

# Island City Academy

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## **School Annual Education Report (AER) Cover Letter**

February 2, 2021

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 Island City 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 Wm. Aaron Warren for assistance.

The AER is available for you to review electronically by visiting the following web site [https://www.mischooldata.org/annual-education-report-1?Common\\_Locations=1-S,8390,1257,79](https://www.mischooldata.org/annual-education-report-1?Common_Locations=1-S,8390,1257,79), 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.

The key challenges we faced at Island City Academy were student attendance, and continuing to close the gap between our Math and ELA assessments. Additionally, we noticed a slip in our lower elementary proficiency as our 3<sup>rd</sup> graders were not as proficient in ELA as years past.

In an effort to address these challenges we have shifted how we identify and provide intervention services for our lower elementary students. In addition we have focused on the progress monitoring and developing Individual Reading Plans for students in Kindergarten through 3<sup>rd</sup> grade that are identified as below grade level in reading. We also revamped our writing curriculum to better address the needs of students in grades K – 6<sup>th</sup>.

The Academy has also made an effort to keep parents informed of excessive student absences and the potential impact on their future achievement. We have worked closely with our Eaton RESA to develop plans to improve our student attendance.

State law requires that we also report additional information.

PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

## **2019 – 2020**

Siblings of currently enrolled students are given priority provided there is enough class space available for the sibling(s) and if the application(s) clearly identifies siblings. Sibling priority is given in the following manner: Siblings of students enrolled in ICA the previous academic year will receive first priority before the random lottery. If there are more siblings of currently enrolled students than classroom spaces from among the siblings in that grade, the remaining siblings will be put on a waiting list for that grade in the order of random selection.

Siblings of new students enrolled for the upcoming academic year will receive second priority. As each new student is enrolled, ICA will enroll the sibling(s) identified on the enrolled student's application in the appropriate grade(s), provided space is still available in the sibling's grade. If the sibling's grade is full, the sibling will be added to the waiting list for that grade.

ICA defines sibling as brothers and sisters living full-time in the same household with a parent, grandparent, guardian, or foster parent.

The random selection drawing shall be open to the public and ICA will notify all applicants of the date, time, and place of drawing via a public notice in a local publication. ICA will have a non-affiliated, public official draw names until all of the available classroom spaces have been filled. The remaining names will be drawn thereafter and assigned to a classroom waiting list for each grade level in the order of selection.

Applicants placed on the waiting list for any given school year must resubmit an application for the next school year in order to be considered for admission. A new waiting list is created for each school year.

While ICA would like to give priority to those applicants who have had their name on the waiting list for the previous year, the laws governing public school academies prohibit ICA from doing so.

ICA will not accept applications that do not have the required accompanying information.

## **2018 – 2019**

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#### 1. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

##### **2019 – 2020**

ICA has a School Improvement Plan with goals extending three years into the future. This Plan was revised during the 2018 - 2019 school year and was revised/reviewed during the 2019 – 2020 school year.

In an effort to meet the goals staff Professional Development for the 2019 – 2020 school year was focused on changing how we use our school data to improve instruction. In addition, we revised our current PBIS system and made adjustments for the upcoming school year.

##### **2018 – 2019**

ICA has a School Improvement Plan with goals extending three years into the future. This Plan was revised during the 2016 - 2017 school year and was revised/reviewed during the 2017 – 2018 school year.

In an effort to meet the goals staff Professional Development for the 2017 – 2018 school year was focused on training on the new Writing Program and a focus on classroom instruction. We also monitored the effectiveness of our current PBIS system and made adjustments for the upcoming school year.

## 2. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

### **2019 – 2020**

Island City Academy is a comprehensive K-8 elementary school authorized by Central Michigan University. Island City Academy is open to all students, without exception, free of charge. Island City Academy does not have a specialized school.

### **2018 – 2019**

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## 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

Island City Academy's curriculum is driven by the State of Michigan curriculum standards. ICA has adopted the National Common Core Curriculum for Mathematics and English Language Arts. The Academy has adopted the science curriculum that is supported through the Battle Creek Science and Math Center. ICA is also utilizing Rosetta Stone to provide an in-depth Spanish curriculum for our students in 1<sup>st</sup> – 8<sup>th</sup> grade. A copy of the core curriculum can be obtained by parents via written request submitted to the school administration.

