



**BURNS ELEMENTARY/MIDDLE SCHOOL**  
14350 Terry Street Detroit, Michigan 48227 313-852-0534

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**Go B.L.U.E. Believe Learning Unleashes Excellence 2012-2013**

**Dwayne Richardson, Principal**  
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## **School Annual Education Report (AER) Cover Letter**

August 13, 2013

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2012-2013 educational progress for the students at Robert Burns 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 the school's Academic Engagement Administrator, Mr. Jacoban for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.michigan.gov/ea> and click on Annual Education Reports, or you may review a copy in our main office.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. Our school, Burns Elementary/Middle School has been identified as a "Priority" school.

The key challenge for our school is continuing to narrow the achievement gap, between the top 30% of highest achieving students and the bottom 30% of lowest achieving students across the tested subjects (mathematics, reading, science, social studies and writing; as appropriate for the school grade levels tested).

Our school improvement plan for this year includes strategies to address the achievement gap and to improve the performance of all students, with a strong emphasis in ELA and math. These strategies include the continuation of PLC (professional learning communities) at levels 1 - 17, which will allow for strategies to be shared between classrooms in each grade level for core content instruction. We are also continuing an after school program and a school break/summer reading program at no cost to families for all students.

The Burns Elementary/Middle School improvement plan was developed through the disaggregation of data that focused on student achievement, facilities, and parent/staff/student concerns. The goal for the plan was for students to meet or exceed assessment scores on MEAP and District assessments from the previous year and to reduce the achievement gap. The School Improvement Team monitored progress to maintain district alignment with the District's goals. Michigan Educational Assessment Program (MEAP) data and results from District testing in math and reading for levels 1 – 17. These levels will be analyzed to determine students' needs on a constant basis.

The purpose of the school improvement plan is to improve the quality of teaching and learning in the school, so that greater numbers of students achieve proficiency in all content areas. In developing or revising the plan, the school consults with parents, school staff, and outside experts. Burn's school-wide plan uses a framework of three strategies for all goals: Curriculum, Instructional Best Practices, and Parent Involvement to implement research-based instructional activities. These activities will all be implemented within the student-centered learning model.

State law requires that we also report additional information. Burns Elementary/Middle School follows the Michigan Department of Education's Pupil Accounting Manual to determine the assignment of students to the school. Students are placed at the students "District of Residence." This is defined as "the district in which a pupil's custodial parent or parents or legal guardian resides." The E.A.A. is an open school district which welcomes students from anywhere in the state. A letter request to enroll any student who does not reside within the boundaries as described in the Michigan Department of Education will be sent to school in which the custodial parent reside.

**Goal 1 ELA/Reading:** The goal is to improve reading scores by 10% on the MEAP. Teachers will use a variety of strategies to achieve this goal by providing the following; direct instruction, small group leaning and technology infusion to assist students in reading. Students who may be struggling, Burns will provide reading interventionists to work with small groups using the programs of Leveled Literacy Intervention paired with after school reading and literacy development. Professional development will be provided to teachers to further their skills in the delivery of the Read-a-louds, Thinking Maps and follow-up support will occur during the 2013-2014 school year. In an effort to encourage more reading for pleasure, and therefore more practice in reading, classes in Levels 1 – 17 will participate in the Imagine Learning program and reading at home by recording their reading on a Reading Logs. Comprehension skill will be developed with the use of book reports (oral and projects). Introduction to "reading for pleasure", which will assist students in building fluency, vocabulary, and comprehension skills.

**Goal 2 MATH:** All students will be proficient in math with the objective to increase student achievement by 10%. Teachers will implement research based instructional strategies with direction instruction during an allocated period of time with whole group and small group instruction. This provides differentiated instruction for the students to meet the learning needs of all students. The differentiated instruction are best practices that assist in the development of reaching all type of learners by

including activities that involve using a variety of strategies and materials [i.e. manipulatives such as base ten blocks, etc.] to ensure that all students are engaged and student needs are met to accelerate math achievement in all areas. The focus on number sense and operations for the improvement of our student's mental math will improve the foundation and assist in closing the gap for all students. Another focus is to increase the speed and accuracy required for mental math and our students are demonstrating great progress in this area. Our teachers also use a progress monitoring model and individual target trackers designed to personalize learning and progress. Classroom interventionists also work in the classroom to support those students who need more emphasis and intense instruction in levels 1 - 17.

