



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

**HOPE ACADEMY
OF WEST MICHIGAN**

MID-CONTRACT REVIEW
February 19-20, 2014

MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement

VISION



CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

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 accomplishes this responsibility in two stages:

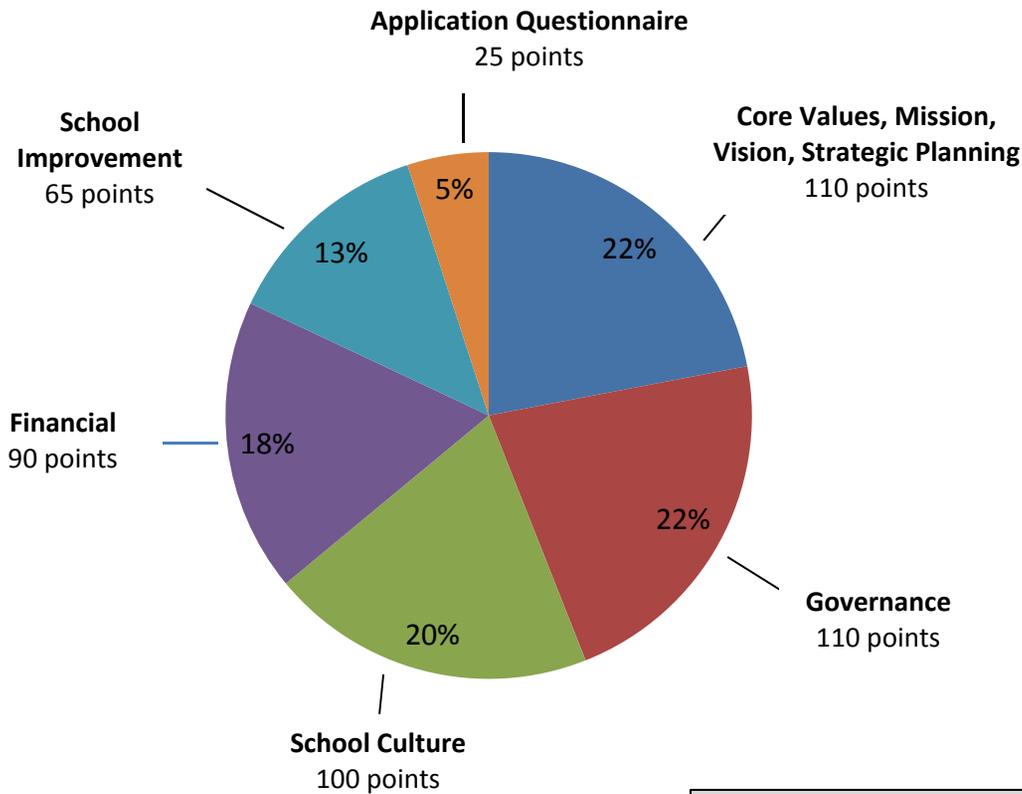
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
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 school 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, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

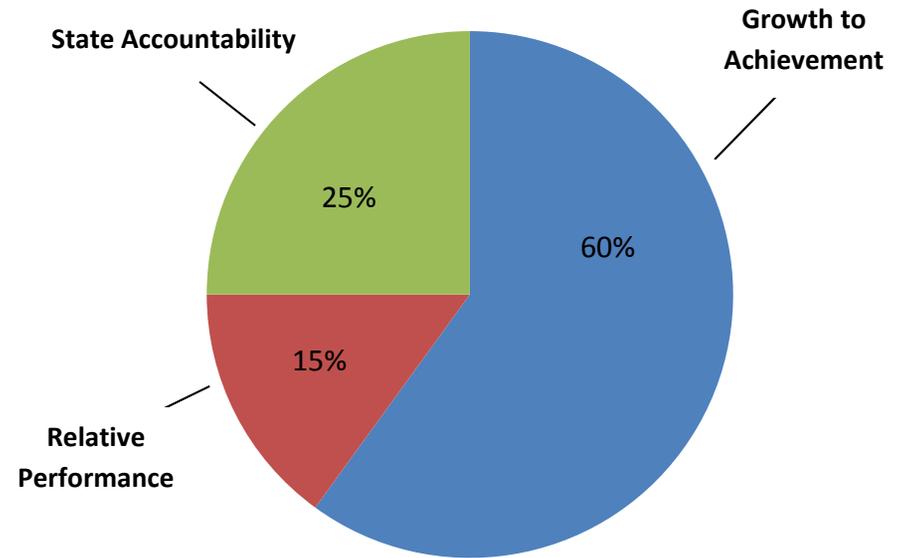
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided 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 2013-14 *A Two-Step Process*

