



GREAT LAKES ACADEMY

January 5, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Great Lakes Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Mrs. Alex Calme for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/4aHiXCG>, or you may review a copy in the main office at your child's school.

For the 2025-26 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2021-22. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2021-22. Some schools are not identified with any of these labels. In these cases, no status label is given.

Our school was identified as a Comprehensive Support and Improvement (CSI).

A key challenge Great Lakes Academy has is to increase overall proficiency percentages and increase reading and math scores. We use a Multi-Tiered System of Supports (MTSS) to maximize student achievement by looking at data and instruction. We develop a differentiated support system that meets a students' unique needs that systematically implements increasingly intensive intervention. The MTSS team frequently monitors the students' progress throughout the intervention. We provide an intensive 90 minute reading block each day that is instructed by reading level. In addition to our daily math curriculum block we have

a math enrichment class 5 days a week every other week for 50 minutes. As well as Reading Enrichment class 5 days a week the opposite weeks of math enrichment. During enrichment students receive math instruction at their math level based on NWEA data and during Reading Enrichment students receive reading instruction at grade level.

State law requires that we also report additional information.

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

Application Process

- The application period shall be a minimum of two weeks in duration, with evening and/or weekend times available.
- The Academy shall accept applications all year. If openings occur during the academic year, students shall be enrolled. If openings do not exist, applicants shall be placed on the official waiting list. The waiting list shall cease to exist at the beginning of the next application period.
- In the event there are openings in the class for which students have applied, students shall be admitted according to the official waiting list. The position on the waiting list shall be determined by the random selection drawing. If there is no waiting list, students shall be admitted on a first-come, first-served basis.
- The Academy may neither close the application period nor hold a random selection drawing for unauthorized grades prior to receipt of written approval from the CSO.

Legal Notice or Advertisement

- The Academy shall provide legal notice or advertisement of the application and enrollment process in a local newspaper of general circulation. A copy of the legal notice or advertisement must be forwarded to the CSO.
- At a minimum, the legal notice or advertisement must include:
 - The process and/or location(s) for requesting and submitting applications.
 - The beginning date and the ending date of the application period.
 - The date, time, and place the random selection drawing(s) will be held, if needed.
- The legal notice or advertisement of the application period shall be designed to inform individuals that are most likely to be interested in attending the Academy.
- The Academy, being an equal opportunity educational institution, shall be committed to good-faith affirmative action efforts to seek out, create and serve a diverse student body.

Re-enrolling Students

- The Academy shall notify parents or guardians of all enrolled students of the deadline for notifying the Academy that they wish to re-enroll their child.
- If the Academy Board has a sibling preference policy, the re-enrollment notice must also request that the parent or guardian indicate whether a sibling(s) seeks to enroll for the upcoming academic year.
- An enrolled student who does not re-enroll by the specified date can only apply to the Academy during the application period for new students.
- An applicant on the waiting list at the time a new application period begins must reapply as a new student.
- After collecting the parent or guardian responses, the Academy must determine the following:
 - The number of students who have re-enrolled per grade or grouping level.
 - The number of siblings seeking admission for the upcoming academic year per grade.
 - If space is unavailable, the Academy must develop a waiting list for siblings of re-enrolled students.
 - The number of spaces remaining, per grade, after enrollment of current students and siblings.

Random Selection Drawing

- A random selection drawing is required if the number of applications exceeds the number of available spaces. Prior to the application period, the Academy shall:
 - Establish written procedures for conducting a random selection drawing.
 - Establish the maximum number of spaces available per grade or grouping level.
 - Establish the date, time, place and person to conduct the random selection drawing.
 - Notify the CSO of both the application period and the date of the random selection drawing, if needed. The CSO may have a representative on-site to monitor the random selection drawing process.
- The Academy shall use a credible, impartial individual who is not employed by, under contract with, a member of the Board of, or otherwise affiliated with the Academy to conduct the random selection drawing. Further, the Academy shall:

- Conduct the random selection drawing in a manner that is open to parents, community members and members of the public who want to observe the process.
- Use numbers, letters, or another system that guarantees fairness and does not give an advantage to any applicant.
- The Academy shall notify applicants not chosen in the random selection drawing that they were not selected and that their name has been placed on the Academy's official waiting list for openings that may occur during the academic year. Students shall appear on the official waiting list in the order they were selected in the random selection drawing.

