



December 8, 2020

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2019-20 educational progress for the Grand Blanc 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 Patty Wood for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/2VR2Bja>, or you may review a copy in the main office at your child's school.

For the 2019-20 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.

Our school has not been given one of these labels.

Grand Blanc Academy's Leadership Team and Curriculum Team are implementing the following steps to improve achievement and testing for all of our students. GBA has employed a specialist in Intervention as the Title I Director and Intervention Coach. GBA uses a progress monitoring system for monitoring progress of special education students and students at risk of not meeting the state academic expectations. Independent Reading Improvement Plans (IRIP) have been created to address the gaps of students in grades K-3. Schedules were restructured to allow for push in and pull out of the intervention staff and the special education team. This allows for the classroom teacher, the intervention teacher, and the resource room teacher to work closely with smaller groups of students to integrate learning at a more intensive level. March through June brought on the challenge of the COVID-19 Pandemic. GBA distributed all the available cloudbooks that were being

used in the school to families for access to Google Classroom. Paper packets were mailed weekly to all families. Due to the pandemic and executive orders GBA did not give the Spring NWEA assessment. The percentiles below are representative of the Winter testing window that ended in January. As always, GBA invites parents to participate on the School Improvement Team. Parents are invited to attend parent education events such as literacy nights, math nights, science nights, and other events designed for helping parents support their child’s learning. Teachers held brief workshops for parents to learn how to navigate zoom and the google classroom.

State law requires that we also report additional information.

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

Students are accepted to Grand Blanc Academy upon the completion of an application with supporting documents and based on available student slots in that grade level. The school holds a re-enrollment session each school year during the winter months. After this period has expired, the school will publish notice in the local newspaper that an Open Enrollment process will be held in the spring. If slots are filled beyond capacity, a lottery will be held by a neutral party for all Open Enrollment candidates at that grade level. Students who have been expelled or suspended from their home districts will not be considered for enrollment until the expiration of the expulsion or suspension.

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

Grand Blanc Academy updates the School Improvement Plan annually and views it as a document in support of our instructional program. The School Improvement Team meets regularly to review data, adjust goals, present to staff, and guide instructional activities for a pattern of continual student achievement. The academy is currently making progress toward student achievement in all of our School Improvement goals.

**3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

At this time, Grand Blanc Academy does not offer any specialized schools.

**4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE’S MODEL**

Grand Blanc Academy’s Core Curriculum is available at the school office upon request. The core curriculum is aligned with the state model. The school curriculum is aligned with the state expectations of the Common Core Standards and has been approved for implementation by the authorizer, Eastern Michigan University.

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

Grand Blanc Academy participated in the NWEA. This assessment is research based and measures both growth and proficiency. The graphs below represent the results for the NWEA results for the 2018-2019 and 2019-2020 school year.

| Grade        | Reading Average Percentile |             | Math Average Percentile |             |
|--------------|----------------------------|-------------|-------------------------|-------------|
|              | Spring 2019                | Winter 2020 | Spring 2019             | Winter 2020 |
| Kindergarten | 21 <sup>st</sup>           | N/A         | 5 <sup>th</sup>         | N/A         |

|                       |                  |                  |                  |                  |
|-----------------------|------------------|------------------|------------------|------------------|
| 1 <sup>st</sup> Grade | 6 <sup>th</sup>  | 28 <sup>th</sup> | 21 <sup>st</sup> | 17 <sup>th</sup> |
| 2 <sup>nd</sup> Grade | 18 <sup>th</sup> | 12 <sup>th</sup> | 45 <sup>th</sup> | 47 <sup>th</sup> |
| 3 <sup>rd</sup> Grade | 11 <sup>th</sup> | 6 <sup>th</sup>  | 21 <sup>st</sup> | 11 <sup>th</sup> |
| 4 <sup>th</sup> Grade | 19 <sup>th</sup> | 5 <sup>th</sup>  | 10 <sup>th</sup> | 4 <sup>th</sup>  |
| 5 <sup>th</sup> Grade | 4 <sup>th</sup>  | 13 <sup>th</sup> | 7 <sup>th</sup>  | 9 <sup>th</sup>  |
| 6 <sup>th</sup> Grade | 12 <sup>th</sup> | 6 <sup>th</sup>  | 8 <sup>th</sup>  | 3 <sup>rd</sup>  |
| 7 <sup>th</sup> Grade | 15 <sup>th</sup> | 19 <sup>th</sup> | 8 <sup>th</sup>  | 12 <sup>th</sup> |
| 8 <sup>th</sup> Grade | 16 <sup>th</sup> | 25 <sup>th</sup> | 6 <sup>th</sup>  | 9 <sup>th</sup>  |

| Grade                 | Reading - % Meeting Growth |             | Math - % Meeting Growth |             |
|-----------------------|----------------------------|-------------|-------------------------|-------------|
|                       | Spring 2019                | Winter 2020 | Spring 2019             | Winter 2020 |
| Kindergarten          | 25%                        | N/A         | 38%                     | N/A         |
| 1 <sup>st</sup> Grade | 5%                         | 67%         | 56%                     | 76%         |
| 2 <sup>nd</sup> Grade | 30%                        | 41%         | 70%                     | 62%         |
| 3 <sup>rd</sup> Grade | 37%                        | 19%         | 55%                     | 42%         |
| 4 <sup>th</sup> Grade | 38%                        | 13%         | 24%                     | 24%         |
| 5 <sup>th</sup> Grade | 33%                        | 54%         | 31%                     | 58%         |
| 6 <sup>th</sup> Grade | 29%                        | 46%         | 28%                     | 50%         |
| 7 <sup>th</sup> Grade | 51%                        | 38%         | 51%                     | 54%         |
| 8 <sup>th</sup> Grade | 42%                        | 61%         | 27%                     | 42%         |

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

Parent Teacher Conferences are held in November upon the completion of the first marking period. Grand Blanc Academy had 75% parent participation during the November conferences. This is a large increase from the 39% from last year. GBA schedules a day and a half for one-on-one conferences between teacher and parent in the elementary school. The middle school conducts student led conferences. Teachers are required to contact the parent for a phone conference if they were unable to meet on the scheduled days.

As our mission states, Grand Blanc Academy is an innovative community that supports and celebrates lifelong learning for the success of our students and families by igniting growth, imagination, and dreams. Congratulations to the staff and students that have ignited new growth this year. Your dreams are attainable with your hard work, dedication, and continued motivation to be the best at what you do. I would like to thank the staff of Grand Blanc Academy for their devotion to excellence, their dedication and passion for children, and the drive to provide a safe environment with high expectations. We extend a congratulatory salutation to our families for your commitment to supporting our school for the foundations of learning that take place in your child's life.

Sincerely,  
Patty Wood