



GREAT LAKES
ACADEMY

Authorized by Eastern Michigan University

46312 Woodward Avenue
Pontiac, MI 48342
248.334.6434 (Phone)
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www.greatlakesacademy.org

Annual Education Report

2014-2015

CAO/Principal: Aaron P. Williams, Jr.
Assistant Principal: Shatonya Hollis

2012-2013 Board of Directors

President: Sandra Rolle
Vice President: Ethan Vinson
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March 9, 2016

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2014-2015 educational progress for the Great Lakes 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 Aaron P. Williams, Jr. at Great Lakes Academy for assistance.

The AER is available for you to review electronically by visiting the following web site www.greatlakesacademy.org or you may review a copy in the principal's office at your child's school.

The state has identified some schools with the status of Reward, Focus or Priority. A Reward school is one that is outperforming other schools in achievement, growth, or is performing better than other schools with a similar student population. A Focus school is one that has a large achievement gap in 30% of its student achievement scores. A Priority school is one whose achievement and growth is in the lowest 5% of all schools in the state.

Our school "HAS NOT BEEN GIVEN ONE OF THESE LABELS." While we have not been given a label by the state board of education, we are consistently looking for opportunities to help us meet our goals of improving the academic achievement levels of all students. When examining the data from our first M-STEP Assessment, we realize that we must continue to address the academic needs of students who are not identified as "proficient". We also realize that we must continue to align our curriculum and resources in order to better support teaching and learning.

Some of the changes that will better support teaching and learning in the 2015-2016 school year are:

- **Adoption of Atlas Rubicon Curriculum**
- **TeachScape walk-throughs and evaluations embedded with Charlotte Danielson's Framework for Teaching**
- **Blackboard Configuration Model to structure lessons**
- **Compass Learning's Integration of Ed Performance Assessment scores**
- **LG 7" tablets to support the Compass Learning Intervention**
- **Math Interventionist**
- **Reading Interventionist**



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Great Lakes Academy is a public charter school authorized by Eastern Michigan University. Great Lakes Academy does not discriminate on the basis of sex, race, color, religion, national or ethnic origin in its admissions or school policies. We publicize our annual re-enrollment and open-enrollment dates in an effort to provide parents opportunities to enroll their child in our academy.

The 3–5 year School Improvement Plan is a living document that is monitored and adjusted annually. The School Improvement Plan outlines the academic goals of the academy and details the strategies in place to achieve these annual goals. Our School Improvement Plan was most recently updated and submitted to the Michigan Department of Education in June of 2015.

Great Lakes Academy uses the Michigan Common Core State Standards (CCSS) as well as the Grade Level Content Expectation (GLCE) Benchmarks to guide instruction. Our curriculum is custom designed to meet the needs of our students. We differentiate instruction to ensure mastery and relevancy to real-world experiences. We set high expectations for all students and provide the instruction, tools, resources, and guidance necessary to assist students in meeting their academic goals. Technology is used to support instruction and boost student achievement. A copy of the core curriculum for grades K-8 can be viewed in the principal’s office or on the Eastern Michigan University Charter School’s website.

Great Lakes Academy staff understands that reading is the foundation of a good education. The staff believes that if students are secure readers, they have a better chance of academic success in all subject areas. With this in mind, we use the Fountas & Pinnell (F & P) Reading Inventory to assess our students’ reading levels. Using the F & P reading inventory and a balanced reading curriculum, we have seen growth in our student’s reading abilities (see table below):

Overall Reading proficiency grades K-8

Grade Level	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th
Total % making 1 year growth (2014-15)	76%	93%	94%	82%	86%	93%	67%	75%	85%
Total % making 1 year growth (2013-14)	71%	100%	82%	70%	80%	94%	54%	69%	79%
Total % making 1 year growth (2012-13)	67%	81%	52%	69%	100%	79%	88%	95%	94%

Notes:

- Total % at grade level includes every child in our building even though some of them had not been with us for a complete year.
- One year’s worth of growth is approximately 4.0 levels
- More than ½ of the children (in every grade level) made at least one year’s worth of growth



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Great Lakes Academy holds two parent-teacher conferences a year. For the 2014-2015 school year we had 92% of our students represented at our fall conference and 43% represented at the spring conference.

Congratulations to the students, staff, parents, and administration of Great Lakes Academy for the many accomplishments this past school year. We made many changes last year and we will continue to make improvements in order that our students will be able to compete in a global society. We are looking forward to the 2015-2016 school year and will remain focused on student achievement and academic growth. We are continuously striving to become a top achieving school modeling the 90-90-90 Achievement Model cited in research.

Thanks to the Pontiac community and Eastern Michigan University for supporting Great Lakes Academy in our mission of teaching the academic and character skills necessary to be lifelong learners in a competitive world.

Sincerely,
Aaron P. Williams, Jr.
Aaron P. Williams, Jr.
CAO/Principal

STUDENT
ACHIEVEMENT

FAMILY
INVOLVEMENT

EFFECTIVE
TEACHING