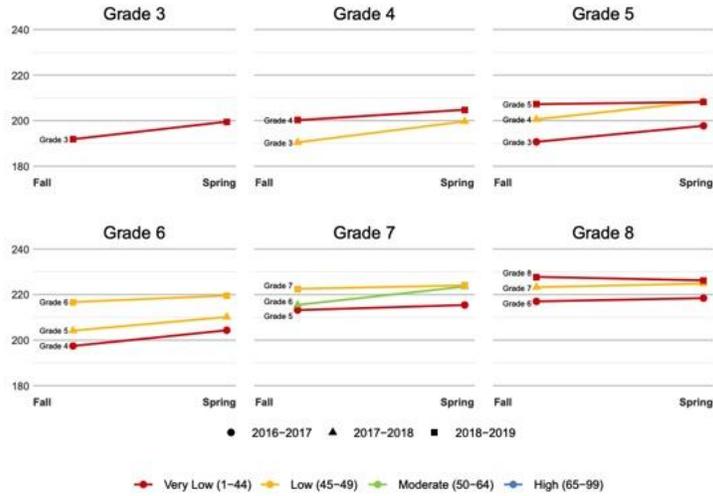
In 2018 - 2019, our curriculum is fully aligned and implemented using the Common Core State Standards and the Michigan Grade Level Content Expectations (GLCE) as the foundation.

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

Due to the Covid-19 Pandemic we were not able to conduct our Spring Assessments and thus Fall-to-Spring results are not available for the 2019 – 2020 Academic Year.

**Island City Academy**  
Reading Growth

**MAP FALL-TO-SPRING RESULTS – READING GROWTH**



**MEDIAN GROWTH PERCENTILE & PERCENT OF STUDENTS IN PERCENTILE CATEGORIES**  
2016-2017      2017-2018      2018-2019

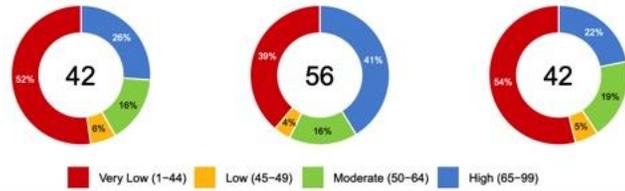
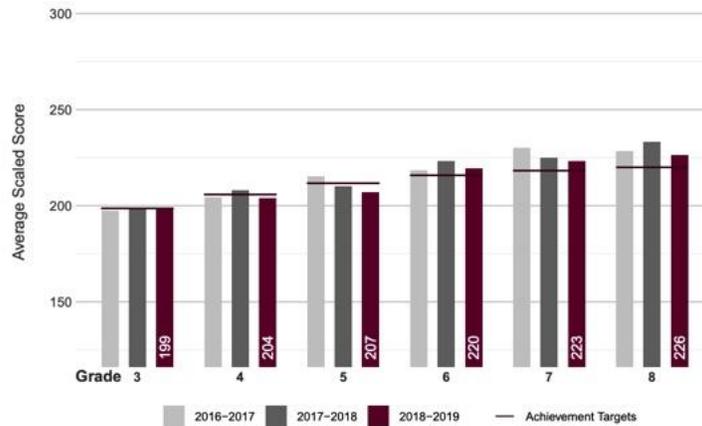


Fig. A-2

**Island City Academy**  
Reading Achievement

**MAP® SPRING RESULTS – READING ACHIEVEMENT**

STUDENTS ENROLLED FOR ONE OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS



**PERCENT OF STUDENTS MEETING THE TARGET**

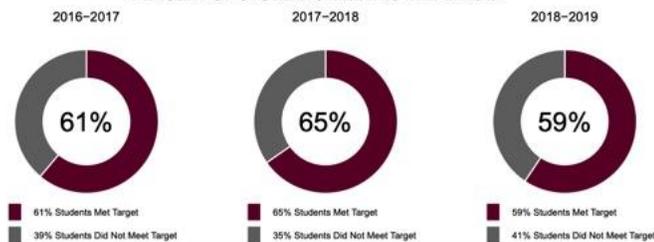
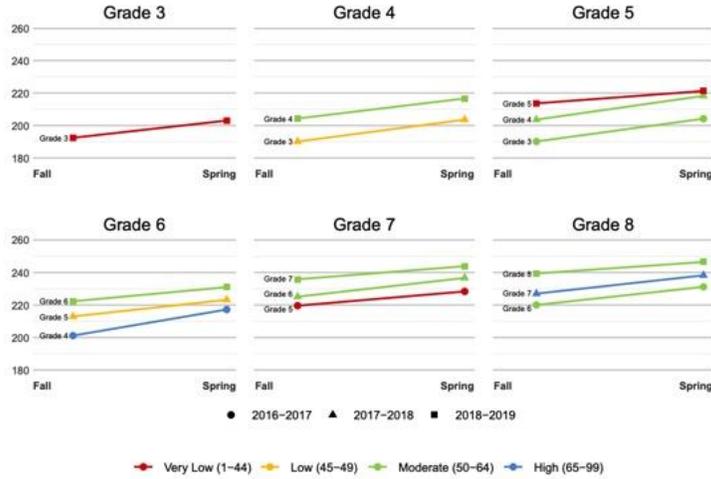