Visitation Rubric



Academic Performance Report



| Total Score | | |
|-------------|-------------------|-----------|
| 450 - 500 | Exceeds Standards | 90%+ |
| 375 - 449 | Meets Standards | 75% - 89% |
| 300 - 374 | Needs Improvement | 60% - 74% |
| 299 & Below | Deficient | Below 60% |

Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

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

Dates of Visit: **February 19-20, 2014**

Status: **Meets Standards**

Overall Percentage: **89.12%**

| Evaluation Criteria | Points Possible | Points Achieved | Percentage Achieved | Category Achieved |
|---|-----------------|-----------------|---------------------|------------------------|
| Core Values/Vision/Mission/Strategic Planning | 110 | 94.5 | 85.9% | Meets Standards |
| Governance | 110 | 95.25 | 86.59% | Meets Standards |
| Financial Viability | 90* | 90 | 100% | Meets Standards |
| School Culture | 100* | 100 | 100% | Meets Standards |
| School Improvement | 65 | 48.75 | 75% | Meets Standards |
| Application/Questionnaire | 25 | 17.11 | 68.44% | Needs Improvement |
| Total Score: | 500 | 445.61 | 89.12% | Meets Standards |

*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

Visiting Team Members

Name: Dr. Phyllis E. Robinson Signature: *Phyllis E. Robinson*

Name: John Hackett Signature: *John R. Hackett*

Name: Jim Scholten Signature: *James K. Scholten*

Name: _____ Signature: _____

Team Chair: Dr. Phyllis E. Robinson

| Total Score | | |
|----------------------------|-------------------|-----------|
| <i>maximum: 500 points</i> | | |
| 450-500 | Exceeds Standards | 90%+ |
| 375-449 | Meets Standards | 75% - 89% |
| 300-374 | Needs Improvement | 60% - 74% |
| 299 & Below | Deficient | Below 60% |

Annual Academic Performance Audit Score: **122.25 - Deficient**

Monitoring Status: **Phase 2**

HOPE ACADEMY OF WEST MICHIGAN MID-CONTRACT REVIEW

February 19-20, 2014

EXECUTIVE SUMMARY

Dear Board of Directors:

On behalf of the Ferris State University Charter School Office, I am pleased to forward this Executive Summary of our Mid-Contract Review Team's recent visit. The team and I sincerely appreciate the warm hospitality and thoughtful, candid responses provided during our classroom walk-thru's, group interviews and informal dialogue with stakeholder groups. As you know, we spoke with the School Improvement Team, board members, students, parents, instructional staff, support staff and administrators to hear their unique perspectives. Our team feels confident that we received honest input, assessments and suggestions from each group. Even though your Academy is still relatively young, we gained a better understanding of how you've addressed and reset the button to meet the various challenges of serving a diverse, urban population.

During the Mid-Contract Visitation Review, the team's main task was to gather details about your Academy's progress in: conducting a realistic self-assessment; transforming your core values, mission, vision and strategic planning into a well rounded educational program; making sure that board members govern effectively by staying informed and participating in professional development activities; providing a safe and orderly environment for students, staff and the community; being fiscally responsible in managing the budget and resource allocations to support student achievement; and developing and monitoring a school improvement plan that integrates rigorous and relevant curriculum and instruction with appropriate assessment measures.

The team is pleased to notify the Hope Academy of West Michigan (HAWM) Board of Directors, administration and staff that your Academy received a score of 445.61 out of a possible 500 points on the Mid-Contract Tally Sheet. By earning 445.61 points, or an 89.12% performance rate, the Academy Meets Standards as applied to the aforementioned categories. Keep in mind that the Academy's 2012-2013 Annual Academic Audit score was only 122.25 points, or rated as "Deficient." However, this score was *not* factored into this current Mid-Contract Review.

