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Academy of the Americas

5680 Konkel Street
Detroit, Michigan 48210

2014-2015 School Annual Education Report (AER) Cover Letter

April 22, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Academy of the Americas. 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 Nicholas Brown, Principal, at (313) 596-7640 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/academyoftheamericas/> or the MiSchool Data website at <https://goo.gl/BzliZP>. You may review a copy in the main office at your child's school or in the Office of Parent and Community Engagement, Fisher Building, 12th Floor, 3011 W. Grand Boulevard, Detroit, Michigan 48202.

Due to the Michigan Department of Education's transition to the Michigan Student Test of Educational Progress (M-STEP), Accountability data for the 2014-2015 school year does not include school/district-level proficiency targets or final accountability outcomes. This information will resume being a part of the Annual Education Report starting with 2015-2016 data. Graduation, Attendance and Participation Rates are included as a part of the Annual Education Report for the 2014-2015 school year. Our school does not have challenges in these areas.

We are actively working to address challenges, maintain achievement, accelerate student achievement and close persistent gaps in achievement by implementing the following key initiatives:

Mathematics: Accountability target has been met in the area of mathematics. To maintain this status, we will continue to follow our dual language immersion model with structured math instruction in the earlier grades using Sheltered Instruction Observational Protocol (SIOP) strategies to meet the needs of all second language learners. Teachers will provide common core standards-based differentiated instruction in math. They will focus their instruction on hands-on and inquiry-based investigations, infusion of technology and the integration of SIOP strategies. Teachers will design lessons to engage, adapt, assess and meet students' diverse needs. We will continue to monitor our students with District pre and post assessments, STAR Math, MAP Math and the State adopted assessment for mathematics.

Reading: Accountability target has been met in the area of reading. To maintain this status, we will continue to follow our dual language immersion model with structured reading instruction in the earlier grades using SIOP strategies to meet the needs of all second language learners. Teachers will plan and deliver differentiated, standards-based reading instruction to meet the needs of all students. Teachers will utilize the SIOP strategies to scaffold learning for English Language Learners and all other students and focus on Informational Texts. Teachers will design lessons to engage, adapt, assess and meet students' diverse needs. We will continue to monitor our students with STAR Reading, MAP Reading and the State adopted assessment for reading.

Social Studies: Accountability target has been met in the area of social studies. To maintain this status, we will continue to follow our dual language immersion model, but provide more structured social studies instruction in the earlier grades using SIOP strategies to meet the needs of all second language learners. Teachers will plan and deliver standards based, whole group, social studies instruction utilizing SIOP strategies. Social Studies teachers will use informational/expository text in different reading levels to increase reading comprehension skills in the content area. Emphasis will be on content area text comprehension, hands-on approach, and use of language objectives Sheltered Instruction Observation Protocol (SIOP) to understand social studies concepts. We will continue to monitor our students with District pre and post assessments and the State adopted assessment for social studies.

Science: Accountability target has not been met in the area of science. To address challenges in science, we have begun to implement a coordinated plan for teaching the scientific method and inquiry thru science Professional Learning Communities. In addition, we will continue to follow our dual language immersion model, but provide more structured science instruction

Science (Continued)

in the earlier grades using SLOP strategies to meet the needs of all second language learners. Teachers will plan and deliver standards based, whole group, science instruction utilizing SLOP strategies. Science teachers will utilize best practices for science instruction with a focus on GLCE's in life, physical, and earth science to increase proficiency for all grade levels through technology and hands-on experiences. We will continue to monitor our students with District pre and post assessments and the State adopted assessment for science.

Writing: Accountability target has been met in the area of writing. To maintain this status, we will continue to follow our dual language immersion model, but provide more structured writing instruction in the earlier grades using SLOP strategies to meet the needs of all second language learners. Teachers will plan and deliver standards-based, whole group, writing instruction across the curriculum utilizing SLOP strategies, Thinking Maps and best practices in teaching writing as outlined in Lucy Calkins Units of Study for Teaching Writing. We will continue to monitor our students with the State adopted assessment for writing.

Parent Involvement

Parents have many opportunities to be involved in our learning community. They are encouraged to attend:

1. Workshops and training specific to common core standards/grade level expectations.
2. Parent training to support instruction focusing on at risk students.
3. Required attendance at Dual Language Immersion information meetings.
4. Monthly Parent Advisory Council on Student Achievement (PACSA) meetings.

At Academy of the Americas, parents are welcome and encouraged to be partners in their child's education by being part of our PACSA. This organization meets regularly and assists in selecting relevant parent workshops for self-improvement and assistance with academic support at home. Parents are encouraged to attend the Open House, Quarterly Parent/Teacher Conferences and "special" school-wide activities and functions. Parents are welcome to volunteer in classrooms to assist teachers in providing quality instruction in order to meet the needs of all students. It is also highly recommended that parents use the technology portal to view daily lessons, student grades and to communicate with staff.

State law requires that we also report additional information.

Process for Assigning Pupils to the School

Open Enrollment Initiative

Detroit Public Schools has an “Open Enrollment Initiative.” This initiative allows students to elect to attend any Detroit Public 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 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 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 School’s Middle Schools
- Detroit Public Schools Parent Resource Centers
- Detroit Public Schools Research and Assessment Office located in the Support Services Complex Building A - 1425 East Warren Avenue

Examination High Schools (Continued)

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' students who submit an application will test at their middle school. Non-Detroit Public Schools' students who submit an application will be notified of their testing date and location by mail. Applications may be mailed.

School Improvement Status

Year	School Improvement Status
2014-2015	N/A
2013-2014	No Status

We will continue to work towards meeting our School Improvement Plan goals in reading, writing, mathematics, science and social studies. Research-based strategies, comprehensive data analyses and data driven decision-making drives our school improvement efforts.

School Description

The Academy of the Americas, is a Pre-Kindergarten through 10th grade application school. Offering a unique Dual Immersion Bilingual Academic Program in Spanish and English within the traditional rigorous curriculum and a variety of extracurricular activities, including Art, Dance, Basketball, Soccer, Girls Volleyball and Archery. (From: Picking the Perfect School ~ Detroit Public Schools).

Detroit Public Schools' Core Curriculum

Consistent with the Detroit Public Schools 2013-2017 Strategic Plan, there are aggressive plans 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.

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

Specific curriculum actions are based on the District’s strategic plan to: (Continued)

- IX. Foster School-Based Leadership
- X. Celebrate and Promote Success
- XI. Ensure Fiscal Stability
- XII. Improve Attendance and Discipline

The “Neighborhood-Centered, Quality Schools,” Strategic Plan, is available online at http://detroitk12.org/content/wp-content/uploads/2013/03/Strategic_Plan_DRAFT-FINAL.pdf

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 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/2012/05/FINALAcademicPlanExecutive-Summary_2012.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 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 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/academyoftheamericas/>. The following reports are available on the Detroit Public Schools’ web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Student Achievement Results (Continued)

- District Profile Report
- Combined School Profile Reports
- Individual School Profile Reports
- NWEA~MAP aggregate student achievement results
- [Michigan Accountability Scorecard Report](https://goo.gl/GmqXJ4) at (<https://goo.gl/GmqXJ4>)
- [Annual Education Report](http://detroitk12.org/aer) at (detroitk12.org/aer)

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2014-2015	861	26.6%
2013-2014	885	29.9%

The Detroit Public Schools' 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 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.

Our staff wishes to encourage our students, parents, community and stakeholders to continue to have faith in our commitment to meet the educational needs of our students. Our resolve is firm; we will meet the challenge of “creating a successful future” for our students.

Sincerely,

Nicholas Brown, Principal