Fig. A-1

**Island City Academy**  
Math Growth

MAP FALL-TO-SPRING RESULTS – MATH GROWTH



MEDIAN GROWTH PERCENTILE & PERCENT OF STUDENTS IN PERCENTILE CATEGORIES

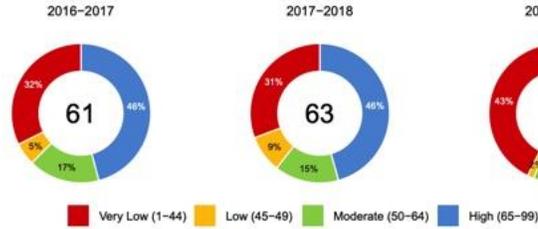
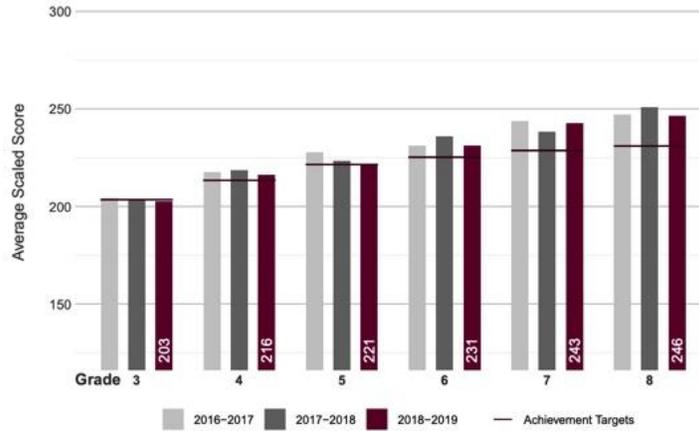


Fig. A-4

**Island City Academy**  
Math Achievement

MAP SPRING RESULTS – MATH ACHIEVEMENT

STUDENTS ENROLLED FOR ONE OR MORE YEARS AS COMPARED TO THE ACHIEVEMENT TARGETS



PERCENT OF STUDENTS MEETING THE TARGET

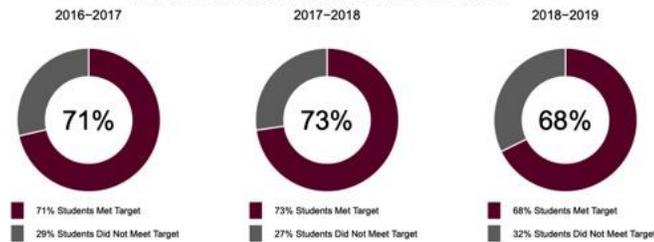


Fig. A-3

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

2019 – 2020

| Parent Teacher Conferences |        |                           |                           |
|----------------------------|--------|---------------------------|---------------------------|
|                            | Grades | # of Students Represented | % of Students Represented |
| Fall 2019                  | K - 8  | 197                       | 98%                       |
| Spring 2020                | K - 8  | 180                       | 88%                       |

2018 – 2019

| Parent Teacher Conferences |        |                           |                           |
|----------------------------|--------|---------------------------|---------------------------|
|                            | Grades | # of Students Represented | % of Students Represented |
| Fall 2018                  | K - 8  | 199                       | 96%                       |
| Spring 2019                | K - 8  | 190                       | 97%                       |

Over the past three years Island City Academy has continued to be one of top charter schools in the State of Michigan. We have also seen steady growth and improvement in math over the past three years. Our 8<sup>th</sup> grade students were one of the top 25 achieving students on the PSAT for 2018 – 2019. Our overall state assessment scores have also steadily improved during that time frame. ICA continues to be a school of choice for Eaton County parents and students.

Sincerely,