



DETROIT PUBLIC SCHOOLS

J.E. Clark Preparatory Academy

15755 Bremen Street
Detroit, Michigan 48224-3443

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

August 15, 2014

Dear Parents and Community Members:

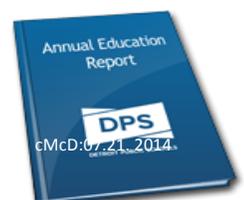
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the J.E. Clark Preparatory Academy. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Demond Thomas, Principal at (313) 471-9340 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/clark/>. 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 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 the All Students subgroup is 86%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 10.43% of the Bottom 30% and 39.47% of the Students with Disabilities subgroups 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 7.89% 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 2.92% of the All Students; 0.00% of the Bottom 30%; and 2.94% of the Black and 3.28% 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 7.35% of the All Students; 0.00% of the Bottom 30%; 7.35% of the Black; 8.00% of the Economically Disadvantaged and 0.00% of the Students with Disabilities subgroups 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.

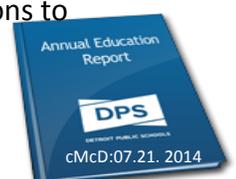
Administration and staff at J.E. Clark Preparatory Academy are continuously working to increase our student achievement rates here at Clark as well as improve upon our pedagogical practices in order to meet and/or exceed Differentiated Proficiency Target goals for the 2014-2015 academic school year. The actions that will be taken to address achievement challenges at Clark include creating a culture around the continuous discussion of and analyzing student achievement data in all content areas so that instructional teaching staff may sure up their skills to meet individual student needs (strengths/deficits). Clark administration, staff, and parents noticed a need to increase student achievement scores across the grade levels and content areas, specifically within the areas of Science and Social Studies where Clark students in grades 5, 6, and 8 scored far below school, district, and state proficiency targets. While student achievement fell below goals, there are some gains worth noting in the areas of Mathematics and Reading with a slight gain in grade 5 Science. Clark administration and staff will continue to look at specific Science Grade Level Content Expectations along with effectively teaching academic vocabulary in the content areas. It was also indicated that there is a need to continue to provide on-going and sustained professional development opportunities at the school level that effectively integrate technology into daily pedagogical practices, support teacher education and build capacity for effectively implementing research-based, best practice strategies in all content areas, specifically writing across the

curriculum, argument, persuasive, and opinion writing, teaching informational text structure features and strategies, teaching pre, during, and after reading comprehension strategies, teaching Close Reading with fidelity, with a focus on the rigor associated with the Common Core State Standard shifts in English Language Arts and Mathematics.

The Comprehensive Needs Assessment (CAN) also yielded the need for instructional teaching staff to continue their focus on decoding, fluency, phonics, and phonemic awareness skills along with problem-solving and inquiry-based learning skills in mathematics as well as other noted domains in math (such as basic math fluency with addition, subtraction, multiplication, division, geometry, and fractions), writing individualized education plans, effectively differentiating instruction, teaching/modeling direct/explicit instruction, indirect instruction, interactive learning, independent study, and experimental learning models. Additional training at the school level is also required in how to effectively implement Differentiated Instruction across the content areas, effectively implementing Marzano's Six Steps to Academic Vocabulary as well as implementing Marzano's High Yield Instructional Strategies, tiers I, II, and III of the Multi-Tiered System of Supports (MTSS)/Response to Intervention (RTI) Models to support effective delivery of instruction to students who are achieving above, at, and below grade levels as indicated by Fall 2013 MEAP data. In addition, instructional staff would greatly benefit from professional development opportunities that move beyond the district and state level in order to gain a broader sense of best pedagogical practices cross the content areas and grade levels. Other results of the CNA indicate that Clark students would benefit academically from technology-based programs such as Learning A to Z and Study Island. These technology-based learning programs support teachers in designing lessons that are reflective of the diverse learning needs of students across all grades levels and content areas while also supporting students at their learning tiers. Programs such as Project Seed, Reading Recovery, Voyager Learning, and Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi) will support student achievement in all three (3) tiers of the Multi-Tiered System of Supports (MTSS). It is also noted that Clark students need other outlets during the school day that will challenge and support their nurturing besides the traditional paper/pencil routines found in a traditional classroom setting. Students would greatly benefit from Language programs such as Rosetta Stone that would require a language teacher to engage students in learning about a variety of cultures and spoken languages. Implementing a language program like Rosetta Stone would open the door of opportunity for students by providing an avenue for students to transfer information learned and apply that information to real world experiences that go beyond everyday settings. Other hands-on learning opportunities such as, "Got Science" will support/increase Clark's student achievement rates in the area of Science by providing our population of learners with real-life experiences that allow them to delve into and explore the world of Science by means other than paper and pencil book work. Programs such as, "Got Science" will extend classroom learning opportunities as well as provide a visual representation of

