



DETROIT PUBLIC SCHOOLS

Wayne Elementary School

10633 Courville Street
Detroit, Michigan 48224-2403

Annual Education Report (AER) Cover Letter (2012-2013)

August 19, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 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, accountability 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 at <http://detroitk12.org/schools/school/373/>. 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.

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 not been given one of these labels.

The key challenges for our school are as follows:

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

- Only 20.93% of the Bottom 30% and 32.43% of the Students with Disabilities subgroups met the Differentiated target for reading.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for writing.

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

- Only 0.0% of the Bottom 30% subgroup met the Differentiated target for mathematics.

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

- Only 0.0% of All Students; 0.0%the Bottom 30%; 0.0% of the African American and 0.0% of the Students with Disabilities subgroups met the Differentiated target for science.

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

- Only 0.0% of the Bottom 30% and 3.23% of the Economically Disadvantaged subgroups met the Differentiated target for social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

Student performance in Science, Social Studies, and Writing will be the focus for the 2013 school year and addressed beginning with the implementation of the 2012-2013 Extended Year school program. Wayne's traditional school year will be extended by four weeks. During this time, strategic and targeted instruction will provide students with strategies on how read and comprehend complex text, and use multiple forms of writing to demonstrate understanding. In addition, student support will continue beyond the classroom with the fall implementation of Wayne School's Super Saturday program and continuation of the after-school tutoring program. Using data, gap analysis, and Individual Development Plans, students will attend these enrichment programs based on the areas that show their greatest need(s).

The focus for Science improvement will stem from the instructional support and use of the Inquiry Process, Inquiry Analysis and Communications, Quality Questioning, and writing Scientific Explanations. Students will use depth of knowledge skills to investigate scientific topics based on the big ideas in Science.

The Social Studies program will be immersed in project-based, expeditionary learning. Students will explore their environment locally, nationally, and globally through teacher lead activities based on district curriculum. Differentiated and direct instruction will be used to provide students with the skills and strategies necessary to build a solid foundation in global citizenship. Students who need intensive instruction tailored to address specific weaknesses will be assigned a school service assistant. All instruction will align with district curricula, evidence-based, and targeted specifically to student weaknesses determined by performance on multiple measures.

The writing program will focus on using the Four Square method, which allows students to interact with the writing process using visual supports and instructional scaffolds. Students will receive differentiated instruction that will equip them to become writers of multiple genres, especially argumentative writing. This understanding will be continually strengthened and expanded throughout their educational experiences.

Wherever possible, 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.

Parent Involvement

Parents and guardians provide student knowledge that coupled with high quality; rigorous classroom instruction ensures students receive a quality education. School staff and parents will continue to work together to increase the learning experiences for all students. Parents and guardians are involved in educating students by:

1. Sending students to school on time every day,
2. Allowing students to receive a full day of instruction by limiting early pick-ups,
3. Volunteering at the school to support learning in the classroom, lunchroom, and on the playground,
4. Participating in monthly parent meetings,
5. Participating in the collection of perception data by completing surveys,
6. Attending scheduled parent-teacher conferences to stay informed on student progress,
7. Flexible about how we gather input from parents;
8. Feedback will not be limited to committees or meetings.
9. Parents and teachers at every grade level will provide parents with concrete activities families can implement to reinforce learning at home.
10. Provide parents with information about the Michigan School Scorecard and the consequences it may have for their children and school.
11. Conduct meetings with parents to discuss the meaning of the Michigan School Scorecard results, the state accountability system, and how to understand data to improve school programs, instruction and the resources required for change.
12. Be sure that the school communicates information about AYP to parents in a language and a format that they can understand.

13. 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 Michigan School Scorecard expectations.
14. Conduct an audit and analysis of each school based programs and resent in a parent-friendly format on such indicators as:
 - past student assessments;
 - socio-economic status;
 - levels of parental involvement;
 - quality and competency of teachers;
 - special student needs such as health and social service support;
 - 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 website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

| Year | School Improvement Status |
|-----------|---------------------------|
| 2012-2013 | No Status |
| 2011-2012 | Priority~ AYP Not Met |

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.

The variances from the State Plan can be found in the grade level expectations, which are also aligned to the higher standards of NAEP.

Access to the Core Curriculum (Continued)

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 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
- Michigan Accountability Scorecard Report
- Annual Education Report

Parent-Teacher Conferences (Interactions):

| School Year | Total Parent Interactions | Percent |
|-------------|---------------------------|---------|
| 2012-2013 | 266 | 40.1% |
| 2011-2012 | 339 | 44.4% |

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