



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

**HOPE ACADEMY
OF WEST MICHIGAN**

REAUTHORIZATION REVIEW
November 4-5, 2015

FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:

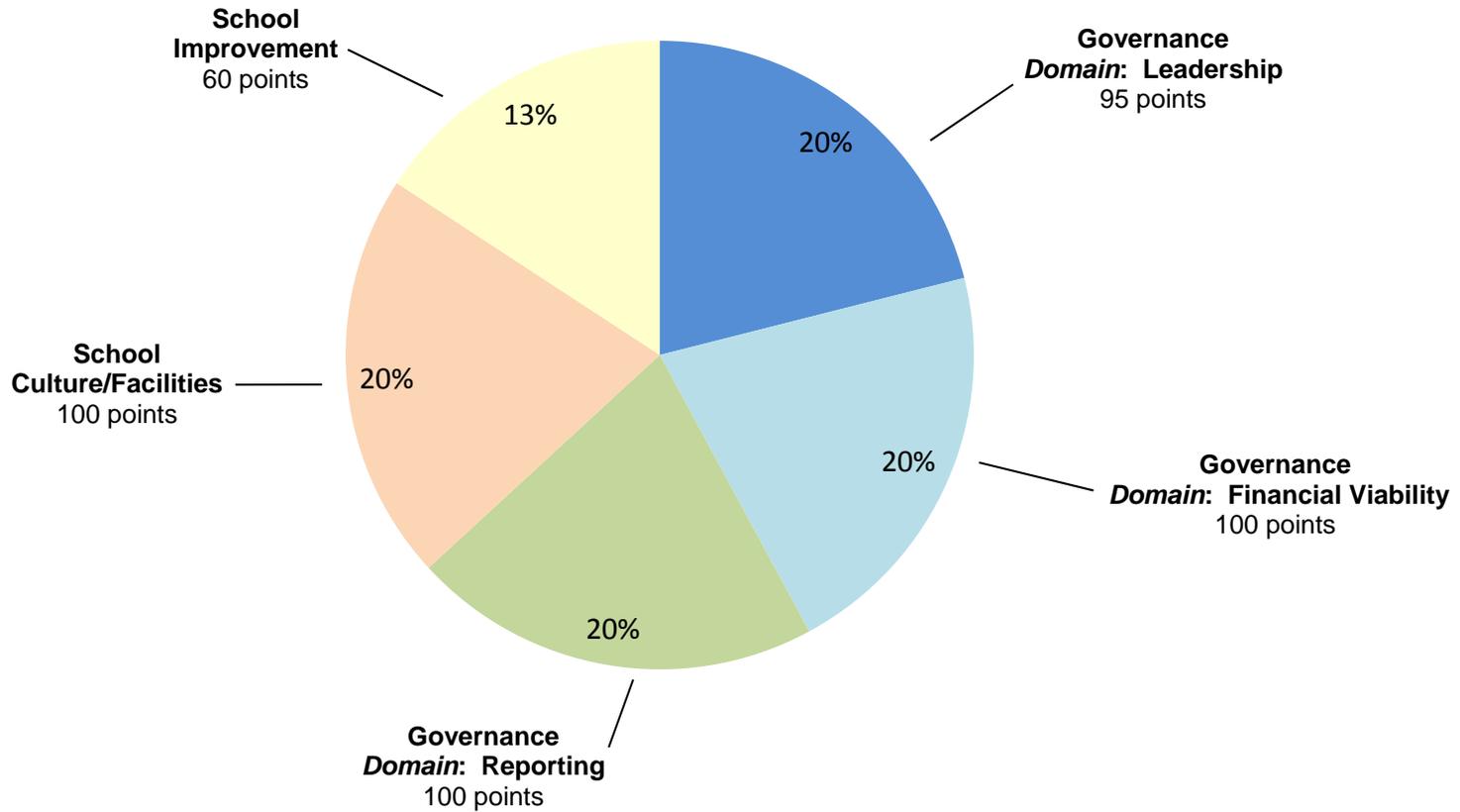
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

Mid-Contract/Reauthorization Review: Formula 2014-2015

Visitation Rubric



Total Score		
409 - 455	Exceeding Standards	90%+
341 - 408	Meeting Standards	75% - 89%
273 - 340	Does Not Meet Standards	60% - 74%
272 & Below	Falls Far Below Standards	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2014-2015

Academy Name: **Hope Academy of West Michigan**

Dates of Visit: **November 4-5, 2015**

This is a: Reauthorization Review Mid-Contract Review

Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	95	93.75	98.68	Exceeding Standards
Governance <i>Domain: Financial Viability</i>	100*	100	100	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	87.5	87.5	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	60	47.75	79.58	Meeting Standards
Total Score:	455	429	94.28	Exceeding Standards

Visitation Review Scoring Matrix

maximum: 455 points

409-455	Exceeding Standards	90%+
341-408	Meeting Standards	75% - 89%
273-340	Does Not Meet Standards	60% - 74%
272 & Below	Falls Far Below Standards	Below 60%

*It is not possible to *Exceeds Standards* in the Governance *Domain: Financial Viability* and *Reporting*, or School Culture/Facilities sections.

Visiting Team Members

Name: Charissa Talsma	Signature: <i>Charissa D Talsma</i>
Name: Laura Emshanov	Signature: <i>Laura Emshanov</i>
Name: Dr. Phyllis Robinson	Signature: <i>Phyllis E. Robinson</i>
Name:	Signature:
Team Chair: Jim Scholten	Signature: <i>James K. Scholten</i>

EXECUTIVE SUMMARY

Hope Academy of West Michigan Reauthorization Review

November 4 – 5, 2015

The Executive Summary is a review of the findings of the Ferris State University Charter Schools Office (CSO) four (4) member review team visitation conducted on November 4-5, 2015. The review was conducted with understanding of the following:

- Hope Academy of West Michigan had a Mid-Contract Review February 19-20, 2014.
- Hope Academy of West Michigan is currently identified as a Priority School by the State of Michigan. The Academy is currently implementing a required reform plan. We were able to review the reform plan in place of the regular self-assessment application.

