



School Annual Education Report (AER) Cover Letter

February 1, 2022

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2020-21 educational progress for Tipton 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 Dr. Lackey, Principal, or Mrs. Orlando, Vice Principal for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2HYM0nH> or you may review a copy in the main office at your child's school.

For the 2020-21 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 was identified as a "No Label", which means no state level support or plan is needed.

KEY CHALLENGES

The key challenges identified for Tipton Academy 4-8 (WEST) are in the areas of Reading and Math. In Reading, our key challenges are in the areas of fluency, vocabulary and comprehension. In Math, our key challenges are in numbers and operations, multiplication, and fractions. To address these challenges, our classroom teachers and intervention team are receiving updated professional develop to implement Evidenced Based Reading Instruction, EBRI and Math intervention in "Do the Math" programming.

Tipton offers exceptional educational opportunities to all children and serving as a source of pride for our community. We promote a passion for learning and a philosophy that puts the needs of children and their education first. We are a caring family centered community that knows and lifts every child. All employees, parents and community members appreciate and honor the unique contributions each brings to our school. Therefore, we see a school where we provide a safe, welcoming environment for all who enter and a place where students are eager to learn, respect, value, empower, and celebrate the uniqueness of each individual in a climate of acceptance and understanding. We value open, honest, and two-way communication among all stakeholders (families, students, staff and community). We invite parents and community members to be active partners with us. Our students' benefit from inviting facilities that include cutting edge technology and equipment.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Tipton Academy is a Public School Academy. For the 2019-2020 and 2020-2021 school years, open enrollment began in March and is available to all students in Michigan for a two-week period. If we have more students than seats available, a random selection lottery is held by which students are selected. After the two-week period, students are enrolled on a first come first serve basis. They are placed in classrooms until the class is full. Students are placed on a waiting list if classrooms are full and contacted as openings are available.

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

School improvement is a process in which stakeholders in the school participate in analyzing and planning to improve student achievement and the overall success of the students and school. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually. The 3-5 year school improvement plan is reviewed each year and updated based on progress toward goals. In 2020-21, goals strategies, and activities were developed around our Multi-tiered System of Support (MTSS) for academic improvement in ELA and Math as well as in behavior, culture and culture and social emotional wellness.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

Tipton Academy is not a specialized school. Tipton Academy is a free public school academy located in Garden City, Michigan that is open to all students in grades K-8.

4. 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

The core curriculum for school years 2019-2020 and 2020-2021, at Tipton Academy provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, drama and enrichment activities. The core curriculum is based on the grade level content expectations of Common Core from the Michigan Department of Education, and the TRG Pacing Guides. The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-3 education based on well-defined educational outcomes, Tipton Academy students will learn to respect others and the environment. Communicate effectively, know how to learn and work productively, acquire and process information. Use critical and creative thinking to make decisions and solve problems. Work and participate independently and cooperatively, and acquire a core of understanding and competencies within the content areas. A copy of the curriculum can be obtained by request in the main office.

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

At Tipton, we utilize the NWEA MAP assessment to build a roadmap to student achievement for our students. Our students take the computer adaptive test three times per school year. Results are gathered each time and instruction is differentiated to work toward optimal growth for all of our learners.

STUDENT ACHIEVEMENT

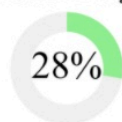
Mathematics

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	139.56	155.5	157.11	161	17.5
1	160.05	165	176.4	174	16
2	175.04	179	189.42	190	18
3	188.48	184	201.08	192.5	20.5
4	199.55	193	210.51	203	32
5	209.13	205	218.75	210.5	28.5
6	214.75	212	222.88	210	8
7	220.21	211	226.73	217	21.5
8	224.92	220.5	230.3	230	54

% Meeting Achievement Target



% Meeting Growth Target



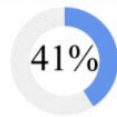
Median SCGP



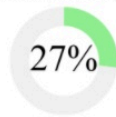
Reading

Grade	Fall Norm Target	Fall Median	Spring Norm Target	Spring Median	SCGP
K	136.65	147	153.09	155	13
1	155.93	162.5	171.4	168.5	12.5
2	172.35	171	185.57	177	26
3	186.62	187	197.12	194	45
4	196.67	195.5	204.83	199	21
5	204.48	205	210.93	210	39
6	210.17	210	215.36	211.5	23.5
7	214.2	213	218.36	211	26
8	218.01	218	221.66	223	40.5

% Meeting Achievement Target



% Meeting Growth Target



Median SCGP



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

One of the most important factors in a child’s success is the involvement of parents or guardians in the educational process. At Tipton Academy in 2014-15, (316) parents, participated in parent teacher conferences, which was 91% of our student population. In 2015-16, (353) parents participated in parent teacher conferences, which was 90% of our student population. In 2016-2017 (265) parents, participated in parent teacher conferences, which was 88% of our student population, and in 2017-18, (468) parents participated in parent-teacher conferences, which was 89% of our student population. In 2018-2019, (367) parents participated in parent-teacher conferences, which was 80% of our student population. In 2019-2020, (439) parents participated in parent-teacher conferences, which was 92% of our student population. In 2020-2021 School Year (408) parents participated in parent-teacher conferences, which was 90% of our student population.

We also appreciate the supportive parents and community members who have been a positive influence on our school. By living our school’s vision, we continue to focus on improving student achievement, which allows us to maintain our status as an outstanding school and excellent choice in the Garden City and Wayne Westland communities.

7. FOR HIGH SCHOOLS, ONLY ALSO REPORT ON THE FOLLOWING:

Tipton Academy does not operate a high school.

Closing Statement:

Tipton Academy, in partnership with students, staff, parents and community members will challenge all students to realize their full potential by providing them with the highest quality educational program through individualized academic achievement, high morale standards, and strong family and community engagement. Our students are provided an equitable education providing programs and academic experiences based on their individual needs that will help them to achieve their full academic potential. Students are held to high levels of moral and behavioral expectations during interactions with peers and staff members. At Tipton, we strive to have a family environment where students, staff, parents, and the community will participate in creating a lifelong value for lasting bonds, a sense of belonging, service, and community involvement that leads to student and adult success.

We are extremely proud of our entire Tipton family for the continued commitment to our school, our educational programs, and our values. If you have any further questions, please don't hesitate to contact me.

Sincerely,

Dr. Lackey

Dr. Kyle Lackey
Principal, Tipton Academy