



# DETROIT PUBLIC SCHOOLS

## Carleton Elementary School

11724 Casino Street  
Detroit, Michigan 48224-1173

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

August 18, 2014

Dear Parents and Community Members:

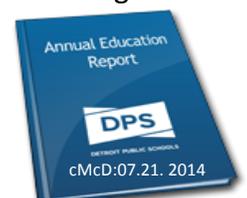
We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2013-2014 educational progress for the Carleton Elementary School. The AER addresses the complex reporting information required by Federal and State laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact, Lachelle Williams, Principal at (313) 866-8322 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/carleton/>. 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 79%.
- **We did not attain Differentiated target achievement goals for all subgroups of students in reading.**
  - Only 9.09% of the Bottom 30% subgroup met the Differentiated target in reading.



The key challenges for our school are as follows: (Continued)

- **We did not attain Differentiated target achievement goals for all subgroups of students in writing.**
  - Only 11.43% 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 12.73% 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 12.50% of the All Students; 0.00% of the Bottom 30%; 13.16% of the Black and 10.53% 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 by implementing effective and data-driven Professional Learning Communities, Response to Intervention (RTI) and a Multi-Tiered Support System (MTSS). We will offer Support Learning Labs before, during, and after the school day to assist students with TIER II and/or TIER III learning needs in reading and math. Response to Intervention (RTI) and Differentiated Instruction (DI) will be implemented with fidelity during the upcoming school year. To support differentiated instruction, technology will assist with the implementation of blended learning. Job embedded professional development will occur on an on-going basis, through the practice of In-House Walkthroughs, book studies, the sharing of best practices, lead teacher district meetings, and weekly PLC meetings. Instructional Learning Cycles will be implemented every 6-8 weeks and will help create a culture of professional collaboration and collective responsibility and provide a structured way for teachers to talk about improving student and adult learning and promote the actions needed to produce results. During the PLC meetings and as an effort to support job-embedded professional development, teachers will analyze student work in an effort to plan for future differentiated instruction for all students. Program evaluations will also be conducted on an on-going basis.

## Parent Involvement

The Principal, the Instructional Leadership Team and the School Support Team, which includes parents will work on building strong, effective relationships between the school, the parents, and the community for the purpose of student academic success. Similar to developing a Leadership Team, we will develop an Action Team for Partnerships (ATP). This action team will be dedicated to strengthening the existing ties between the school, the parents and the surrounding community, along with creating new ones. It is the ATP's job to continually monitor, evaluate, and improve the action plan to meet the current needs of our students.

The Instructional Specialists will hold monthly meetings with parents of students needing TIER II and/or TIER III intervention. During these meetings the parents will review their child's current achievement data and assist with designing or revising an Individual Learning Plan for their child. As part of the plan, the parents will agree to support learning at home. Workshops will be provided for parents on an on-going basis. The workshop topics will be decided upon after reviewing the results of parent surveys.

State law requires that we also report additional information.

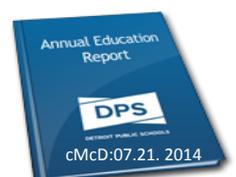
## Process for Assigning Pupils to the School

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/](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](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.

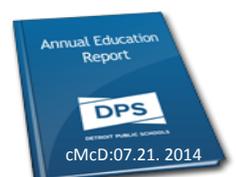
## Parent Engagement

- ❖ 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 Carleton 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	249	32.8%
2012-2013	330	42.7%

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,

Lachelle Williams, Principal