The review team was able to complete a walkthrough of the school building observing classrooms in session, an observation of data teams in action and interviews with school board members, the SIT (School Improvement Team), support staff, parents, administration team, students, and instructional staff. Each group was very open and honest. We appreciated their understanding of the Academy and their interest in the success of the Academy.

The review team also completed the reauthorization review rubric. The rubric considers the Academy's progress in the areas of leadership, financial viability, reporting, culture/facilities and school improvement. The team is pleased to report that the Academy received a total of 429 points out of a possible 455 points for a percent score of **94.28%**. This places the Academy at the "**Exceeding Standards**" rating category of the review rubric. This is a very good score, however it should be noted that while the rubric score is important the APR (Academic Performance Report) for the academy will also be considered in the determination of successfully passing the review.

Following are highlights of the review team interviews and reviews:

Reform Plan:

- The plan is comprehensive and honest.
- The focus is to implement research based best practices to help staff help students maximize their academic growth.
- It is understood that the ELL student population will continue to need specific attention in order to help ensure academic success.
- The focus of the implemented programs is to ensure that Hope Academy of West Michigan will become "a data-driven school that uses data to turn school focus from 'what is taught' to 'what is learned'."
- It is clear that the academy recognizes the importance of staff education and the ability to work together as a collaborative team.
- It is clear that the goal is to fully implement Explicit Instruction, SIOP, MTSS and Data Teams so that Hope Academy Of West Michigan will be a "High Achieving School".

Data Teams:

- Teams meet regularly and follow the data team process and use the data team template to focus the team conversation.
- The teams are organized by grade level or content area.

- The team identifies specific student progress.
- Administrators are directly involved with the teams.
- There is balanced participation.
- Target goals are set for post-test results, this is used to determine student success/class success.
- Strengths and weaknesses of student performance is reviewed.
- Strategies are reviewed by the team to determine which will be best to implement.

School Improvement Team:

- The school is focused on the “whole child”.
- MTSS is strong at the elementary level but is an area in need of further development at the secondary level.
- The Priority School Reform Plan is driving daily operations.
- Student achievement is recognized as the main goal.
- Students are aware of their MAP results and goals.
- There is strong collaboration with school leadership and staff.
- There is a culture of success, a “growth mindset” for the students.
- See FSU in a supporting role.
- Teachers are being used in many leadership roles.
- Non-negotiables are identified collaboratively at the beginning of each school year.
- The Priority designation has helped the school focus quickly on how they can maximize student success.

School Board:

- Recognized student achievement as the main goal.
- Request clarity of goals/expectations from FSU. Recognize new achievement goals are a big improvement.
- Recognize the challenge of the ELL students. Working school leaders to help teachers get an ESL endorsement.
- Recognize the need and challenge to compensate staff fairly.
- Recognize that the budget is challenged to provide all that is needed. Willing to look at a lot of options and encourage staff input to help prioritize.
- Always work to put student needs first.
- Have high expectations for staff and also recognize the work that is happening regularly.
- Recognize that the school is safer than it has been in the beginning years. There are less student behavior problems.
- Recognize that teacher chatter is positive and that there is a “kernel of hope” building.
- Board is aware of needs. They are happy with what is happening and believe that more time is needed to realize/meet full potential.

Support staff:

- Aware of mission to develop the whole child.

- Aware of needs, proud of growth and aware of where they need to go.
- There is observation that cohort students are helping new students to adapt to the culture of HAWM.
- Feel that they are getting the resources they need to do their job.
- Recognize that expectations are high and that there is a need to fill in the pieces of how to best help all students meet goals.
- Need more help with the secondary MTSS.

Parents:

- Very positive.
- School is much better than it used to be.
- Each year things get better.
- They have good communication with the school.
- They never feel they are not blindsided by anything – always informed.
- St. Johns indicates a very good relationship from their perspective.
- There is a concern about the FOOD that is served.

Administrative team:

- Concerned about the secondary MTSS program. Working hard to resolve.
- Are aware of the need to develop sustainable systems.
- Aware of the needs and concerns of the ELL population.
- There is a need to have available competent substitute teachers.
- Proud of what the staff is doing.
- Believe the school is servicing the whole child. This is recognized in the community and is even peaking the interest of some private foundations that may be able to offer some help.
- Working hard to help parents understand their role in helping the students maximize their potential.
- Have seen a positive change in student behavior.
- Believe that there has been a positive movement in developing the soft skills of the students and now the focus needs to be on academic skills.
- Full realization of the need produce results with the implementation of the Priority Reform Plan.

Students:

- Feel safe.
- Enjoy being at the school.
- Teachers care about them.
- Would like to see more extra-curricular opportunities.
- Like the secondary mentor program.

Instructional staff:

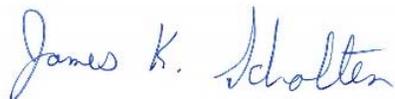
- We have come a long way. We have built a culture of family and now we can focus on student achievement.
- They are working very hard – feel the pressure to improve student achievement. Would like to be recognized for their efforts.
- They want it to be understood/recognized that they are working with a student body that has a lot of needs.
- Would like to have differentiated PD. Want to be able to focus on their individual needs.
- There seems to be a frustration caused by the pressures of producing success. Want to be appreciated.
- They feel there is a lack of aligned and consistent curriculum. Want to know specifically what they should be teaching.
- The staff needs to have clarification of FSU goals.
- They have a good relationship with their students and care about their success.

