



DETROIT PUBLIC SCHOOLS

Pasteur Elementary School

19811 Stoepel Street
Detroit, Michigan 48221-1745

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 Pasteur Elementary 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 Sharon Lawson, Principal at (313) 494-7314 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/287/>. 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 45.45% of the Bottom 30% and 64.58% of the Students with Disabilities subgroups 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 by implementing the following key initiatives:

Reading

An analysis of the data showed areas of deficiencies in all grade levels that will be addressed. Informational and narrative comprehension of the text will be improved with a focus on the Reading Common Core State Standards. Reading in all content areas will be emphasized to improve student comprehension of informational text. Using questions at all levels of Bloom's Taxonomy, especially the higher levels, will be emphasized because students need to be able to think critically and analyze, synthesize, and evaluate to be Proficient or Advanced in Reading. Word study strategies and vocabulary strategies will be highly emphasized at all grade levels and subjects. Strategies and Detroit Public School District programs that have proven successful for Reading achievement will be continued. We will continue after school tutoring in Reading and Reading in Summer School. We will continue differentiated instruction in Reading. Teachers will attend professional development to continue to learn best practices and current research in Reading Instruction to improve Reading achievement at all grade levels. Implementing these strategies will lead to an increase in the percentage of students reaching proficient levels on the Reading MEAP.

Writing

To address the writing deficiencies, Pasteur will focus on the following strategies in kindergarten through sixth grade: Use strategies from six traits of writing to develop organization, conventions, voice, and word choice and sentence fluency. Use a variety of graphic organizers. Provide students with frequent opportunities to edit and revise writing pieces. Students will listen to and discuss well written narrative literature. Math Pasteur will address the deficiencies in several manners which will lead to an improvement in student achievement in Mathematics. Teachers will have classroom Mathematics' Word Walls, use literacy strategies to teach vocabulary and comprehension, have students writing in math, incorporate the eight Mathematical Practices, manipulatives and hands on activities, and make math relevant by teaching it using a real world context. Teachers will analyze MEAP data in Grade Level and Subject Area Teams and create, report on, and implement strategies that will increase student achievement. Also, teachers will collaborate with the previous year's teacher to make sure he or she understands the MEAP mathematical content that his/her students will be assessed on in the following year. We will platoon and/or use a team teaching approach so that teachers who are highly effective in teaching a particular subject can teach that subject. Furthermore, teachers will be required to participate in professional developments in which they learn about Best Practices for effectively teaching mathematics and implementing the Common Core Standards with rigor and relevance. Pasteur will utilize district approved Mathematics Consultants and Instructional Specialists (e.g. WRESA, DPS Office of Mathematics, MI Department of Education, etc.) to assist teachers is effectively teaching mathematics.

Science

An analysis of the data showed a deficiency in Earth Science-Earth Systems & Solid Earth. The following will be implemented or continue to be implemented so that student achievement will be improved in this area of Science: Vocabulary Words Prep Booklet for first through fourth grades, Summer School, MEAP Homework Packets for third and fourth grades, Science Vocabulary Word Wall, Science MEAP Coach, After School Tutoring, and science journal with note taking skills.

Social Studies

Pasteur will address the deficiencies to improve student achievement in Social Studies. One way to address these deficiencies at the different grade levels is to explore different ideas of instruction on how to increase the achievement for students in Social Studies. Social Studies MEAP concepts need to be taught by teachers who are highly effective at teaching Social Studies in various grade levels. Those concepts featured on the MEAP will have a greater focus. These concepts will be taught thoroughly while also adhering to teaching the lessons featured in the district pacing chart.

Attendance

The Principal and Staff will meet with parents during Parent Advisory Council on Student Achievement meetings to stress the importance of student attendance. We will also conduct monthly drawings for perfect attendance and good behavior to encourage

attendance for grades K-6. The teachers will also display current attendance data for their classroom to encourage attendance for grades K-6.

Parent Involvement

Parent workshops were planned and implemented through a school partnership with Parent Advisory Council on State law requires that we also report additional information. Student Achievement (PACSA). Parents are encouraged to volunteer: Open House, PAC SA meetings, Title I meetings, Parent Teacher Conferences, Monthly activities. Parents received the school calendar the first week of school. Parents will be encouraged to attend monthly PAC SA meetings at flexible and convenient times. The PACSA meetings are scheduled monthly at a convenient time for our parents to share in making decisions relating to the education of their child(ren). Parents are given monthly school newsletters and phone calls that share information about activities within the school. Parents are encouraged to volunteer and participate in our school activities, in their child's class, School Improvement meetings and Parent workshops.

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	Priority~ AYP Not Met

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.

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.

Access to the Core Curriculum (Continued)

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 Pasteur 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
- Michigan Accountability Scorecard Report
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	258	30.1%
2011-2012	329	12.5%

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,

Sharon Lawson, Principal