



January 9, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for the GEE White 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 Christopher Lindsay for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://www.gee-edu.com/gee-academies/detroit> or you may review a copy in the main office at your child's school.

For the 2016-17 year, no new Priority or Focus schools were named; some Priority or Focus schools did exit their status because they met the exit criteria. New Reward schools were identified using school rankings and Beating the Odds information. A Focus school is one that has a large achievement gap between the highest and lowest achieving 30% of schools. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state. A Reward school is one that has achieved one or more of the following distinctions: top 5% of schools on the Top-to-Bottom School Rankings, top 5% of schools making the greatest gains in achievement (improvement metric), or "Beating the Odds" by outperforming the school's predicted ranking and/or similar schools. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified and not been given a label.

To assist with improving student achievement in the content areas of reading and mathematics, GEE White Academy will implement and monitor the following programs to increase student achievement:

- Provide 90-120 minutes in math and reading for grades K-8
- Reading and Math Labs
- The implementation of the newly adopted Benchmark Literacy curriculum with fidelity.

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- The implementation of differentiated instructional strategies, resources and interventions, to address the unique learning needs and interests of each individual student.
- Providing teachers with instructional support instructional coaches.
- Providing extended learning opportunities for students, which include:
 - ESL Extended Day/Saturday Program
 - After-School Tutoring
 - Summer School
 - 21st Century Learning Programs
- Community outreach efforts to solicit community involvement in the school improvement planning process.
- Student collaboration in the school's efforts to increase student involvement in community awareness activities.
- The increased use of technology, prevalence in teachers' lesson plans and incorporation of programs such as Study Island, Accelerated Reader and Lexia.
- Professional development for teachers that include, but are not be limited to: teacher training on Multi-Tiered System of Support, Sheltered Instruction Observation Protocol (SIOP), Charlotte Danielson, Benchmark Literacy curriculum, direct writing instruction, EngageNY (math), differentiated instruction and CHAMPS.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

GEE White Academy accepts enrollment applications from students who live in the catchment area of the Detroit Public School Community District. The students receive priority in the enrollment process. Furthermore, student applications outside the district are accepted and students are assigned to classroom as space permits. If space is not available, students are placed on a waiting list in the order in which they were received. Students on the

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waiting list who live in the catchment area are will be given priority.

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

Our school Improvement plan was revised and completed in May 2016. Title I school wide status began in in September 2013. Our focus is to increase student growth in the content areas of reading, mathematics, science and social studies. We will implement a variety of research-based instructional strategies and methodologies to increase effective teacher instruction and student achievement.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Not applicable.

4. 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 for GEE White Academy 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 White Academy Atlas 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 consultants convening to develop, refine, and realign existing curriculum.

5. 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)

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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. GEE White Academy Combined Report results can be found at the following web-site: <https://goo.gl/zl9ZgY>

NWEA Student Achievement Results for Math
(Mean RIT Scores)

Grade	2014-2015			2015-2016		
	Fall Actual	Spring Actual	Spring Target	Fall Actual	Spring Actual	Spring Target
K	132.3	157.4	164	129.3	151.8	157
1	150.6	169.9	179	154.5	173.6	172
2	165.5	181.1	191	164.6	181	183
3	177.2	189.3	204	177.3	188.3	196
4	185.9	193.3	214	196.8	185.9	205
5	190.5	201.7	224	190.5	207.1	216
6	195.8	204.9	229	200.4	208.6	220
7	200.8	206.7	236	202.4	211.6	226
8	211.3	219.5	242	207.7	212.9	232

NWEA Student Achievement Results for Reading
(Mean RIT Scores)

Grade	2014-2015			2015-2016		
	Fall Actual	Spring Actual	Spring Target	Fall Actual	Spring Actual	Spring Target
K	137.1	156.3	165	133.2	149.6	150
1	151.4	164.4	179	151.2	163.5	165

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2	158.1	176.9	190	161.9	175.5	175
3	175.4	182.8	201	172	181.9	182
4	182.5	188	208	180.5	189.9	190
5	185.4	195.6	215	182.5	188	196
6	186.8	194.7	218	195.4	199.5	200
7	187	200.3	222	195.4	198.3	198
8	203.6	210.2	227	201.7	207.4	207

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

Conference	Student Enrolled#	StudentsRep#	Student%
Fall 2014	418	274	65%
Spring 2015	445	180	41%
Fall 2015	420	278	66%
Spring 2016	420	157	37%

The 2015-2016 GEE White Academy staff looks forward to academic transformation with the implementation of structure and student/teacher academic accountability. We embrace the opportunity to work diligently towards achieving academic growth in the identified core content areas. Our journey on the path to raise student achievement is challenging, but with our clear vision, a plan, and high expectations, we expect student growth during the 2016-2017 school year. Please join us as we educate our students for success in a global society.

Sincerely,

Christopher G. Lindsay
Principal

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