Our team has made the following overall observations and considerations:

- There is universal awareness that the school has made progress since the beginning and the mid-contract review.
- There is universal awareness that the work needs to be continued and that we are not where we need to be yet. There is strong belief that – we will get there!
- It is clear that the school board, school leadership and staff are aware of the need to improve.
- It is clear that there is recognition of the need to retain all staff because of their skills and dedication to the students.
- It is clear that the Priority Reform Plan is the PLAN and it needs to be followed and implemented with fidelity.
- It is clear that the school is a family that is concerned about each other and wants everyone to be successful.
- It is clear that the “whole child” is of great importance.
- There is a need to continue efforts to complete the curriculum maps and clearly articulate what needs to be taught/learned when.
- There is a need to improve the MTSS process at the secondary level.
- There is a need to make sure PD is helpful. Can it be differentiated to meet the needs of individual staff?
- The team would suggest that effort and consideration be given to smart/effective implementation of the Priority Plan. How can you best use the staff you have to affect your outcomes? What are the most important pieces of each initiative to implement? Are you tracking those pieces carefully to ensure implementation? Identify incrementally, what exactly the staff needs to focus on at this particular time of your journey.

In closing, we thank each of you for your participation in this review process. We appreciated your honesty and clear statements. It is clear you all care about your students a great deal. You believe you have a plan and path to meet high expectations, yet you need time and consideration to meet your goals. Your hospitality was outstanding as you invited us to be a part of your family for a short time.

We wish you the very best.



Jim Scholten, Reauthorization Team Chair

1. Governance *Domain: Leadership*

Points Possible 95	Points Achieved 93.75
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
<p>Core Values: Foundation</p> <p>Stakeholders = Students, Board Members, Parents, Staff, Community at Large</p> <p>As evidenced by: Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	15/15		<ul style="list-style-type: none"> In collaboration with the Academy's stakeholders, the Board has developed Core Values The Core Values are the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders The Core Values do not serve as the foundation for the Academy's Vision and Mission statements 	<ul style="list-style-type: none"> The Board has no discernible Core Values identified 	
Point distribution		n/a	10 points	6 points	0 points	
<p>Vision Statement: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Vision Statement identified or is without links to the Core Values 	
<p>Mission: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernible Mission Statement identified or is without links to the Core Values 	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	10/10		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
Written Strategic Plan	10/10		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	All Boards receive 5 points because of difficulty in identifying candidates
Management Company or Key School Leader (KSL) Evaluation	NA/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	None done this year
Professional Participation	5/5		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	3.75/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Each member is on schedule to meet their professional development activity credit requirement 	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> Includes funds in annual budget Most members are on schedule to meet their professional development activity credit requirement 	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> Does not include funds in annual budget Most members are not on schedule to meet their professional development activity credit requirement 	The Board does not engage in professional development	
Policies and Procedures As evidenced by: The Policies and Procedures Manual at the Board Meetings	5/5	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws References appropriate policies/procedures at Board meetings when making decisions 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Demonstrates familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Does not demonstrate familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has few policies/procedures in place that are required by state and federal laws Has not regularly updated its Policies and Procedures Manual 	
Meeting Schedule	5/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
Monthly Quorums	5/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance Domain: Leadership
 Total score for all competencies

Total Points Achieved	93.75/95	Percentage Achieved 98.68%	Category Achieved Exceeding Standards	
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2. Governance *Domain: Financial Viability*

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	15/15		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	15/15		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Governance Domain: Financial Viability

Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved	100%	Category Achieved	Meeting Standards
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3. Governance *Domain: Reporting*

Points Possible 100	Points Achieved 87.5
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> receives detailed monthly reports on student achievement/progress toward contractual goals regularly engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> periodically receives detailed monthly reports on student achievement/progress towards contractual goals occasionally engages in discussion about these reports 	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> does not receive detailed monthly reports on student achievement/progress towards contractual goals rarely discusses student academic achievement 	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	15/15		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	20/20		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	7.5/10		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	2013-2014 100% 2014-2015 99%

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	10/10		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

Governance Domain: Reporting

Total score for all competencies

Total Points Achieved	87.5/100	Percentage Achieved	87.5%	Category Achieved	Meeting Standards
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4. School Culture/Facilities

Points Possible 100	Points Achieved 100
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	15/15		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	5/5		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	23.33% Staff turnover
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities:
Total score for all competencies

Total Points Achieved	100/100	Percentage Achieved	Category Achieved	
		100%	Meeting Standards	

5. School Improvement

Points Possible 60	Points Achieved 47.75
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Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard 1:</u> Purpose and Direction (Teaching for Learning— Standards 1 &2)	3/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 2:</u> Governance and Leadership (Leadership for Learning)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 3:</u> Teaching and Assessing for Learning (Professional Learning Culture)	3/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 4:</u> Resources and Support Systems (School, Family, & Community Relationships)	3/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	
<u>Standard 5:</u> Using Results for Continuous Improvement (Strand I, Standard 3)	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.25 points	9 points	0 points	
Data Teams Process	11.25/15	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	NA/NA	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	47.75/60	Percentage Achieved	Category Achieved	
		79.58%	Meeting Standards	

BOARD INTERVIEW SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Brining in students to board – neighborhood walking; retention of students over the last few years
- Safe place
- Community oriented services – servicing the whole child
- Students and community evidence of development – it's a safe place – community oriented improvements
- Citizenship and manners are evident and speak well of school's impact
- Retention
- I get excited when kids come to Board meetings – they shared their story
- Hope Academy is a safe place and becoming more
- Talk about families we are engaged with families
- Academic achievement is still very important
- Use manners – kids are displaying this
- Retention of students is better – we are doing something well

2. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Area of growth – students leaving/graduating have not been here for majority of education not there yet – we will get there
- Monthly growth reports and board meeting
- Students learning may not have been with Hope; however, they are presented with data and working to support all “This is an area of growth – not there yet, but we will be.”
- Areas of growth for us – most kids leaving have not been with us for the whole school career
- Some kids are achieving
- We are working to provide what students need – not there yet – we're getting and will get there

3. Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?

