



Eagle's Nest Academy
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School Annual Education Report (AER) Cover Letter

May 21, 2018

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2016-17 educational progress for Eagle's Nest 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 Brigitte Jackson, Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/mC3sbQ> or you may review a copy in the main office at your child's school.

For the 2016-17 school year, schools were identified using new 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. 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.

Eagle's Nest Academy continues to face two major problems.

1. The Flint water crisis continues to take a toll on the economic advancement of the city and the attrition of the local schools. In both spring 2016 and 2017, of the families that left Eagle's Nest Academy 30% of its overall attrition was due to relocation from the city and/or state. A strategic marketing plan was designed to help eliminate this problem. The 2017-18 school year looks more promising for attrition but there remains a concern about the city's water dilemma.
2. Eagle's Nest Academy strives to increase proficiency. The school improvement team and staff have worked meticulously to create a more student-centered rigorous curriculum to help decrease the gap in all subgroups and raise the achievement scores. In 2016-17 the school secured a partnership with EL Education (formerly known as Expeditionary Learning), www.eleducation.org in order to establish a sounder approach to instructional delivery and develop a strong climate and culture in the building. This has been a successful partnership.

Our 2016-17 growth index for combined ELA and Math was 67.9 (this can be found on MischoolData). Students with student growth percentiles (SGPs) equal to or greater than their

adequate growth percentile (AGP) are considered to be on track towards attaining proficiency within three years or maintaining their current proficiency and not be on track or declining to a non-proficient status. Growth is measured in English language arts (ELA) and mathematics.

Eagle's Nest Academy offers many things of great value to parents and guardians dedicated to the development of their children. First of all, Eagle's Nest offers quality education at all grade levels. Thus, it can provide for the full range of a student's needs. Secondly, our highly-qualified staff members, under the No Child Left Behind Act (NCLB), are people whose lives are committed to the students they teach. Thirdly, the curriculum emphasizes high-character values, while following the guidelines of the Michigan Curriculum Framework and Common Core State Standards. Eagle's Nest Academy has put into place several implementations to address the academic concerns in core subject areas of reading, mathematics, writing, and science. Multi-tiered Support System (MTSS) and Response to Intervention (RTI) are in the initial phase. A school-wide positive Behavior Support System has been implemented to increase classroom productivity. This included the hiring of a Behavior Intervention Specialist who works with students in classrooms and in ancillary settings. The behavior intervention specialist works with students and families to prevent out of school suspensions. In addition, we hired a national behavior consultant to work with staff in promoting attention to meeting the needs of the students emotionally and socially to close the academic achievement gap.

State law requires that we also report on the additional information for the **TWO MOST RECENT YEARS** on the following:

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Eagle's Nest Academy is a free public school academy (PSA). We adhere to all requirements outlined by our charter authorizer (Grand Valley State University) and state/federal laws regarding enrollments. Eagle's Nest Academy does not charge tuition nor discriminate in admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, religion, creed, race, sex, color or national origin.

Current students are given the opportunity to reenroll in February, with preference given to them and their siblings. At the end of March, Eagle's Nest Academy holds an advertised open enrollment. During this period, any Michigan resident in grades K–6 may apply. In the event that any grade is oversubscribed, a public lottery is held to determine enrollment and a waiting list. Eagle's Nest Academy identifies, evaluates and services all children in the school who may have disabilities. For more information regarding assistance for students with disabilities or if you suspect your child may have a disability, please contact the school office.

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

The School Improvement Plan (SIP) has been developed and implemented. Eagle's Nest Academy completed its initial year in 2015-16. Title I Funding was utilized to purchase professional training for staff and hire supplemental staffing. In 2016-17, the teacher assistants were hired to work with at-risk students.

Our current School Improvement Goals are as follows:

Goal 1: All students at Eagle's Nest Academy will become proficient writers.

Measurable Objective 1: 80% of All Students will demonstrate a proficiency in writing narrative text in Writing by 06/30/2018 as measured by NWEA MAP, writing assessments and rubrics, and the M-STEP.

Goal 2: All students at Eagle's Nest Academy will become proficient readers.

Measurable Objective 1: 80% of All Students will demonstrate a proficiency in reading grade level texts in Reading by 06/30/2018 as measured by NWEA/MAP, Fountas and Pinnell reading assessments, and the M-STEP.

Goal 3: All students at Eagle's Nest Academy will attend school regularly.

Measurable Objective 1: 90% of All Students will collaborate to ensure that attendance is maintained at 90% or more for each child attending Eagle's Nest Academy by 06/30/18 as measured by the daily attendance rates in our attendance system, Synergy.

Goal 4: All students at Eagle's Nest Academy will become proficient in mathematics.

Measurable Objective 1: 80% of All Students will demonstrate a proficiency in achieving mathematics grade level competency by 06/30/2018 as measured by NWEA/MAP, Bridges mathematic assessments, and the M-STEP.

Goal 5: All students at Eagle's Nest Academy will respond to tiered intervention supports.

Measurable Objective 1: Demonstrate positive behavior. Students will respond to intervention support, office referrals strategies, and school-wide intervention programs by 06/30/2018 as measured by discipline data. 90% of ALL students will show growth from the tiered intervention supports.

