

DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

Board of Education

Honorable Dr. Iris Taylor
President

Honorable Angelique Peterson-Mayberry
Vice President

Honorable Sonya Mays
Treasure

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

Carver Elementary-Middle School

18701 Paul Street

Detroit, Michigan 48228-3868

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 Carver 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 Dr. Sabrina Evans, Principal at (313) 240-6622 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/carver/> or the MiSchool Data website at <https://goo.gl/QzxUEq>. 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 Priority 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 83.99%.

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% subgroup met the Differentiated target in mathematics.

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

Only 12.33% of All Students; 0.00% of the Bottom 30%; 10.94% of African American and 8.47% of 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 11.54% of the All Students; 0.00% of the Bottom 30%; 6.67% of the African American and 11.36% 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 the following key initiatives:

The administration, faculty, staff, and families at George Washington Carver STEM Academy strive to create a rigorous learning environment where all students have an opportunity to achieve academic success. We will continue to seek out *education* methodologies and practices that could be used to augment our students’ proficiencies and performance in mathematics, science, social studies, and writing.

To close the achievement gap, the school is committed to taking radical steps to change the way in which it conducts business. The identified changes include: implementing a comprehensive STEM/STEAM educational program model; implementing a rigorous professional development agenda; and restructuring the school's master schedule to provide teachers with sufficient collaborative time and to provide students with additional learning time.

The incorporation of a Comprehensive STEM/STEAM program model is expected to occur at all grade-levels and within all content areas. Teams will receive coaching support in identifying and developing instructional practices that support the exploration and application of this model. This will give teachers the opportunity to survey new instructional resources, with an emphasis being placed on interactive and technology-based resources. A spotlight will be placed on monitoring, analyzing and applying data to innovative instructional practices and materials for the purpose of engaging students at a higher-level in rigorous researched-based curricula, thereby providing them with an overall rich educational experience.

With the adoption of the STEM/STEAM instructional program model, the school has identified a need to increase the quality and quantity of technology being used in the instructional process to drive student achievement. The school has developed a comprehensive technology plan that would require it to make updates to the existing technologies as well as purchase new technologies that support 21st century academia. The school has researched the STEM Smart Lab Learning environment and has deemed it to be a vital resource in making the science classroom setting a more engaging and interactive environment. The SmartLab is a 21st century learning lab that link technology exploration to core academic content with a particular focus on STEM (science, technology, engineering and mathematics). The incorporation of the STEM SmartLab would not require broad buy-in or retraining of existing staff. The school seeks to install two (2) Smart Labs, one at the elementary level and one at the middle school level. Initially, each lab will be a standalone classroom designed and provisioned for project-based, technology-enabled learning. Both, at the elementary and middle school levels, classes will be scheduled into the SmartLab™ as a required course. Selected staff would be trained in the SmartLab™ resources and educational methodology.

It is the vision of the school's Leadership to employ, computer-based instructional systems for the delivery of core content information within a SmartLab™ learning environment where the focus in the lab would be the application of core subject knowledge and development of 21st century skills such as critical thinking, project management, communication and collaboration, throughout the educational program model.

The school will continue to seek out additional educational funding in the forms of competitive and foundation grants to effectively execute its reform plan.

Carver will continue to employ the use of disaggregated data to increase student achievement and improve student learning. Carver will improve teacher practices and instructional delivery conducive to creating an atmosphere of exploration and discovery which are the pillars of the STEM/STEAM curricular focus. Teachers will continue to be required to engage in ongoing professional development. They will continue to be provided with opportunities to participate in activities at Wayne RESA as well as the District and State (i.e. MI Excel Priority Schools Development Series [*through 09/30/16*], Summer Learning Institutes, etc.). In an effort to drive student achievement, Carver's instructional staff, under the guidance of the school's Administrative Team, will continue to make Instructional Rounds where they have the opportunity to observe and analyze each other's instructional pedagogy for the purpose of providing constructive advice and feedback regarding strategies for improving their instructional approach. As means of remaining abreast of the most current best educational practices, Carver's staff members will continue to be encouraged to attend self-selected local, state, and national conferences and conventions. The goal is to have them to present newly acquired or expanded information to members within their Professional Learning Community through job-embedded professional development trainings.

Additionally, at the beginning of every academic year, the instructional staff at George Washington Carver STEM Academy is required to develop a Professional Learning Plan (PLP), which is a self-reflective record of their personal and professional developmental goals and the means by which they will attain them. It is through the construction of the PLP that Carver's instructional staff has the opportunity to critically examine their educational philosophy and instructional pedagogy in an effort to identify and improve their professional shortcomings.

Student Service Assistants and Trainable Aides complete an Educational Development Plan (EDP) in which they identify their strengths and weaknesses in providing support to the instructional staff as they work to improve students' learning and increase student achievement.

