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|  | **GEE Edmonson Academy**  **1300 W. Canfield**  **Detroit MI 48201**  **Phone: (313) 228-0910**  [**www.edmonson.gee-edu.com**](http://www.edmonson.gee-edu.com) | **Domini Nailer**  **Principal** |

**School Annual Education Report (AER) Cover Letter**

April 17, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for the GEE Edmonson 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 Principal Domini Nailer at 313-228-0910 for assistance.

The AER is available for you to review electronically by visiting the following web site **<https://goo.gl/y3FwLV> cx**, or you may review a copy in the main office at your child’s school.

For the 2016-17 school year, schools were identified using new definitions and labels as required in Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a “COMPREHENSIVE SUPPORT AND IMPROVEMENT” SCHOOL.

The Staff at GEE Edmonson Academy is working to identify students who

struggle with meeting grade level targets. Universal screenings and benchmarking occurs three times per year in the areas of Math, Reading, and Science. Students who have been identified as not proficient are then progress monitored every two weeks. Students who are progress monitored are also placed into Multi-Tiered System of Supports (MTSS) groups. MTSS groups are groups of four to five students who have similar needs and plans are designed to meet the needs of the groups. Students meet with the MTSS Interventionist four to five times per week for an additional thirty minutes of instruction per day in Math and Reading.

Students who are still struggling will then be referred to the MTSS team, where a committee of teachers and support staff will search for and recommend changes in instructional programming and perhaps additional time for a student in smaller groups and/or one-on-one intervention. We have incorporated within the master schedules a block of time identified as skill building where students receive additional time to build foundational skills in core content areas.

State law requires that we also report additional information.

1. **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Students are assigned to a school based on seating availability.

Parent/legal guardian brings completed enrollment forms and required documentation to the School Office. This is done in person by a parent/legal guardian. After enrollment papers have been submitted all forms are processed and student is entered in the data base. Parent is notified that student has been selected to begin in the Fall school-year.

1. **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

GEE Edmonson Academy’s current School Improvement Plan (SIP) was revised in 2016 after careful analysis of student achievement data (M-Step, MAP/NWEA, MTTS Screener). This is a living document and is revised each year based on new data. Our plan includes 4 goal areas: Mathematics, English Language Arts, Science, and Social Studies with a focus on Culture and Climate. Parent Involvement is an added focus for our school improvement plan.

1. **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

GEE Edmonson Academy is an application K-8 school of choice academy within the Detroit Midtown community. GEE Edmonson Academy has partnerships with many community partners within the surrounding area. We offer a rigorous curriculum with a balanced focus on the four core academic content areas of Math, English Language Arts, Science and Social Studies. The educational process provides a variety of learning experiences flexible enough to allow for freedom to experiment and to make decisions conducive to personal growth.

1. **IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**

The core curriculum is available upon request through the principal’s office. Teachers are able to access district curriculum, as well as other instructional resources (e.g. state standards and benchmarks, links to instructional resources), via the GEE Edmonson Academy district website. The Curriculum team has provided on-going awareness sessions and workshops dedicated to providing district administrators, teachers, and appropriate staff with information and guidance regarding the implementation of the district core curriculum in the classroom. The process of developing and implementing curriculum that is consistent with state and federal mandates has been an on-going process with teacher-led curriculum writing teams, along with curriculum coaches and the District Curriculum Coordinator, convening to develop, refine, and realign existing curriculum.

1. **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Students are given the NWEA Measures of Academic Progress (MAP) assessment three times per school year. MAP is a tool used by the district to gain academic detail about where each student is on his/her unique learning path. We will continue to provide intervention support to address our lowest achieving students so that we can close the learning gap. We appreciate the continued support of students, parents, staff and our community in this effort.

NWEA (MAP)

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| --- | --- | --- | --- | --- | --- |
| Grade | Reading  2015-2016 | Reading  2016-2017 | Grade | Math  2015-2016 | Math  2016-2017 |
| Kindergarten | 44% | 67.5% | Kindergarten | 44% | 88% |
| First | 92% | 45.5% | First | 84% | 57.1% |
| Second | 23.8% | 36% | Second | 31.8% | 64% |
| Third | 16% | 11% | Third | 20.5% | 11% |
| Fourth | 37.5% | 10% | Fourth | 23% | 14% |
| Fifth | 23% | 54.5% | Fifth | 28% | 33.5% |
| Sixth | 42.5% | 19% | Sixth | 32% | 36% |
| Seventh | 62.5% | 8% | Seventh | 53% | 38% |
| Eight | 66% | 44.5% | Eight | 39% | 51% |

1. **IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES**

Parent involvement is important for a student to experience educational success. Parents are invited to attend parent teacher conferences after the first nine weeks of the marking period. At GEE Edmonson Academy 2015-2016 parent teacher conference, 42% of our parents attended conferences representing 234 K- 8 students. During the 2016-2017 school year, 37% attended conferences representing 253 K-8 students.

We are proud of our students, teachers, staff, parents, and administration at GEE

Edmonson Academy. We work hard to insure that our students are successful in every

academic content area. If you have any questions about this report, or any other questions, or concerns, please contact at our school, or stop in and visit.

Sincerely,