

(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 85.94%.

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 All Students and 3.23% 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 All Students; 0.00% of the Bottom 30%; 0.00% of the African American and 0.00% 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 8.1% of the All Students; 0.00% of the Bottom 30% and 8.11% of the African American subgroups 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. Student performance in Science, Social Studies, and Writing will be the focus for the 2016/17 school year. During this time, strategic and targeted instruction will provide students with strategies on how read and comprehend complex/cross curriculum text, and use multiple forms of writing to demonstrate understanding. In addition, student support will continue beyond the classroom with the fall implementation of Wayne continuation of the after-school tutoring program. Using data, gap analysis, and Individual Development Plans, students will attend these enrichment programs based on the areas that show their greatest need(s).

The focus for Science improvement with the incorporation STEM to the instructional protocol. The methodology will require the use of the Inquiry Process, Inquiry Analysis and Communications, Quality Questioning, writing Scientific Explanations and Project-based Learning. Students will use depth of knowledge skills to investigate scientific topics based on the big ideas in Science.

The Social Studies program will be immersed in project-based, expeditionary learning. Students will explore their environment locally, nationally, and globally through teacher lead activities based on district curriculum. Differentiated and direct instruction will be used to provide students with the skills and strategies necessary to build a solid foundation in global citizenship. Students who need intensive instruction tailored to address specific weaknesses will be assigned a school service assistant. All instruction will be aligned with district curricula, evidence-based, and targeted specifically to student weaknesses determined by performance on multiple measures.

The writing program will focus on continue using the Four Square method and add a cross curricula component which allows students to interact with the writing process using visual supports and instructional scaffolds. Students will receive differentiated instruction that will equip them to become writers of multiple genres, especially argumentative writing. This understanding will be continually strengthened and expanded throughout their educational experiences.

Wherever possible, supplemental instruction and additional staff will be incorporated into, but not interfere with the student's participation in regular classroom activities and learning. The use of formative and summative assessment practices will be employed to identify when students struggle and provide immediate intervention.

Parent Involvement

Parents and guardians provide student knowledge that coupled with high quality; rigorous classroom instruction ensures students receive a quality education. School staff and parents will continue to work together to increase the learning experiences for all students. Parents and guardians are involved in educating students by:

1. Sending students to school on time every day,
2. Allowing students to receive a full day of instruction by limiting early pick-ups,
3. Volunteering at the school to support learning in the classroom, lunchroom, and on the playground,

Parent Involvement (Continued):

4. Participating in monthly parent meetings,
5. Participating in the collection of perception data by completing surveys,
6. Attending scheduled parent-teacher conferences to stay informed on student progress,
7. Flexible about how we gather input from parents;
8. Feedback will not be limited to committees or meetings.
9. Parents and teachers at every grade level will provide parents with concrete activities families can implement to reinforce learning at home.
10. Provide parents with information and the consequences regarding Michigan School Scorecard may have for their children and school. Conduct meetings with parents to discuss the meaning of the Michigan School Scorecard results, the state accountability system, and how to understand data to improve school programs, instruction and the resources required for change.
11. Be sure that the school communicates information about the Michigan School Scorecard to parents in a language and a format that they can understand.
12. Be proactive. Encourage parents to work with community leaders and citizens in discussing the kinds of resources and the quality of education necessary for a school to meet the Michigan School Scorecard expectations.
13. Conduct an audit and analysis of each school based programs and present in a parent friendly format on such indicators as:
 - Past student assessments;
 - Socio-economics status;
 - Levels of parental involvement;
 - Quality and competency of teachers;
 - Special student needs such as health and social service support;
 - Instructional interventions such as preschool programs, after-school offerings, tutorial

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

Process for Assigning Pupils to the Schools (Continued):

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 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

Examination High Schools (Continued)

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

Access to the Core Curriculum (Continued)

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/wayne/>. 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	199	30.5%
2014-2015	385	57.6%

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.

Parent-Teacher Conferences (Interactions) (Continued):

- 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,

Senta Ray-Conley, Principal