

# DETROIT PUBLIC SCHOOLS COMMUNITY DISTRICT

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## Gompers Elementary-Middle School

14450 Burt Road  
Detroit, Michigan 48223

### 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 Gompers 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 Bobbie Posey-Milner, Principal at (313) 494-7495 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/gompers/> or the MiSchool Data website at <https://goo.gl/deToJb>. 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 87.74%.

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

Only 3.05% 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 0.76% 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 11.18% of the All Students; 0.00% of the Bottom 30% and 11.26% of the African American 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:

Reading

We will improve our status in Reading by providing differentiated instruction through the Accelerated Reader, the SuccessMaker and Imagine Learning interactive and adaptive computer programs. We will also improve our status through small group instruction by the Classroom teachers, Title I teachers and the Educational Technicians and with learning centers within the classrooms. The SuccessMaker and Imagine Learning programs will be provided to Tier II and Tier III students in grades 2-8, 20 minutes per day, four times a week. Grades K – 3 will also utilize the Mondo language program. Grade K-6 will use the Guided Reading Library

for differentiated Instruction. We will provide consistent academic vocabulary development through quarterly Instructional Learning Cycles. The ELA Instructional Specialists will provide in-house professional development. Grade level and content area collaboration (PLC's) will be imbedded within the weekly schedule. Data from STAR, MAP, MSTEP and teacher formative assessment will be addressed and instruction will be adjusted according to results from the data. Reading Recovery Teachers will provide one-on-one instruction to Tier III students from 1<sup>st</sup> grade. Tier III students in grades 1-8 will attend Reading tutorial during extended day and also work on the SuccessMaker or Imagine Learning program 3 times a week for 20 minutes per day. We will encourage our staff to attend district, local, state and national conferences to increase their skills in best practices and 21<sup>st</sup> century technology.

### Writing

We will continue to improve our status in Writing by continuing to stress writing across the curriculum. Teachers will use a consistent writing model across all grade levels and utilize the District's Office of Literacy's K-12 Writing Calendar that provides monthly focus on various types of writing: Opinion/Argument, Informative/Explanatory, and Narrative. Teachers will also employ writing rubrics, graphic organizers and exemplars in grades K-8. Grade level and content area collaboration will be embedded within the weekly schedule. We will encourage our staff to attend district, local, state and national conferences to increase their skills in best practices and 21<sup>st</sup> century technology. The ELA Instructional Specialists will provide in-house professional development and support.

### Mathematics

We will improve our status in Math by continuing with double Math periods and by providing differentiated instruction. The Instructional Learning Cycle, focused on Academic Vocabulary, will be completed four times a year. The SuccessMaker program, which is interactive and adaptive, will be provided to all Tier II students in grades 2-8, 20 minutes per day, four times a week. Tier III students in grades 1-8 will attend Math tutorial during extended day and work on the SuccessMaker program 3 times a week for 20 minutes per day. We will provide in-house professional development through the Math Instructional Specialist. Grade level and content area collaboration (PLC's) will be imbedded within the weekly schedule. Data from STAR, MAP, MSTEP and teacher formative assessment will be addressed and instruction will be adjusted according to results from the data. Students will be engaged in the Math Literacy Library, Schoolwide Math Bees. Scholastic Magazine and the Accelerated Math Fluency program. We will encourage our staff to attend district, local, state and national conferences to increase their skills in best practices and 21<sup>st</sup> century technology. The Math Instructional Specialists will provide in-house professional development and support.

## Science

We will improve our status in Science by providing extra support with our Science curriculum through the “Got Science” hands-on program. Teachers will also utilize hands-on activities and experiments within the classroom. We will provide consistent academic vocabulary development through quarterly Instructional Learning Cycles. We will continue our yearly Science Fair, Robotics, Future City, “You Be the Chemist” and DAPCEP programs. After School tutoring will be provided for Tier II and III levels in these special projects. Grade level and content area collaboration will be imbedded within the weekly schedule. Data discussions will be held during content area meetings to determine differentiation of instruction. Monthly district professional development will be attended by one or members of the Science committee. We will encourage our staff to attend local, state and national conferences to increase their skills in best practices and 21<sup>st</sup> century technology.

## Social Studies

We will improve our status in Social Studies by consistently applying academic vocabulary development through quarterly Instructional Learning Cycles. We will employ the use of graphic organizers and timelines to form a mental picture of important historical events. Students will further their understanding of history through the use of technology and digital stories and through participation in Michigan History Day. History will come alive through participation in field trips such as “Every kid in the Park,” a tour of historic Fort Wayne. We will engage our students in hands-on economics through a schoolwide mini-society program and our Caught Being Good store. We will ensure that all students understand core democratic values, the role of government and civic responsibility. Students will learn about geographic locations as they relate to the development of population areas and in field trips such as the Detroit River Boat Tour. District and State assessments will be closely monitored to insure 100% participation. We will encourage students to participate in the Olympiad on the district and state level. Data from MSTEP, district level assessments and teacher formative assessment will be addressed and instruction will be adjusted according to results from the data. Monthly district professional development will be attended by one or members of the Social Studies committee. We will encourage our staff to attend local, state and national conferences to increase their skills in best practices and 21<sup>st</sup> century technology.

We will improve our attendance by offering weekly incentives for students to attend school regularly. Teachers will also involve parents by notifying them personally by phone if their child is absent for more than 3 consecutive days. At our Honors program, students and parents will receive recognition for per attendance. We are also in close contact with our attendance officer who follows up on individual cases that are referred to him.

## **Parent Involvement**

Parents can be involved by participating in the Parent Advisory Council on Student Achievement (PACSA); by participating in the annual Title I Parent meeting; attending parent teacher conferences; monitoring homework; insisting that their child attends school regularly and on time; and by volunteering for various school functions. Parents are represented on the School Improvement Team through a Title I parent who is the liaison between the School Improvement Team and PACSA. Each year a team of parents, with the School Improvement Chair, reviews and amend, if necessary, the School Parent Compact and the Parent title I Involvement Policy. Parents are asked to sign the School Parent Compact at the beginning of year. Parents review the compact at parent teacher conferences throughout the year. Parent governance of the school budget is through participation on the School Budget Team. PACSA has its own budget with which the parents determine which training/workshops they want during the school year. They also have their own parent resource room with access to computers and the internet.

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 Schools (Continued):**

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	Priority
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/gompers/>. 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	228	14.6%
2014-2015	728	48.5%

## **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,

Bobbie Posey-Milner, Principal