- Academic goals – foggy over the last few years – getting better and more clear
- Not sure an adversarial relationship – working relationship
- This area has been a bit foggy – there has been confusion over growth/achievement charts
- Academic achievement top goal
- Appreciative of FSU relationship and support; working relationship
- Number 1 – academic goals – has been foggy in the past – has gotten better
- Good relationship with FSU – working well for us – appreciated

4. What are you most proud of at this academy? What could be improved?

Most Proud:

- Staff are glowing about the students – finding the kernel of hope – culture of seeing staff are not reliant about what is not good – can do/will do attitude behavior – culture
- Kids seem happy
- Every month staff is “Glowing” – they are hopeful and fortunate to have a leader who has stuck around – excited about students
- Strong culture/community – kids seem happy, staff are honest about issues, but it’s not communicated with negativity = growth mindset
- Glowing staff – their chatter is a “Kernel of Hope”
- Culture of possibilities of each child
- School leader is sticking with us
- Kids are behaving – seem happy
- Staff reports – willing to own up to what is not right and what we’ll do to make it better

Improvement:

- ELL, parent involvement
- Teacher retention
- ESL challenges and finding bi-lingual teachers, teacher retention, community and parental involvement
- Parental challenges
- ELL – teachers able to work with them/teacher retention has been tough – getting better

5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?

- Main Focus: Short Term/Long-term Goals
 - Academic Achievement - off priority goals
 - Ferris contract

- Balance between quality program and fiscal viability
- Number 1 – academic achievement
- 10% fund balance
- Combo of short and long-term
- Last few years they have had immediate needs, so try hard to focus on long-term goals
- How can we maintain fiscally whilst do everything necessary to improve school
- Academic achievement
- Living up to Ferris contract
- Getting off Priority list
- How to balance ability of Board regarding the budget – provide what is needed and have a balanced budget

6. *Why do you think parents choose to send their children to this academy?*

- Word of mouth – heard of success, community outreach, seeing positive
- Support of Father Jose
- Family unit focus on kids success
- Word of mouth – learning about other children attending
- Community outreach
- Seeing that students are succeeding – well supported
- Support from Father Jose (local Parish)
- Culture – community hold the school education system in high regard
- Word of mouth – community outreach – making positive impact with students- support from Father Jose
- Characteristic of culture – holds school in high regard

7. *How does the Board determine the allocation of funds for this academy?*

- Budget process – never ends
- Strategic plan to allocate budget – needs of students first
- Staff retention – HR exit interview salary issues – held accountable but not afraid of added extracurricular – without burdening
- Go through a budget process (continually); use strategic plan to focus funds
- Goal – getting out numbers up and then using excess to support long-term goals
- Putting students first (their needs)
- Attempting to plan wisely, listening to stakeholders, staff retention and trying to keep people happy
- We go through the budget process – begins in January/February and tie strategic plan to the budget
- Put students first – need to look at everything as a whole
- Can't do everything – try to determine what is best
- Teacher retention – do exit interview – some get promoted – some have been offered a job that pays more – we tried to adjust salaries to be attractive
- Everyone is pulling together

8. If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)

- Bilingual paraprofessionals and teachers and all ESL endorsed
- Own food – hands on learning
- Number 1 – push on getting bi-lingual paraprofessionals and teachers; getting ESL endorsed, teacher retention
- Basketball court, kitchen (food service program)
- Push getting bi-lingual teachers and paraprofessionals and ESL endorsed
- Basketball court
- Kitchen redone so we could do our own food program

9. Anything for our attention?

- Try not to micromanage – building relationships
- Clarity of Goals – and where we are
- Getting bored with training modules – too long/overwhelming suggest nuggets
- Heidi is fantastic – making connections – ear to ground – lack of defensiveness
- What else can FSU do?
- Clarity on goals is a big help – what's required and where are we in relation
- Board development – boring, too long, too many, overwhelming (webinars)
- “Try not to micromanage, how do we remain uninvolved...we have a good balance.
- “We expect you to do well, yet we will listen and work hard to support kids' needs.”
- Great praise for Ms. Cate
- Board pays attention, but doesn't micromanage, but we push to make a difference
- We expect staff to make a difference – good balance – staff accepts responsibility
- Ferris – clarity of goals – what is required – Board development – online is good information I am getting
- Praise our superintendent – she has made a great effort to pull everything together – not defensive – her attitude is we need to do what we need to do

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Servicing the students we have – location is where we need – neighborhood school climate may be changing
- CHRI data – high unemployment
- Where we need to be, hoping to be evolved to SIOP niche
- Now a neighborhood school, meeting the needs of the local population
- Revitalization of community and future collaboration with local organizations –fulfilling the need of the community has recognized this
- We are servicing our population – we are morphing to a SIOP school
- We are a neighborhood school – our cliental may be changing – we are coming along side this in Hispanic population – on this south east side – as we are coming along side this the police department has recognized the efforts to make a positive change

2. What are you most proud of at this academy? What could be improved?

- Work load/expectations are astronomical – proud of the work they do
- Shift of the culture – academically and socially
- Collaboration and pulling together and not giving up
- Secondary MTSS – better use of data and making decisions – summer school
- Sustainable systems
- Using data for decision making
- Expectations – unbelievable, large workload – expect lots from teachers/very proud of the staff
- Growth of culture, collaboration, achieving goals (students are excited about learning)
- Collective efforts to change/sustain culture
- Proud – the expectations we have of our teachers is great – they fill this very good
- Being here four (4) years – seeing the change is powerful with students and staff
- Collaboration and pulling together – not giving up – kids are excited about learning
- Priority plan gave us a framework and deadline – we are doing this for our students
- Improved secondary MTSS – better use of our data

3. Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?