To measure the effectiveness of organizational and instructional approaches as well as to remain in compliance with all District and State guidelines, Carver's Administrative Team uses a web-based classroom observation and teacher evaluation data collection and management software.

This software allows them to employ the Charlotte Danielson Framework to assess teachers in the following domains: student growth, classroom management, relevant educational training,

and educational responsibility during classroom walkthroughs, teacher observations, and instructional rounds. During these classroom visits the school leaders seek to observe such things as: the rigor of the instructional delivery, student engagement, classroom and behavior management systems, and the use of data in the instructional process.

The instructional staff is expected to demonstrate through their teaching practices and collaborative staff interactions that they have extensive knowledge within their content area and the grade-level to which they have been assigned. If it is determined that a teacher continuously lacks the awareness, knowledge, or inclination to perform certain tasks assigned to them, the administrative team takes a directed approach to move them forward. This approach requires the school's leadership to exert such authoritative behaviors: a.) explicitly stating the problem; b.) requiring the teacher to provide input into why the problem exist c.) make deliberate attempts to understand the teacher's point of view; d.) identify possible solutions to the problem; e.) communicate their expectations to the teacher; f.) request input from the teacher into establishing additional expectations; g.) provide the teacher with the resources, timelines, and criteria for expected success; h.) periodically review the action plan with the teacher to ensure that the expectations are being met. To make for an effective and transparent process, teachers are provided feedback within a timely manner.

As a result of professional development the expectations are that teachers will improve their pedagogical practices for the purpose of implementing best practices in the classroom, leading to significant gains and improvement in student achievement and learning.

Research has long suggested that significantly increasing the quality of time in school for teaching and learning can have a positive impact on student achievement. Recognizing this connection will expand its master schedule to make full use of the reform initiatives set in place. Teachers will be provided additional time to collaborate with each other in grade-level and content area teacher teams as well as through job-embedded professional learning communities. This amendment will optimize the amount of time teachers have to conduct assessments, analyze, and respond to data.

The greatest benefit will come in the form of improved content and support for struggling students. The schedule will be adjusted to accommodate additional time for students to engage in dynamic instructional experiences that foster a deeper understanding of educational theory and practices in the core academic areas.

In an effort to remain in compliance with the District and to ensure that the reform plan is properly implemented, Carver STEM Academy has extended the school year by an

additional 6 weeks of service through the implementation of a Summer School Program. During this time students are engaged in small group, whole group, self-guided, cooperative/ collaborative and individualized learning opportunities. They receive vigorous instructional support through differentiated lessons and projects designed complement their individual learning styles.

Additionally, targeted students are invited to attend either the Title1 Afterschool Programs, where they receive an additional 180- 240 minutes of academic enrichment in reading and mathematics. Teachers at both, the elementary and middle levels also volunteer during their lunch breaks to provide supplementary instruction in the core content areas.

The school will also adjust its master schedule to increase the amount of common planning time teachers have to work together in their teacher teams to plan and prepare challenging educational experiences for their students. Content area and grade-level teams will meet twice monthly during the two hour, Wednesday Staff Meeting block, to review the planned sequence of instruction in content area classes and to ensure that classroom instruction aligns with the District and States academic standards. The discussion in these teams are expected to enhance and focus the work of planning classroom instruction and identifying gaps that need additional attention, especially learning gaps that cross-content area boundaries.

We did not meet the 90% Attendance rate. The school will continue to partner with Communities-in-Schools to provide families with wraparound services to ensure that students are in school, on time, and ready to learn daily. The school will also continue to collaborate with the district's attendance agents to investigate severe cases of truancy.

We did not test 95% of our students on the State's annual assessment. The school has created checks and balances to ensure that all students are assessed on the State's annual assessment. Parents will be contacted via Robo-calls and letters will be sent home with students to ensure that all students are present to take the State assessment. A second Building-level Test Coordinator was brought on board to facilitate the administration of MI- ACCESS. Both, the MSTEP and MI-ACCESS Test Coordinators are required to submit progress reports to the Principal or her designee to update her on the progress being made throughout the test cycle.

Parent Involvement

Carver's Administration in collaboration with its School Improvement Team and PAC-SA, the parent organization, will closely monitor the results of student achievement data for the purpose of improving student learning and increasing student achievement. The school will continue to employ those strategies which the data confirm are working and make

adjustments to or completely eliminate those approaches that have proven to be ineffective. Additionally, parents will be recruited to assist in the planning of all school-based activities and events relevant to parental involvement and community engagement.

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 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

Examination High Schools (Continued)

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->

Access to the Core Curriculum (Continued)

[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/carver/>. 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	156	10.5%
2014-2015	274	18.8%

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.

Parent-Teacher Conferences (Interactions) (Continued)

- 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. Sabrina Evans, Principal