skills and concepts taught within the classroom setting. Finally, the Comprehensive Needs Assessment indicates social, emotional, behavior and economic disadvantages negatively impact student achievement rates at Clark. The School Improvement Team deems it necessary to provide a positive behavior support program such as Michigan Integrated Behavior and Learning Support Initiative (MiBLSi), and/or the Restorative Practices in Schools approach as a means to resolving conflicts among our student population and changing the school culture to one where academics and responsible behavior are upheld and valued. We also realize the social and economic disadvantages that hinder achievement and find it necessary to continue sponsoring programs like Why Try, Sister Inspiring Sisters in order to support Clark's student population with programs that promote non-violence, teamwork, collaboration, respect for others, as well as provide role models who will support students in realizing their potential as well as supporting students in building and maintaining a positive self-image. In addition, J. E. Clark Preparatory Academy has noted a high student absenteeism rate. Currently, Clark's rate of absenteeism from September 4, 2013 to April of 2014 was about 20%. We continue to need the support of our in-house Department of Human Services representative to work with Clark students and families with reducing truancy rates, seeking viable employment, higher education, and other matters of welfare that pertain to family and the well-being of the student. Our Community-In-Schools representative provides students with after hour, in-school activities in order to increase the number of students in the community who spend time productively in school during off-hours. The results of the needs assessment also yielded a continuing need to have an on-site Attendance Agent who works closely with families in order to reduce the rate of truancy among our student population. Further, the results of the Comprehensive Needs Assessment indicated that Clark students would benefit from having an onsite school nurse who would be better equipped to support students with life challenging illnesses so that student achievement is not negatively impacted by such events. Moreover, staff also expressed a concern to include more time for instructional planning within and across grade levels as well as integrating Team building activities into the culture/climate of our school. In order to build trust amongst staff members so that we can better support each other academically and emotionally, school personnel cited a need to engage in professional development opportunities that support Team Building and connecting with the school community.

Moreover, Clark administration and staff will continue to participate in data-driven, sustained and ongoing professional development opportunities at the school level across the grade levels and content areas. Clark administration ensure that instructional staff are meeting horizontally and vertically to discuss student deficits/strengths within the grade levels and discussing student preparation for the upper grades. During weekly staff meetings, administration and staff read and discuss research-based articles grounded in sound instructional practices that infuse technology across the content areas. School administration will strengthen core supports through the use of classroom walkthroughs and observations to



ensure that staff are teaching to the rigor of the Common Core State Standards, have learning objectives posted, continuously refer to those objectives throughout each lesson, and ensuring that all students are aware of the learning objectives. Administration and instructional staff will also participate in data-driven, job-embedded, professional development opportunities across the content areas and grade levels in order to further support all students in reaching state standards. All students will be provided ample opportunities to engage in reading, writing, mathematics, science, and social studies hands-on lessons that provide students with in-depth knowledge of the writing process, problem solving, reading strategies, the scientific process, and using proven research-based strategies while reading, interpreting, and discussing informational text features. All students will be provided with opportunities to view, discuss, and assist with creating individualized education plans based on multiple sources of student data. In addition to the above, instructional staff will continue to infuse a variety of technology-based lessons into instructional time in order to close the achievement gap of at-risk students, as well as enhance the learning opportunities of "at" or "above" level students.

