



# DETROIT PUBLIC SCHOOLS

## Pulaski Elementary-Middle School

19725 Strasburg Street  
Detroit, Michigan 48205-1633

### 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 Pulaski 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 Desheil Echols, Principal at (313) 866-7022 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/297/>. 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 meet the 90% attendance rate goal.**

The attendance rate for All Students is 85%.

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

- Only 2.41% 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 5.38% of the All Students; 0.0% of the Bottom 30%; 5.43% of the African American and 4.76% 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 8.42% of the All Students; 0.0% of the Bottom 30%; 8.42% of the African American and 7.14% 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.

Pulaski will continue to implement the Turnaround Reform Model implement a revised instructional program which includes after school tutorial programs to assist students with academic achievement. Pulaski will continue its school-wide implementation of Success for All (SFA), Reading Reform Model that encompasses researched based reading practices as well as a solutions component to address students' social issues. To assist with the implementation of SFA, Instructional Specialists and Literacy Coach will provide job-embedded professional developments

as well as model lessons for the teaching staff. Moreover, students having difficulty with reading in grades kindergarten through grade three, will be provided in school tutorial support from Team Alphie by Pulaski's School Service Assistants. A MEAP Instructional Calendar will be created by all teachers in MEAP testing grades to identify the Common Core State Standards that students are having difficulty mastering. Teachers will provide laser-like explicit direct instruction to prepare for the Fall 2013 MEAP. In addition, best instructional practices based upon research and evidence will be implemented in every classroom's daily instruction. Staff will be responsible for attending various Professional Developments based upon their Educational Development Plan (EDP) and their growth needs throughout the school year to improve their educational pedagogy, skills and delivery of instructional strategies. On a weekly basis, staff will be responsible for sharing with colleagues a "Best Practice" during Wednesday staff meetings. Bimonthly, as a grade level cohort group or more commonly known as Professional Learning Communities (PLC), teachers will meet to plan instruction and engage in discussions centered on data analysis and student achievement. To assist with improving classroom instruction and classroom management teachers will be able to observe colleagues instructional practices in all core areas. Each Friday during last hour students and teachers will actively participate in Literature Circles where students engage in deep discussions with peers about the current text. Through these discussions students are able to extend their understanding and thinking. Pulaski will continue to receive support services from Wayne RESA in the content areas of writing and mathematics as well as an Intervention Specialist from Michigan State University. During the 2013-2014 academic school year, the State of Michigan Department of Education will provide continuous support to Pulaski Elementary/ Middle School on Closing the Achievement Gap with a focus on the Depth of Knowledge and Cross Curricular Vocabulary Instruction.

Pulaski Elementary/Middle School will implement the above-mention strategies with efficiency and fidelity to improve student achievement and prepare college and career ready students.

## **Parent Involvement**

Parents will remain active participants in their children's education by attending monthly Parent Advisory Council on Student Achievement (PACSA) meetings to engage in educational discussions pertaining to student achievement, Title I funding, special programming and field trips. Neighborhood Legal Services will also provide parents with continuous workshops and training to better meet the needs of their children. Intermittently throughout the school year, parents will attend meetings entitled "Cup of Coffee with the Principal" where one on one candid conversations are conducted with Principal Echols. During this time specific questions and

comments are addressed. Parents are encouraged to volunteer and attend Parent Teacher Conferences (PTC) four times per academic school year. A parent representative is also a member of the School Improvement Team where school-wide joint decisions are made.

At Pulaski, we pride ourselves upon being educationally transparent and engaging in joint decision making for the betterment of all of our students and parent involvement is essential and vital to this process.

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
2012-2013	Priority
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](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.

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.

## Access to the Core Curriculum (Continued)

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 Pulaski 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	605	29.9%
2011-2012	802	26.5%

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,

Desheil Echols, Principal