With this in mind, I'd like to highlight some of the positive findings from our interactions with stakeholders:

1. Respondents consistently reported that the Academy has made tremendous growth by implementing new security and safety measures. Most groups mentioned that violence, fights and disruptions used to plague the academy. Now, rules are in place, published and circulated so that everyone works together as a "family" to look out for one another. Administrators and teachers are viewed as bold protectors of students by putting themselves in harm's way. The set aside room for Responsible Thinking seems to help students redirect undesirable behavior antics.
2. HAWM seems to offer a comprehensive educational program for Pre-K through high school students. Students and parents feel that they are forming a comfortable alliance with teachers who are willing to help them learn.

3. With the high percentage of ESL students and families, there's a perception that the Academy tries hard to personally communicate with parents through bilingual notices, newsletters and other postings. Bilingual staff is available to translate information and explain certain actions or issues affecting the students.
4. The staff seems to be interested, committed and willing to use its high energy level to tackle the formidable student achievement deficits evident in academic test scores. The challenge is finding the best approach to accomplish this.
5. The addition of a new math teacher, following a succession of substitutes, was seen as a positive sign by everyone that math achievement can be refocused and improved.
6. The board and administration liberally provide funds to provide staff a broad range of on-site and off-site professional development opportunities.

While the Review Team received positive feedback on many intervention and responsive actions put in place by the Academy, some areas of concerns and relevant suggestions were also identified. Responses and suggestions are clustered by topics:

- **Parent Involvement** – Despite a variety of special events – Muffins with Moms, Donuts with Dads, *Cinco de Mayo* celebrations, Math Nights, etc. – it appears that parents' attendance is still very limited.
 - Assuming that Limited English Proficiency (LEP) families may feel uncomfortable at such events, the Academy may want to consider offering "English Classes" for parents and community representatives, during the school day.
 - Some academies with high proportions of Spanish speaking or Arabic speaking populations have successfully cultivated parent leaders in this manner.
- **Extra Curricular Activities** – Middle and high school students feel that their educational experiences are lacking the "extras" that they feel are important for their secondary experience. They like the teachers – but don't feel that they will have much to look back on and cherish after graduation. This void can have implications for transitioning middle school students to high school, and retaining high school students. The Academy may want to consider the addition of select organizations, music and one or two athletic teams to build students' skills in musical arts correlated to math, language proficiency, oral and written communication, leadership and physical agility. Examples might include instrumental and vocal music, and peer mediation programs for elementary and middle school; debate team; creative writing & drama club; Junior Honor Society; and National Honor Society.
- **Data Teams** – Regular meetings are scheduled and team leaders appear to be in place, but students' tests and assessment results are still extremely low. The Visitation Team was informed that two staff members will be sent to Colorado to be trained in the data team assessment, management and analysis process. We applaud this move, and suggest that you consider applying some of the excess fund balance to hire designated data coordinators to work at-the-elbow with K-8 and 9-12 data teams and instructional coaches. To increase student achievement and assessment performance will require a laser-like focus with corrective action implemented on a regular basis so that lessons can be re-taught, when necessary, using more effective strategies.

- **Focused Professional Development** – HAWM staff has surely benefited from professional growth opportunities on using Thinking Maps, Professional Learning Communities, Differentiated Instruction and other topical trainings. Now it may be more beneficial to learn strategies for drilling down through the data, identifying learning gaps and adding appropriate resources and comparing various formative assessments.
- **Use of Classroom Support Staff/Aides** – Once the data analysis process is running efficiently, the paraprofessionals can be effective resources to reinforce students' mastery of instructional objectives and subject matter content.

Finally, as chairperson of the Ferris State University Mid-Contract Review Team, I want to thank you again for providing us the amenities, courtesies and work space during our visit. Phil Haack and Todd Penning coordinated all of the provisions that we needed to facilitate our efforts. We also appreciated the two students who led us on the Academy tour and classroom visits. They were courteous and well informed. We enjoyed meeting and interacting with all members of the Hope Academy of West Michigan family.

