



Innocademy

February 17, 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 Innocademy. 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 Jessenia Olmeda for assistance.

The AER is available for you to review electronically by visiting the following website: [Innocademy Annual Education Report](#), 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 has not been given one of those labels.

We recognized through our Continuous Improvement Process that our State Math and ELA scores were not showing as much growth as we had hoped for. As a result, we've implemented several strategies and are on target with our improvement plan: we – a cross section of teachers, staff, and administrators - reviewed our current curriculum and if we are indeed teaching each with fidelity. As of this school year (2024-2025), we are now in year three of using our math curriculum and year two of using our ELA curriculum. Our professional development has been centered around ensuring every teacher has the pacing to their curriculum for their grade level and has a larger understanding around the essential standards/units in order to lessen the achievement gaps that exist. In addition to PD, we have

also implemented a WIN (What I need) time in which every student receives instruction at their level for 2 either Reading and/or Math on a daily basis.

State law requires that we also report additional information.

1. Process for Assigning Pupils to the School

Innocademy has an open enrollment policy and does not discriminate on the basis of intellectual or physical abilities, achievement or aptitude, religion, race, or gender. In the event student enrollment applications exceed available positions, a random selection lottery drawing is conducted under the direction of a representative of the authorizer Lake Superior State University.

2. The Status of the 3-5 Year School Improvement Plan

We have a teacher-led Continuous Improvement Team that works closely with a consultant to ensure we are on track and compliant with our Continuous Improvement Plan. This team has identified common areas of growth between the grades for both Math and Reading and has shared them with the teaching team. The goal is for the teaching team to make note of these growth areas within their grade level teaching units so that there is an added emphasis at those times of the curriculum. Staff continue to work on using both Math and Reading curriculum with fidelity, use best teaching practices, collaborate with one another to ensure student academic growth and learn from curriculum representatives during PD time.

3. A Brief Description of Each Specialized School

Our administrative team works closely with the teachers and staff of las huellas, Spanish Immersion, and precademy preschool, to ensure compliance, student achievement results, and the physical/mental well-being of staff and students.

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

Our core curriculum is published in both our Family Resource Guide and on our website. Any questions or concerns can be directed to Jessenia Olmeda, administrator. Innocademy will continue to follow Common Core state standards. These standards can be located at www.corestandards.org. In order to implement these standards, we use approved resources, such as Amplify Highlights, Benchmark Taller, and Espanol 7; Investigations in Numbers, Data, and Space (k-5 th) and Connected Mathematics Project 3 (6th -8 th), Mystery Science (k-5 th), Project Learning Tree and Project Wild, Outdoor Discovery Center partnership, and Social Studies Alive (TCI).

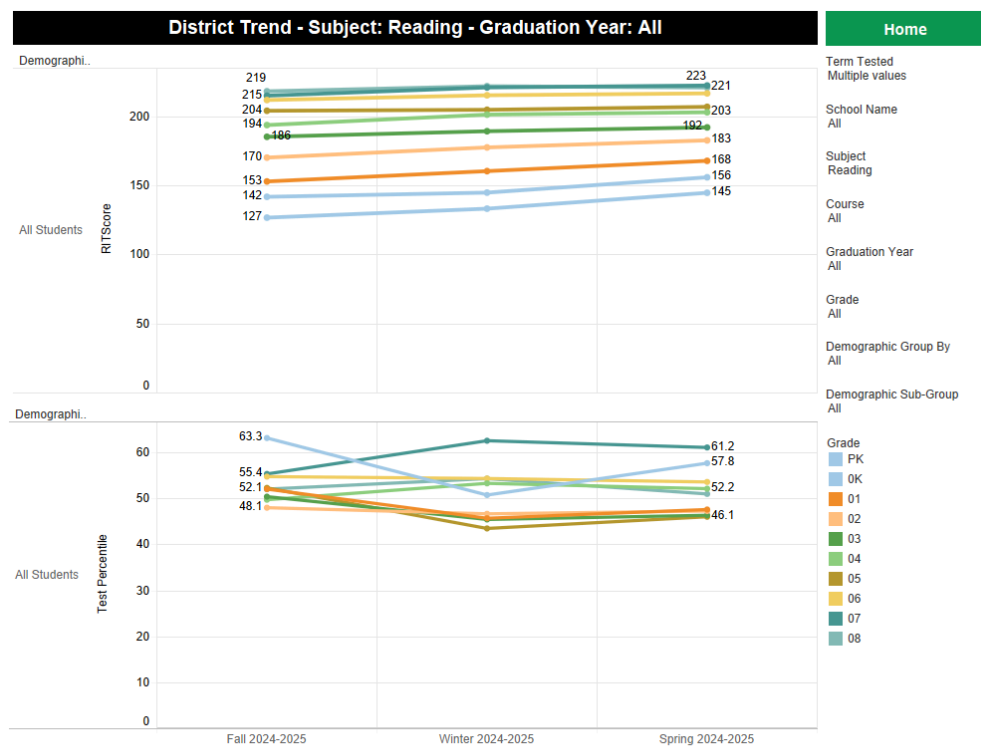
Innocademy offers Just Right Learning groups to meet the students' individual needs. This is a three-prong approach, which includes using academic data, social readiness, and parent

