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Vernor Elementary School

13726 Pembroke Avenue
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2015-2016 Annual Education Report (AER) Cover Letter

March 13, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the Vernor 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 Dr. Tonyia Jeanmarie, Principal at (313) 494-7342 for assistance.

The AER is available for you to review electronically by visiting the District's website <http://detroitk12.org/aer>, the school's website at <http://detroitk12.org/schools/vernor/> or the MiSchool Data website at <https://goo.gl/bNGI5K>. You may review a copy in the main office at your child's school or in the Parent Resource Room at Detroit Collegiate Preparatory High School at Northwestern, 2200 W. Grand Boulevard, Detroit, Michigan.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement

(improvement metric), or “Beating the Odds” by outperforming the school’s predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given. Our school was identified as a No Status school.

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 85.47%.

We did not attain Differentiated target achievement goals for all subgroups of students in English Language Arts.

Only 0.00% of the Bottom 30% subgroup met the Differentiated target in English Language Arts.

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

Only 7.14% of All Students 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% and subgroup met the Differentiated target in science.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement by implementing the following key initiatives:

ELA Strategies:

- Continue to expand classroom libraries.
- Read a variety of expository texts, and differentiate the elements of expository text vs. narrative text.
- Provide reading activities that require practice of prediction, compare and contrast, sequence, inference, and summarizing.
- Provide students with writing experiences in all genres.
- Develop literacy– based projects across the curriculum.
- Teach academic vocabulary learning context.
- Utilize technology (computer programs, tablets, Smart boards) for instruction and to computer literacy level.
- Use Depth of Knowledge (DoK) stem questions to develop and expand higher order thinking skills.
- Provide rigorous reading and writing lessons in all content areas.

Mathematics Strategies:

- Teach the standards for student mathematical practices.
- Provide students with hands –on learning experiences
- Provide a variety of math manipulatives.
- Teach academic vocabulary in learning context.
- Math writing journals for students to write about the math process.
- Provide Math literature for students to read.
- Teach academic vocabulary by providing a variety of vocabulary activities.
- Utilize technology (computer programs, tablets, Smart boards) for instruction and to increase computer literacy level.
- Use Depth of Knowledge (DoK) stem questions to develop and expand higher order thinking skills.
- Provide rigorous mathematic lessons including writing responses and application of processes.

Science Strategies:

- Implement Science and Engineering Practices in classroom instruction.
- Teach students the scientific process and provide multiple applications.
- Provide hands-on activities / project - based learning.
- Teach academic vocabulary in learning context.
- Provide science literature / informational text / expository text for students to read and apply scientific information in context.
- Use science writing journals for students to record notes and summarize their learning.
- Teach students the required elements of a science projects for practice and final Science Fair entry.
- Establish dates for mid-year exhibit and end of the year schoolwide Science Fair.
- Utilize technology (computer programs, tablets, Smart boards) for instruction and to increase computer literacy level.
- Use Depth of Knowledge (DoK) stem questions to develop and expand higher order thinking skills.
- Provide rigorous science lessons including writing responses and application of processes

Social Studies Strategies:

- Teach geography, government/ civics, history, and economic skills and related concepts in real life application.
- Provide students with hands-on experiences and project-based learning.
- Provide students with cooperative learning experiences.
- Read and identify elements of expository texts vs. narrative text.
- Provide literature for students to read in the Social Studies content area.
- Teach and use academic vocabulary in learning context.
- Utilize technology (computer programs, tablets, smart boards) for instruction and to increase computer literacy level.
- Use Depth of Knowledge (DoK) stem questions to develop and expand higher order thinking skills.
- Provide rigorous social studies lessons including writing responses and application.

We are actively working to address our attendance challenges, accelerate student achievement and close persistent gaps in achievement. Improving student attendance and truancy prevention is a priority for our school. In the document entitled “Every Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism (USDOE, 2015),” it is noted that students who are not in school cannot learn, and frequently drop out. Truant students often engage in high-risk behaviors that may lead them to encounters with the juvenile justice system. We will work with students, parents, the community, business partners and stakeholders to improve student attendance.

Per the United States Department of Education, “a student is chronically absent if he or she misses as few as **two days** of school a month.” That is eighteen absences for the school year. The following strategies are taken from Every Student, Every Day Community Toolkit to Address and Eliminate Chronic Absenteeism ~ Take Action to Help Eliminate Chronic Absenteeism.”

Parents and Families can help improve student attendance by:

- Making getting to school on time every day a high priority in your family.
- Talking with your child(ren) about the important of school attendance from an early age and the negative effects of too many absences.
- Creating a safe space for your child to share what’s keeping them from participating in school on a regular basis, when necessary.
- Having a back-up plan for getting your child to school when there are difficulties with transportation, family illness, or other challenges.
- Scheduling doctor and other appointments for after-school hours whenever possible.
- Monitoring students’ school attendance to make sure your child is in class every day.
- Contacting your child(ren)’s school to discuss supports and services that can help your child maintain regular school attendance.

