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Cooke Elementary School

18800 Puritan Street
Detroit, Michigan 48223-1350

2015-2016 Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Cooke Elementary 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 Damon Sewell, Principal at (313) 494-7458 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/cooke/> or the MiSchool Data website at <https://goo.gl/3hw2jP>. You may review a copy in the main office at your child's school or in the Parent Resource Room at Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings,

top 5% of schools making the greatest gains in achievement (improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a No Status school.

The key challenges for our school are as follows:

We did not attain Differentiated target achievement goals for all subgroups of students in English Language Arts.

Only 0.00% of the Bottom 30% subgroup met the Differentiated target in English Language Arts

We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.

Only 0.00% 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 6.98% of All Students; 0.00% of the Bottom 30% and 6.98% of the African American subgroups met the Differentiated target in science.

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:

English:

After school tutoring programs will be offered throughout the academic school year to address English and writing skills. Cooke will continue to use the pull out program for those students who have been identified as being behind grade level. Trained SSA’s will be employed to provide 30 minutes of instruction in essential skills.

Teachers will be required to submit lesson plans that incorporate writing across the curriculum. As students work towards completing their STEM projects, to end each unit of study, an extensive writing component will accompany the project that is grade level specific.

Language Arts:

Accelerated Reading will continue for the academic year so teachers can track reading comprehension throughout the year. This data will be use to drive classroom instruction along with NWEA data and M-Step data. Teachers will be expected to discuss necessary strategies in their weekly PLC.

The After School Tutoring Program and Peer Tutoring Program will work to address reading skills that students are lacking. Cooke will continue to use the pull out program for those students who have been identified as being behind grade level with their reading and comprehension skills.

CSA will continue with the D.E.A.R. Program with the upper elementary students taking time to read to the primary students.

Parents will be encouraged to assist their child with reading every night. Teachers will be required to include some form of reading into their classroom's homework assignment. Teachers will be encouraged to include a nightly reading log for students that must be signed by parents. Campus events such as Literacy Night and the Scholastic Book Fair will continue for the new school year.

Mathematics:

Students will continue to use the Accelerated Math program to assist teachers in tracking student's mathematic progress and to reinforce necessary skills. Cooke will also use additional online math programs, such as Starfall and IXL, geared to review core concepts in an engaging environment. Cooke students will be challenged in the classroom and during the after school tutoring program with hand-on creative math projects and math will be a focus of the Peer Tutoring Program this year.

Science:

CSA will begin the 2016-2017 school year with two hands-on science labs, which will be staffed with two certified science instructors. This will allow students to engage in projects and experiments that may not be addressed by the classroom teacher because of time or accessibility. Lab instructors will work closely with the classroom teachers to ensure vocabulary and concepts are on pace with the classroom instruction.

Students will continue to attend the many science based field trips designed to complement the units of study so they can make those important connections. Many of these trips, like the Ann Arbor Hands-On Museums, the Children's Museum and the Detroit Zoo are scheduled to enhance the classroom instruction.

Teachers will also be encouraged to attend the many science workshops offered through the district. Many of our teachers currently attend the Science Saturday workshops and relay the information to teachers who are unable to attend.

Staff will continue to monitor test data from Data Director and NWEA to help teachers address any weaknesses.

Social Studies:

Teachers will continue to work closely with Lee Wright, Social Studies Instructional Specialist, to ensure that the teachers are on pace with the district's pacing chart and aware of the non-negotiable learning targets for their perspective grades and subsequent grades. This will be done at least once a month during the teacher's prep time and 100% participation will be required. Cooke will continue to administer the Data Director test to assess student progress in all grades.

We will also continue to provide students with real-world experience through fieldtrips and campus events and programs. Greenfield Village, Charles Wright Museum and the Dossin Museum are just a few of the trips that Cooke students attend in efforts to help student make those real-world connections.

