



# DETROIT PUBLIC SCHOOLS

## Blackwell Institute

9330 Shoemaker

Detroit, Michigan 48213-3152

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

August 15, 2014

Dear Parents and Community Members:

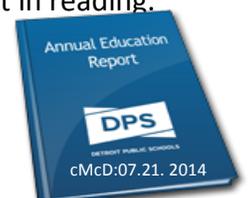
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Blackwell Institute. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Patricia Hines, Principal at (313) 866-4391 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/blackwell/>. 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 84%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
  - Only 10.14% of the Bottom 30% subgroup met the Differentiated target in reading.

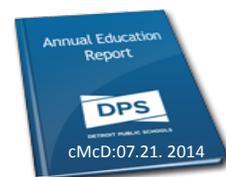


The key challenges for our school are as follows: (Continued)

- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
  - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
  - Only 7.25% 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 4.00% of the All Students; 0.00% of the Bottom 30%; 4.05% of the Black and 4.55% of the Economically Disadvantaged subgroups 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%; 13.43% of the Economically Disadvantaged subgroups met the Differentiated target in social studies.

Blackwell Institute is actively working to address our Accountability issues by having continuous staff trainings on how to integrate writing across the curriculum, test taking skills and technology into the curriculum. We will review and analyze testing data and continue to provide student interventions during school and in the after-school programs. The school will maintain workshops for parents that will include additional support and resources to increase student achievement. We will continue to have monthly progress reports to communicate with students and parents. In order to develop an Individual Learning Plan for each student, teachers will continue to analyze a variety of testing data to align their instruction with the students' needs and overall student improvement. Lastly, Blackwell Institute teachers will continue to use ongoing formative and summative assessments to create effective strategies as a way to monitor student progress toward mastery of skills, GLCEs, and the Common Core Standards.

We will improve our Literacy Program, specifically reading and writing at Blackwell. We will incorporate literacy strategies across the curriculum. We will have students do Daily Language Practice and Quick Writes each morning focusing on a different subject each day. We will have a school-wide Pen on Paper (POP) writing initiative, where students will write for 10-15 minutes on a selected topic or prompt for the day. All staff will utilize the 6+1Writing Traits model as well as employ the Write Source writing and grammar resources into their daily lessons. Teachers will also

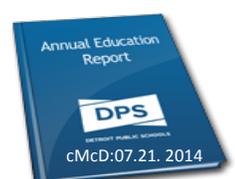


utilize the Guided Reading (K-6), MONDO Oral Language (K-3) and Reading Recovery (1st grade) programs to aid in providing more literacy support for our students. The use of graphic organizers will be a major instructional tool for both comprehension and writing. The school will introduce 10-15 "Power Words" each month to build the students' oral and written vocabulary. We will continue to use the Accelerated Reader and DEAR programs to monitor and enhance the practice of reading for our students. Teachers will teach literacy across the curriculum; thereby promoting increased student achievement in all content areas.

In mathematics, numeracy will be improved across the curriculum at Blackwell. We will place emphasis on students learning their basic facts through addition, subtraction, multiplication and division. Real world experiences will be used to help students see how math is applicable to their lives. Specifically, all staff members will use math real world experiences at least once per week in their core areas. The use of more manipulatives will be emphasized in the classroom. Teachers will incorporate math websites to enhance their math lessons and expose their students to various methods of problem solving. Math posters and vocabulary walls will be displayed around the building. Strategies for vocabulary development will be taught. The school will facilitate several math competitions/contests throughout the school year.

In science, the Blackwell team has decided that the best way to address this area of need is to have grade level teams hold weekly science workshops with the previous grades. For example, the 4<sup>th</sup> and 5<sup>th</sup> grade classes will meet in the gym once a week to watch Science videos and discuss Science concepts with guided practice in taking notes. Throughout the week, teachers will conduct mini science lessons to reinforce the Science concept that was introduced at the beginning of the week. Each student will have a Science binder which will contain sections for handouts, experiments, terminology, practice exercises, and tests and quizzes. The Science team will meet monthly to discuss the progress of the weekly meetings and improvements of the students. This process will work the same way for the 7<sup>th</sup> and 8<sup>th</sup> grade science classes.

In social studies, the Blackwell teachers will follow the district's curriculum/pacing guide and adhere to the district's time allotment. Additional strategies also include developing academic vocabulary and the application of real-world experiences through the use of supplemental activities i.e. trivia/Jeopardy games, educational videos, as well as student and class projects to aid in the students' understanding of social studies content. An emphasis will be placed on incorporating supporting strategies and hands-on projects through events, such as Career Day, Black History Month, and Multicultural/International Day. Lastly, all social studies teachers in the school will utilize the Guided Reading Bookroom resources to deliver content specific instruction, through the use of informational texts.



## Parent Involvement

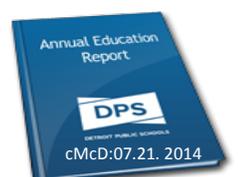
- Monthly PACSA meetings
- School Improvement Team
- Volunteer aides for before, during and after school
- Reading, Math, Science and Technology Family Nights
- Award presentations
- Winter and Spring School Programs
- Athletic events
- Fieldtrips chaperones
- Reading Volunteers
- Thanksgiving Basket Give-a-ways (for our needy families)
- Homework Help/Refresher Tips
- Accelerated Reader and Accelerated Math – Parent Reports
- Parent Teacher Conferences
- Online Grade-book Access
- Parent Resource Room
- Lunchroom Volunteers
- Parent Connect
- Hall Monitors
- Event Volunteers
- Serve as a member on the Guidance Advisory Council Task Force

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/](http://detroitk12.org/resources/prospective_students/)



## School Improvement Status

Year	School Improvement Status
2013-2014	No Status
2012-2013	No Staus

## 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:

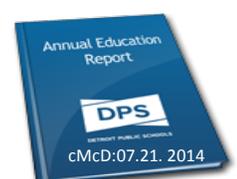
- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. 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.



## 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.

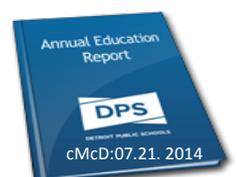
## Parent Engagement

- ❖ 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 Blackwell Institute 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



## Student Achievement Results (Continued)

- 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	203	11.4%
2012-2013	300	15.2%

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,

Patricia Hines, Principal

