

Academic and Career Education Academy

2017-18 ANNUAL REPORT

Michelle Zielinski, Principal

Principal's Greeting/Message

April 10, 2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for Academic and Career Education Academy (ACEA). 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 Michelle Zielinski at (989) 631-5202 x217 for assistance. The AER is available for you to review electronically by visiting the following web site www.aceaofmidland.org or you may get a copy from the ACEA office.

For the 2017-18 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 three or more underperforming student subgroups. 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. ACEA has not been given one of these labels.

Math continues to be the subject that we need the most improvement on. However, in 2017-18 more than 60% of students improved their writing and Math skills on our district assessment. ACEA continues to make math, reading, and writing a top priority. We have a part-time math and reading tutor available to help students who need additional support in these areas. ACEA has an adult advocate, a part-time counselor, and student success coordinator on staff to offer support to students struggling with attendance or at-risk of failing their classes. We have also implemented the Great Expectations (GE) models schoolwide which includes 17 teaching practices and Life Principles. These help to create a positive learning environment and assist students in becoming self-directed learners and productive contributors in school and in society.

Thank you to all parents, students, and staff members for making ACEA a great place to be and learn.

State law requires that we also report additional information which is provided below:

1. Process for assigning pupils to the school

As a charter school, we have the role of being a district and a school. We accept all students within Midland County and the surrounding areas, regardless of geographic location.

2. Status of the School Improvement Plan

A copy of the School Improvement Plan is available in the office of the ACEA Principal. The School Improvement Team, composed of several focus groups, meets regularly during the school year. The purpose of the team is to develop, review and evaluate goals, objectives and strategies for the School Improvement Plan. The School Improvement Team facilitates the continuous collection and analysis of academic assessment data to guide instruction and evaluate progress toward student achievement goals.

2017-18 GOALS	PROGRESS		
	GETTING STARTED	IMPLEMENTATION	MONITORING
Students will improve their writing skills			
<ul style="list-style-type: none"> All Teachers will utilize the district-created writing rubric to improve student writings based on the four-point scale identified rubric. 			X
Students will show improvement in their reading skills.			
<ul style="list-style-type: none"> All Teachers will use differentiated instruction to improve students' reading proficiency and comprehension 		X	
Students will show improvement in math skills.			
<ul style="list-style-type: none"> All Teachers/staff will utilize research based practices in the classroom to improve essential math concepts and adjust and differentiate instruction based on student data 			X
Through the support and modeling of ACEA staff, all students will be introduced to skills needed to develop personal values, positive attitudes, high ideals of character to help them be positive contributors in the learning setting and in society			
<ul style="list-style-type: none"> ACEA will provide timely and additional assistance to students needing intervention. 		X	

3. Description of the School

Academic and Career Education Academy serves students in grades 9-12. Programs provided at the school include core academics, Career Readiness, CAD, Multimedia, Fine Arts, and Core Construction Skills. Academic and Career Education Academy (ACEA) is a Public School Academy that provides an innovative learning environment for students by integrating curriculum standards through different delivery systems. ACEA puts a strong emphasis on creating a career and college going culture. Therefore, as part of the curriculum, students participate in activities such as volunteering, job shadowing, college visits, presentations from colleges and technical schools, assistance with completing college applications and FAFSA, developing resumes, and employability skills training. We also have a part-time college advisor to assist in implementing these activities.

4. Core Curriculum

ACEA has utilized the Common Core State Standards to establish the curriculum for math and ELA, the Michigan Science Standards for science, and the Michigan Grade Level Content Expectations for social studies. ACEA Core Curriculum can be accessed best by directly contacting the classroom teacher for specific subject information.

Students also have access to on-line courses through Edgenuity which includes all content areas, and for Mathematics. As part of our School Improvement Plan, we implemented more Research Based Reading and Writing activities across the curriculum. Formative and Summative Assessments, Thinking Maps and Academic Vocabulary are utilized in the classroom.

5. Assessment Data

Local

All students take a pre and post assessment in three areas using the Northwest Evaluation Assessment tool. There were gains in both tested areas as shown below:

Subject Area	*% of students increasing RIT Score
Mathematics	64%
Reading	60%

*RIT Score is an achievement score which is equivalent to a grade level

State – Attached

6. In 2017-18 we had representation from 19 students, which is 18% of our student population for our Fall and Spring Parent-Teacher Conferences.

ACEA uses SDS, which is a system that parents and students can access to check progress and grades at any time during the school year.

7. We had four students who were dual-enrolled in 2017-18.

Sincerely,

Michelle Zielinski, Principal