



DETROIT PUBLIC SCHOOLS

Nichols Elementary-Middle School

3000 Burns Street
Detroit, Michigan 48214-1874

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

August 15, 2014

Dear Parents and Community Members:

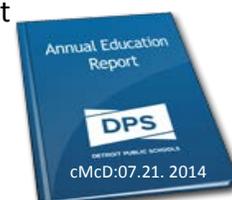
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Nichols Elementary-Middle School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Regina Haywood, Principal at (313) 852-0800 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/nichols/>. 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:

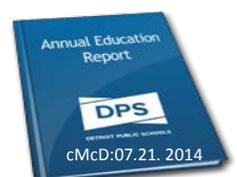
- **We did not meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 88%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 30.61% of the Bottom 30% subgroup met the Differentiated target in reading.



- **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 12.24% 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 2.08% of the All Students; 0.00% of the Bottom 30%; 2.08% of the Black and 2.22% 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% 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. Nichols School will continue to strive to meet and exceed the targeted goals that have been established for each of the five core subject areas. Through the use of differentiation, cooperative learning, and more focused professional learning activities we should see an increase in our overall student achievement levels. Teachers will engage in regularly scheduled and ongoing professional development by participating in grade level bands of Professional Learning Communities and data meetings. Teachers will view professional videos, participate in instructional rounds, discuss ideas such as lessons and teaching techniques with colleagues.

We will continue to work towards our overall goal of 85% by 2022 in each core subject area, Math, Science, Reading, Writing, and Social Studies. Our staff will make a concerted effort to reach every student by utilizing individual development plans to differentiate lessons based on the needs of each student. We will also continue to build teacher capacity in the implementation of cooperative learning and student engagement through professional development opportunities such as Professional Development sessions offered by the district, job embedded professional learning activities at our school, Professional Development workshops, and assigned videos at Nichols. The Professional Development sessions address our specified strategies, differentiation and cooperative learning. We will use a variety of strategies to improve our students' depth of knowledge in all subject areas.



Reading/Writing- Utilizing Success for All and process rubrics as our school wide reading program we have seen an increase in student achievement levels and expect this trend to continue. Reading and writing strategies will be infused in all curricular areas. As a school we will increase the amount of writing done in all curricular areas.

Math- Through the use of cooperative learning, an increase usage of Accelerated Math, and the use of manipulatives students will have more communication with each other to discuss different concepts. We expect continued growth through the use of highly qualified and designated Math instructors.

Science and Social Studies- Each subject will utilize authentic activities such as field trips and Science Night to increase student motivation and engagement. Each subject will also participate in project based learning activities designed to increase student overall knowledge.

Parent Involvement

Nichols will always welcome parent involvement as a tool to help engage students and provide them with additional support. Parents are members of our School Improvement Team. Our parent organization officers are certified Parent Advisory Council on Student Achievement (PACSA) trained. Each officer has completed twenty hours of service training. All of our parents are encouraged to use the Detroit Public Schools Parent Resource Center. Nichols provides constant communication with parents through the year through the Annual Title I Meeting, monthly Parent School Wide meetings, the School Phone Messaging System, emails, and written communication regarding Nichols news and information. We also welcome parent/community volunteers throughout the school year. Parents can assist with student achievement goals by allowing their families to participate in the annual Science, Literacy and Math nights, field trip opportunities, and after school tutorial programs that are fun, but relevant to the curriculum. Staff or consultants will provide a presentation at parent meetings to ensure information is provided that will help parents assist with their child(ren)'s academic growth.

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 |

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.

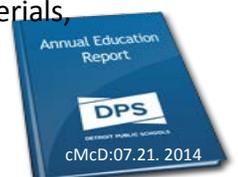
Specific curriculum actions are based on the District’s strategic plan to:

- 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.

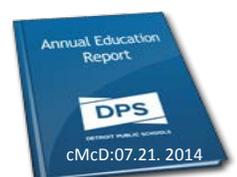
Detroit Public Schools Core Curriculum is currently under revision. Pacing Charts and Curriculum guides will be posted to the Division of Teaching and Learning under the Leadership page of our website in the near future.

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 Nichols 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
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

| School Year | Total Parent Interactions | Percent |
|-------------|---------------------------|---------|
| 2013-2014 | 256 | 23.5% |
| 2012-2013 | 290 | 25.8% |

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,

Regina Haywood, Principal

