



DETROIT PUBLIC SCHOOLS

Coleman A. Young Elementary School

15771 Hubbell Street

Detroit, Michigan 48227-2948

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

August 15, 2014

Dear Parents and Community Members:

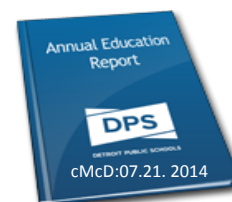
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Coleman A. Young Elementary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Melissa Scott, Principal at (313) 852-0725 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/young/>. 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:

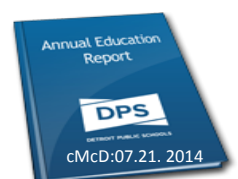
- **We did not meet the 90% attendance rate goal.**
 - The attendance rate for the All Students subgroup is 85%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 41.68% of the Bottom 30% subgroup met the Differentiated target in reading.



- **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 19.89% 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 0.00% of the Bottom 30% subgroup met the Differentiated target in science.
- **We did not attain Differentiated target achievement goals for all subgroups of students in social studies.**
 - Only 10.77% of All Students; 0.00% of the Bottom 30%; 9.38% of the Black and 11.32% of the Economically Disadvantaged subgroups 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 Multi-Tiered System of Supports is the reform model used to target student learning gaps and improve or maintain our Adequate Yearly Progress status. State, district and teacher created common assessments are analyzed to determine tiered assignments. Based on assessment data, students identified as 1-2 years below grade level, partially proficient or not proficient will be selected for tier 2 or tier 3 intervention strategies. Teachers will meet in grade level and content level teams twice per month to target learning gaps create individual learning plans (ILPs), implement data informed intervention strategies and progress monitor every for tier 3 students and every 4-6 weeks for tier 1 and 2 students. Every student will have an ILP with customized objectives that target instruction in the core subject areas of reading, writing, math, science and social studies. The student's ILP will be reviewed with parents quarterly during parent teacher conferences. Every ILP will be aligned with the Common Core State Standards and Grade Level Expectations. Every student will participate in the extended school year, mandated by the Detroit Public Schools district for priority schools.

Teachers are expected to participate in a continuous cycle of professional development to target weaknesses in their instructional practices and build capacity for teacher effectiveness as measured by the Detroit Public Schools District Teacher Evaluation Tool.



Teachers have input into the selection of their professional learning activities and are able to communicate their personal expectations during peer review or feedback meetings after teacher observations or annual evaluations. The expectations established for teachers to practice their professional learning experiences in the classroom include the following:

- Teacher collaboration through grade level and content level meetings
- Monitor student learning
- Use data to inform instruction
- Differentiate instruction
- Keep a log of PL experiences
- Share and/or present professional learning experiences to colleagues
- Evaluation/Monitor their instructional delivery
- Embed technology to support student learning.
- Effective classroom management
- Effective Teacher planning
- Use the Instructional Learning Cycle
- Maintain Individual Learning Plans
- Align instruction to the common core standards

Parent Involvement

Coleman A. Young has contracted a Parent Engagement Consultant using Title 1 funding to increase parent engagement through the coordination and implementation of parent workshops, focus groups, surveys, and training activities requested by our parents. Parent surveys will be conducted three times per year utilizing the AdvancEd survey forms and analyzed by the data team. The survey results will help to determine next steps regarding our parent engagement activities. Parent workshops and training activities are scheduled monthly and will cover the instructional programs and best practices that are embedded in our big ideas for school improvement. Training activities are developed by the Parent Engagement Consultant with input from the leadership team and will also reflect parent interests and training requests. Parents will be asked to sign in and to complete an evaluation at the end of each session.

Additionally, Parents will be invited to participate in 3 focus groups during the school year. The focus groups will be coordinated by the Parent Engagement Consultant, the president and vice president of the PASCA committee. The focus groups will target parent concerns that are revealed from our school suggestion box and parent surveys. Parents will be actively recruited to join the School Improvement Team through conversations with the Principal and instructional staff during open house, school-wide activities, monthly PASCA meetings and from our monthly newsletter.

Teachers will provide timely feedback regarding student growth and achievement through parent-teacher communications, parent teacher conferences our school newsletter and our school and classroom websites. The instructional staff will be required to contact at least 5 parents on a weekly basis with positive reports regarding a student's classroom and academic behavior. All grade level teachers will conduct grade level parent meetings at least twice per year.

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

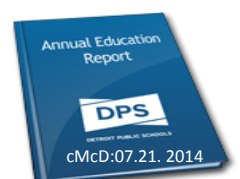
Year	School Improvement Status
2013-2014	No Status
2012-2013	Priority

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



Specific curriculum actions (Continued)

- 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.

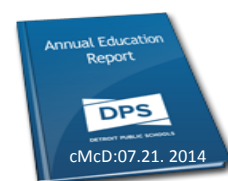
The implementation is a process delineated in the District Plan. This plan serves as the framework for each school’s academic achievement plan.

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 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 Coleman A. Young 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:

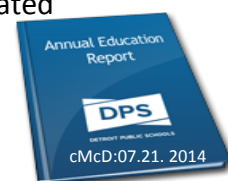
- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- Adequate Yearly Progress (AYP) Reports
- Michigan Accountability Scorecard Report
- Annual Education Report
- NWEA ~ MAP aggregate student achievement results

Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	296	28.5%
2012-2013	557	48.4%

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 (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



Parent-Teacher Conferences (Interactions) (Continued)

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,

Melissa Scott, Principal