



Dr. Jennifer Green
Superintendent

24661 Lahser Road

Southfield, MI 48033

Thompson K-8 International Academy Annual Education Report (AER) Cover Letter

January 2024

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2022-23 educational progress for Thompson K-8 International 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 Thompson K-8 International Academy for assistance.

The AER is available for you to review electronically by visiting the following website [Thompson AER](#), or you may review a copy in the main office at your child's school.

For the 2023-24 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2022-23. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given. Our school has not been given one of these labels.

Our school continues to focus on improved teaching and learning as we are still feeling the effects of learning loss due to the COVID 19 pandemic. Our teachers are using iReady and M-STEP data to guide instructional activities. We are also refocused on implementing our two International Baccalaureate Organization programs, the Primary and Middle Years Programs. New curricular materials have been adopted to support students and their academic achievement. We have increased the time on task for some of our lowest performing students in middle school English language arts and math classes, as well as teaming our general education subject area teachers in those subjects with our special education teachers. Additionally, our school day now follows a modified block schedule (eighty minute class periods). The benefits include:

1. Extended Class Time
2. Reduced Transitions
3. Project-Based Learning (Building level professional development has been offered on this instructional approach)

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4. Flexibility for Teachers
5. Reduced Homework Load
6. Focus on Depth Over Breadth
7. Time for Enrichment Activities
8. Improved Teacher-Student Relationships

We continue to focus on *mindfulness* and Positive Behavior Intervention Supports (PBIS). In March 2023, a team of teachers and staff attended the *International Institute for Restorative Practices* training and its approaches to dealing with student issues in a proactive manner is now more widely used when it comes to a variety of classroom behaviors, as well as more serious discipline issues. The benefits of *Restorative Practices* include:

1. Building Positive School Culture
2. Conflict Resolution
3. Emphasis on Empathy
4. Accountability and Responsibility
5. Reducing Disciplinary Issues
6. Improved School Climate
7. Enhanced Social Skills
8. Increased Attendance and Engagement
9. Long-Term Behavior Change
10. Prevention of Bullying and Harassment

Lastly, the district instructional framework of *Multi-Tiered Systems of Support* to provide targeted and personalized support to students based on their individual needs is a focus area. We have a building level *Student Success Team* (SST) that meets weekly to discuss issues barring students from academic success and what supports, starting with classroom supports and making data informed decisions, can allow students to experience academic success.

It is our hope that the combined aforementioned academic and social emotional support approaches to teaching and learning will result in an upward trajectory in our test scores and in so doing, decrease the achievement gap.

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 their home address, school district boundaries, home language survey, and seating availability. If the student has an IEP, the school assignment is based on the program availability provided at the assigned school. All enrollment questions are referred to the Central Enrollment Office.

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- Parent/legal guardian brings completed enrollment forms and required documentation to the Central Enrollment Office. This is done in person by a parent/legal guardian. Enrollment forms and documentation are not accepted at the student's school.
- If a registering family identifies as an English as a Second Language household then that parent is given the option of attending Thompson for 6-8 as a school of choice to receive extra EL services and support.
- Process after enrollment papers have been submitted to the enrollment office:
 - New student information is entered into MI-Star in the Central Enrollment Office.
 - Building secretary and/or counselor are informed via MI-Star notification. Student Data form and transcript (grades 9-12 only) are mailed to the secretary immediately.
 - Secondary only – Parents and students are advised to call the counselor or secretary for a scheduling appointment.
 - 30-day placements are completed in the Student Services office. The caseload teacher and principal are notified of new Special Education students and sent a copy of the IEP.
 - Completed Enrollment form, report cards, and transcripts are sent to the building within 24 hours.

2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

- In 2020 The Michigan Department of Education revised the School Improvement Process. The school improvement process was revised to the Michigan Integrated Continuous Improvement Process (MICIP). Thompson K-8 International Academy will follow the district MICIP plan. Southfield Public Schools MICIP Plan is to bolster district wide systems of support designed to increase student academic achievement by 7% by June 30, 2023 and build the capacity of social emotional learning for all stakeholders. This is a living document that is revised throughout the year based on stakeholder data. MICIP Plan focuses on establishing equity in accessibility to our district wide systems that address social-emotional and academic supports. Southfield Public Schools will concentrate on engaging students in their learning and as a result will achieve higher proficiency levels in their instruction, assessments, and overall well-being. Dedicated time during staff meetings and school/district professional development supports the plan.