Parent Involvement

Parents continue to be actively involved in Clark's school improvement process by attending flexibly scheduled monthly meetings to participate in our Parent Advisory Council on Student Achievement (P.A.C.S.A.)/School Improvement Parental Meetings. Parents are encouraged to attend and become active members of the P.A.C.S.A. parent group as well as run for and hold office. Parents will also continue to be involved with planning parental involvement workshops through Detroit Parent Network. Parents can submit questions, concerns with, or suggestions about school programming via the Parental suggestion box housed in the Parent Resource Room and school office. Additionally, preschool parents are involved with Clark's school community in much of the same ways as the parents/students in upper grades are involved with the school community. Preschool parents are also given the opportunity to meet and connect with kindergarten teachers and observe their classrooms. Preschool classes participate in all school-wide performances. The year begins with an open house event where students of all grades are able to see and visit all classrooms in the building. The preschool team has a meeting in which parents are invited to come in and meet with the Kindergarten teachers who tell describe their program and what to expect in Kindergarten. (Refreshments are served and literature is handed out to parents). This meeting includes a tour of the Kindergarten classroom in which parents can see an actual lesson being taught and look at the materials and curriculum being used. Preschool teachers also send home monthly newsletters to parents as well as host a variety of other activities such as "Muffins with Moms" in which mothers come in and talk about child development. Mothers can recycle children's clothing with other mothers, drink coffee, eat muffins, and share conversations. When we host "Donuts with Dad", Dads come in and enjoy

creating art projects with their children while eating Donuts. Parents receive training in Kindergarten readiness skills at the transition meeting held in May of each year. Parents will also receive handouts throughout the year with tips for helping their little learners at home via monthly newsletters, flyers, workshops and Child Observation Records (COR) family reports. Parents have the opportunity to meet the Kindergarten teachers in May at which time they will explain their procedures and expectations. All parents are also invited to attend Title 1 initiative workshops for parents. Further, all parents are invited to attend school wide events such as the Harvest Festival and volunteer in their child's classroom. Parents participate in the school wide "Taste of Africa" Taste Festival. As well, parents are invited to attend all end-of-the year promotional ceremonies for all grades and other culminating end of year events and/or activities. Conferences and workshops are also available throughout the school year that provide teachers and parents with training and skills needed to support the education of students. Moreover, parents of all age groups are encouraged to actively participate with school improvement planning and attend monthly meetings to address perception, demographic, process, and achievement data as well as in order to evaluate Clark's strengths and weaknesses as they relate to overall student achievement.

Further, parents are involved in the design of the school wide plan by attending and participating in Clark's Parent Advisory Council on Student Achievement (P.A.C.S.A.) Parental Group/School Improvement Planning activities. During the Comprehensive Needs Assessment, parents are invited to the table along with the School Improvement Team and administrators to discuss and create a primary focus of the challenges that face our school community. The School Improvement Team and parents jointly develop the parent/student school compact, parental involvement calendar, parental involvement activities/workshop, as well as discuss/analyze existing data to determine the needs of the school community. The plan is designed based upon parent input from surveys, evaluations, and items taken from the school's suggestion box housed in the office and Parent Resource Room. The planning includes school events and culture, parent workshops, parental involvement and school improvement planning. J.E. Clark Preparatory Academy administration, School Improvement Chair, School Improvement co-chair, P.A.C.S.A. President, and School Improvement teacher representatives collaborate and jointly develop along with parents a School Parental Involvement Policy, which is distributed to all children participating in Title 1 school wide programming. Parents have the opportunity to meet with the SI Team, review the policy, ask questions and make suggestions as to the development and implementation of the policy. J.E. Clark Preparatory Academy will jointly develop a parent-student-teacher compact to be signed at the first Parent Meeting or Title One meeting. This compact will outline the shared responsibility between students, parents, and students for improved student achievement and develop a partnership.

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

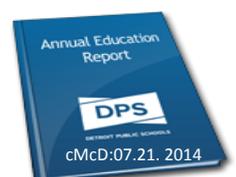
Year	School Improvement Status
2013-2014	Priority
2012-2013	No Status

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



Specific curriculum actions (Continued)

- 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.

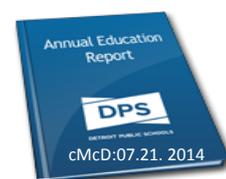
The implementation is a process delineated in the District Plan. This plan serves as the framework for each school’s academic achievement plan.

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 J.E. Clark Preparatory Academy 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:

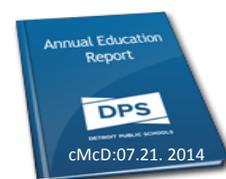
- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	482	15.0%
2012-2013	748	23.7%

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
- 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,

Demond Thomas, Principal