



DETROIT PUBLIC SCHOOLS

Burton International Academy

2001 Martin Luther King Jr. Blvd.
Detroit, Michigan 48208-2870

Annual Education Report (AER) Cover Letter (2013-2014)

August 18, 2014

Dear Parents and Community Members:

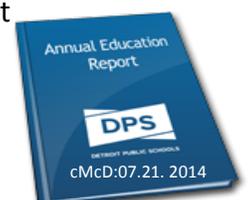
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Burton International Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, John Wilson, Principal at (313) 596-3800 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/burton/>. 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 48202.

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 meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 89.6%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
 - Only 11.43% of the Bottom 30% subgroup met the Differentiated target in writing.



The key challenges for our school are as follows: (Continued)

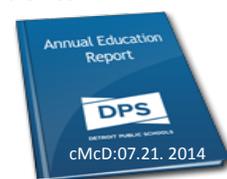
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
 - Only 3.74% of the Bottom 30% subgroup met the Differentiated target in mathematics.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in social studies.

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

A Strategic Action Plan has been created for the 2014-2015 school year to address our science scores. This plan includes the following goals: (1) Improve Science Instruction. (2) Provide consistent opportunities for students to experience science through real life applications and to see science in action. (3) Improve collaboration with internal and external partners. (4) Increase standardized test scores in general and to meet mandated targets. Burton will have specialized teachers in K-2, 3-5, and 6-8. An in-house Science Instructional Specialist will oversee the plan and science teachers.

The Science Instructional Specialist will coach Grade K-8 teachers, model science lessons using the scaffolding method, and monitor weekly science lesson plans to assure alignment with the GLECs and Common Core. Teachers will continue to attend Professional Development to enhance and develop their expertise for teaching science. Our science teachers will also visit other High Performing Schools in Science to observe classroom practice. The Instructional Specialist has and will continue to conduct Science content area PLC meetings with the Elementary and Middle Science teachers. Burton International Academy will ensure that highly qualified science teachers are in place beginning in Fall 2014.

To improve our writing scores, we purchased site licenses for MI-ACCESS! (An on-line writing program) for students of Grades 3-5. Based on our 2012 MEAP data, we will add additional site licenses to include 6 and 7 grade students. Our ELA Instructional Specialists will coach teachers with the 6+1 Writing Traits and monitor teacher usage of the 6 + 1 Writing Program. Students will



be required to keep a writing portfolio in which they visit on a daily basis. Teachers will continue to attend Professional Development, supporting the Common Core anchor standards for writing.

After reviewing our Social Studies scores, we will continue and increase the usage of Data Director Assessments for all grade levels to monitor our student's progress quarterly. Our Social Studies program will include more enactments to help students better understand and retain Social Studies content. We will provide students with more out-of-class experiences with Social Studies content. Burton will have students conduct more research based activities that focus on the four (4) core Social Studies areas: Economics, Government, Geography and History. ELA teachers will increase the amount of informational text reading in their lesson planning. Through our Professional Learning Communities, we will conduct cross-curriculum planning. Our 8th grade students will receive a Social Studies Summer Packet to review skills and content over the summer.

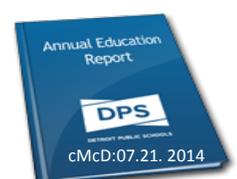
To address the concerns of the Students with Disabilities and Limited English Learners, we will increase our Co-Teaching program which involves our General Education teachers, Students with Disabilities teachers and Bilingual teachers. We will provide more opportunities for joint planning and implementation of lessons. We will also target these sub-groups with remediation to improve mathematics skills.

Burton International Academy teachers will continue to share their "best practices" for all content areas within our Professional Learning Community (PLC) meetings. Burton will use classroom visitations, through this teachers will increase the use of techniques such as added flexibility of classroom arrangements and changes in the pace of instruction to accommodate for varying levels of student content mastery. Our Extended Year program will emphasize Science, Social Studies, and Writing. We strive to increase learning and create an environment in which learning is fun and meaningful to all students. We will consistently use our Data to drive our instruction in a forward motion.

We believe that these measures will improve our student's scores in all areas, including our sub-groups.

Parent Involvement

Parents have many opportunities for involvement at Burton International Academy. Burton parents are strategically involved in developing the Title I School-Wide Parental Involvement Policy. Parents are informed about the purpose of Title I funding, the Title I budget, and are allowed input regarding spending Title I funds for the school year. Parents are provided timely information and opportunities to attend regular meetings, school performance profiles,



Parent Involvement (Continued)

assessment results, and interpretation of the results. Burton International Academy offers a flexible number of meetings (a.m. and p.m.) to parents for Parent-Teacher Conferences. We provide the following workshop:

- Parent Orientation/Open House
- Homework without Tears
- Read to Rise
- School Improvement Team
- Achievement Data Night
- Curriculum Night
- Family Science Night
- Literacy Night

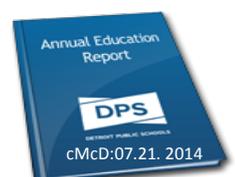
We hold monthly parent meetings called “Parent as Partners.” These meetings provide parents with the necessary training to support their child’s academic achievement. Parents learn to read and understand all school related assessment data. What they need to support their child at home. We also provide training using computers and all our online programs. Parents learn how to use the home version of Destination, Khan Academy and Parent Connect. Parents receive Parent Connect Agreement Contracts so that they have complete access to their child’s current record information. We also ask that parents plan to attend the Monthly PASCA meetings as well as the numerous student/parent programs we hold throughout the year.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Detroit Public Schools has an “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
2013-2014	No Status
2012-2013	No Status

School Description:

Burton, an application school, respects, supports and capitalizes on the rich and diverse ethnic, racial, and cultural heritage of its students and plans its programs to meet their needs. The Academy offers a well-rounded academic program in language arts, mathematics, social studies, science, physical education, performing arts, music, foreign language and computer education. High expectations begin in preschool and continue through grade 8 to ensure academic success for Burton scholars. Please visit our website at <http://detroitk12.org/schools/burton/> for more detailed information about our school.

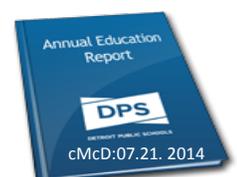
Detroit Public Schools' Core Curriculum:

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. 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.

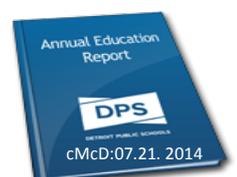
The variances from the State Plan can be found in the grade level expectations, which are also aligned to the higher standards of NAEP.

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 Burton International 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:

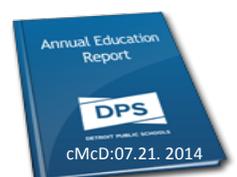
- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	499	19.9%
2012-2013	749	27.0%

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 (PTC).

- 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 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) schools may have experienced 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,

John Wilson, Principal

