



409 Lafayette Ave SE  
Grand Rapids, MI  
49503  
616.459.0330

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## School Annual Education Report (AER) Cover Letter

February 12, 2021

Dear Families 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 the Grand Rapids Child Discovery Center. 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 Lisa Heyne at 616.459.0330 for assistance.

The AER is available for you to review [electronically here](#), 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 was not identified with a label!**

The AER report does not include M-STEP student achievement data from the 2019-2020 school year as the requirement to complete the M-STEP was waived at the Federal and State levels in light of the COVID-19 pandemic. In fact, no student achievement data specific to the GRCDC is available in this report. However, based on our local data for the 2020-2021 school year, GRCDC staff and the Board of Directors remain aligned on the initiatives established in the School Improvement Plan, [accessible here](#), which is aimed at a values aligned educational experience for all children. We commit to:

- **School Culture Strategies**, including Year 3 of the social/emotional learning curriculum, Responsive Classroom techniques, 8+ professional learning hours to complete the

Conscious Discipline online modules and using SWIS to analyze schoolwide needs and quickly identify students in need of specialized behavior support.

- **Academic Strategies:** The GRCDC's School Improvement Plan's strategies aim to better align curriculum and assessment, strengthen the commitment to instructional planning, situate instructional coaching within established Visions of High Quality, Subject Specific Instruction and increase observation of teaching and learning.

**State law requires that we also report the following additional information.**

1. The GRCDC's open enrollment process and application is available at <https://childdiscoverycenter.org/enrollment/>.
2. In June of 2019, the GRCDC's Board approved the 2019 School Improvement Plan with academic and school culture goals to be reached by June 2020. It can be [accessed here](#). This plan and its goals were extended for the 2020-2021 school year due to the COVID-19 pandemic, as allowable by the Michigan Department of Education in the spring of 2020.
3. The GRCDC is a public school academy, chartered under Grand Rapids Public School District, serving students in grades Kindergarten through Fifth grade. *The mission* of the GRCDC is to continuously expand the potential of children, the experiences of educators and the involvement of parents within a diverse community of Grand Rapids, Michigan. *The vision* is to base all decisions on the principles of Reggio-Emilia incorporating current research on learning as well as developmentally appropriate practice.
4. Our core curriculum is aligned to Michigan's state standards. Access to the curriculum and a description of its implementation can be made available upon request in the main office.
5. Since 2018, the school has used the nationally normed iReady Math Diagnostic to identify needs and adjust instruction aligned to the Ready Math Curriculum, formally adopted by the GRCDC. Beginning in 2020-2021, the GRCDC added the use of the iReady Reading Diagnostic. Recent local achievement data can be viewed here in our [Extended COVID-19 Learning Plan Goal Reporting Update](#) shared with the Board of Directors in February 2021. NWEA MAP Growth assessments were suspended from Spring 2020-Spring 2021 due to the limited in person opportunities resulting from the COVID-19 Pandemic.
6. In 2018-19, 97% percent of students were represented by their parents during parent teacher conferences. And in 2019-20, 96% of parents attended conferences. Conferences for all students for 2020-2021 take place in late February 2021.

The GRCDC's data and reports linked in this letter indicate continued progress in overall growth targets met and the significant challenge of academic disparities among our student groups. The Board of Directors and staff are fully aligned in the path forward to provide an equitable education for all children. And as we continue to reconfigure our work together, the support of our families and community stakeholders is invaluable. Please contact me via email or phone with any questions

Sincerely,



Lisa Heyne  
Executive Director and Superintendent  
[heyne@childdiscoverycenter.org](mailto:heyne@childdiscoverycenter.org)

Office: 616.459.0330