- Have the skills to go on
- Opening the door to seeing the possibility
- Level of teaching is higher
- Priority designation was a catalyst for change/identifying need for “Urgent Improvement”
- Students that have graduate (we lose many prior to that) choose a variety of paths – cultural; however, the kids have the skills, now we need to provide the access to college and how to get them to see this as an option
- They’re acquiring “soft” skills, now we’re working towards “hard” academic competencies
- Teachers are teaching at a much higher level than in the past
- The ones that we graduate are – some go into family
- Kids have the skills to go on if they choose
- At secondary a lot of effort given need to track students after they leave
- Soft skills are really good

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 10
- 8.5
- How to help parent to help their kids
- 10 – Culture
- Lower parent involvement (cultural challenge)
- 10 Climate
- Parents buy-in to culture of school...how do we help them to help their students
- 10
- 8 Lower – Parents need to know how to better help their kids
- Parents we have buy into culture – how do we cross bridge – Read to kids every day

5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

- Shortage of substitutes
- ESL endorsement
- Shortage of substitutes – pulling paraprofessionals
- Secondary MTSS
- Working on ESL endorsement for teachers

6. What are the top TWO things this academy needs to do for its long-term health and longevity?

- Network and agencies – long-term investment partners – need more than state dollars
- Perfect management company – continue priority plan decision making process

- Investing in community: including academics but encompasses other elements
- EMO glitches/frustration (staffing) – perfect management company
- Continue at this level (Priority push)
- A network of charter schools that serve a high need population – need investors to help
- Our management company is not perfect (work to fix)
- Continue with Priority school decision model

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- First know family and student, build relationship know where they can go – safe place
- SIOP-doing the best we can
- Much more time on academics – culture is there
- Elementary – Build relationship, then more toward academics
- Doing the best we can for the population
- SIOP model going home/support for EL needed
- KETE – kids see the mission and demonstrate growth
- Built the culture, now focus on achievement
- I feel it is an EI Level – building relationships with family – this is growing and academic push is taking place
- PD in SIOP has been very helpful
- We've come a long way – have built culture and now can focus on academics
- This is a safe place
- At secondary, we are building a really good culture – kids want to learn - transformative

2. What are you most proud of at this academy? What could be improved?

- Gains in elementary
- Growth academically and personally
- Individualized, personalized attention
- Student led, bullying initiative
- Collaborative staff
- Processes that need to be defined better – child study
- Vision at odds with Ferris requirements – behaviors

- Elementary – proud of gains – everyone pulled together – good momentum and vertical growth, individualized, and safe
- Middle School – academic growth and personally (of people) behaviors have improved dramatically – staff collaboration – certain processes that need to be defined – STEP, child study
- Vision is at odds with FSU’s requirements
- EL – gains made last year – everyone pulled together for common good of students and teachers
- Seeing growth from year 1 to year 5
- Proud of how staff comes together
- Safe environment/we are able to meet needs of kids

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 10, 10, 7, 8 or 9
- Lacking in science
- 10 – books
- 7 – shelves takes forever
- ESL, behavior, retention
- 8-9 Technology
- Science needs support
- Reading Street (no background knowledge)
- Math – all over – not consistent (structure, not materials consistent)
- Daily 5/CAFÉ
- 10, 10, 7 – I don’t have shelves
- 8 or 9 – technology we have a lot – need science

b. Professional Training

- 10, 7-8
- Irrelevant to grand/content – need to be more intentional
- 10, 10 – need to shuffle training to work in class
- 8-9 – two weeks of PD before school start I can’t process
- Need differentiated instruction in PD

c. Clear Description and Understanding of The Expectations For Your Work

- Goals are clear – cloudy curriculum
- Reading Street – not appropriate

- Math curriculum all over the board not consistent
- Daily 5 structure – resources are not consistent
- Very clear expectations
- Unclear curriculum/expectations
- Trina gives me straight forward expectations
- 2 – Yes
- Concern we don't have a clear curriculum
- 9/10 – my coach Alan is very clear

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- Same expectations, unified teacher/students upper elementary growing in cohesiveness
- Good student culture
- How to implement training, no relevance to grade level/subject matter overloaded at beginning of year
- More intentional about PD selected
- Lower EL – same expectations – more consistency (unified)
- Upper EL – resources/instruction
- Lower EL – very consistent culture – unified
- Upper EL – Is getting there – not as cohesive as lower EL
- Student culture is getting better

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- FSU unrealistic goals
- Changes in State assessment – SAT requirements
- I don't think FSU expectations are appropriate
- I think this year there is a change
- My raise last year was an insult/concern about how distributed – not always tied to the subject I teach
- Junior and Senior concern about SAT test – concern about how questions asked and the goal number is confusing

6. Anything for our attention?

- At retreat, afterwards we did a survey and one student wrote a note – “Thank you, I will make you proud!”
- Secondary girls went to a movie and students have now started an anti-bullying program
- Juniors and Seniors will now become mentors

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you feel the academy is accomplishing its mission? How do you know?

