



DETROIT PUBLIC SCHOOLS

Thirkell Elementary School

7724 14th Street

Detroit, Michigan 48206-2644

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

August 15, 2014

Dear Parents and Community Members:

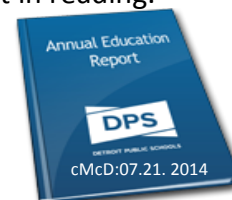
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Thirkell Elementary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Clara Smith, Principal at (313) 596-0990 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/thirkell/>. 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 86%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
 - Only 47.62% 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 1.59% of the Bottom 30%; 40.31% of the Economically Disadvantaged and 23.33% of the Students with Disabilities subgroups 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 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. Improving/maintaining Accountability is a major goal at Thirkell elementary. In order to improve/maintain Accountability, it is essential for teachers to be Highly Qualified, teaching in their major areas of study and in the correct grade levels. Teachers must communicate high expectations and expect only excellence from the students.

The MEAP data has now been analyzed according to the proficiency profile analysis. This information will be shared with all staff members and used in planning for the remainder of this academic school year as well as 2014-2015.

Instruction must be aligned with the results of MEAP data, MAP data, district data, classroom observation and anecdotal notes. Teachers must consistently check for understanding and provide opportunities for students to test their knowledge in meaningful ways. Our curriculum and instruction must continue to be student-centered and challenging while promoting higher-order thinking skills.

Teachers will continue to collaborate in professional learning communities (PLC) school-wide and at their grade level to develop formal/informal pre/post assessments, units of study, and weekly lesson plans. PLC's must also serve toward analyzing data from quarterly assessments (Measures of Academic Progress, DIBELS, BURST, Star Math, Star Reading, MEAP and District Benchmark Assessments) to determine areas of strengths and weaknesses. Based on the results teachers can begin planning for differentiation across all subjects.

Attendance is another major component in maintaining/improving Accountability. Thirkell's administrative team prepares frequent newsletters school-wide to communicate available parent workshops, community outreach programs and the Parent Advisory Council on Student Achievement meetings held monthly. Additional correspondence takes place in each classroom with frequent phone calls, summary reports and individual incentives. Parents must become partners with the schools and view schools as learning institutions where goals are met, careers are determined and dreams become realities.

We have already started reorganizing the physical space within our building. Thirkell's administrative team decided to move our lead Science instructor's classroom upstairs and across the hall from our lead Mathematics instructor. This move was very successful; students in grades 3-6 are now all on one floor which makes for a smoother transition between periods. Teachers are now enjoying more instructional time as a result.

The former Science room is now home to approximately 26 MacBook's accommodated with computer tables and chairs. Thirkell's instructional specialists developed a primary schedule for teachers to visit the lab weekly and assist their students with the Renaissance Learning Suite (Accelerate Math and Reading). The lab is also used to facilitate the many assessments (MAP, Star Math, Star Reading and District Pre and Post Assessments) taken Online throughout the course of the year.

Parent Involvement

Many parents are already benefiting from a program offered by Beyond Basics. The staff members of this organization meet weekly with select parents that signed up for the program.

The school will continue to work with the Parent Advisory Council on Student Achievement to encourage parents to attend professional development for reading, mathematics, helping with homework (tips) and understanding testable objectives (content standards). Parents with students taking the MEAP will learn how to interpret their child's MEAP scores and compare school and district MEAP data summaries.

A parent brochure will be created to assist in test-taking and comprehension strategies as well as example test released items for the MEAP. Parents will be encouraged to listen to their child read daily for a minimum of ten minutes. A webinar will be created where teachers share with parents and students the necessary skills and concepts that have been deemed difficult according to the MEAP data. Worked examples will be included in the webinar for students and parents to refer to when needed. We are also in the process of releasing a school community Facebook page upon approval from the district.

Parents are invited to join the Parent Advisory Council on Student Achievement that meets monthly in Thirkell’s auditorium. They will also be invited to attend the numerous workshops that are held throughout the school year. Parents are consistently encouraged to volunteer as hall monitors, room moms and dads, service and patrol supervisors/crossing guards and mentors. If parents are utilized properly and recognized as partners, they can become strong allies for the school and the community.

Thirkell has recently acquired a partnership with Mark Wagon, co-founder of “Teaching our Youth.” Three instructional specialists and a full-time student-service assistant make up the Community Outreach Partnership Program at Thirkell School. The vision behind this program is to develop stronger communication with our students’ parents. This will allow teachers to share students’ needs and accomplishments more effectively and more often. This partnership will foster each student’s social, emotional and physical growth.

State law requires that we also report additional information.

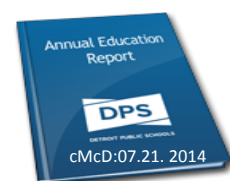
Process for Assigning Pupils to the School

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

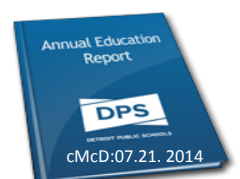
The "Neighborhood-Centered, Quality Schools," Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.pdf

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 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.

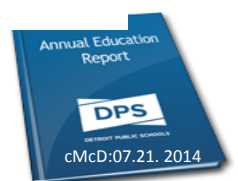
Parent Engagement

- ❖ 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 Thirkell 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
- NWEA ~ MAP aggregate student achievement results



Parent-Teacher Conferences (Interactions):

School Year	Total Parent Interactions	Percent
2013-2014	380	32.3%
2012-2013	432	42.2%

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,

Clara Smith, Principal