conferences.

To strengthen our academic program, Innocademy implements additional student opportunities, such as Multi-Age Collaboration, Nature-based curriculum through a partnership with Outdoor Discovery Center, Stewardship, and Capstone Trips: Extended Field Experiences.

Innocademy offers a high quality, college and career-ready education within an environment that focuses on the development of the whole child and integrates global awareness and acquisition of 21st Century Skills. Our students will graduate from high school and participate in post-secondary education having demonstrated the skills needed to become an active and productive citizen in a global community.

5. The Aggregate Student Achievement Results for Any Local Competency Tests or Nationally Normed Achievement Tests

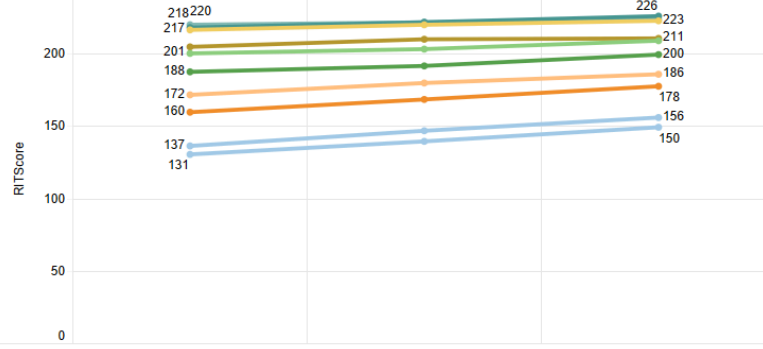


District Trend - Subject: Mathematics - Graduation Year: All

Home

Demographi..

All Students



Term Tested

Multiple values

School Name

All

Subject

Mathematics

Course

All

Graduation Year

All

Grade

All

Demographic Group By

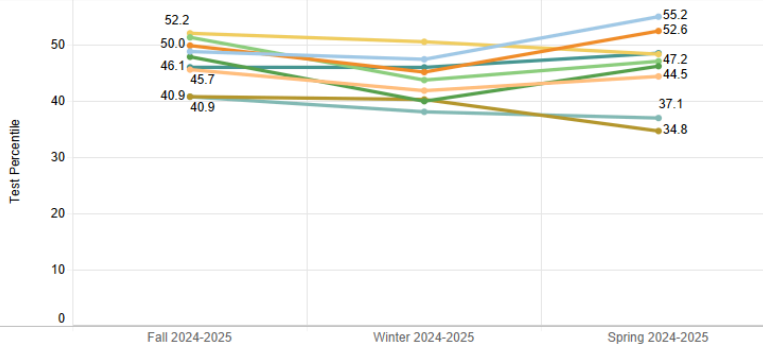
All

Demographic Sub-Group

All

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All Students



Grade

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03

04

05

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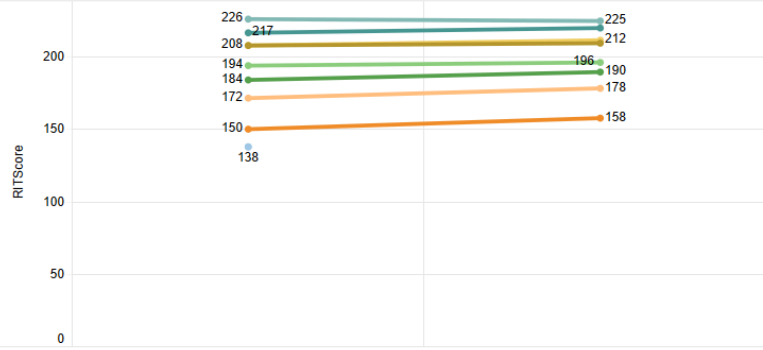
08

District Trend - Subject: Reading - Graduation Year: All

Home

Demographi..