3. DESCRIPTION OF THE SCHOOL

Eagle's Nest Academy is a public charter school (PSA) located on the north-side of Flint, Michigan on seven acres of land. It was granted its charter by Grand Valley State University in 2014. The school opened its doors in the fall of 2015 with kindergarten through fourth grades. It is an active learning, student-centered, culturally relevant school. The mission is to provide kindergarten – sixth grade scholars with a quality education that allows them to soar academically, socially, artistically and physically. The pedagogy is research based and include the following statistics as leading motivation to guide each practice:

- Over a third of African-American and Hispanic males are "right-brain" learners, but 90% percent of the lesson plans are oriented toward left-brain learners.
- A right-brain learner understands concepts through pictures and oral descriptions along with hands-on experiences. While left-brain learners learn best with examining printed materials.
- Since the learning style of boys and girls are different, our families will eventually have the option to enroll their children in single gender classrooms in the future.
- Our school is offers year-round learning. Expanded time in school will produce greater academic outcomes.

4. DESCRIPTION OF THE IMPLEMENTATION OF THE CORE CURRICULUM

Eagle’s Nest Academy has an early childhood learning foundation that emphasizes an “active learning” approach. Active learning means students have direct, hands-on experiences with people, objects, events and ideas: 1). Interaction with materials, people, and/or ideas. 2). Student choice and shared control, 3). Students communicate their thinking, 4). Adult support for optimal student learning, 5). Early exposure to intense reading, math, science, and social development skills.

At Eagle’s Nest Academy, we develop and align its curriculum to ensure that all the Common Core objectives are met. Once the teacher has determined the learning goal(s) and the student’s stage of learning, (new, guided practice, collaborative practice, individual practice, application, or transfer of knowledge/ skills) each of the Active Learning components are used to guide the instructional design. This approach helps distinguish us from the traditional educational philosophy and pedagogy. Curriculum can be obtained upon request.

5. AGGREGATE STUDENT ACHIEVEMENT (NATIONALLY NORMED ACHIEVEMENT)

Eagle’s Nest Academy seeks to meet the authorizer’s contractual goals on the Northwest Evaluation Association (NWEA) Measures of Academic Progress.

NWEA/MAP mean (grade level avg) results for each grade level for 2015-17 and 2016-17:

2015-2016	Kdg			1st			2nd			3rd			4th					
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S			
Reading	127	138	151	144	151	157	159	166	170	171	NA	179	184	NA	193			
Math	120	136	158	142	149	165	162	167	169	174	NA	179	186	NA	193			
2016-2017	Kdg			1st			2nd			3rd			4th			5th		
	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S	F	W	S
Reading	135	145	155	146	153	161	157	160	167	169	176	181	181	183	191	189	201	207
Math	129	138	157	147	160	167	160	167	176	172	179	187	184	189	200	192	202	210

Norms	Reading			Math		
	Fall	Winter	Spring	Fall	Winter	Spring
K	141	151	158	140	151	159
1	160	171	177	162	173	180
2	174	184	188	176	186	192
3	188	195	198	190	198	203
4	198	203	205	201	208	213
5	205	209	211	211	217	221

Student Status Norms (Grade Level RIT scores) based on 2015 NORM values

Looking at the mean chart and the norm levels, there is opportunity for advancement. The scholars are working diligently to gain academically.

NWEA Growth Summary (in RIT points)

2016-17	Math	Math	Reading	Reading
Fall to Spring	Projected Growth	Observed Growth	Projected Growth	Observed Growth
K	21	27	18	19
1	19	20	17	15
2	16	17	15	11
3	13	12	12	11
4	10	16	8	10
5	8	16	7	18

Our goal is for a minimum of 80% of the scholars to achieve their personal year-end goal and teachers to move scholars by 140% rate of growth or more. Accelerating the rate of growth will move scholars closer to grade level proficiency at a faster pace. By 2017-18 we want to increase grade level proficiency by a 25% increase rate or better.

6. STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

Parent involvement is very important. There was an average of 87% for parent teacher conferences (67% face-to-face and 20% phone conferences). This was an increase of 25% from 2015-16 conferences. We believe that student leaning is more likely to occur when there is an effective partnership between home and school, greater involvement of parents in the education generally result in higher academic success.

Decreasing truancy has been a high priority for our school. The average daily pupil attendance rate for the 2016-17 school year was 89.7% and in 2015 it was 82.9%. As of May 21, 2018, it is 91.23%. This was one of the SIP goals and we have worked diligently to increase student attendance so that we could affect academics in a more substantive manner.

We are very excited to be completing our third year of school and the second using the balanced calendar. The parents loved and supported the year-round schooling. Students participated in intersession and summer learning programs that were provided free of charge.

We thank the staff of Eagle’s Nest Academy for their devotion to excellence. We applaud our parents and scholars for an incredible ending of our third year. We value the dedication and passion of each person to provide a safe and orderly environment that has high expectations. We appreciate each stakeholder and the contributions they bring to our school as we deliver mastery of knowledge and skills, character development, and create high-quality student work that is meaningful to the community beyond the school.

Sincerely,

Brigitte Jackson

Brigitte Jackson
Principal