



January 27th, 2023

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 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 Richard Thompson or Briona Smiley for assistance.

The AER is available for you to review electronically by visiting the following web site **<https://bit.ly/3idHB0n>**, 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 2021-22. 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 or had a graduation rate at or below 67% in 2021-22. Some schools are not identified with any of these labels. In these cases, no label is given.

Our school was identified as a COMPREHENSIVE SUPPORT AND IMPROVEMENT SCHOOL.

The Staff at Greater Heights Academy (GHA) are working hard to better identify students who struggle to meet grade level targets. At GHA, Targeted Instructional Initiatives have been implemented across the entire academy. These initiatives include in-depth lesson planning focused on high levels of rigor and questioning strategies, a coaching and feedback cycle of professional development, and Blended Learning opportunities with research-based online learning and assessment programs. In addition, Greater Heights utilizes Multi-Tiered Systems of supports which includes small group, one on one push-in and pull out academic intervention provided by academic interventionists, utilizing research based programs. To fill out the MTSS supports at GHA, counseling and behavior supports are in place and incentive programs to increase student engagement in their learning process are implemented. Finally, parents are engaged in the learning environment through a variety of involvement activities and conferences.

State law requires that we also report additional information.

1. 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 Instructional Specialist, and the Superintendent/Principal. Data is gathered and analyzed on an ongoing basis. Assessment Data, Classroom data, Perception surveys and 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.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

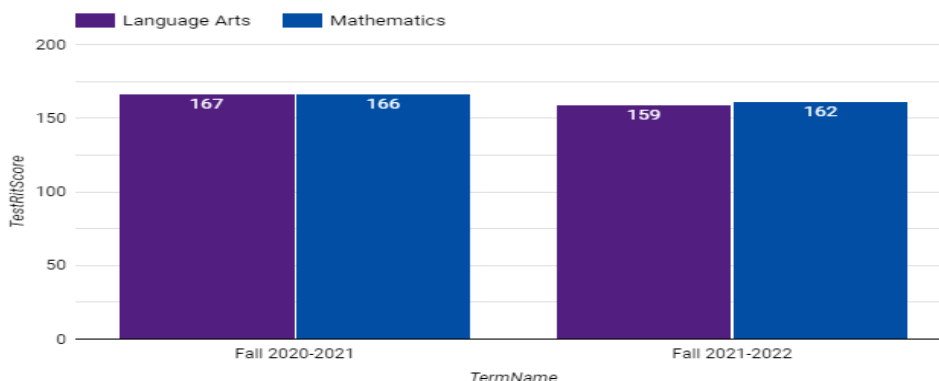
Greater Heights Academy is a single-building district that serves students in grades kindergarten through 6th grade.

4. CORE CURRICULUM ACCESS

The 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 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

Greater Heights Academy - NWEA MAP Achievement - Average RIT Score by Term by Subject

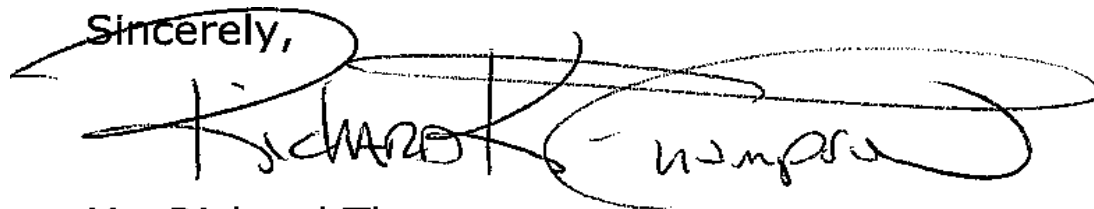




6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

In 2021-2022: On average, last school year, we saw an average of 173 parents or 81% of families during our quarterly conferences. In 2020-2021. GHA had 115 parents or 46% in attendance for Parent Teacher Conferences. In 2020-2021. GHA had 115 parents or 46% in attendance for Parent Teacher Conferences. In 2019-2020, Greater Heights Academy (GHA) had 108 parents or 43 % in attendance for Parent Teacher Conferences.

Greater Heights is in its 9th year of operation. In the past 2 years, we have had multiple changes in leadership. Moreover along with all other schools, we have faced the trials of educating students in the middle of a pandemic. In the past 2 years, we have built a high-quality instructional team and implemented new curriculum and professional development for staff. We are proud of the achievements our students have made, and we appreciate the continued support of our stakeholders.

Sincerely,


Mr. Richard Thompson
Principal