



Dr. Jennifer Green  
Superintendent

24661 Lahser Road

Southfield, MI 48033

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

January 23, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2023-24 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 Ms. P. Eubanks 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 2024-25 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 2023-24. 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, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Thompson K-8 International Academy was not identified as any of the aforementioned labels.

Thompson K-8 International Academy is aligned with the district and currently identifies the MTSS Framework as the key initiative being undertaken in the school to accelerate student achievement. We are leveraging the framework to accelerate student achievement by:

- **Tier 1: Core Instruction** - Strengthening high-quality, differentiated instruction in every classroom to ensure all scholars have access to rigorous and engaging learning experiences.
- **Tier 2: Targeted Interventions** - Identifying scholars who require additional support and providing small group interventions tailored to their specific needs.
- **Tier 3: Intensive Interventions** - Offering individualized, data-informed support for scholars with the most significant learning gaps.

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We are continuing to strengthen our two International Baccalaureate (IB) programs: the Primary Years Program (PYP) and the Middle Years Program (MYP).

The **PYP** nurtures curiosity and encourages scholars to explore the world through a transdisciplinary approach, connecting core subjects to real-life concepts. Through inquiry-based learning, scholars develop critical thinking, collaboration, and communication skills while fostering a strong sense of international-mindedness.

The **MYP** builds on this foundation by challenging scholars to make deeper connections between their studies and the world around them. With a focus on global contexts, interdisciplinary learning, and personal growth, scholars are empowered to become independent thinkers and responsible global citizens.

Lastly, we remain committed to prioritizing Social-Emotional Learning (SEL) and Positive Behavioral Interventions and Supports (PBIS). These programs are essential to creating a supportive and thriving school environment. Together, they help us cultivate a culture where scholars feel valued, safe, and empowered to succeed both academically and personally.

We hope that the integration of these academic and social-emotional support approaches to teaching and learning will lead to an upward trajectory in test scores and help close the achievement gaps.

### **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.

- 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 Vandenberg as a school of choice to receive extra EL services and support.
- Process after enrollment papers have been submitted to the enrollment office: o

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New student information is entered into MI-Star in the Central Enrollment Office.

- o 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.
- o Secondary only – Parents and students are advised to call the counselor or secretary for a scheduling appointment.
- o 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.
- o Completed Enrollment form, report cards, and transcripts are sent to the building within 24 hours.

### **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). Our plan is aligned with the District Improvement Plan and includes four goal areas: mathematics, English language arts, science, and social studies. Based on the plan, staff will develop and implement lessons in the core curriculum areas that are aligned to the goals and objectives of the SIP. Dedicated time during staff meetings and school/district professional development days allows staff to have meaningful discussions regarding the implementation and success of various strategies

### **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 can participate in fine arts programming such as choir, band, visual arts,

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and dance classes. We have established several community partnerships that assist with enhancing our programming.

**The Bussey Preschool** - All Bussey 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**- 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** features an Integrated STEAM Program (Science, Technology, Engineering, Arts, and Mathematics) designed for students with a keen interest in these disciplines. Admission to this dynamic program is determined through a selective application process.

**Stevenson Elementary**- 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. 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.

**University Elementary** University Elementary School is a rigorous exam school that nurtures young learners with a student-centered curriculum focused on academic excellence and personal growth. Our scholars explore STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through engaging, hands-on experiences. With strong family and community support, students develop critical thinking, creativity, and communication skills, preparing them for future success in a diverse and ever-changing world.

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**University Middle School Academy** University Middle School is a competitive exam school that challenges students with a rigorous, student-centered curriculum focused on academic excellence and personal growth. Scholars engage in STEMM (Science, Technology, Engineering, Math, and Medicine) and Social and Emotional Learning (SEL) through hands-on projects and real-world experiences. With strong family and community support, students develop critical thinking, collaboration, and leadership skills, preparing them for high school, college, and beyond.

**University High School Academy** -is an exam school with a rigorous, student centered curriculum and a balance of educational engagement that supports the whole child. University offers our scholars an opportunity to graduate with an AP capstone diploma and a seal of biliteracy. Our families and community are supportive of the forward-thinking projects and exposure to learning outside of the classroom. Integrating programming that supports STEMM (science, technology, engineering, math and medicine) and SEL (Social and emotional learning) our scholars are truly prepared to impact the world.

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

**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.

## 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.

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## **THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

- Last year, students at Thompson K-8 International Academy participated in standardized tests such as M-STEP, MI-ACCESS, WIDA, PSAT, and i-Ready, with the i-Ready assessment administered three times throughout the school year.

## **PARENT-TEACHER CONFERENCES**

- Parent involvement is important for a student to experience academic success. At the fall 2023 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 2023-2024 school year was marked by challenges, triumphs, and moments that highlighted the strength and resilience of our school community. Thompson K-8 scholars demonstrated exceptional adaptability, perseverance, and an inspiring thirst for knowledge. Despite the obstacles we faced, we take immense pride in the achievements and growth that occurred throughout our school. Our dedicated educators worked tirelessly to deliver a high-quality education, imparting not only knowledge but also fostering a lifelong love of learning in our scholars.

As we look to the future, I am filled with hope and optimism. The challenges we have overcome have only strengthened our resolve and unity as a community. Together, we will continue to build on our successes, learn from our experiences, and create an even more enriching and supportive environment for our scholars.

Sincerely,

Porsha Eubanks, M.Ed  
Principal

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