



Greater Heights Academy School Annual Education Report (AER) Cover Letter

March 18, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for the Greater Heights 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. Lisa Leimeister for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HmAT87>, or you may review a copy in the main office at your child's school.

For the 2017-18 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 three or more underperforming student subgroups. 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.

* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has not been given one of these labels.

Greater Heights Academy has identified need in the following areas:

1. An increase in reading and math proficiency as evidenced by our NWEA MAP Assessments.
 - a. Continued professional development and implementation of Differentiated Instruction is making a positive impact on our students' growth. However, a greater decrease in gap to target is necessary to achieve expected growth according to our School Improvement Plan.
2. An increase in attendance.
 - a. Overall, student attendance remains at 80%. However, there are number of families who have habitual attendance concerns. These same students are experiencing a decrease in academics according to the math and reading assessments. The assignment of a parent liaison will increase attendance as the liaison builds relationships with the parents and works through the attendance protocol with families are experiencing difficulties in this area.
3. Increase in positive behaviors
 - a. The implementation of all tiers of the MTSS pyramid is having a positive effect on student behaviors. However, GHA is still observing a high number of defiant behaviors. Greater Heights objective is to decrease the number of suspensions thus increasing time at school and in turn increasing academic achievement. Professional development and implementation of Restorative Practices and Conflict Resolution will enhance the MTSS program at Greater Heights Academy.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Board of Directors will allow students who reside in Michigan to enroll in the Academy. Because space is limited, each student must enroll each year. Preferences will be given to: A) Currently enrolled students; a letter will be sent home in January of each year. Letters must be returned to the office no later than March 8th. B) Siblings of enrolled students. When a maximum enrollment for a grade level has been reached, applicants will be placed on a waiting list and admitted based on a lottery system developed by the Director.

The Board authorizes the Director to deny admission to any student who had a record of behavior the Director believes would constitute a threat to the safety and well-being of fellow students and staff.

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

The Academy, as required by the Revised School Code, annually updates the School Improvement Plan (SIP) and submits the plan to the Michigan Department of Education. The School Improvement Team is made up of core content committee chairs, K, 1, 2, 3, & the 4-6 grade Lead Teachers, Intervention Coordinator, Special Ed. Director, and administration. Data is gathered and analyzed on a continuous basis. GHA administers the Northwest Evaluation Association three times per year. This data is analyzed to identify areas of need. Data dialogues (which incorporates all classroom data) are conducted between the grade level teachers and administration on a monthly basis. In addition to academic data, perception surveys are administered. That along with demographic data is used to create the comprehensive needs analysis. Once the needs are identified, specific and measurable goals are established. Research is conducted to develop strategies that will address the needs. All staff, under the direction of the School Improvement Team, is accountable for the implementation of the strategies embedded in the goals.

