



## **School Annual Education Report (AER) Cover Letter**

February 13, 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 Gerald Dawkins 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 Mr. Lacey James for assistance.

The AER is available for you to review electronically by visiting the following website: ([dawkinsacademy.org/educational-reports/](http://dawkinsacademy.org/educational-reports/)), 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.

Gerald Dawkins Academy has not been given one of these labels.

Gerald Dawkins Academy is thrilled about the promising initial data trends as we establish ourselves as a new school. We developed an evidence-based strategic plan for academics, recruited and hired highly qualified teachers to fill vacant positions, hired certified teachers as Intensive Literacy Instructors and Academic Interventionists to provide small group literacy intervention. Additionally, we have refined and implemented a Multi-Tiered System of Support (MTSS), and introduced a rigorous and consistent professional learning cycle throughout the school. With our core curriculum and curricular resources in place, our Tier I classroom instruction is focused and consistent with increased teacher knowledge around standards and best resources. In addition, we have strengthened our Positive Behavioral Interventions and Supports (PBIS) system this school year, reinforcing a positive and structured learning environment.

State law requires that we also report additional information.

### **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

Gerald Dawkins Academy is a single-building district; therefore, there is no need to assign pupils to the school. In addition, Gerald Dawkins Academy is a Public School Academy (PSA). With Michigan charter schools, students are assigned based on parents submitting an application to attend our school. During the 2023-2024 and 2024-2025 school year, all students, Grades K-4, who applied were assigned to our school.

### **THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN**

Gerald Dawkins Academy is in our second year of serving students with Title I supports. Therefore, we are in the second full year of implementing our school improvement plan. The plan is designed to provide targeted, strategic academic and social-emotional support to students not yet meeting grade level proficiency to increase academic achievement. In addition, there is significant focus on building the capacity of staff to provide evidence-based support and high-quality learning for all of our students. Intentional goal setting and student data use is consistently applied as a lead measure to identify and capture areas of potential need and growth. Along with goal setting, we are using formative assessments to drive instruction and create small groups for targeted instruction. In addition, we focus on culturally responsive teaching and restorative practices to build positive relationships and community, address conflicts, and repair harm through inclusive dialogue. This enhances student engagement and promotes overall well-being, aligning with research-backed strategies for improving our school climate and student outcomes. We will complete a comprehensive needs assessment annually to evaluate the effectiveness of our initiatives and revise and adjust our plan as needed.

### **A BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL**

Dawkins Academy is founded on the values of an integrated, whole school approach to developing each child's full potential. We strive to educate *all* students to the highest levels of academic achievement by ensuring all students receive personalized, high-quality instruction, in a safe and nurturing environment. Our commitment to fostering an equitable learning community inspires all students to feel connected, supported, engaged and challenged. We believe that students should have access to a well-rounded education and a curriculum that develops each child's character. Therefore, we are establishing a hands-on, innovative approach to education for the primary grades. We incorporate activities for each student so that our students can practice teamwork, collaboration, support and character building skills. In addition, at Gerald Dawkins Academy – we are focused on developing the 'who' part of the success equation. We grow and develop individuals socially, emotionally and academically.

### **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**

Our curriculum is located at:

**Reading** - Core Knowledge

<https://amplify.com/programs/amplify-core-knowledge-language-arts/>

**Writing** - Core Knowledge

<https://amplify.com/programs/amplify-core-knowledge-language-arts/>

**Math** - Bridges in Mathematics

<https://www.mathlearningcenter.org/curriculum/bridges-mathematics>

**Social Studies** - Core Knowledge

<https://amplify.com/programs/amplify-core-knowledge-language-arts/>

**Science** - Core Knowledge

<https://amplify.com/programs/amplify-core-knowledge-language-arts/>

A hard copy of the curriculum can be obtained via a written request submitted to the school administration. The curriculum’s objectives are aligned to those identified by the Michigan Academic Standards: the Common Core State Standards (CCSS) and the Grade Level Content Expectations (GLCEs). We are aligned with the state model of Common Core and Grade-Level Content Expectations. There is one variance in our science curriculum. Kindergarten through third grade are aligned to the Michigan Grade Level Content Expectations and Next Generation Science Standards (NGSS). The curriculum’s objectives are aligned to Michigan State Standards and the Common Core State Standards (CCSS).

**THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS**

Detailed below are two charts outlining the Reading and Math NWEA Mean RIT scores for students by each grade level.

NWEA Reading - Mean RIT Scores						
Grade	Fall 2023	Spring 2024	2023-2024 Fall to Spring Gain	Fall 2024	Spring 2025	2024-2025 Fall to Spring Gain
K	138	160	22	137	158	21
1	150	173	23	154	173	19
2	160	176	16	160	178	18
3	174	192	18	167	185	18
4	--	--	--	185	199	14
Mean Gain			20			18

NWEA Math - Mean RIT Scores						
Grade	Fall 2023	Spring 2024	2023-2024 Fall to Spring Gain	Fall 2024	Spring 2025	2024-2025 Fall to Spring Gain
K	138	163	25	140	158	18
1	153	171	18	155	171	16
2	165	181	16	163	182	19
3	176	197	21	170	191	21
4	--	--	--	186	204	18
Mean Gain			20			18

**IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES – TWO YEAR TREND**

Gerald Dawkins Academy is in our second year of serving students; therefore, we have one year of data to report. We hold parent-teacher conferences two times per year; one in the fall and one in the spring. Below is our parent-teacher conference (including phone) attendance from the 2023-2024 and 2024-2025 school year.

Parent-Teacher Conferences			
	Grades	# of Students Represented	% of Students Represented
Fall 2023	K-3	60	91%
Spring 2024	K-3	61	85%
Fall 2024	K-4	153	95%
Spring 2025	K-4	148	93%

As a school, we are committed to fostering a learning environment where every student can thrive. We encourage you to stay involved by participating in school events, engaging with our teachers and staff, and supporting your child’s educational journey at home. Together, we can create an environment that fosters growth and excellence. Should you have any questions regarding this report or our school’s initiatives, please do not hesitate to contact us. Thank you for your continued support in helping us build a strong foundation for the future of our students.

Sincerely,



Mr. Lacey James  
Principal  
Gerald Dawkins Academy