- Yes – taking longer because they are educating the whole child – emotionally and physically
- Compassionate – give, give , give
- Do take in students – meet all needs
- Yes, it's taking longer due to focusing on whole child (social, emotional) in addition to academic
- Field trips, outreach, retreats – very supportive community
- Start with struggling students and team creates entire structure for families – providing for families
- We are – trying to develop the whole child – to be ready for adult world – mentoring
- Community is very giving – all
- We take in a lot of needy children – a homeless family was provided a whole hour of staff

2. What are you most proud of at this academy? What could be improved?

- Growth – student achievement, culture – work towards growth
- Limited in number support of the support staff
- Most proud – growth that we've had, student (cohorts) have developed positive social culture and over 5 years have really come a long way
- Test scores and continued growth of ELL Program
- Support staff is limited in numbers and paraprofessionals are often pulled to be subs – need more consistency
- The growth we've had – culture with students – good to see students we've had and how socially doing better – kids now testing culture
- Change – a lot has happened
- Continued growth of EL program
- Limited paraprofessional staff – sometimes need to be a substitute teacher

3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:

a. Materials and Supplies

- 10 – prove it will fully benefit the students
- 10 – wherever I need anything, it's done (as long as it supports students)
- 10 – we got what we need
- 10 – just go order it
- 10, 10 – maintenance – if needed we get it

b. Professional Training

- 10 – support for big ideas
- 10 – lots of support for job related training
- 10 – to get the training
- 10 – literacy coach
- 10 – maintenance – I get what I need
- 10 – paraprofessionals – yes

c. Clear Description and Understanding of The Expectations For Your Work

- 7-8 – new position, lots of trust to develop position – focus on the needs of the students
- 7-8 – do to this being a new position (not having access to literacy coaching observations?)
- Most indicate the job is constantly changing (or how), and they are expected to do more than a typical position – due to lack of staff on hand
- 7-8 – literacy coach – completely new position still working on
- 7-8 – EL intermediate – new position so still learning and supported
- I need to do what needs to be done so teachers and staff can work with kids
- 7-8 – paraprofessionals – role is fluid, need to fill in where needed

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- 9 – keeps sense of urgency without losing site of the students
- Like a family
- Stressful for teachers, due to testing urgency,; but still trying to establish fun, comfortable culture continues to improve
- Parents are relatively supportive, staff as well
- “Like a family”
- 9 – great improvement –coming off last year – a ton of urgency – coming back this year and still urgency
- Climate for students – students know scores – build up to citizenship
- It's like a family – student invited me to come to her place of work I HOP

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- Expectations are high – needing the pieces in between
- How we do support the students
- Significant growth is attainable – difficult
- Secondary – needs to be pushed more
- Change for the better
- Very high expectations; with pieces missing...how to get kids caught up and be able to meet standards
- Taking information consideration language barriers and culture
- Secondary: needs higher expectations with more push
- Lots of variation between teacher; lack of consistency
- 7th -12th need push
- Expectations are high – need to fill in the pieces – MTTTS can help
- A lot better job figuring out what the students need
- Teachers maintain the expectations
- Feel secondary could be pushed a little more

6. Would you enroll your child at this academy?

- Educate the student where they are at – behavior concerns
- Elementary – yes
- Secondary – not sure – diversity
- Not sure – give opportunity to get out of the neighborhood
- Education and passion is prenominal
- Yes – seeing some behaviors
- Yet teachers get full trust, lots of diversity
- Academically – pushed, education top notch and lots of passion from teachers
- Elementary, not secondary (they would pull)
- I would – as a parent I would be nervous because of some student behavior, but I have full trust in staff
- Academically 100% - behavior issues a concern
- I would at least for elementary, I like diversity
- Not sure if I would – I want to give opportunity I didn't have
- The education and passion of teachers is very good – I would send

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- Bi-lingual interventionist
- More support in secondary – more support staff

- ELL that are bi-lingual, more support staff
- More support for 7th -12th
- More EL intervention
- More help with translation
- More support staff and secondary

8. *Anything for our attention?*

- Recognize success that have been made
- Recognize teachers and their hard work
- Working with DeVos to support Saturday school
- Secondary MTSS
- Secondary support – MTSS
- Recognize teachers for successes

PARENT INTERVIEW SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?

- 11th grader has had lots of opportunities – changed his outlook
- Opportunities for students
- Close to her house, different from public schools – Catholic school closed
- Believes in Hope Academy – kids need to do vs. teacher
- 10
- 8
- School is very flexible and willing to work with
- Unique students (St. John's)
- School has helped her son a lot (11th grade)
- School retreat (shared somethings no one knew)
- Academy is different from public school – better opportunity for kids
- Had two children she pulled and they were unhappy, so they returned
- Behaviors were very bad in the beginning
- Great improvement for K-7 students
- Oldest son school has helped a lot there is opportunity to go beyond – like that
- School retreat did some things he never did before
- Took two students out to another school – didn't work and brought back
- 1 – has graduated
- School close to house – academy dives message it is different than regular
- Believe in Hope Academy
- 1st year was hard – ugly
- What do kids need to do to make things better – asked kids and only one wanted to change
- Chose not to send students to another school

2. How responsive is the school administration, board, or teachers to concerns or complaints?

- Much communication, open door policy – struggles at first – learning to relate
- Greeted with smile and friendliness
- Proactive in reaching out to St. John's – fewer suspensions
- If the students want to go beyond – they have the opportunity
- In the beginning it was challenging, do to behaviors, but now he feels part of a family
- Principal always great with smile
- For the most part staff is proactive and reaches out, they're very open to communication – get to the bottom of issues
- Last year, issues with teachers, but mom reinforced need for communication/understanding
- Felt teachers warm to students – feels like a family
- Last year son has issues with a teacher – tried to help son understand – this year no issues
- St. John's – most part proactive – open – good communication

3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.

- 9-10 – parents also have to adapt, school also adapts to parent culture
- 8 – other people like them – they feel welcome and comfortable
- 9-10 – Culture-parent has to adopt as well (school adopts to culture as well)
- 9-10
- Students feel welcome, kids life there and other “like them” – high level of comfort
- 9-10 – parent has to adapt as well – school adapts very good as well
- 9-10
- Students feel welcome – this helps

4. Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.

