



DETROIT PUBLIC SCHOOLS

Carver Elementary-Middle School

18701 Paul Street

Detroit, Michigan 48228-3868

Annual Education Report (AER) Cover Letter (2013-2014)

August 15, 2014

Dear Parents and Community Members:

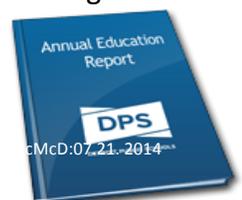
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Carver Elementary-Middle School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Sabrina Evans, Principal at (313) 240-6622 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/carver/>. 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 48202.

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 meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 80%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 18.37% of the Bottom 30% subgroup met the Differentiated target in reading.



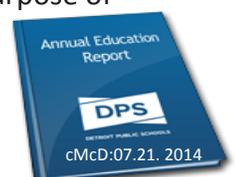
- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in writing.
- **We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.**
 - Only 14.00% 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 12.28% of the All Students; 0.00% of the Bottom 30%; and 4.26% of the Black and 12.00% of the Economically Disadvantaged subgroups met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
 - Only 0.00% of the Bottom 30% subgroup met the Differentiated target in social studies.

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

The administration, faculty, staff, and families at George Washington Carver STEM Academy strive to create a rigorous learning environment where all students have an opportunity to achieve academic success. In a review of the 2013 MEAP data we discovered that we have made modest gains in reading. However, we must continue to seek out education methodologies and practices that could be used to augment our students' proficiencies and performance in mathematics, science, social studies, and mathematics.

To close the achievement gap, the school is committed to taking radical steps to change the way in which it conducts business. The identified changes include: implementing a comprehensive STEM/STEAM educational program model; implementing a rigorous professional development agenda; and restructuring the school's master schedule to provide teachers with sufficient collaborative time and to provide students with additional learning time.

The incorporation of a Comprehensive STEM/STEAM program model is expected to occur at all grade-levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of this model. This will give teachers the opportunity to survey new instructional resources, with an emphasis being placed on interactive and technology-based resources. A spotlight will be placed on monitoring, analyzing and applying data to innovative instructional practices and materials for the purpose of



engaging students at a higher-level in rigorous researched-based curricula, thereby providing them with an overall rich educational experience.

With the adoption of the STEM/STEAM instructional program model, the school has identified a need to increase the quality and quantity of technology being used in the instructional process to drive student achievement. The school has developed a comprehensive technology plan that would require it to make updates to the existing technologies as well as purchase new technologies that support 21st century academia. The school has researched the STEM Smart Lab Learning environment and has deemed it to be a vital resource in making the science classroom setting a more engaging and interactive environment. The SmartLab is a 21st century learning lab that link technology exploration to core academic content with a particular focus on STEM (science, technology, engineering and mathematics). The incorporation of the STEM SmartLab would not require broad buy-in or retraining of existing staff. The school seeks to install two (2) Smart Labs, one at the elementary level and one at the middle school level. Initially, each lab will be a standalone classroom designed and provisioned for project-based, technology-enabled learning. Both, at the elementary and middle school levels, classes will be scheduled into the SmartLab™ as a required course. Selected staff would be trained in the SmartLab™ resources and educational methodology.

It is the vision of the school's Leadership to employ, computer-based instructional systems for the delivery of core content information within a SmartLab™ learning environment where the focus in the lab would be the application of core subject knowledge and development of 21st century skills such as critical thinking, project management, communication and collaboration, throughout the educational program model.

The school will continue to seek out additional educational funding in the forms of competitive and foundation grants to effectively execute its reform plan.

Carver will continue to employ the use of disaggregated data to increase student achievement and improve student learning. Carver will improve teacher practices and instructional delivery conducive to creating an atmosphere of exploration and discovery which are the pillars of the STEM/STEAM curricular focus. Teachers will continue to be required to engage in ongoing professional development. They are provided with opportunities to participate activities at Wayne RESA as well as the District and State (i.e. MI Excel Priority Schools Development Series, Summer Learning Institutes, etc.). In an effort to drive student achievement, Carver's instructional staff, under the guidance of the school's Administrative Team, makes Instructional Rounds where they have the opportunity to observe and analyze each other's instruction pedagogy for the purpose of providing constructive advice and feedback regarding strategies for improving their instructional approach. Additionally, to remain abreast of the current best educational practice Carver's staff

members are encouraged to attend self-selected local, state, and national conferences and conventions. The goal is to have them to present the Professional Learning Community with cutting-edge instructional strategies through job-embedded professional development trainings.

Additionally at the beginning of every academic year, the instructional staff at George Washington Carver STEM Academy is required to develop a Professional Learning Plan (PLP), which is a self-reflective record of their personal and professional developmental goals and the means by which they will attain them. It is through the construction of the PLP that Carver's instructional staff has the opportunity to critically examine their educational philosophy and instructional pedagogy in an effort to identify and improve their professional shortcomings.

Student Service Assistants and Trainable Aides complete an Educational Development Plan (EDP) in which they identify their strengths and weaknesses in providing support to the instructional staff as they work to increase students' academic proficiency and performance.

