



December 13, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2021-22 educational progress for 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 website <https://bit.ly/3pIEPFK>, or you may review a copy in the main office at your child's school.

For the 2021-22 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 2018-19. 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 2017-18. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state or had a graduation rate at or below 67% in 2016-17. 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. Students attended classes virtual using the Zoom platform with SeeSaw and Google Classroom. Surveys were sent to families in April to choose between attending school in person 4 days a week and 1 virtual day or 5 days virtually. 49% chose face to face and 51% chose total virtual. The schedule allowed the teacher to teach in the mornings face to face and the afternoons with the virtual group. Along with most schools, attendance was a challenge.

As always, GBA invites parents to participate on the School Improvement Team. Parents are invited to attend parent education events through our virtual platform/

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

The Michigan Department of Education has released a new platform called MICIP (Michigan's Integrated, Continuous, Improvement Plan). This platform is designed to be a three to five year continuous plan. This has given more freedom to monitor throughout the year and make adjustments more than the one time at the end of the year. Grand Blanc Academy has set an overarching goal that supports the whole child. Data will be tracked with attendance, academic achievement, behavior and social emotional learning. 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.

A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

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

3. 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.

4. 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	
	Winter 2020	Spring 2021	Winter 2020	Spring 2021
Kindergarten	75	77	86	79
1 st Grade	26	27	28	18
2 nd Grade	21	15	26	11
3 rd Grade	35	26	18	17
4 th Grade	29	27	29	28
5 th Grade	27	21	26	22
6 th Grade	21	37	24	24
7 th Grade	27	23	30	17
8 th Grade	45	85	37	28

Grade	Reading - % Meeting Growth		Math - % Meeting Growth	
	Winter 2020	Spring 2021	Winter 2020	Spring 2021
Kindergarten	N/A	51 st	N/A	20 th
1 st Grade	28 th	18 th	17 th	29 th
2 nd Grade	12 th	31 st	47 th	7 th
3 rd Grade	6 th	29 th	11 th	39 th
4 th Grade	5 th	39 th	4 th	34 th
5 th Grade	13 th	23 rd	9 th	24 th
6 th Grade	6 th	67 th	3 rd	55 th
7 th Grade	19 th	30 th	12 th	30 th
8 th Grade	25 th	46 th	9 th	32 nd

**It is important to note that the NWEA assessment was taken virtually.

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

Parent Teacher Conferences were held in November upon the completion of the first marking period. Grand Blanc Academy had 89% parent participation during the November conferences. This is an increase from 75% from last year. The availability of Zoom conferences helped increase parent

participation. GBA schedules two half days for one-on-one conferences between teacher and parent in the elementary school. The middle school conducts conferences as a group. 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