

(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 as a No Status school.

The key challenges for our school are as follows:

We did not meet the 90% attendance rate goal.

The attendance rate for the All Students subgroup is 86.71%.

We did not test 95% of our students.

Only 94.86% of the Economically Disadvantaged and 83.02% of the Students with Disabilities subgroups were assessed in English Language Arts.

We did not attain Differentiated target achievement goals for all subgroups of students in English Language Arts.

Only 0.00% of the Bottom 30% subgroup met the Differentiated target in English Language Arts.

We did not attain Differentiated target achievement goals for all subgroups of students in mathematics.

Only 0.00% of the Bottom 30% and 14.29% of the Students with Disabilities subgroups met the Differentiated target in mathematics.

We did not attain Differentiated target achievement goals for all subgroups of students in science.

Only 8.46% of the All Students; 0.00% of the Bottom 30%; 8.72% of the African American and 7.06% of the Economically Disadvantaged subgroups met the Differentiated target in science.

We did not attain Differentiated target achievement goals for all subgroups of students in social studies.

Only 12.71% of the All Students; 0.00% of the Bottom 30%; 12.36% of the African American; 12.00% of the Economically Disadvantaged and 3.33% of the Students with Disabilities subgroups met the Differentiated target in social studies.

We are actively working to address our Michigan School Scorecard issues, accelerate student achievement and close persistent gaps in achievement.

English Language Arts: Mackenzie Prek-8 School will improve our Accountability status, by continuing to implement with fidelity, our School Wide Reform Reading Program, “Success for All” (SFA). SFA incorporates multiple Marzano strategies such as random reporter,

monitoring for desired results, tiered questioning, and engagement strategies. Mackenzie staff members will continue to incorporate writing across the curriculum, and the following strategies in the “Gradual Release of Responsibility” (GRR): Explicit Systemic Instruction, Guided Instruction, Cooperative Learning, and Supervised Independent Practice. Mackenzie School will continue to utilize several District Assessment tools, such as: Star Reading, MAP, District Pre/Post Tests, and common teacher assessments to raise overall student achievement. Mackenzie staff will be involved in Professional Development activities that enhance the way we deliver quality instruction in the classroom, as outlined in our School Improvement Professional Development Calendar.

Mathematics: Mackenzie staff members will engage students in meaningful and relevant math activities that incorporates technology and science-related content. Marzano strategies such as random reporter, monitoring for desired results, tiered questioning, and effective engagement strategies will be used to maintain interest in mathematics. Mackenzie staff members will continue to incorporate the following strategies in the “Gradual Release of Responsibility” (GRR): Explicit Systemic Instruction, Guided Instruction, Cooperative Learning, and Supervised Independent Practice. Mackenzie will continue to challenge its students through the Academic Games program. Mackenzie will offer Small Group Instruction by SSA, Title I Staff, and Resource Staff inside and outside of the classroom. After School and/or Summer School will be offered to those students who continue to struggle and are furthest away from the State Proficiency Target. Data Analysis Teams will be Progress Monitoring all teacher and/or District Assessments in Math to determine the fidelity of chosen instructional strategies. Additionally, professional development for staff will be needed.

Science: Mackenzie students will participate in a competitive Science Fair that will culminate science content and experiments taught throughout the year. Mackenzie staff will engage students in science through inquiry based instruction by using District curriculum and Next Generation Science Standards. Marzano strategies such as random reporter, monitoring for desired results, tiered questioning, and effective engagement strategies will be used by teachers to maintain interest in science. Mackenzie staff members will continue to incorporate the following strategies in the “Gradual Release of Responsibility” (GRR): Explicit Systemic Instruction, Guided Instruction, Cooperative Learning, and Supervised Independent Practice.

Social Studies: Mackenzie will engage students by using technology in the classroom, including interactive websites and virtual field trips where students can explore the world inside the classroom. Marzano strategies such as random reporter, monitoring for desired results, tiered questioning, and effective engagement strategies will be used to maintain

interest in social studies. Mackenzie staff members will continue to incorporate the following strategies in the “Gradual Release of Responsibility” (GRR): Explicit Systemic Instruction, Guided Instruction, Cooperative Learning, and Supervised Independent Practice. Mackenzie staff will use problem-based instruction to improve student’s academic achievement. Professional development will be provided to Mackenzie staff for implementing effective and engaging social studies strategies.

