

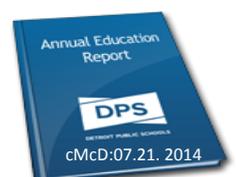
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
 - Only 7.69% of the Bottom 30% subgroup met the Differentiated target in mathematics.
- **We did not attain Differentiated target achievement goals for all subgroups of students in science.**
 - 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 by implementing the following key initiatives:

- Grade Level Required Reading in a variety of genres, with an emphasis on informational text.
- Grade Level Academic Planning
- Mandatory inclusion of quarterly essays and book reports in grade 3-8
- Mandatory inclusion of yearly research projects in grades 3-8
- Continued expansion of our annual Science Fair
- Focused Professional Development in the content areas of Science, Social Studies, Mathematics, Writing, and Reading
- Mandatory School-Wide Reading Logs
- The identification of our annual “MEAP Champions” by grade level and foreign language cluster with multiple perks for the winning foreign language cluster, thus creating intrinsic motivation.
- The Common Core State Standards will guide our academic instruction and our students will gain an understanding of its trajectory to the Smarter Balanced Assessment, MEAP and MME.
- Utilize an array of instructional technology to help facilitate differentiated instruction in an effort to accommodate the individual learning styles of all of our students.
- Honor good attendance and emphasize its correlation to academic achievement.

Parent Involvement

Foreign Language Immersion and Cultural Studies School is committed to creating a welcoming environment for all of our parents. Parents are encouraged to attend all of the Title I funded Parent Involvement workshops, which are focused on assisting their children in the areas of reading, mathematics, and writing. In addition, we will host both a Family Math Night and a



Family Science Night. The K-2 students will work on their Science Fair Projects during the Science Project Family Night specifically designed to include the parents in the science fair project creation process. Parents can also support their students by regularly attending parent-teacher conferences.

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.

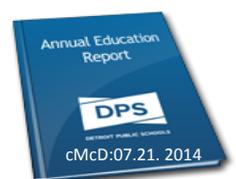
It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. “Open Enrollment Initiative” resources can be found on our website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

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

School Description:

Foreign Language Immersion and Cultural Studies (FLICS) School, servicing Kindergarten through Grade 8 students, is an application school. It is one of the few public language immersion programs within the State, offering dual-language, partial-immersion programs in French, Spanish, Japanese, or Chinese. The FLICS program is committed and designed to prepare exiting 8th graders to be proficient in a second language and to be prepared to succeed at a college-preparatory high school. Exiting 8th Graders will be able to earn high school credit in global language and Algebra. Please visit our website at <http://detroitk12.org/schools/flics/> 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

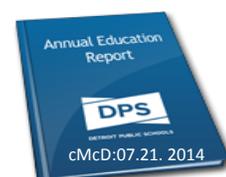
The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.pdf

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.



Access to the Core Curriculum (Continued)

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.

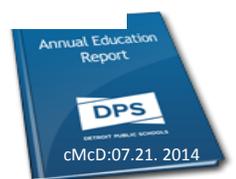
Parent Engagement

- ❖ 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 Foreign Language Immersion and Cultural Studies (FLICS) 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	950	33.3%
2012-2013	837	31.8%

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,

Todd Losie, Principal