All Students



Term Tested

Multiple values

School Name

All

Subject

Reading

Course

All

Graduation Year

All

Grade

All

Demographic Group By

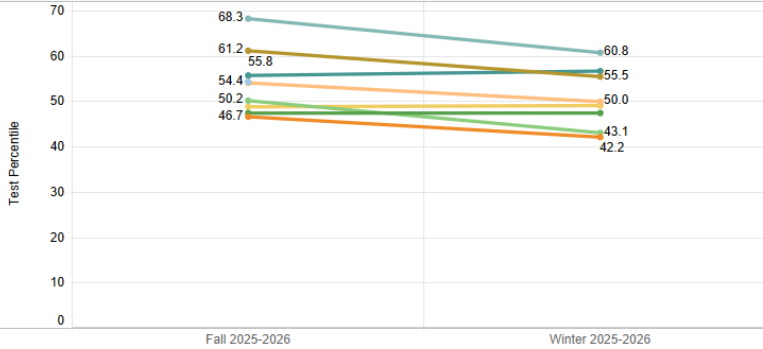
All

Demographic Sub-Group

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All Students



Grade

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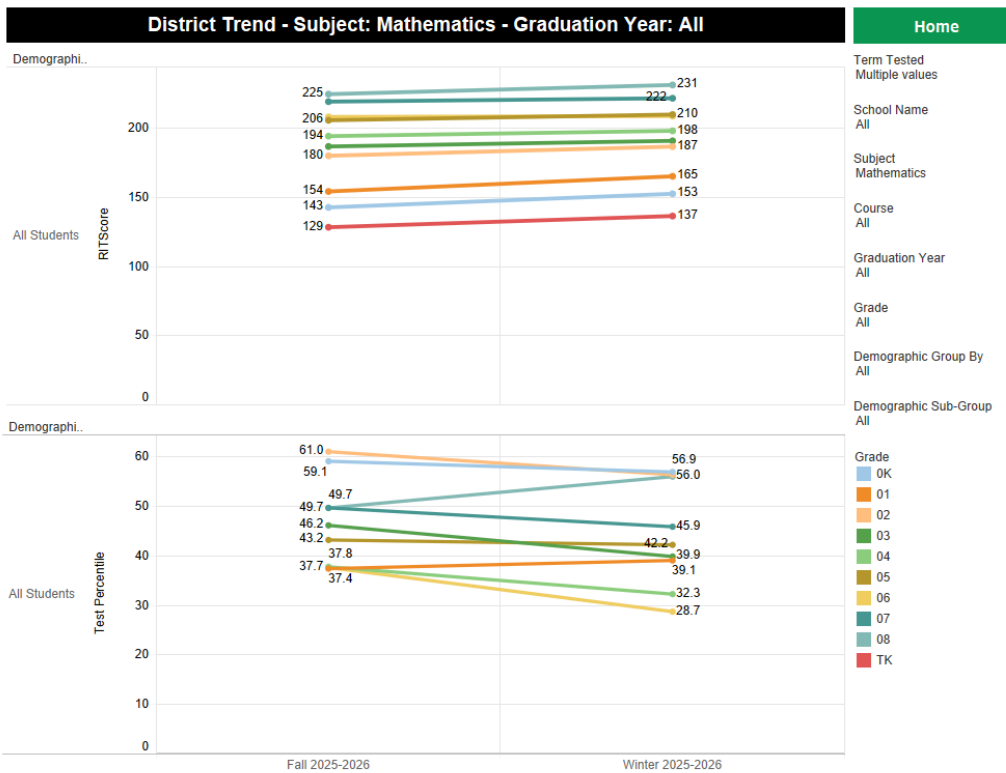
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6. Identify the Number and Percent of Students Represented by Parents at Parent-Teacher Conferences

We offer opportunities for families to participate in student-led conferences twice a year; however, if families are unable to attend the scheduled dates and times, teachers will schedule a meeting that is convenient to everyone. This year, we had 94% whole school participation with conferences in the fall semester and 92% in the Spring. One of the reasons we attribute this high participation rate is by the choices we offer families. Families have the option to attend the conferences in-person on the proposed dates or find a time that works better for them with advance notice.

On behalf of the Innocademy staff, we would like to thank all of those who have helped make our school an amazing place for children to learn. Your patience, persistence, and willingness for change made this year possible.

Sincerely,

Jessenia Olmeda