- Now she does – has seen the improvement encourage her kids
- Sees progress happening every year and hope that continues
- Staff motivates students at the level and to get to the next
- School treats students as individuals – kids are challenged at their level and supported
- Now, but not in the beginning
- Every year, parents have seen changes and improvement of progress
- Hope for continues progress “strive for excellence”
- Those are on level – go higher
- Lot on level – they get the support they need
- School treats each child individually – gauging academic capabilities, but they're challenged at their level
- Now I do – from the beginning see improvement every year
- See progress every year to pursue excellence – students are supported
- St. John's – hard to answer – school treats every student individually – kids are challenged at their level and supported

5. What is the number one complaint your child has about attending school here?

- 3 – the food
- More sports
- Instrumental music
- The food – all complained
- Music (band instruments and love sports)

6. What is the number one thing your child really seems to enjoy?

- Each child is different – help and support to start college
- KCTC – opened door to his career
- Happy, secure, comes home happy, generally higher demeanor “real school”
- Express different likes...getting help and support for success in college
- KCTC (?) opens doors to career, happy, secure, same teacher that has strong relationships
- St. John’s – safe, happy student’s – it feels like a real school
- Every child something different – best getting help and support to get ready for college
- One daughter would like musical instruments and more sports
- Youngest – happy, secure – likes teacher
- St. John’s – kids come home happy – overall feel sake – really likes teacher – seems like a real school

7. Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?

- Good, satisfied, immediate
- Struggled- enrollment process, wait list, etc.
- Always strong communication (improved with years attended)
- St. John’s – some struggles with enrollment
- Always received good communication – always called if a problem
- Satisfied
- St John’s – enrollment process sometimes unclear

8. Anything for our attention?

- Everything is good

STUDENT INTERVIEW SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

The following is a summary of responses, and is not intended to be all-inclusive.

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- Feel at home
- Help out
- Focus on the students
- Good environment – cheerful, good staff/nice, preparing us for the future, smart teachers, learn a lot
- My house, teach me what I need to know]
- I enjoy it
- I wouldn't go anywhere else – the teachers actually help
- Teachers make you feel at home
- I enjoy it – I've been here since started –teachers focus on each student

2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?

- Depends on who you are – everybody's got a different friend and teacher
- Teacher's will work with you to get it
- Student peer learning
- Not putting up with failure this year
- Good relationship with at least one teacher
- Mr. West – great math teacher – se learn so much!
- Teachers challenge us at the right level
- We get help when we need it
- Depends on students skills
- Teachers will help you understand – they won't let us get behind – they don't put up with failure
- Good relationship with at least one teacher
- We are a family
- Principal is very friendly and helpful

3. Do you feel that overall, the adults here at this school are fair to students?

- Definitely
- Teachers do not have favorites, students have favorites
- Progressed a lot
- Everyone has a mentor – personal and academic
- Some responsible thinking centers and reflection chairs, some behavior chairs
- Yes, very much
- Each student has a teacher mentor – help with any problems – they are our friend and helper
- We went on a retreat
- Noticed progress

4. What is your favorite part of the school day? Why?

- KCTL/dual enrollment
- Math – we learn lots
- Morning meeting – Great!
- Specials
- Like dual enrollment and KCTC

5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?

- Other sports
- Uniform color – green is this area is not a good color
- More activities and clubs
- Soccer teams, money for books, more stuff for technology, clubs offered – school, playground equipment
- After school tutoring, field trips, student council, science equipment
- More fun activities – some clubs started
- The only problem is our uniform colors

6. Do you feel safe at this school?

- Sometimes feel overprotected – 2nd parents
- It's like a family
- Lockdown practices help them familiarize with emergency incident
- Policeman on campus
- Yes
- Sometimes over protected
- More safe now than when school started

7. Would you recommend this school to other friends or family?

- Yes, feels good to be here – void of drama

- Exam exemption
- Look for people that match the culture
- Yes
- Yes
- We won't encourage someone who may be detrimental to our school
- Hate exams – like the 80% scale, then you don't have to take the exam

8. *Anything for our attention?*

- Great, helpful staff, more assemblies, crafts, hands-on, would like access to more books
- It feels good to be here
- Everyone gets along
- In a couple of years this will be the best school
- A lot less fighting
- RTC – If not doing what you are supposed to do you go to RTC – someone talks to you after have had a time to think things out

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Hope Academy of West Michigan**

Date: **November 4-5, 2015**

1. *What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?*

- Daily/literacy CAFÉ – implementation
- Café boards
- Programs integrated
- SIOP – academic vocabulary and strategies – whole school – intentional focus using staff meetings – on-site to conferences
- Data teams MTSS
- K-6 literary now (fostering independence in the classroom) – differentiated learning (implemented)
- Daily 5/CAFÉ
- SIOP (training in Chicago) helped to provide clarity – helps familiarize students with academics language makes teachers more intentional and focused – using staff meeting time to present, creating strategy resource books
- Putting emphasis on ESL endorsement to appropriately utilize funding (trying to build capacity from within) with cornerstone
- Explicit instruction
- MTSS ad data teams have really impacted the culture
- EL-Daily 5 management program – fostering independence in classroom, also CAFÉ with reading strategies
- SIOP – started last year – received PD this summer – helping students who don't know English – also good to be content objectives/language objectives – helping to be more intentional

2. *What strategies and/or programs are in need of immediate attention in order to be effective?*

- MTSS at a secondary level; 7th-12th – how to scaffold? – not to miss content?
- Skills Workshops – Tuesday and Thursday
- Difficult IEP students Toolkit School
- Abundant Staff
- MTSS at secondary level 7th-12th
- Pulling students at this level presents challenges (missing regular instruction) – differentiation though (Tuesday afternoon for ELA/Thursday for math) – skills workshop
- High population of IEP students with behavioral concern – Toolkit school
- We are struggling with MTSS at secondary level – we are getting closer