**Goal 3 SCIENCE:** All students will be proficient in science with the objective to increase student achievement. Teachers provide direct instruction of Science engaging students to construct meaning from the disciplines of Science processes, Physical Science, Life Science and Earth Science. Teachers understand that Science and its applications play a significant role in our everyday lives. The goal is for all students to understand their surroundings and the relationships within these surroundings. However, in the next decade the demand for scientists and engineers is expected to increase at more than double the rate for all other occupations. Therefore, to meet the challenges of the future our teachers follow the state standards of the Grade Level Content Expectations and Common Core through the implementation of science strategies and a myriad of other instructional strategies and resources to promote critical thinking while increasing content literacy. Lessons are designed to promote scientific inquiry skills with "hands on" activities such as dissections in which students work in cooperative groups asking questions, explaining, making predictions and connections as they record their observations and data in a journal, folder or notebook. To promote increase student achievement in science we are focusing on defined instructional minutes for science with whole and small group instruction, administration of pretest and posttest to help guide instruction, and professional development with integration of cross curricular planning with reading, writing, and science.

**Goal 4 SOCIAL STUDIES:** All students will be proficient in social studies with the objective to increase student achievement. Teachers provide direct instruction of Social Studies engaging students to construct meaning from the disciplines of history, geography, civics, government and economics. Teachers follow the state standards of the Grade Level Content Expectations and Common Core through the implementation of the district implemented Social Studies Units and instructional strategies {i.e. Thinking Maps, Interactive Read-a-louds, Turn and Talk} and resources {websites, leveled non-fiction texts} to promote critical thinking while increasing content literacy. Students will think and act as historians, geographers, political scientists, and economists. In addition of implementation of the MAISA Social Studies Units, to promote increase student achievement we are focusing on defined instructional minutes for Social Studies with whole and small group instruction, administration of pre-test and post-test to help guide instruction, and professional development with integration of cross curricular planning with reading, writing, and social studies.

## **Core Curriculum**

The curriculum at Burns Elementary/Middle School provides learning experiences in all areas of language arts (reading, writing, speaking, listening), mathematics, social studies, science, health, physical education, art, and music. All students are tested 4 times a year and receive an initial test to determine their levels upon enrolling. Students are then placed based on their learning levels where we meet those students at their learning levels. Major portions of the elementary curriculum have been completely revised over the last few years. Considerable staff training was provided during the 2012-2013 year with a focus on improving writing instruction throughout all the content areas, reading, and math. The Board-approved curriculum of the Education Achievement Authority is aligned with the Michigan Curriculum Framework, the state curriculum standards, as well as the Grade Level Content Expectations for each subject area. A complete copy of the curriculum and instructional program is available for review on the Education Achievement Authority Schools website. <http://icansoar.org/burns-elementarymiddle-school/>

### Participation in Parent-Teacher Conferences

Fall 2012 1% (6 students)

Spring 2013 45 (28 students)

Fall 2013 25% (111 students)

Spring 2013 69% (310 students)

### Parent Involvement: Key to Success

We believe that Parental Involvement plays a huge part in a child's academic success. Burns Elementary/Middle School offers several ways for parents to be involved in their child's education such as, assisting in classrooms, chaperoning field trips, organizing a PTO, volunteering in our GIRL/BOY Scout Programs, attending Parent Involvement events and activities and involvement in the School Improvement Plan Process. Student Achievement

Our teachers employ a variety of formative and summative assessments to measure students' progress. Students are assessed for progress in the areas of math, reading, science, social studies and language arts curriculum throughout the year using both formal and informal assessment instruments. Required state assessments are given at appropriate levels.

We are very proud of our students, parents, staff and the community of Burns Elementary/Middle School. High expectations yield high results. We take responsibility for instilling "Go **B.L.U.E.**" in our students and staff. Our expectations are that all stakeholders "Believe Learning Unleashes Excellence".

Sincerely,

Dwayne Richardson, Ed.D.

Principal, Burns Elementary/Middle School