

Judge Steven Rhodes,  
Transition Manager

Alycia Meriweather,  
Interim Superintendent

Nekeya Irby, Interim Senior  
Executive Director, of the Office  
of Curriculum, Instruction and  
Accountability

Leenet Campbell-Williams  
Network 1 (Priority Schools)

Dr. Sherrell Hobbs  
Network 2 (Turnaround Schools)

Brenda Belcher  
Network 3 (High Schools)

Todd Losie  
Network 4 (East)

Shawn Hill  
Network 5 (West)

Rebeca Luna  
Network 6 (Southwest)



## Golightly Education Center

5536 St. Antoine Street  
Detroit, Michigan 48202-3831

### 2014-2015 School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Golightly Education Center. 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 Shirita Hightower, Principal, at (313) 494-2538 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer>, the school's website at <http://detroitk12.org/schools/golightlyeducationcenter/> or the MiSchool Data website at <https://goo.gl/lqNdsh>. You may review a copy in the main office at your child's school or in the Office of Parent and Community Engagement, Fisher Building, 12th Floor, 3011 W. Grand Boulevard, Detroit, Michigan 48202.

Due to the Michigan Department of Education's transition to the Michigan Student Test of Educational Progress (M-STEP), Accountability data for the 2014-2015 school year does not include school/district-level proficiency targets or final accountability outcomes. This information will resume being a part of the Annual Education Report starting with 2015-2016 data. Graduation, Attendance and Participation Rates are included as a part of the Annual Education Report for the 2014-2015 school year.

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 89.61%.

**We did not test 95% of our students.**

- ❖ Only 89.74% of the Students with Disabilities subgroup was assessed in mathematics.

We are actively working to address our assessment participation and attendance challenges. Attendance will be closely monitored and parental support will be given to ensure that all students attend school daily. Golightly Education Center has developed a four-level plan to improve our school's attendance status. In the first level, each instructional teacher is required to analyze all data available with regards to their students who attend their scheduled courses. In addition, teachers are to create an individual proficient assessment that sites the weaknesses of each child as determined by the Common Core State Standards. Teachers address these proficiency levels and obtain this information through strategic lesson planning and referrals to the Title I staff and the Resource Coordinating Team.

In the second level, through referrals, the child is placed in pull-out and push-in sessions with Title I staff. The sessions also include students participating in the Project Seed Program (math), Gear-Up (math, science) and our in-school tutoring for Grades 1st through 5th.

Level Three is the before and after-school programs that are designed to reinforce the in-school programs by supporting students who need additional resources. This reinforcement goes beyond the programs offered during the school day to assist students in meeting their grade-level expectations.

Level Four is Summer School. All students who have been referred for services during the year will participate in this program, which finalizes the fourth level of the plan and is designed to address the lack of proficiency with a given content area for each student. The entire student body is required to participate in Level One. Students who participate in levels 2-4 are referred by a teacher or curriculum staff person to insure his/her needs are addressed within a school year and to prepare each student for his/her future assessments. The progress of this plan is monitored for effectiveness using, M-STEP results, MAP Assessment Reports, STAR Math/Reading Scores, Report Card/Progress Reports and our school-based pre and post tests, which are designed to measure each student's yearly progress proficiency.

## **Parent Involvement**

Our Golightly parents can be involved in our school by volunteering in the classrooms, during lunch times, on field trips, as hallway monitors, at special events, during drop-off and pick-up times and at The Golightly Clothes Closet. Parents can come to our monthly Golightly School and Community Organization meetings where they are involved in decision-making about our school. They can also be involved in our yearly Title I Meeting where they can understand our school's budget and daily operating functions. Parents are involved through Parent-Teacher conferences four (4) times a year, and more, if requested by the parent. They are involved in various gardening projects at our school where they can support healthy student growth both academically and socially and also help teach their children environmental awareness. They are also involved in our Family Math/Literacy Nights and our Open House with their students to promote a cooperative learning process. Parent workshops are held throughout the year to support parents in various areas to support their children with learning. Parents can also be involved in the Booster's Club to support athletics at Golightly. Parents can be involved by filling out our surveys and accessing the Online Gradebook and Parent Connect. Parents can also be involved by being a member of the School Improvement Team.

State law requires that we also report additional information.

## **Process for Assigning Pupils to the School**

### **Open Enrollment Initiative**

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/)

## Application Schools

Detroit Public Schools has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools students as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

## Examination High Schools

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School's Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public School's Middle Schools
- Detroit Public Schools Parent Resource Centers
- Detroit Public Schools Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student's current school or the Detroit Public Schools' Office of Research and Assessment. Detroit Public Schools' students who submit an application will test at their middle school. Non-Detroit Public Schools' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

## School Improvement Status

Year	School Improvement Status
2014-2015	N/A
2013-2014	No Status

## **School Improvement Status (Continued)**

We will continue to work towards meeting our School Improvement Plan goals in reading, writing, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

## **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 Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools 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 and/or standards. The implementation is a process delineated in the District Academic Plan:

(<http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive->

## Access to the Core Curriculum (Continued)

[Summary 2012.pdf](#)). 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 public may access the core curriculum via our public website [www.detroitk12.org](http://www.detroitk12.org) and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

## Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school's website at <http://detroitk12.org/schools/golightlyeducationcenter/>. The following reports are available on the Detroit Public Schools' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/> :

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- NWEA~MAP aggregate student achievement results
- [Michigan Accountability Scorecard Report](https://goo.gl/GmqXJ4) at (<https://goo.gl/GmqXJ4>)
- [Annual Education Report](http://detroitk12.org/aer) at ([detroitk12.org/aer](http://detroitk12.org/aer))

## Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2014-2015	681	35.2%
2013-2014	449	22.9%

The Detroit Public Schools' Office of Research and Assessment has developed a data collection system which has enabled the District to comply with the Annual Education Report criteria of

## Parent-Teacher Conferences (Interactions) (Continued)

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 (and in some instances school open houses) 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 Some Detroit Public Schools - schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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.

Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of “creating a successful future” for our students.

Sincerely,

Shirita Hightower, Principal