

# DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

## Board of Education

Honorable Dr. Iris Taylor  
President

Honorable Angelique Peterson-Mayberry  
Vice President

Honorable Sonya Mays  
Treasurer

Honorable Misha Stallworth  
Secretary

Honorable Dr. Deborah Hunter-Harvill  
Member

Honorable Georgia Lemmons  
Member

Honorable LaMar Lemmons  
Member



Alycia Meriweather  
Interim Superintendent

Nekeya Irby  
Senior Executive Director of Curriculum,  
Instruction and Accountability

Leenet Campbell-Williams  
Network 1 (Priority Schools)

Rebeca Luna  
Network 2

Brenda Belcher  
Network 3

Alvin Wood  
Senior Executive Director of  
School Support

## A. L. Holmes Elementary-Middle School

8950 Crane Street

Detroit, Michigan 48213-2273

## 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 A. L. Holmes 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 Tammy Mitchell, Principal at (313) 866-5644 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/holmes/> or the MiSchool Data website at <https://goo.gl/8Wmcmz>. 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 85.64%.

**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 0.00% of the Bottom 30% and 6.56% 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 4.55% of the All Students; 0.00% of the Bottom 30%; 4.55% of the African American and 5.26% 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 by implementing the following key initiatives:

English Language Arts and Mathematics:

We will continue the use of the station-rotation model of blended learning. Through this model, students are divided into flexible small groups which travel together through stations during rotation time in the classroom. These stations include, the technology station, the independent-collaborative station and the teacher station. At the technology station, students

work on online content that is assigned to strengthen skills at their level of need. The independent-collaborative station gives students an opportunity to work independently or in small groups on standards-based activities which deepen their knowledge of the content. The teacher station allows all students to receive guided small group instruction from their teacher on grade level standards as well as bridging the gap with deficits from previous years. We will target the bottom 30% by engaging students in additional learning time using online content in learning labs and through daily “double dose” of Tier 2 instruction from the ELA teacher and Tier 3 intervention instruction from school service assistants. We aim to improve our accountability status by engaging students in additional learning time using online content in learning labs.

Science:

To engage students in learning scientific concepts, we will teach inquiry-based science units which focus on the scientific model. Students will use background knowledge as well as in-class reading as a basis for creating hypotheses. Hypotheses will be tested to draw conclusions and gain new insight about scientific principles. To reach the bottom 30%, teachers will use data gleaned from Instructional Learning Cycle and formative assessments throughout the unit to plan Tier 2 interventions that address student misconceptions.

Social Studies:

Teachers will engage students in Project Based Learning units so that students get a broad understanding of social studies concepts. Ongoing formative assessment will be used to ensure that students are meeting the desired outcomes and to allow for teachers to make decisions about grouping for the purpose of reteaching/addressing student misconception.

Our attendance rate was 85.64% which shows improvement from last year’s 84.8%. We will continue to work toward the 90% threshold for attendance through the use of our School Culture and Climate strategies. These strategies include a school-wide Behavior Intervention Plan as well as a Dean of Students to manage the plan to minimize the number of absences due to behavior issues. Additionally, students can earn incentives by attending school every day.

## **Parent Involvement**

Parents can get involved by:

- Attending Open House, Parent Teacher Conferences and other school events
- Attending monthly Principal Chat ‘n’ Chew Meetings
- Attending parent workshops

- Getting involved with the parent organization PACSA
- Stressing the importance of education with their child and setting an expectation that their child will do well in school
- Making sure that their child has an area and time set aside for completing homework
- Reading to or with their child daily (younger children) or making sure their child reads daily (older children)
- Reaching out to the teacher when there is a concern or major life event
- Ensuring that their child gets a good night sleep daily
- Ensuring that their child arrives on time to school
- Ensuring that their child attends school daily except when they are ill
- Asking for makeup work when their child is absent

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/](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 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.

## Process for Assigning Pupils to the Schools (Continued):

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 psecific 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](http://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/holmes/>. 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	187	8.9%
2014-2015	949	44.5%

## **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,

Tammy Mitchell, Principal