



January 6, 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 Holly 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 Julie Kildee at kildeej@hollyacademy.org for assistance.

The AER is available for you to review electronically by visiting the following web site <https://bit.ly/3oCohwl> or you may review a copy in the main office.

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. Holly Academy has not been given a label.

While Holly Academy routinely outperforms our local districts in ELA, social studies, and science, math is the subject area in which we often do not outperform these districts. Holly Academy has outperformed the State of Michigan average each year. In the 19/20 school year we continued to improve our math "Power-Up" program which focuses on targeted instruction to meet each student's individual needs. Each student in K-5th grade receives 25 minutes of Math Power-Up, Monday through Thursday, in addition to core mathematics instruction. This program continued until the statewide closure in March. During closure interventionists reached out to students to assist with academics, including math.

In the 19/20 school year 5th through 8th grades began using the "Big Ideas" math curriculum, while the K through 4th grades piloted the program.

Ancillary math services include Amazing Math (before school for any student needing assistance), ARMI Math (after school for tier III intervention students), and Dismissal Math (after school for special education students).

Process for Assigning Pupils - The Board of Directors will allow students who reside in Michigan to enroll in the Academy. Because space is limited, each student must enroll each year. Preference will be given to: A) Currently enrolled students: a letter will be sent home in January of each year. Letters must be returned to the office no later than March 1st. B) Siblings of enrolled students. When a maximum enrollment for a grade has been reached, applicants will be placed on a waiting list and admitted on the basis of a lottery system developed by the Director. The Board of Directors authorizes the Director to deny admission to any student who has a record of behavior the Director believes would constitute a threat to the safety and well-being of fellow students and staff.

Status of 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 is made up of core content committee chairs, three parents, the Professional Learning Community (PLC) team leaders, and administration. Data is gathered and analyzed on a continuous basis. This data is used to conduct a comprehensive needs analysis. Once the needs are determined, specific measurable goals are developed. All staff, under the direction of the School Improvement Team, is accountable for the implementation of the strategies embedded in the goals.

Curriculum—Holly Academy was chartered upon the belief that all children are unique individuals. The Academy focuses on individual strengths and learning styles that lead to educational success. The Academy desires to foster the students' ability to learn and has designed curriculum to capture and encourage learning. The Academy has worked diligently to ensure that all curricula are aligned with the Michigan Academic Standards. There is no variance between our curriculum and the state model.

The content areas of science, writing, reading, math, and social studies are taught on a daily basis school-wide. Students also receive instruction in physical education, technology, music, and Spanish, two to three times per week. In addition to the core classes, our middle school students are offered electives, to include band, choir, study skills, career pathways, and yearbook. To view core class curricula per grade level, go to www.hollyacademy.org and click on "Curriculum Corner".

Through our ACES (Accelerating Children's Education Services) program, Holly Academy embeds as best practice, key initiatives to accelerate student achievement. We recognize that some students exceed the academic achievement level of their peers. In some cases, the pace of classroom instruction does not match the student's ability level. We strive to provide students opportunities in a

learning environment that challenges them appropriately. Differentiated instruction, single subject accelerations, grade accelerations, and development of individual plans are options we support and oversee.

We provide individualized instruction specific to a student’s ability level. Classroom curriculum is enhanced through core subject enrichment. In addition, optional small groups may focus on preparation for academic competitions and/or special events.

Through our MTSS Program (Response to Intervention), students who fall six months or more behind their grade level peers in reading and/or mathematics on NWEA results, receive intervention through tier I or tier II services. Students falling within six months to one year behind receive small group instruction from highly qualified interventionists within the classroom. Students who fall more than one year behind their peers receive tier II instruction within the classroom and tier III one-on-one or very small group instruction outside the classroom during specials classes. Students are moved through tier II and III, as needed.

2018-19 NWEA (Holly Academy MAP Spring Scores)								
Grade level	Math		Reading		Language Usage		Science	
	HA	Benchmark	HA	Benchmark	HA	Benchmark	HA	Benchmark
3rd	207	203	205	198	205	200	205	195
4th	214	213	212	205	212	206	209	201
5th	224	221	220	211	221	211	217	205
6th	229	225	223	215	223	215	217	208
7th	233	228	226	218	224	217	220	210
8th	244	230	232	220	233	219	226	213
2019-20 NWEA (No Spring Scores Available [COVID closure])								
Grade level	Math		Reading		Language Usage		Science	
	HA	Benchmark	HA	Benchmark	HA	Benchmark	HA	Benchmark
3rd	NA	203	NA	198	NA	200	NA	195
4th	NA	213	NA	205	NA	206	NA	201

5 th	NA	221	NA	211	NA	211	NA	205
6 th	NA	225	NA	215	NA	215	NA	208
7 th	NA	228	NA	218	NA	217	NA	210
8 th	NA	230	NA	220	NA	219	NA	213

Parent/Teacher Conference participation rate:

2018/2019: 81% (411 families represented)

2019/2020: 84% (413 families represented)

The Holly Academy staff is very pleased to share the information in this Annual Report. Our teachers and support staff are dedicated to student success and professional growth. Staff worked harder than ever to ensure our Huskies received a rigorous academic environment in-person, as well as remotely during this challenging year. All Holly Academy teachers and students work within an environment where high expectations are the norm. Even though we experienced a pandemic and school closure, the 2019-2020 school year was highly successful, due to the focus of staff, students, and parents. We applaud all of our stakeholders, and look forward to our continued success.

Regards,

Julie Kildee, Director

Jennifer Potteiger, Curriculum Director

Ken Kander, Finance Director

Jennifer Burns, Special Education Director