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3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

- Southfield Public Schools offers specialized programs that provide students and parents with choices to meet their needs. Programs include:
 - **Birney K-8** has fine-arts programming embedded within the student's daily curriculum. K-8th grade students are able to participate in fine arts programming such as choir, band, visual arts and dance classes. We have established a number of community partnerships which assists with enhancing our programming.
 - **The Bussey Preschool** offers programs including Head Start and Great Start are accredited by the National Association for the Education of Young Children and licensed by Michigan's Family Independence Agency.
 - **Kennedy Learning Center** is a K-12 and Post-Secondary School that provides quality educational experiences for special needs students in an environment conducive to learning. Our program hinges upon dynamic collaboration between key constituents such as caregivers, parents, students, teachers and social workers. Each student has an individualized program that is comprehensive and functional while addressing their future needs in the home, school and community. The school serves students ages 5-17 and young adults ages 18-26. Kennedy Learning Center Work Skills students currently participate in offsite Work Based Learning at Southfield A&T High School with a job coach.
 - **Levey Middle School** offers an Integrated STEM Program (science, technology, engineering, and math) for students who demonstrate a strong interest in these areas. An application process determines who will attend this innovative program.
 - **MacArthur K-8 University Academy** is an application K-8 school of choice within Southfield Public Schools. MacArthur K-8 University Academy has partnerships with The University of Michigan-Dearborn, the Engineering Society of Detroit, and Michigan First Credit Union.
 - **Stevenson Elementary** is a United Way for Southeastern Michigan Community School. A Community School is a neighborhood hub that students, families, staff and the surrounding community can take pride in.

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These groups all play a vital part in the success of the school, helping ensure that every student is successful. Community Schools offer academic support, social and emotional learning, and health and wellness resources. United Way for Southeastern Michigan's Community Schools model focuses on: Integrated Student Supports, Family and Community Engagement, Expanded Learning Time and Opportunities and Collaborative Leadership.

- **Thompson K-8 International Academy** and **Southfield High School for the Arts and Technology** are also IB World Campuses and join the community of state, private, national and international schools from every region of the world offering IB Programs. These are schools that share a common philosophy—a commitment to the high quality, challenging, international education that is important for student success on a global level.
- **University Middle School Academy** is an examination/application school for students in grades 6-8. It is housed on the Lathrup Campus with a rigorous curriculum which has a balanced focus on the four core academic content areas of English language arts, mathematics, science, and social studies.
- **University High School Academy** and **University High School Preparatory Academy** is a school for parents and families who are highly motivated and who demonstrate a strong interest in Integrated STEM (science, technology, engineering, and math). This examination/application high school partners with the University of Michigan-Dearborn and Michigan First Credit Union. 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.
- **Vandenberg World Cultures Academy, Thompson K-8 International Academy, and Southfield High School for the Arts and Technology:** The school district now has three magnet ESL/bilingual schools. In an effort to provide improved rigor, consistency, and best practice, the elementary, middle and high school English language learners will be

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housed in an appropriate socio-cultural environment that is academically and cognitively challenging.

4. CORE CURRICULUM ACCESS

- The district is utilizing the Atlas Rubicon platform to standardize implementation of core content. The district is following an approved model and is being supported through this process by Oakland Schools, our local ISD. The district has executed two internal audits to assess current status and build out next steps.

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

- The standardized tests students took last year at Thompson were M-STEP, MI-ACCESS, WIDA, PSAT and i-Ready. The i-Ready assessment was completed three times during the school year. Thompson K-8 International Academy is a school community with dedicated students, staff, and parents that strive for continuous improvement. As a two program IB World School, we strive to provide our students with a global perspective. We will continue to strive for improved academic achievement to prepare our students to be college and career ready at its earliest stages. As we continue moving forward in the current school year, our focus is on implementing strategies and goals to support learning loss because of the COVID pandemic with Multi-Tiered Systems of Support and an emphasis on Social Emotional Learning.

6. PARENT-TEACHER CONFERENCES

- Parent involvement is important for a student to experience academic success. At the fall 2022 Parent-Teacher Conferences, 25% of our parents representing 87 students were in attendance. For the spring Parent-Teacher Conferences, 31% of our parents representing 112 students were in attendance.

The 2022-2023 school year was filled with challenges, triumphs, and moments that showcased the strength and resilience of our school community. Thompson K-8 students demonstrated exceptional adaptability, perseverance, and a thirst for knowledge that has been truly inspiring. Despite the obstacles we faced, we can take pride in the numerous achievements and growth that took place within our school community. Our dedicated educators worked tirelessly to provide a high-quality education. They have not only imparted knowledge but also fostered a love of learning in our students.

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Looking ahead, I am filled with hope and optimism for the future. The challenges we have encountered have strengthened our resolve and unity as a community. We will continue to build on our successes, learn from our experiences, and work together to create an even more enriching and supportive environment for our students.

Sincerely,

Tracy N. Hall, Principal

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