the Bottom 30%; 7.35% of the African American; 5.08% of the Economically Disadvantaged subgroups met the Differentiated target for science.

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

- Only 8.47% of the All Students; 0.0% of the Bottom 30%; 8.62% of the African American; 6.25% of the Economically Disadvantaged subgroups 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 by:

- Closely-monitoring formal and informal assessments,
- Using data-driven instruction in every classroom,
- Regular and on-going progress monitoring,
- Differentiated instruction with Common Core State Standards,
- Utilizing in-class support from support staff, i.e. School Service Assistants, Instructional Specialists, Assistants, Ed. Techs, and Special Education
- Providing Resource Room Support,
- Providing In-school tutoring,
- Providing Extended Day and Summer School programming to enrich daily instruction and
- Assist struggling and academically challenged students.

To improve our Michigan Accountability Scorecard 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
- Distribute 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:

- STAR Reading and Math
- Data Driven Reading 3D/DIBELS-TRC-Burst Groups (small group K-3 Reading Intervention)
- DAPCEP
- Academic Games, Soccer, Science and Garden Club
- Instructional Specialists

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 parents with academic support of their students.

Dossin Elementary-Middle School 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
- 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/lessons
- 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/

School Improvement Status

Year	School Improvement Status
2012-2013	Priority
2011-2012	Priority ~ AYP Not Met

School Description:

Please visit our website at <http://detroitk12.org/schools/school/091/> for more 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. This plan serves as the framework for each school's academic achievement plan.

Access to the Core Curriculum (Continued)

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 Dossin Elementary-Middle 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
- Michigan Accountability Scorecard Report
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	492	30.5%
2011-2012	379	22.6%

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 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,

Alicia Colquitt, Principal