



DETROIT PUBLIC SCHOOLS

J.E. Clark Preparatory Academy

15755 Bremen Street
Detroit, Michigan 48224-3443

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 Clark, J.E. 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) 417-9340 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/school/063/>. 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 test 95% of our students.

- Only 86.84% of the Students with Disabilities subgroup were assessed in science.
- Only 94.81% of the All Students; 94.81% of the African American subgroups were assessed in social studies.

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

- Only 9.80% of the Bottom 30% and 28.40% of the Economically Disadvantaged 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 0.00% of the Bottom 30% and 8.75% of the Students with Disabilities subgroups met the Differentiated target for mathematics.

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

- Only 5.38% of the All Students; 0.0% of the Bottom 30%; 5.38% of the African American; 5.17% of the Economically Disadvantaged and 9.09% of the Students with Disabilities subgroup 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% subgroup 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. The strategies that instructional teaching staff will use: to focus on helping all students reach State standards are universal screening during the month of September across the content areas and grade levels to identify students who are functioning at, above, and furthest from proficiency targets across the content areas, a focus on teaching decoding, fluency, phonics, and phonemic awareness skills. Instructional staff will also regularly monitor the progress of students who are at elevated risks. All instructional staff will implement Tier 1 core instructional strategies into their daily practice to support the achievement of all students. Instructional staff will model all lessons taught using the explicit/direct instruction (Gradual Release) model a process by which the teacher clearly demonstrates what is to be learned, provides ample opportunities for students to use what is being learned, provides immediate corrective feedback along with scaffolding student learning, and provides ample opportunities for students to apply any new learning in authentic situations. Teachers will also provide direct, indirect, experimental learning, as well as

independent study for all students. Instructional staff will engage all students in whole group, Tier I of the Multi-Tiered System of Supports(MTSS)/Response to Intervention(RTI) Models where students will receive direct/explicit reading instruction with embedded differentiation of instruction by first introducing the lesson, modeling the concept/skill being taught, providing students with ample opportunities to demonstrate their learning before assigning independent practice. During independent practice and/or cooperative learning groups, instructional staff will support student engagement at varying levels of achievement by use of teacher scaffolding, observation, and anecdotal note taking as a means to monitor students in whole group, small group, and/or collaborative groups. All instructional teaching staff will utilize the school wide reform strategies differentiated instruction, Informational Text Strategies such as Survey, Question, Read, Review, Recite (SQ3R), Marzano's High Yield Instructional Strategies and Marzano's Effective Vocabulary Instruction. School administration will strengthen core supports through the use of classroom walkthroughs and observations to ensure that staff is teaching to the rigor of the Common Core State Standards, have learning objectives posted, continuously refer to those objectives throughout each lesson, ensuring that all students are aware of learning objectives. Administration and instructional staff will also continue 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. Clark administration ensure that instructional staff are meeting horizontally and vertically to discuss student deficits/strengths within the grade levels, preparation for the upper grades, and sustained, job-embedded professional development. Further, during weekly staff meetings, administration and staff read and discuss research-based articles grounded in sound instructional practices that integrate technology across the grade levels and content areas.

Parent Involvement

Parents continue to be actively involved in Clark's school improvement process by attending flexibly scheduled monthly meetings to participate in our Local School Community Organization (L.S.C.O.)/School Improvement Parental Meetings. Parents are encouraged to attend and become active members of the L.S.C.O. 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 of the 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 them a little about their program and what to expect in Kindergarten. (Refreshments are served and literature is given out). 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. We also send home monthly newsletters 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. In addition, all parents were invited to attend school wide events such as the Harvest Festival and volunteer in their child's classroom. Parents participated in the school wide "Taste of Africa" Taste Festival. As well, parents are invited to attend all end-of-the-year promotion ceremonies for all grades and other culminating end of year events/ceremonies. Conferences and workshops are also available throughout the school year that provides teachers and parents with training and skills needed to support the education of preschoolers as well as their transition into Kindergarten. 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 needs assessment as well as in order to evaluate Clark's strengths and weaknesses as they relate to overall student achievement.

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	No AYP~ 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

(Continued):

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 Clark, J.E. 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

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2012-2013	748	23.7%
2011-2012	632	21.5%

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,

Demon Thomas, Principal