To measure the effectiveness of organizational and instructional approaches as well as to remain in compliance with District and State guidelines, Carver's Administrative Team uses a web-based classroom observation and teacher evaluation data collection and management software.

This software allows them use the Charlotte Danielson Framework to assess teachers in the following domains: student growth, classroom management, relevant educational training, and educational responsibility during classroom walkthroughs, teacher observations, and instructional rounds. During these classroom visits the school leaders seek to observe such things as: the rigor of the instructional delivery, student engagement, classroom and behavior management systems, and the use of data in the instructional process.

The instructional staff is expected to demonstrate through their teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and the grade-level to which they have been assigned. If it is determined that a teacher continuously lacks the awareness, knowledge, or inclination to perform certain tasks assigned to them, the administrative team takes a directed approach to move them forward. This approach requires the school's leadership to exert such authoritative behaviors:

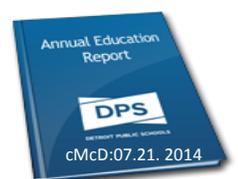
- a) Explicitly stating the problem;
- b) Requiring the teacher to provide input into why the problem exist c
- c) Make deliberate attempts to understand the teacher's point of view;
- d) Identify possible solutions to the problem;
- e) Communicate their expectations to the teacher;
- f) Request input from the teacher into establishing additional expectations;
- g) Provide the teacher with the resources, timelines, and criteria for expected success

- h) Periodically review the action plan with the teacher to ensure that the expectations are being met. To make for an effective and transparent process, teachers are provided feedback within a timely manner.

As a result of professional development the expectations are that teachers will improve their pedagogical practices for the purpose of implementing best practices in the classroom, leading to significant gains and improvement in student achievement and learning.

Research has long suggested that significantly increasing the quality of time in school for teaching and learning can have a positive impact on student achievement. Recognizing this connection will expand its master schedule to make full use of the reform initiatives set in place. Teachers will be provided additional time to collaborate with each other in grade-level and content area teacher teams as well as through job-embedded professional learning communities. This amendment will optimize the amount of time teachers have to conduct assessments, analyze, and respond to data. The greatest benefit will come in the form of improved content and support for struggling students. The schedule will be adjusted to accommodate additional time for students to engage in dynamic instructional experiences that foster a deeper understanding of educational theory and practices in the core academic areas.

In an effort to remain in compliance with the District, Carver STEM Academy has extended the school year by an additional 4 weeks of service to ensure that the reform plan is properly implemented. During this time students are engaged in small group, whole group, self-guided, cooperative/ collaborative and individualized learning opportunities. They receive vigorous instructional support through differentiated lessons and projects designed complement their individual learning styles. Additionally, targeted students are invited to attend either the Title1 or the Schools of the 21st Century Afterschool Programs, where they receive an additional 180 – 240 minutes of academic enrichment in reading and mathematics. Teachers at both, the elementary and middle levels also volunteer during their lunch breaks to provide supplementary instruction in the core content areas. The school will also adjust its master schedule to increase the amount common planning time teachers have to work together in their teacher teams to plan and prepare challenging educational experiences for their students. Content area and grade-level teams will meet twice monthly during the two hour, Wednesday Staff Meeting block, to review the planned sequence of instruction in content area classes and to ensure that classroom instruction aligns with the District and States academic standards. The discussion in these teams are expected to enhance and focus the work of planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries.



Parent Involvement

Carver’s School Improvement and Leadership Teams in collaboration with its School Advisory Council and Parent Organization will closely monitor the results of student achievement data. The school will continue to employ those strategies that the data suggest are working and make adjustments to or completely eliminate those approaches that have proven to be ineffective. Additionally, parents will be recruited to assist in the planning of school-based activities and events designed to educate Parents and Caregivers on effective ways to support the students’ learning and development as well as offers practical strategies for improving their learning.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

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.

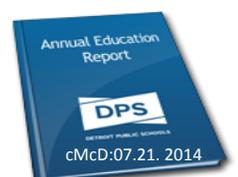
It should also be noted that transportation will not be provided for students who select a school outside of the boundary of their home school. “Open Enrollment Initiative” resources can be found on our website at: http://detroitk12.org/resources/prospective_students/

School Improvement Status

Year	School Improvement Status
2013-2014	No Status
2012-2013	Priority

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

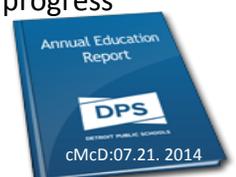
The instructional strategies and grade level expectations are aligned to the State standards and the NAEP. This represents the core curriculum, which is supported by the texts, materials, computer software and other school level resources used daily in the classrooms. All of the professional development 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.

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



Access to the Core Curriculum (Continued)

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.

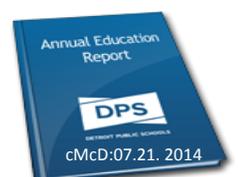
Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Quarterly NWEA~MAP Reading and Mathematics reports for George Washington Carver STEM 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
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	378	24.9%
2012-2013	236	15.2%



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 (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 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 eight (8) instances, the calculated percentages are in excess of 100%. In each instance, each of these eight (8) 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 and community a successful school year.

Sincerely,

Sabrina Evans, Principal