Sincerely,



Phyllis E. Robinson, Ph.D.
FSU-CSO Review Team Chairperson

Criterion:

Core Values, Vision, Mission, and Strategic Planning

| | |
|-------------------------------|--------------------------------|
| Points Possible 110 | Points Achieved 94.5 |
|-------------------------------|--------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|-------------------------------------|--------|--|---|--|---|---|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Core Values: Foundation | 10/10 | | <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 | The staff seemed to embrace the Core Values and project them during conversations and dialogue. |
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Core Values: Communication | 3.75/5 | Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders | There is no evidence to show that the Board's Core Values have been communicated to stakeholders | The Visitation Team had to search for publications and electronic communications that referenced the Core Values. They were there but not as visible as they could have been. |
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Core Values: Continuous improvement | 3.75/5 | Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period | Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period | Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period | | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|--------|--|---|---|---|--|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Vision Statement: Linked to Core Values | 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 without links to the Core Values | |
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Vision Statement: Communication | 3.75/5 | Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders | There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders | HAWM may want to make their Vision statement more highly visible throughout the building by using posters in every classroom, hallways, etc. |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Vision Statement: Board evaluation | 6/10 | | <ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision | <ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision | <ul style="list-style-type: none"> The Board does not have a method in place for evaluating the Academy's Vision | The Board needs a little more specificity in how they're evaluating the execution of the adopted Vision. |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|--------|--|---|--|--|--|
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Vision: Continual revision and reaffirmation | 3.75/5 | Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period | Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period | Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period | | In preparation for the Mid-Contract Review, the Board reviewed a number of the areas that would be assessed by the Visitation Team, as reflected in the Board Minutes. |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Mission: Linked to Core Values | 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 without links to the Core Values | |
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Mission Statement: Communication | 3.75/5 | Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO | The Board's Mission Statement has been sporadically communicated to stakeholders | There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|--------|---|---|---|---|--|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Mission Statement: Board evaluation | 10/10 | | <ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission | <ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission | The Board does not have a method in place for evaluating the Academy's Mission | |
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Mission: Continual revision and reaffirmation | 3.75/5 | Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period | Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period | Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period | | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Written Strategic Plan: Meets quality and SMART standards | 6/10 | | The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format | The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format | The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format | The Strategic Plan does not use the SMART goal format, but it does include quantifiable goals. |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|-----------------|--|---|--|-------------------|
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Written Strategic Plan: Continual revision and reaffirmation | 10/10 | | <ul style="list-style-type: none"> The Board has developed a written comprehensive Strategic Plan and actively pursues it Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings | <ul style="list-style-type: none"> The Board has developed a written Strategic Plan However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings | <ul style="list-style-type: none"> The Board has no discernible Strategic Plan in place | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Written Strategic Plan: Communication | 10/10 | | <ul style="list-style-type: none"> The Board's written Strategic Plan has been communicated to all stakeholders Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy | <ul style="list-style-type: none"> The Board's written Strategic Plan has not been well communicated to most stakeholders There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy | <ul style="list-style-type: none"> There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders | |

Core Values, Vision, Mission, and Strategic Planning:
Total score for all competencies

| | | | | | |
|-----------------------|----------|---------------------|--------|-------------------|-----------------|
| Total Points Achieved | 94.5/110 | Percentage Achieved | 85.90% | Category Achieved | Meets Standards |
|-----------------------|----------|---------------------|--------|-------------------|-----------------|

**Criterion:
Governance**

(as reflected in Board minutes and observations)

