



# CORNERSTONE

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## HEALTH + TECHNOLOGY HIGH SCHOOL

01/30/2020

Dear Parents and Community Members of Cornerstone Health + Technology High School:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2018-19 educational progress for the Cornerstone Charter Health +Technology High School. 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 Ms. Ernestine L. Sanders, the Educational Leader for assistance.

The AER is available for you to review electronically by visiting the following web site: <http://bit.ly/2WCcJuy> or you may review a copy in the Main Office.

For the 2018-19 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.

**Our school was identified as a “HAS NOT BEEN GIVEN ONE OF THESE LABELS”.**

Cornerstone Health and Technology School continuous school improvement plan focuses on strategies to improve academic performance as identified by the ongoing review of data provided by local assessments (NWEA, grade level teacher data and common assessments), M-STEP and our signature practices. Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan. The plan included strategies and activities to improve deficit areas in math, expository text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to

improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan.

1. **Process of Assigning Pupils:** Cornerstone Health and Technology School is a state-funded, public school academy. Therefore, there is no cost to attend the Academy. The school is open to any child wishing to attend. Students must be age-appropriate for their respective grade, and they must reside in the state of Michigan. By law, the school cannot restrict enrollment based on selection criteria. The school can, however, limit the total number of students who may attend the school. If the number of applications exceeds the number of offered seats, a random selection process will determine who attends the school.

2. **Status of School Improvement Plan:** Over the past two years we are proud of the many successes that we have had at Cornerstone Health and Technology School. Our student population continued to grow and expand through the open enrollment/lottery procedure. Our School Improvement Plan (SIP) has been accepted by the State of Michigan as a good model for improvement. Via our data-driven SIP we will address our challenges in student achievement/gaps and overall customer satisfaction.

3. **Description of our school:** This is a new high school experience unlike any other. Cornerstone Health + Technology High School was created from the ground up, in partnership with industry experts like the Detroit Medical Center and Beaumont Hospital, along with Technology leaders in the area, to combine the best of individualized instruction, blended learning, and real-world experiences. Cornerstone Health + Technology High School delivers a rigorous college-prep curriculum while ensuring relevance to current and future demands of career options in the health care industry.

4. **Curriculum:** Cornerstone Health + Technology High School's rigorous instructional program is aligned with Michigan's Common Core State Standards and is established for K-12 in English Language Arts and Literacy in History, Social Studies, and Mathematics. The Common Core Standards can be accessed via internet at [www.corestandards.org](http://www.corestandards.org) Cornerstone Health + Technology High School uses the Curriculum Trak as a tool for its entire curriculum mapping & aligning and a copy of curriculum is available in the main office.

5. **NWEA- MAP Scores:**

**In 2015-16**, students at Cornerstone Health and Technology High School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 33% based on projected growth targets according to NWEA 2015 Normative data.

**In 2016-2017**, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 34% based on projected growth targets according to NWEA 2015 Normative data.

**In 2017-18**, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 81% based on projected growth targets according to NWEA 2017 Normative data.

**In 2018-2019**, students at Cornerstone Health and Technology School, who tested in both the fall and spring testing terms on the Northwest Evaluation Association (NWEA) assessment, grew an average of 73% based on projected growth targets according to NWEA 2018 Normative data.

6. **Parent-Teacher Conferences:** We have an active and engaged Parent Teacher Organization and a very good turnout for the Parent-Teacher Conferences.

<b>Parent Teacher Conference Attendance</b>		
	<b>Percentage attended</b>	
<b>Conference</b>	<b>2017-18</b>	<b>2018-2019</b>
Fall	90	92
Winter	90	90
Average	90	91

7. **For Cornerstone Charter Health + Technology High School:**

THE NUMBER AND PERCENT OF POSTSECONDARY ENROLLMENTS (DUAL ENROLLMENT):

**2015-16:** None

**2016-17:** 12

**2017-18:** 22

**2018-19:** 18

THE NUMBER OF COLLEGE EQUIVALENT COURSES OFFERED (AP/IB):

**2015-16:** None

**2016-17:** None

**2017-18:** None

**2018-19:** None

THE NUMBER AND PERCENTAGE OF STUDENTS ENROLLED IN COLLEGE EQUIVALENT COURSES (AP/IB):

**2015-16:** None

**2016-17:** None

**2017-18:** None

**2018-19:** None

THE NUMBER AND PERCENTAGE OF STUDENTS RECEIVING A SCORE LEADING TO COLLEGE CREDIT:

**2015-16:** None

**2016-17:** 8

**2017-18:** 20

**2018-19:** 18

Cornerstone Health and Technology School's school improvement plan focuses on strategies to improve academic performance as identified by the ongoing review of data provided by local assessments (NWEA, grade level teacher data and common assessments), M-STEP and our signature practices. Our goals are tied to both core and organizational areas assessed on the State assessments and other local standardized tests. All staff work in vertical and horizontal content/grade level teams on the school plans. The building leadership team then used content/grade level plans to design a building-wide plan. The plan included strategies and activities to improve deficit areas in math, science, social studies, expository complex text structures and student writing skills across content areas. We continue our staff development focus within Professional Learning Communities, which directly affects student achievement as a building. The primary work of our PLCs is to disaggregate data within the district and tailored strategies and activities to specific classroom and grade level practices. In addition, grade level interventions for at-risk students are continually designed to meet all of the students' specific needs through our MTSS program. Teachers also participated in collaborative studies focused on targeted instruction or collaboration projects across the district to improve instruction through use of our content leaders. These initiatives were connected to the goals of the school improvement plan. The planned curriculum, with emphasis on career and college skills, is designed to prepare students for the expectations of tomorrow.

We continue to strive for excellence!

Sincerely,

*Ernestine Sanders*

Ms. Ernestine L Sanders, Educational Leader