Students:

- Help your friends and classmates understand what chronic absenteeism is— missing more than 10 percent (18 days) of school days in a year.
- Attend school every day, encourage your friends to attend school every day and remind them that every absence from school matters.
- Talk with your school principal and teachers about the kind of support that you and/or students in your school need in order to attend school and be successful at school every day.
- Be active in your community to support projects to help eliminate chronic absenteeism and support other young people in schools.

Parent Involvement

Dr. James Vernor Elementary PreK-6 hosts several activities aimed in encouraging parents to attend parent involvement meetings, actively participate, and work with the school community to improve our Michigan School Scorecard status. Parents are invited to workshops that address interpretations of the assessment scores, acronyms, and graphs of district, local and State assessments. We provide assistance to parents to help them understand content standards, and demonstrate how to monitor their child's progress, and collaborate with educators. Parents are encouraged to participate in the PAC-SA meetings and workshops. Vernor PreK-6 also provides materials and training for parents at our Annual Title I Meeting, Open House(s), Parent Teacher Conferences, and Parent Curriculum Night(s) to assist parents in understanding our District curriculum for the core content areas: Reading, Writing, Science, Mathematics, and Social Studies. Furthermore, Vernor Elementary hosts a Literacy Fair and Science & Engineering Nights to encourage a home school connection for students, as well as parents, become more engaged with school activities and functions. Parents are also informed that they have the option to receive additional training at the District's Parent Resource Centers.

State law requires that we also report additional information.

Process for Assigning Pupils to the Schools

Open Enrollment Initiative

Detroit Public Schools Community District has an "Open Enrollment Initiative." This initiative allows students to elect to attend any Detroit Public School Community District 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/

Application Schools

Detroit Public Schools Community District has twenty-two (22) schools that require an application for enrollment. Families can apply during the application process window. Applications are open to families of current Detroit Public Schools Community District students

Application Schools (Continued):

as well as those newly enrolling or attending school elsewhere. The District uses one application for its Application Schools. Please note requirements on the application for submission of report cards, test data, transcripts, essay and Grade Point Average information. Schools also may have other individual entry requirements. Be prepared to provide behavior reports.

Examination High Schools

During the Examination High Schools application window, all 8th grade students attending public and non-public schools are eligible to apply for admission to the 9th grade at Cass Technical High School, Renaissance High School and Martin Luther King, Jr. Senior High School's Mathematics, Science and Applied Technology (MSAT) and Center for International Studies and Commerce programs. Residency is not required. During the beginning of the school year, students must complete and submit an application to take the placement examination.

An application is available at:

- All Detroit Public Libraries
- All Detroit Public Schools Community District's Middle Schools
- Detroit Public Schools Community Districts' Parent Resource Centers
- Detroit Public Schools Community District Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Students must submit an application to be eligible to take the examination. Completed applications and all required documents must be submitted to the student's current school or the Detroit Public Schools' Office of Research and Assessment. Detroit Public Schools Community Districts' students who submit an application will test at their middle school. Non-Detroit Public Schools Community Districts' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

School Year	School Improvement Status
2015-2016	No Status
2014-2015	N/A

We will continue to work towards meeting our School Improvement Plan goals in English Language Arts, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

Detroit Public School Community District's Core Curriculum



Detroit Public School Community District's Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.

Pillar 1: Literacy

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Pillar 2: Career Pathways

Provide students with a context for studying traditional academics and learning the skills specific to a career.

Pillar 3: Innovation

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

Pillar 4: Family & Community

Enhance and enrich positive relationships for all stakeholders.

Pillar 5: Wrap Around Services

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the Michigan Department of Education standards (science and social studies) and Common Core State Standards (mathematics and English language arts). This represents the core curriculum for Detroit Public Schools Community District 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 and/or standards. The implementation is a process delineated in the District Academic Plan at: (<http://detroitk12.org/content/wp-content/uploads/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.pdf>). 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 public may access the core curriculum via our public website www.detroitk12.org and then click on the link to the individual academic offices.

Parents/Guardians are offered classes through Parent University to increase parenting skills, early childhood literacy, adult literacy and GED. During the school year, the Parent Resource Centers are a valuable resource that allow parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction. The Detroit Public Schools Community District Hub, Web up-dates and semi-annual progress reports are a means to disseminate achievement information to educators.

Student Achievement Results

Aggregate Student Achievement Results and Detroit Public Schools Community District's Quarterly NWEA~MAP Reading and Mathematics reports for our school can be found in the Resources section of our school's website at <http://detroitk12.org/schools/vernor/>. The following reports are available on the Detroit Public Schools Community Districts' web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	0	0.0%
2014-2015	195	35.1%

Parent-Teacher Conferences (Interactions) (Continued):

The Detroit Public Schools Community Districts' Office of Research and Assessment 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 (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 Some Detroit Public Schools Community District had a very high percentage of reported parent interactions. This may be due to a number of reasons. In at least two (2) instances, the calculated percentages are in excess of 100%. In each instance, each of these two (2) 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, community and staff a successful year.

Sincerely,

Dr. Tonyia Jeanmarie, Principal