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

Great Lakes Academy has a goal to increase teacher implementation of curricular resources in Tier 1 and intervention settings in order to increase student proficiency by 4% yearly in both math and ELA. There are 3 strategies that Great Lakes Academy will be utilizing to accomplish our goals: Curriculum Planning, Success for All Curriculum Implementation, and Houghton Mifflin Mathematics Curriculum Implementation. The implementation activities for curriculum planning include biweekly after school professional learning, biweekly walkthroughs between the principal, Math Interventionist, Reading Interventionist, and Director of Teaching and Learning. In addition, family engagement planning meetings will take place held by the Enrollment, Attendance, and Parent Liaison monthly. There will be after school tutoring 3 times per year for grades K-8th grade for small group instruction in math and reading. Lastly, Navigate 360 is used for Behavior Intervention Support. It is a tiered curriculum with whole class and individual child capabilities and parental involvement. Our Success for All implementation activities include 7 teacher in-service dates and 1 on 1 coaching sessions from a Success for All Instructional Coach for all instructional staff. There are weekly meetings with the district Reading Interventionist and Quarterly data team meetings for ELA. Lastly, there was an upgrade to Level 5 curriculum materials for instructional staff. The Houghton Mifflin Mathematics implementation activities include Math Enrichment 4 times per week for grades 2nd-8th, 5 In-Person professional development sessions and 8 virtual coaching sessions provided by the math curricular resource for all instructional staff. There are quarterly data team meetings for Math facilitated by the Math Interventionist. In addition to material upgrades and yearly purchased products. Ultimately, our primary focus is improving proficiency in Math and Reading by supporting our instructional staff and ensuring high quality instruction is taking place using reputable research based curriculums.

3. A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

At this time, Great Lakes Academy does not offer any specialized schools.

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

Great Lakes Academy maintains a curriculum that aligns with the standards established by the Michigan Department of Education. The curriculum is continuously updated and reflects common core state standards; this curriculum is implemented by the teaching staff.

Teachers are required to have weekly lesson plans available for the Academy's Principal to review. A veteran, highly effective, teacher serves as mentor, working with each new teacher on a continuing basis to guide curriculum delivery and teaching methodology in accordance with the expectation established in the state standards. Curriculum issues are addressed on a school wide basis at regular staff meetings.

Each year, the administration will meet with the staff to evaluate the overall effectiveness of the academic program, with specific reference to standardized test results, SIP assessment data, Michigan Standards, Common Core and progress report summaries. Curriculum revision will be based on the identification of curricular gaps revealed by these analyses and addressed by the school improvement team.

The Michigan Standards Initiative is a state led effort to establish a shared set of clear educational standards for English language arts and mathematics that states can voluntarily adopt. The standards have been informed by the best available evidence and the highest state standards across the country and globe and designed by a diverse group of teachers, experts, parents, and school administrators, so they reflect both our aspirations for our children and the realities of the classroom. Any person interested in acquiring a copy of the school's curriculum may obtain a copy through the Principal's office.

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

In addition to M-STEP testing, the Academy uses the NWEA assessment to assess student achievement in Kindergarten-8th grade. Students also receive formal classroom assessments, such as a comprehensive math assessment and spelling inventories. The following data is related to the percent of students meeting our NWEA measurements in grades Kindergarten-8th.

Grade	Reading Achievement Percentile		Math Achievement Percentile	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	13th	10th	4th	3rd
1st Grade	1st	17th	1st	8th
2nd Grade	1st	8th	1st	3rd
3rd Grade	1st	1st	1st	1st
4th Grade	1st	1st	1st	8th
5th Grade	1st	4th	1st	6th
6th Grade	1st	13th	1st	3rd
7th Grade	2nd	N/A	1st	N/A
8th Grade	7th	N/A	6th	N/A

Grade	Reading % Met Projection		Math % Met Projection	
	Spring 2024	Spring 2025	Spring 2024	Spring 2025
Kindergarten	18%	20%	35%	20%
1st Grade	13%	50%	21%	63%
2nd Grade	47%	52%	37%	76%
3rd Grade	26%	17%	74%	28%
4th Grade	20%	40%	45%	50%
5th Grade	57%	37%	38%	53%
6th Grade	33%	50%	50%	39%
7th Grade	31%	N/A	50%	N/A
8th Grade	39%	N/A	67%	N/A

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

In 2023-2024, the total number of families represented at parent-teacher conferences was not calculated. There were several leadership changes throughout the school year.

In 2024-2025, 101 students (62%) were represented at parent-teacher conferences.

Finally, as we look back on the 2024-2025 school year at Great Lakes Academy, we look back at all the accomplishments that we have to be proud of. The Academy is especially excited about the following highlights:

- The Academy had several 2nd-8th grade students represented at the Eastern Michigan University Math Facts Challenge where they competed against other local schools 2nd-8th grade.

- The Academy partnered with Accent Pontiac to offer bucket band to our 2nd-5th grade students once a week.
- The Academy saw a decrease in absenteeism for the 2024-2025 school year thanks to the support of the school EAP

Sincerely,

Alexandrea Calme