



Phoenix Multicultural Academy
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Stephen McGhee, Principal

School Annual Education Report (AER) Cover Letter

April 20, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2015-2016 educational progress for the Phoenix Multicultural Academy. 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 Stephen McGhee, Principal (313) 849-2419 for assistance.

The AER is available for you to review electronically by visiting the District's website or you may also view a printed copy in the main office at your child's school.

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 has been identified as a **Priority** school.

The key challenges for our school are as follows:

- < 10% of all students, in all grades, were proficient on the 2014-15 MSTEP Mathematics test.
- < 10% of all students, in all grades, were proficient on the 2014-15 MSTEP English Language Arts test.
- < 10% of all students, in 7th grade, were proficient on the 2014-15 MSTEP Science test.
- < 10% of all students, in 5th and 8th, were proficient on the 2014-15 MSTEP Social Studies test.

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:

- High fidelity in the implementation of our daily curriculum—EngageNY—school wide instructional practices, specifically differentiated learning groups—based on interim assessment results (NWEA, for example) and small group instruction in Math and ELA.
- Utilization of multiple assessment measures including Step (Literacy), ALEKS, NWEA, EngageNY Unit tests, to place students in team-based, student-centered reading and math groups at the appropriate instructional level.
- Administration of quarterly ANET and NWEA assessments in all content areas including Language Arts, Reading and Math for students in all grades K – 8.
- Implementation of the School Improvement Plan with focus on the district’s initiatives for supporting students with academic achievement including differentiated instruction, scaffolding and unpacking common core standards.
- Continuation of data analysis, monitoring of teachers’ instruction with provision of on-going professional development, coaching and evaluation to continually improve teacher effectiveness.
- Student support and enrichment including Reading Core, Title 1 Tutorial, PRIDE, PBIS, etc.
- Implementation of the Common Core State Standards in all grades K-8 for effective and relevant instruction across all content areas with increased attention to depth of knowledge and text complexity.
- **Professional Development to all staff on SIOP instructional strategies. (Sheltered Instruction Observational Protocol). This provides language support through language objectives, instructional strategies and scaffolding of language. SIOP is especially effective for ELL students.**
- **Continue to assess ELL students through WIDA and use data to identify strengths and areas of growth in order to lead instruction.**
- **ELL Tutors provide one-on-one and small group support to students. Small group instruction for push in and pull out tutorial services to support language barrier.**

Parent Involvement

Phoenix Multicultural Academy parents/guardians can be involved as outlined in our Parent Involvement Policy/Plan and School-Parent Learning Compact. There is a robust relationship with several neighborhood and community initiatives highlighted by Urban Neighborhood Initiatives (UNI). These initiatives/policies provide for all levels of parent involvement including active participation in parent/teacher conferences, school events, parent workshops, the School Improvement Team, the Parent Universities and other activities. Phoenix Multicultural Academy has a very active and involved parent community. We encourage

parents to assist as classroom volunteers, field trip chaperones and in the oversight of students during arrival, dismissal and recess. **State law requires that we also report additional information. ??? What other type of information do you need?**

- **Partnership with Detroit Parent Network. DPN coordinates and oversees our Parent Resource Room and hosts weekly and monthly parent workshops.**
- **Continuous healthy parent involvement through the collaboration with Zumba instructors and Zumba classes at the school**
- **Host two Title I Parent Meetings per school year**
- **Community partnership with Congress of Communities, who provide professional development and community engagement opportunities for parents.**
- **Partnership with Gleaners provides a volunteer opportunity for parents and provides food assistance for parents who need it.**
- **Partnership with Southwest Solutions to provide wrap around services to families in need.**

Process for Assigning Pupils to the School

At the inception of the Education Achievement Authority, a statewide reform district, in 2012-13, we have an “Open Enrollment Initiative.” This initiative allows students to elect to attend any school in the Education Achievement Authority without being required to live within the boundary for that school. 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.

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, however creative solutions have been implemented for current Phoenix families who move outside of the boundary and wish to continue their education with us.

School Improvement Status

Year School Improvement Status

2013-2014 ~ AYP Not Met

2012-2013 ~ AYP Not Met

2011-2012 ~ AYP Not Met

School Description:

Phoenix Multicultural Academy, as an EAA school, provides an academic, pupil-centered environment to motivate students to become productive citizens and life-long learners capable of contributing to the improvement of society.

Our after-school programs, community partnerships and mentoring programs help students reach their goals.

Education Achievement Authority Core Curriculum:

Specific curriculum actions are based on the District's strategic plan to:

- I. Broaden Services to Address Student Needs
- II. Support Parents and Families
- III. Offer Broad/High Quality Programs
- IV. Improve Customer Service
- V. Create Safe Learning Environments
- VI. Transform Central and School based services to serve customers better
- VII. Improve Technology
- VIII. Minimize the Impacts of Change
- IX. Celebrate and Promote Success
- X. Ensure Fiscal Stability
- XI. Improve Attendance and Discipline

Access to the Core Curriculum

The instructional strategies and grade level expectations are aligned to the State standards. This represents the core curriculum, 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 Common Core curriculum.

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 Leadership team walkthroughs, review of the benchmark assessments, use of the teacher evaluation tool and adherence of common core grade level scope and sequences.

Parents/Guardians are offered classes to increase parenting skills, early childhood literacy, employability school and resource support. During the school year Michigan Department of Human Services and Detroit Parent Network were vehicle for parents and other community members to participate in regular and on-going informational and participatory sessions focused on curriculum and instruction and family engagement.

Parent Engagement

- Implement and follow through with the home visits and parent conferences.
- Use the Family Engagement Group to engage parents in innovative workshops and sessions that are practical and will result in parent support to students at home.

Student Achievement Results

Aggregate Student Achievement Results for Phoenix Multicultural Academy can be found on the www.mischooldata.com.

The following reports are available:

District Profile Report
Combined School Profile Reports
Individual School Profile Reports
Adequate Yearly Progress (AYP)
Reports
Michigan Accountability Scorecard Report
Annual Education Report

Parent / School Activity Participation (Parent was involved in one or more activity during the school year):

School Year	Percent of Participating Parents
2012-2013	54%
2013-2014	59%
2014-2015	63%

Parent Interaction Definition: During any school activity, (conferences and in any school activity) Schools/Teachers are advised to have each parent participant provide a parent signature. **DPN collects parent signatures at all parent events, including parent monthly meetings, gleaners, school events, parent/teacher conferences, etc.**

We would like to wish our students, parents and community a successful school year.

Respectfully,

Steven McGhee, Principal