- Event which helped to see this work – skills based lesson for English class and will try in Wednesday math
- Board willing team – makes it work
- High percentage of difficult IEP's – try to keep them here and keep trying
- A lot of PD on behavior correcting

3. *What is the most important goal you have set for your students? Why?*

- Student achievement – whole child
- Grow
- Growth mindset – be successful
- Affecting community – creating citizens
- Students achievement – looking for them to acquire a growth mindset they come in low and this goal is growth
- Creating citizens that are emotionally, socially, physically efficient (whole child approach)
- Student achievement – want them to grow/have a growth mindset/want them to be successful
- Creating citizen – emotionally – Whole Child

4. *Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you set any of your goals?*

- Students have their goal
- Data folders: Rog A-Z MAP
- MAP goals with motivational quotes (encouraging them to take responsibility for learning)
- PBIS system with rewards based on behavior/i.e. culture of accountability to staff and each other
- Reading A-Z; identifying
- Students know MAP goals – have stickers on goals
- Students earning Hawk Tickets rewards for food behavior – teachers are tracking all students progress – kids know their levels
- Students are trained to take accountability for actions – using reflection chair or area
- High School students are good mentors – this is helpful
- Use retreat to help 11th and 12th graders to know leadership skills – students realize good staff
- Helping set long-term goals

5. *Has the SIOP training of all teachers and paraprofessionals resulted in the use of the 8 components being used on a regular basis in all classrooms? What components seem most difficult to implement?*

- Time constraints
- Language objectives (writing vs. Language components – vocabulary (time constraints))
- English class is area hardest to implement
- Pre contest vocabulary is time consuming so difficult to implement
- Starting to give examples in team training

6. How are the SIOP components and Marzano’s High Yield Strategies for ELL students the same and different? Do you find them compatible?

- Academic vocabulary is important in both – breaking it down to common vocabulary
- Students tracking their own growth – both programs
- Steps go hand in hand
- Explicit instruction
- Consistency between grade levels
- Vocabulary
- Targets that align with Marzano become the focus
- Trying to pick strategies that will work best

7. Your current schedule provides 2 hours of reading/writing for the secondary student and 90 minutes for the elementary students. How much time is devoted to math instruction at both levels?

- 85 minutes at elementary
- 7th-12th: 70 minutes Tier 1
- Daily 3 Math
- Approximately 85 minutes (15-20 minimum lesson 2-30 minute rotations)
- 1 hour for 7th-12th (1-class) – 1 hour of math Tier 1

8. Your school improvement Plan references “curriculum mapping” several times. How is that used in the classroom on a regular basis? Is that helpful?

- No vertical alignment K-12
- Essential questions answered?
 - Targeting the right standards – PD, unpacking standards – identify
 - Standards based grading – math
 - Summer work
 - “Viable curriculum”
- When we designed the Priority Plan, we wanted to ensure vertical alignment, are we targeting the right standards, etc.
- Teachers worked on it, they use it daily – working to mentor and improve – they’re required to communicate where they are on MAP during coaching
- Moving towards standards – based grading system
- Setting vertical and horizontal alignment
- What are essential standards?
- Identified Priority standards
- Making sure we have a viable curriculum
- Teachers are using MAPS and making notes on what worked and what didn’t – administration is reviewing with teachers

9. What are the biggest challenges that you will be facing over the next three (3) years?

- Priority Plan – Fidelity to the Plan
- Current edition of the unpacking tool
- Develop systems that are reliable and sustainable – keeping the right stuff in place and reassess – constantly challenging and moving forward
- Student component – PBIS, mentoring, growth mindset
- Focus – Priority Plan/transformation Plan – magic bullet = Fidelity to their Plan
- Current addition of unpacking tool
- Systems that are reliable and sustainable
- Data Dashboards
- Focusing on Systems vs. People
- Students mentoring, coaching – having them test success and experience
- Are you holding to Plan and following the Plan

10. In your opinion are your recommendations for improvement considered appropriately and are they supported?

- Having an effective communication protocol – lots of support – coming from (administration and board)
- Board very instrumental at key times/with data; board is open and willing to support recommendations and change with qualifier must relate to Priority Plan
- If we need it we are supported – Principal, yes he is supported and the Superintendent working to get some things off plate so focus can be right
- The Board is very supportive and understand their Foot level – our suggestions are well received, but asked how they support Priority Plan
- Our suggestions are listened to and supported

11. What is really different since our last visit?

- Culture of the students meeting their goals and being proud of them
- Kids having dreams – efficacy amongst kids and community
- Explicit and focused entire staff – schoolwide – students holding each other accountable-mentoring
- Increase of collaboration at all levels
- Building capacity/utilizing the resources we have and change our staff
- Involving all stake holders/collaboration “all in this together”
- Embedding cultural practices
- Culture of success/growth mindset for students
- Impacting the community
- Students mentoring
- Strong staff and relationships
- Guided focus as a whole school

- Building capacity between leadership and staff
- Board members noticed that in 3rd year students said they know that they need to do good in Scantron
- Students want to do well for themselves and teachers
- Parents want their kids to do well and go into further education
- We are very explicit and focused – schoolwide teachers are building relationships
- Priority school rating has been helpful
- Students are telling other students how to do school mentoring – kids looking out for each other
- Collaboration between all staff and families – holding each other accountable
- Last time fearful – now excited being on same track

12. Is there anything you would like to add that has not been addressed? How can Ferris State University help/support you with your goals?

- Best practices MTSS – Secondary
- Community and remaining accessible
- Meeting; providing clear goals and understanding of individual situation
- MTSS for secondary
- Keep focusing on growth – this is encouraging
- If you know of best practice let us know
- Continue to support
- Communicating – be very clear on expectations – you push us but realistic – we’re in it with you – understanding of dedication