

Wayne Elementary School

10633 Courville Street
Detroit, Michigan 48224-2403

Annual Education Report (AER) Cover Letter (2011-2012)

August 13, 2012

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2011-2012 educational progress for the Wayne Elementary School. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, Adequate Yearly Progress (AYP) and teacher quality. If you have any questions about the AER, please contact Pamela Askew, Principal at (313) 866-0400 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 <http://detroitk12.org/schools/school/373/>. You may also view a printed copy in the main office of your child's school or in the Parent Resource Center located at the Detroit International Academy, Room 141, 9026 Woodward Avenue, Detroit, Michigan.

For 2011-2012, Wayne Elementary School did not make Adequate Yearly Progress (AYP) because:

We did not meet the 90% attendance rate goal.

- Attendance Rate for All Students 82.8%; Black 82.8% and Economically Disadvantaged 82.8%.

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

- Only 22.6% of all of our Students met the AYP State Objective in reading.

Wayne Elementary School was also named a Priority School because the school's performance is in the bottom 5% of the State based on student achievement, achievement gaps and student growth over time in the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested). Information used to rank schools is based on the development of the Top to Bottom list of schools and their performance.

We are actively working to address the school's issues. Examination of reading and math performance will be addressed by developing an Individual Development Plan for all students. The overall PK–5 reading program will include comprehensive, differentiated reading instruction in the classroom along with additional services for students who need more support in order to succeed. Students who need intensive instruction tailored to address specific weaknesses will be assigned a school service assistant. All reading instruction will align with district curricula, evidence-based, and target specific to student weaknesses determined by performance on multiple reading measures. Furthermore, reading strategies will be embedded across all content areas.

The mathematics program will focus on students' ability to reason and communicate mathematically, value mathematics, and become confident in their own mathematical abilities to solve problems in situations that may not be familiar to them. Students will receive differentiated instruction that will equip them to become persistent problem solvers. In addition, apply their learning in everyday life. This understanding will be continually strengthened and expanded throughout their educational experiences.

To the extent possible, such supports, as Star programs, supplemental instruction, and additional staff will be incorporated into, but not interfere with the student's participation in regular classroom activities and learning. The use of formative and summative assessment practices will be employed to identify when students struggle and provide immediate intervention.

Attendance will be closely monitored and parental support will be given to ensure that all students attend school daily.

Parent Involvement

The role of the parent in improving a child's educational experience is critical. School staff and parents will share ideas on ways to increase the learning experiences for all students. Parents and school staff will examine opportunities to ensure that they are meaningful:

1. Flexible about how we gather input from parents;
2. Feedback will not be limited to committees or meetings.
3. Parents and teachers at every grade level will provide parents with concrete activities families can implement to reinforce learning at home.
4. Provide parents with information about AYP and the consequences AYP may have for their children and school.
5. Conduct meetings with parents to discuss the meaning of the AYP results, the state accountability system, and how to understand data to improve school programs,



instruction and the resources required for change.

6. Be sure that the school communicates information about AYP to parents in a language and a format that they can understand.
7. Be proactive. Encourage parents to work with community leaders and citizens in discussing the kinds of resources and the quality of education necessary for a school to meet the AYP expectations.
8. Conduct an audit and analysis of each school based programs and

resent in a parent-friendly format on such indicators as:

- a. Past student assessments;
- b. Socio-economic status;
- c. Levels of parental involvement;
- d. Quality and competency of teachers;
- e. Special student needs such as health and social service support;
- f. Instructional interventions such as preschool programs, after-school offerings, tutorials

State law requires that we also report additional information.

Process for Assigning Pupils to the School

During the 2011-2012 school year, Detroit Public Schools implemented the “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 web-site at:

http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2011-2012	Priority ~ AYP Not Met
2010-2011	AYP Not Met ~ School Improvement (SES)



Detroit Public Schools' Core Curriculum:

Consistent with the Detroit Public Schools Academic Plan for 2012-2013, 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 five (5) pillars of student achievement:

- I. Talent management,
- II. High quality teaching and learning,
- III. Rigorous, transparent and continuous improvement cycle,
- IV. Customer service approach to community and each other, and
- V. A secure, inclusive and dynamic culture.

An Executive Summary of the 2012-2013 Academic Action Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2012/05/FINALAcademicPlanExecutive-Summary_2012.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.

A Summer Parent University is offered with 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 also a means to disseminate information to parents and community.

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 web-site 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 Benchmark Assessment in Reading and Mathematics for Wayne Elementary 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
- Annual Education Report

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2011-2012	339	44.4%
2010-2011 (Corrected)	207	27.4%



Parent-Teacher Conferences (Interactions) (Continued):

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.

- 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 Several DPS schools had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least seven (7) instances, the calculated percentages are in excess of 100%. In each instance, each of these seven (7) schools is an elementary school or a Foundation for Early Learners School with 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,

Pamela Askew, Principal

