



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

January 15, 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 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 Ms. Tia Doyle for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/36WluFs>, 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 student subgroup performing in the bottom 25% within each applicable accountability index component. An Additional Targeted Support (ATS) school is one that has met the criteria for TSI identification and has at least one student subgroup performing at the same level as a CSI school. 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.

Our school has not been given one of these labels.

Greater Heights Academy has identified a need to increase proficiency in reading and math. To do so, academic interventionists for all of our kindergarten, 1st grade, and 2nd grade classrooms have been hired to assist with both math and reading instruction. A new mathematics curriculum was adopted and professional development on the curriculum was provided to teaching staff. The intervention department was expanded to allow for a reading intervention program, LLI, to be provided to all kindergarten through 3rd grade students. Kindergarten, 1st, and 2nd grade teachers and interventionists also attended Orton-Gillingham training, which

focuses on the foundational skills of reading, including phonics and phonemic awareness.

While student attendance rates remain above 80%, there are still several families who have habitual attendance concerns. Low attendance directly impacts academic achievement. Teachers and staff work to develop relationships with all families as a means of directly supporting them in their needs and mitigating the challenges they face as they pertain to student attendance. Transportation is provided free of charge to all students, and a clothing closet has been created to support families who need assistance with providing clothing that meets the dress code.

State law requires that we also report additional information.

#### 1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

The Academy is open to all students who reside in Michigan. Because space is limited, each student must enroll each year. Preferences will be given to currently enrolled students and siblings of enrolled students. For Open Enrollment, letters will be sent home in January of each year and must be returned to the office no later than March 8th. When maximum enrollment for a grade level has been reached, applicants will be placed on a waiting list and admitted based on a lottery system in April. After Open Enrollment ends, students are admitted based on availability or put on a waitlist if classes are full.

The Board of Directors authorizes the Superintendent/Principal of the Academy to deny admission to any student who has a record of behavior that is believed to 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 consists of K-6 grade level teachers, the Special Education Director, the Assistant Principal, and the Superintendent/Principal. Data is gathered and analyzed on an ongoing basis. Greater Heights administers the Northwest Evaluation Association assessment three times per year, and the data is used to identify areas of need. Data Drops (meetings where all collected data is addressed and discussed between grade level teachers, intervention staff, and administration) are conducted three times per year. Perception surveys are administered, and those along with demographic data are used to create the comprehensive needs assessment. Goals are established based on identified

needs. Research is conducted to develop strategies that will address the needs. All staff, under the direction of the School Improvement Team, are accountable for the implementation of the strategies embedded in the goals.

- Greater Heights Academy is a single-building district that serves students in grades kindergarten through 6th grade.

4. CORE CURRICULUM ACCESS

The Academy’s curriculum can be accessed online at [www.greaterheightsacademy.org](http://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 the standards which are the foundation of the curriculum. There is no variance between GHA’s curriculum and the state model. All content areas, including specials, are taught on a daily basis.

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

Our students take the NWEA assessment in both reading and mathematics three times per year. All of our academic performance data as it compares to national norms can be found [here](#).

6.

Grade Level	Percentage of Students Represented by Parents	
	2017-2018	2018-2019
Kindergarten	42% (19)	35% (14)
1st	55% (24)	27% (13)
2nd	50% (23)	21% (5)
3rd	42% (16)	48% (21)
4th	24% (10)	29% (10)
5th	43% (13)	8% (2)
6th	38% (11)	38% (14)

7. Greater Heights Academy is a K-6 school and does not contain grades 7-12.

Greater Heights is in its 7th year of operation. We recently had a change of leadership and have spent the beginning of the 2019-2020 school year building a high-quality instructional team and implementing new curriculum and professional development for staff. We've developed a behavior system that supports students at multiple levels and have worked to decrease suspension rates in the district. We are proud of the achievements our students have made, and we appreciate the continued support of our stakeholders.

Sincerely,

Ms. Tia Doyle  
Superintendent

Mr. Russ Bedford  
Assistant Principal

Ms. Ashleigh McElrath  
Special Education Coordinator