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BARACK OBAMA
LEADERSHIP ACADEMY

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February 13, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2018-19 educational progress for Barack Obama Leadership 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 Mrs. Kim Pritchett for assistance.

The AER is available for you to review electronically by visiting the following website <https://www.mischooldata.org/AER2019/CombinedReport2.aspx> or you may review a copy in the main office at your child's school.

For the 2018-19 school year, schools were identified using definitions and labels as required in the 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 a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

Barack Obama Leadership Academy has not been identified.

Barack Obama Leadership Academy enrolled a number of new students during the 2018-19 school year who were multiple grade-levels behind and at the time, we did not have the proper intervention program in place to support the students' academic needs. For the 2019-20 Academic Year, we have enacted the following changes to address the needs of our students and the community:



A Co-Principal Model, as a two administrator structure; in which one administrator is focused entirely on academics and the other on operations.
We have hired a Dean of Achievement and Literacy Coach.
There are 5 additional paraprofessionals to ensure that each grade-level has intense intervention support.
A master schedule has been created with intervention blocks for targeted support, common planning time, professional learning communities and full implementation of the Fountas and Pinnell Leveled Literacy Intervention (LLI) Program.
Quarterly Data Dialogue Meetings are scheduled to closely monitor student progress.
Barack Obama Leadership Academy has fully implemented the Leader in Me Program, whose results in other schools have demonstrated a decrease in behavioral issues and an increase in student achievement.
We have developed a Morning Enrichment Breakfast Program; which students receive tutorial services based on MTSS Instructional Framework Model.

In closure, we were awarded a 5 year 21st Century After School Grant and one of the eight programs includes Extended Day Tutorial.

State law requires that we also report additional information:

Process for Assigning Pupils to the School

- I. *Application must be turned in with all required paperwork before being considered for enrollment: (Birth Certificate, Updated immunization record/waiver, copy of final report card from previous school year or semester, IEP if applicable).*
- II. *Once application process is complete, letters of acceptance will mailed following a phone call from the pupil accountant. Students with siblings that attend our Academy get first priority. After that it is according to those that have completed paperwork and the seats that we have available by grade level.*
- III. *Parents and students attend our Open House and mandatory parent meetings in August.*

The Status of the 3-5 Year School Improvement Plan

The School Improvement Plan 2018-19 was submitted to AdvancEd and the School-wide Reform Strategies are underway. The 3-5 year plan are defined in both the Single Building District Improvement Plan and the Strategic Plan. The focus on helping ALL students reach the Michigan's standards for academic success are as follows:

Rigorous curriculum, lesson plans aligned to Common Core State Standards, after-school tutoring, implementation of a robust MTSS Instructional Framework model.

GOAL: Develop and implement an academic program that focuses on a viable curriculum, pedagogy and research based teaching and learning practices.

Objectives:

1. Identify and implement educational programs/resources that support students who are functionally below grade-level by implementing instructional strategies (which is described as: modeling, scaffolding, and clarification of challenging curriculum; centering students' identities and experiences; using student strengths as starting points and building on their fundamental knowledge; investing and taking personal responsibility for students' success; creating a nurturing cooperative environments; holding high academic and behavioral expectations; reshaping the prescribed curriculum to be responsive to students)
2. Provide ongoing differentiated professional development support to the BOLA highly qualified academic team.
3. Develop and begin implementation of vertically-aligned curriculum. (aligned from kindergarten to eighth grade)
4. Create a comprehensive technology plan that supports the curriculum.
5. Establish partnerships with local community organizations to support programing to expose students to varied ideas, experiences, and skills.

Metrics:

By 2020-2023

- By 2020, the average daily attendance will be 95%.
- By 2020, 100% of teachers state they have a clear curriculum map as measured by a teacher survey.
- By 2020, all grade levels will average one year of growth as measured by NWEA MAP-Winter Assessment and 1.5 to 2.0 years of growth as measured by NWEA Map-Spring Assessment.
- By 2020, 20% of students will demonstrate proficiency in reading on the M-STEP.
- By 2020, 20% of students will demonstrate proficiency in math on the M-STEP.
- By 2020, 90% of staff state they believe BOLA's curriculum and instructional practices are effective as measured by staff survey.