We will continue to award great attendance with incentive programs and rewards. We have noticed a trend with absenteeism that center around Monday and Friday. To reverse this trend, we have set up a weekly and monthly Perfect Attendance Reward Program for students.

We also will have the classroom teacher track student attendance closely to address students who are absent without excuses. Students will be required to bring in a written excuse or to avoid penalty. Penalties include lack of lunch recess or students unable to attend campus events. Parents will start receiving personal calls from the administration to inquire about student absences and to notify parents of academic consequences of lack of attendance. Excessive absences will be immediately referred to the district attendance agents.

We also believe that a change in bell time will eliminate many absences and truanancies, as parents will now be able to personally drop students off to school prior to leaving for work.

Parent Involvement

Cooke will continue to promote parent/teacher interactions through continued advocacy of the PACSA, as well as the many parent outreach programs that we employ at Cooke STEM Academy. Many of the programs are geared to create an environment of respect and high expectations of learning that we believe will then filter down from the parent to the student. Cooke teachers will also continue to identify parents who may benefit from the many parent outreach programs at CSA and make suggestions and recommendations as needed. Teachers will be encouraged to commission a classroom Lead Parent who will keep all classroom parents informed of events, fieldtrip, conferences and any other pertinent activities and information.

To encourage more parents to volunteer throughout the academic year, incentives will be given to students for their parent's participation. This will allow students to shop at the Student Store for academic games and other items. Parents will also be acknowledged during our yearly Academic Awards Ceremony.

State law requires that we also report additional information.

Process for Assigning Pupils to the Schools

Open Enrollment Initiative

Detroit Public Schools Community District has an “Open Enrollment Initiative.” This initiative allows students to elect to attend any Detroit Public School Community District 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/

Application Schools

Detroit Public Schools Community District 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 Community District 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

Examination High Schools (Continued)

- All Detroit Public Schools Community District’s Middle Schools
- Detroit Public Schools Community Districts’ Parent Resource Centers
- Detroit Public Schools Community District Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

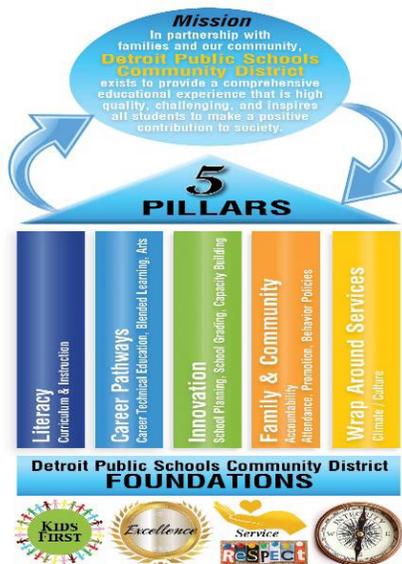
Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student’s current school or the Detroit Public Schools’ Office of Research and Assessment. Detroit Public Schools Community Districts’ students who submit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

School Improvement Status

School Year	School Improvement Status
2015-2016	No Status
2014-2015	N/A

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

Detroit Public School Community District’s Core Curriculum



Detroit Public School Community District’s Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.

Pillar 1: Literacy

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Pillar 2: Career Pathways

Provide students with a context for studying traditional academics and learning the skills specific to a career.

Pillar 3: Innovation

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

Pillar 4: Family & Community

Enhance and enrich positive relationships for all stakeholders.

Pillar 5: Wrap Around Services

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

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 Community District 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 at: (<http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.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

Access to the Core Curriculum (Continued)

curriculum via our public website 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 Community District 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 Community District's 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/cooke/>. The following reports are available on the Detroit Public Schools Community Districts' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	178	27.6%
2014-2015	323	42.6%

The Detroit Public Schools Community Districts' 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 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.

Parent-Teacher Conferences (Interactions) (Continued)

- 3.0 Some Detroit Public Schools Community District 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.

We would like to wish our students, parents, community and staff a successful year.

Sincerely,

Damon Sewell, Principal