



Phoenix Multicultural Academy
Early Childhood 0-3, Prek-10, &
Young Women's Empowerment Program
(Central HS. Annex)
Dr. Alexander Cintrón, Principal 7735
Lane, Detroit 48209
o (313) 849-2419 main office



August 13, 2014

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2013-2014 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 Monserrat Contreras 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 has been identified as a Priority school.

Reading has the highest level of students performing at their highest level of student achievement: Grade 8: 45.7% of students scored at or above proficiency on the MEAP assessment, leaving a 39.3% gap between our school and the state, Grade 6: 28.6% of students scored at or above proficiency on the MEAP assessment, leaving a 56.4% gap between our school and the state.

Math has the most definitive negative trend which has flat-lined on zero for the past 5 years. Grades 6-8 proficiency levels are 49%, 30%, and 43%, respectively. Grade 6 has increased by 2%, however, 7th grade has declined by 3%, and 8th grade has increased by 20%, respectively on the performance testing. Overall, the percentage of students who are proficient on the MEAP has not changed drastically over the past five years.

Overall, we see those lowest performing students demonstrate low attendance rates and/or high absenteeism. Additionally, lower performing students tend to have little to no parental involvement or parent communication at the school level.

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Our school has identified key initiatives to close the achievement gap;

Provide a stronger emphasis on parental involvement. During the 2013-14 school year, Phoenix had 291 students. Of that number, 192 parents (66%) were involved in programs such as Parent-Teacher conferences or workshops. To increase this number, a Title I Parent Community coordinator will be directly hired to foster communication between both the school and home as well as with the parent and community partners. Additionally the duties of this role will be to increase higher parent-teacher participation from 40% to 90% per conference.

Address the GAP in achievement with scheduled data consultations to meet learning targets among staff, parents and students on a daily and weekly basis. Instructional coaches will provide strategies and techniques for addressing ELs and at-risk student's academic and socio-behavioral needs (e.g., SIOP, Bilingual Coach, ELL Tutors, & Counseling). Additionally, intervention teachers will provide math intervention to the lowest 30% therefore, addressing multiple learning styles, and further data consultations. The bilingual literacy coach, literacy coach and general teaching staff conduct daily and weekly meeting addressing strategies utilized in the classroom. The principal will serve as the foremost instructional leader with 15 years of experience in bilingual education and a Ph.D. in curriculum and instruction with an emphasis on educational leadership.

Students will review data and engage in data consultations. During data consultations with teachers' students will share data portfolio. Data is also posted in the coach's corner and the classroom.

Principal and coaches provide additional information to specific teachers and parents during School Reinvention Team meetings (SRT).

An infrastructure has been put in place to meet goals and strategies as outlined in the School Improvement Plan by which teachers and staff can begin to further implement Student Centered Learning (SCL) environment.

Ongoing collaboration with WRESA instructional coaches implementing Instructional Learning Cycles (ILCs) provides further external support.

Additional State required information;

1. ENROLLMENT - This year we made adjustments to have parents enroll their students before the end of the school year for the next year so that we could have a better idea about how

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many students we would be enrolling at our school. Efforts such as canvassing, phone calls and letter to parents encouraging their students to "save a seat" have been scheduled in libraries and at local events between August 7 and September 30th in conjunction with the districts open enrollment policy.

THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN - As published in Excellence Schools Detroit we have an A+ (recommended) and "thumb up" for a fresh start. Phoenix has ranked 5th in individual student growth out of the 124 elementary and middle schools from across the city of Detroit. Phoenix was recommended as a One of the Top 31 Recommended Schools for Spring 2014. Based on our Performance Series results 65% of our students achieved 1 or more year's growth in reading and math. Close to 60% of our students achieved 1.5 to 2 years or more of growth in reading and math.

Additionally, curriculum is often used to describe only the goals, objectives, or plans for the courses offered by a district, something distinct from the "means"--methods, materials, and assessments. Yet, each of these components is essential for effective learning. The EAA curriculum moves away from one-size-fits-all curricula, with specified scope and sequence that fail to meet the learning needs of all students, many of whom have different abilities, learning styles, backgrounds and preferences.

In conclusion, Phoenix Multicultural Academy is a state-of-the-art student centered learning (SCL) environment with smart boards in 90% of the classrooms and a computer for every student. With our blended learning innovations (i.e., New American & Village classrooms), we are widely regarded as being innovative in transitioning our school toward 21st Century School. The blended program offers versatility in meeting student's academic and social-cultural needs. Phoenix has recently adopted a Young Women's Empowerment Program (YWEP) which serves as an annex to Central High School for pregnant and parenting teen mothers. Phoenix is a beneficiary of a partnership grant to host a 0-3 early childhood program in addition to GSRP for 4 year old children. An additional partnership grant was awarded to Phoenix for a One-hundred thousand dollar playground with a soccer field, volleyball court and walking gardens with seating.

Sincerely,

Dr. Alexander M. Cintron

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