3. Greater Heights Academy is a single-building district.

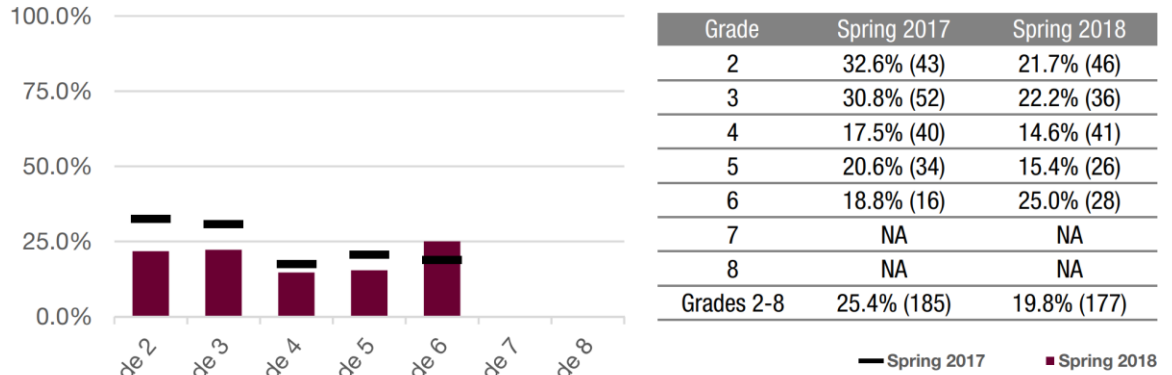
4. CORE CURRICULUM ACCESS

The school's curriculum can be accessed online at www.greaterheightsacademy.org under the About tab. Students are our first priority. We believe that traditional fundamentals of education must be enhanced to form a solid foundation for the future of the student. The high expectations and standards of the Academy are set above those of the accepted norms; we encourage students to excel. In addition, teaching character development and values enables a child to grow into a responsible, respectful member of society. Character development is just as much a part of the academy's curriculum as much as the standards which are the foundation of GHA's curriculum. There is not variance between GHA's curriculum from the state model.

All content areas are taught on a daily basis while specials are taught 2-3 times per week. Last year, the Academy implemented Integrated Learning Communities which provide daily-embedded coaching as well more individualized instruction for students at risk of failure. This year, the Assistant Director incorporated daily embedded leadership coaching professional development.

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

PERCENT MEETING OR EXCEEDING NWEA NATIONAL NORMS BY GRADE – READING



Note: The number in parenthesis is the student count for that group.

Fig. A-7

PERCENT MEETING OR EXCEEDING NWEA NATIONAL NORMS BY GRADE– MATH

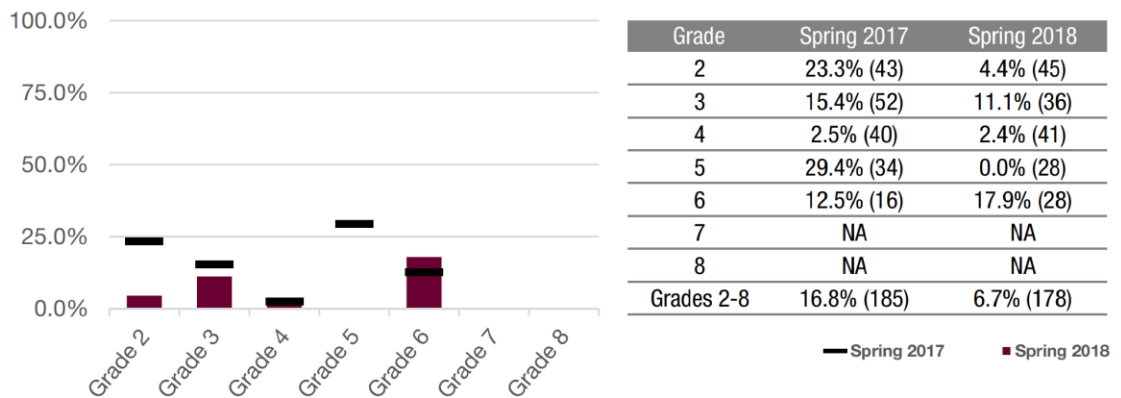


Fig. A-8

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

Grade Level Percentage	2016-2017	2017-2018
Kindergarten	33%(17)	42%(19)
First	48%(23)	55%(24)
Second	49%(23)	50%(23)
Third	45%(25)	42%(16)
Fourth	26%(11)	24%(10)
Fifth	59%(25)	43%(13)
Sixth	53%(10)	38%(11)

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

Greater Heights Academy is a K-6 school

Greater Heights Academy finished its 5th year of operation. The first and second year's primary focus was on building a safe and positive culture. The 3rd through 5th year at Greater Heights Academy saw an increased focus on curriculum and instruction. Last year we implemented the Integrated Learning Communities which has provided an amplification of job embedded learning as well as strengthening the classroom management skills of the staff. We are proud of the achievements our students have made and appreciate the continued support of our stakeholders.

Sincerely,

Mrs. Lisa Leimeister
Director

Mrs. Kenis Wallevand
Assistant Director

Mrs. Lola Hopcraft
Special Education Director