Mackenzie will continue to improve our accountability status for all subject areas by providing students with the following learning supports:

- Additional Small Group and one on one Group Instruction/ Specialized Services provided by Paraprofessionals, Social Worker, Speech Teacher
- Increased Instructional Time-Differentiating through After School and Summer School
- Team Alfie-Success for All Tutors will assist students furthest away from the State Target
- Summer Engineering Experience for Kids (SEEK)
- Science Technology Engineering Math (STEM)

Attendance Rate (90%): Mackenzie School will continue to combine all of its resources including teaching staff, attendance agent, counselor, and social worker, to help assist students and parents with getting their child to school each day. Department of Human Services and other local agencies will provide additional services to Mackenzie and our families. Mentoring programs will also serve as an intervention in increasing our attendance rate. Mackenzie School will also continue to utilize several attendance strategies and staff members will progress monitor our average daily attendance in an effort to meet our state attendance goal.

Participation Rate (95%) for all academic areas and all subgroups:

Mackenzie will improve its participation rate for all core subject areas and subgroups by keeping track of attendance patterns before and during testing windows. Mackenzie will continue to inform parents of and involve parents in MAP and M-STEP practice sessions and testing rallies. Mackenzie staff members will continue to prepare our students to utilize various testing strategies in combatting possible causes of test anxiety.

Parent Involvement

Parents can be involved by:

- Honoring the Parent/Teacher/Student Compact Agreement to work together, to help give their child the best possible education.
- Continue to attend Annual Title I Meetings to find out what services are available to them and their child. Parents can also attend our Monthly Parent Advisory Committee on Student Achievement (PACSA) Meetings and Parent Workshops/University.
- Utilize Parent Resources and Technology Centers located on school grounds in an effort to promote Digital Literacy.
- Use Parent Connect to monitor student progress and familiarize themselves with the curriculum.
- Communicate effectively with teachers and support staff.
- Ask questions regarding the development of their child.
- Parents must send their child to school-on time and motivated to learn.
- Attending Parent Teacher Conferences so that their child/children have an opportunity to receive student/homeroom incentives for highest Parent Teacher Conference attendance.
- Attending Family Literacy, Family Math, Family Science, and Family Social Studies Nights

State law requires that we also report additional information.

Process for Assigning Pupils to the Schools

Open Enrollment Initiative

Detroit Public Schools Community District has an “Open Enrollment Initiative.” This initiative allows students to elect to attend any Detroit Public School Community District 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 t

Process for Assigning Pupils to the Schools (Continued):

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 Community District 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 Community District 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 Schools Community District’s Middle Schools
- Detroit Public Schools Community Districts’ Parent Resource Centers
- Detroit Public Schools Community District 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 Community Districts’ students who submit an application will test at their middle school. Non-Detroit Public Schools Community Districts’ students who submit an application will be notified

of their testing date and location by mail. Applications may be mailed.

School Improvement Status

School Year	School Improvement Status
2015-2016	No Status
2014-2015	N/A

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

School Description

Detroit Public School Community District’s Core Curriculum

Detroit Public School Community District’s Academic Plan will provide guidance to align all resources in the interest of student achievement and support. Consistent with the Academic Plan is an aggressive plan designed 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. The plan is organized around five Pillars of Excellence.



Pillar 1: Literacy

Provide a continuum of learning, enabling individuals to achieve their goals, to develop their knowledge and potential, and to participate fully in their community and wider society.

Pillar 2: Career Pathways

Provide students with a context for studying traditional academics and learning the skills psecific to a career.

Pillar 3: Innovation

Create a shift in mindset to ensure staff is encouraged to: be flexible; try something new, and explore new ways of thinking.

Pillar 4: Family & Community

Enhance and enrich positive relationships for all stakeholders.

Pillar 5: Wrap Around Services

Ensure every student received appropriate support to elevate their social, emotional, and academic performance.

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 Community District 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/2016/11/ACADEMIC-PLAN-Executive-Summary-FINAL-2.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

Access to the Core Curriculum (Continued):

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 Community District 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 Community District’s 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/mackenzie/>. The following reports are available on the Detroit Public Schools Community Districts’ web page at the Research, Evaluation and Assessment site at <http://detroitk12.org/data/rea/>:

Parent-Teacher Conferences (Interactions)

School Year	Total Parent Interactions	Percent
2015-2016	573	13.5%
2014-2015	761	20.0%

The Detroit Public Schools Community Districts’ 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.

Parent-Teacher Conferences (Interactions) (Continued):

- 3.0 Some Detroit Public Schools Community District 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.

We would like to wish our students, parents, community and staff a successful year.

Sincerely,

Deangelo Alexander, Principal