- By 2020, 100% of staff will state they are regularly observed by administration at least once a week and given feedback on ways to improve instruction in the classroom.
- By 2021, 85% of students state the experiences enhanced their learning.
- By 2021, 80% of staff state they have the resources they need to advance the educational program.
- By 2022, 85% of teachers have a plan for how they will use technology in teaching and learning.
- By 2022, 85% of students have evidence of how project based learning enhanced their learning as measured by portfolio.
- By 2023, 100% of teacher state that their technology plan supported effective teaching and learning.

GOAL: Implement data-driven instructional practices that ensure personalized, rigorous academic growth.

Objectives:

1. Ensure that all instructional staff members use data to drive instruction and interventions and share progress with students and their families.
2. Design and implement a structure for differentiated administrative support to develop staff in data-driven instruction.
3. Review and assess curricular materials for multi-tiered academic interventions.
4. Provide support to enable teachers to use data to drive the differentiation of lessons for all students.
5. Develop and implement structures to drive a culture of student ownership of personal data (qualitatively and quantitatively).

Metrics:

By 2020-2021

- Annually, all students make 1.5 or more years of growth in reading and math on NWEA.
- Annually, 100% of all students, on average, will achieve their reading goals- Leveled Literacy Intervention (LLI).
- Annually, 100% of K-3 students will be reading at or above grade level.
- Annually, 100% of special education students met their RIT goals as measured by NWEA.
- Annually, 100% of teachers self-report they are reflecting on their lessons and reteach for mastery using benchmark assessments (interim assessments).

Description of our Specialized School

The foundation of Barack Obama Leadership Academy, began with the enactment of Michigan's charter school law in 1995. Recognizing the need for individualized instruction, diversity in materials, a holistic African-Centered approach to learning

and fewer students per class, the Timbuktu Academy of Science and Technology, was established by E. Malika Brantuo and former Wayne County Commissioner Bernard Parker. Beginning in 2019-20, Timbuktu Academy changed its name to Barack Obama Leadership Academy in honor of the 44th President Barack Obama for his leadership characteristics. Barack Obama Leadership Academy adopted the Leader in Me program to reflect the leadership skills of the 44th president. We are one of the first Leader in Me schools in the City of Detroit.

Access of the Core Curriculum

Barack Obama Leadership Academy’s curriculum is aligned to the Common Core State Standards. The scope and sequence for each content area is included in the links below. Please click on each link and select the appropriate grade levels.

Curriculum Resources/Scope and Sequence

ELA	Journeys	Houghton Mifflin https://www.hmhco.com/~media/sites/home/education/global/pdf/scope-and-sequence/reading/journeys-common-core/scope-and-sequence-2014-journeys-gr6.pdf?la=en
Math	Progress in Mathematics	Sadlier/Scope and Sequence https://www.sadlier.com/school/correlations-to-standards-mathematics
Science	Science Fusions	Atlas Rubicon https://oaklandk12-public.rubiconatlas.org/Atlas/Public/View/Default
Social Studies	Unit Themes	MAISA http://www.micitizenshipcurriculum.org/

Aggregate Student Achievement Results for M-STEP

Math:

<https://www.mischooldata.org/DistrictSchoolProfiles2/AssessmentResults/AssessmentGradesPerformance2.aspx>

Reading:

<https://www.mischooldata.org/DistrictSchoolProfiles2/AssessmentResults/AssessmentGradesPerformance2.aspx>

Number and Percent of Students Represented by Parents at Parent-Teacher Conferences

During the Fall 2019 Parent-Teacher Conference we had 67 of 268 families represented, which is 25% in attendance for our family population.

Barack Obama Leadership Academy, formerly known as Timbuktu Academy has been in existence since 1995. We are committed to ensuring that all students receive a quality education. Our new leadership model, Leader in Me Program and MTSS Instructional Framework are all in place to ensure the continued success of the school.

Sincerely,

A handwritten signature in black ink, appearing to read "Kim Pritchett". The signature is fluid and cursive, with a large initial "K" and a long, sweeping tail.

Mrs. Kim Pritchett, M.Ed
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