| | |
|-------------------------------|---------------------------------|
| Points Possible 110 | Points Achieved 95.25 |
|-------------------------------|---------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|--|--|---|--|--|
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Leadership: Policies and procedures | 5/5 | The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions | The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them | The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies | The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual | |
| Leadership: 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 | |
| Leadership: Monthly quorums | 5/5 | The Board has not cancelled a meeting during this review period due to lack of a 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 a quorum | The Board has cancelled more than 3 meetings during this review period due to lack of a quorum | |
| Point distribution | | n/a | 15 points | 9 points | 0 points | |
| Leadership: Monthly progress reports | 9/15 | | As evidenced by Board minutes, the Board: • 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: • 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: • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement | This was a troublesome area because the Minutes sometimes mentioned updates on student achievement, but the notations were so general that it would be difficult for the board to have clear, detailed information about how students are doing. |
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Leadership: 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 | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|--------|--|--|---|---|-------------------|
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Leadership: Management Company Evaluation OR Key School Leader (KSL) | 5/5 | | There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately 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(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services | |
| Administrator Continuing Education Unit (CEU) credits | 5/5 | | All administrators meet CEU requirements | | Not all administrators meet CEU requirements | |
| Point distribution | | 20 points | 15 points | n/a | 0 points | |
| Personnel Verification Audit: Compliance with State and Federal Law | 20/20 | During this review period 90% or above have 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 75-89% have 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 | | Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements | |
| Point distribution | | n/a | 5 points | 3.75 points | 0 points | |
| Professional participation | 3.75/5 | | The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development | The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development | The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|--------|---|---|---|---|-------------------|
| Point distribution | | 5 points | 3.75 points | 3 points | n/a | |
| Professional development | 3.75/5 | The Board encourages & supports professional development activities: <ul style="list-style-type: none"> • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement | The Board encourages & supports professional development activities: <ul style="list-style-type: none"> • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement | There is little or no evidence that the Board encourages & supports professional development activities: <ul style="list-style-type: none"> • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement | | |
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Compliance reporting Epicenter: On Time and Accurate | 3.75/5 | All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record) | 95-99% of all documents submitted to EPICENTER are marked "on time and accurate" | 90-94% of all documents submitted to EPICENTER are marked "on time and accurate" | 89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate" | |
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Compliance reporting EPICENTER: Percent | 0/5 | | 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 | 5/5 | | The Academy website meets MDE requirements for transparency reporting | | The Academy website does not meet MDE requirements for transparency reporting | |
| Compliance: AYP Accreditation Reporting | 5/5 | | The Academy website meets requirements for AYP and Accreditation reporting | | The Academy website does not meet requirements for AYP and Accreditation reporting | |
| Enrollment process | 5/5 | | 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 | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|-------|-----------------|--|--|---|-------------------|
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Board meetings: Notices of annual meetings | 5/5 | | 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 | |
| Point distribution | | n/a | 5 points | 3 points | 0 points | |
| Physical facilities | 5/5 | | 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: Total score for all competencies | | | | |
|---|--|---------------------|-------------------|--|
| Total Points Achieved | | Percentage Achieved | Category Achieved | |
| 95.25/110 | | 86.59% | Meets Standards | |

Criterion:
Financial Viability

| | |
|------------------------------|------------------------------|
| Points Possible 90 | Points Achieved 90 |
|------------------------------|------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | 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 | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Opportunity for input | 10/10 | | 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 | |
| Point distribution | | n/a | 15 points | 9 points | 0 points | |
| 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" | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|-----------------|--|---|---|---|
| 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 | |
| Point distribution | | n/a | 10 points | 6 points | 0 points | |
| Audit submission | 10/10 | | 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 | |
| Report 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 | With additional funds on hand, the board is looking for additional ways to support student achievement. |

Financial Viability:

Total score for all competencies

| Total Points Achieved | Score | Percentage Achieved | Category Achieved |
|-----------------------|-------|---------------------|-------------------|
| | 90/90 | 100% | Meets Standards |

Criterion:
School Culture

| | |
|-------------------------------|-------------------------------|
| Points Possible 100 | Points Achieved 100 |
|-------------------------------|-------------------------------|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | 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 | Former violence at the Academy brought in by outside influences served as a wake-up call. The board, school leaders, staff and parents have gone through extraordinary planning efforts to draw everyone into observing safety procedures and rules. |
| Point distribution | | n/a | 15 points | 9 points | 0 points | |
| Safe & orderly environment: Safety plan | 15/15 | | 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 | At FSU's CSO suggestion, the Academy has had a safety audit conducted by RECON Services and another firm. They have already begun to incorporate recommendations. |
| Point distribution | | n/a | 15 points | n/a | 0 points | |
| Staff stability: Administration | 15/15 | | The Academy has had minimal building administrative turnover (2 or less) during the review period | | The Academy has had significant building administrative turnover (3 or more) during the review period | |
| Staff stability: Faculty | 15/15 | | The Academy has had less than 40% turnover in teaching staff during the review period | | The Academy has had 40% or more turnover in teaching staff during the review period | During the first couple years after opening, staff turnover was tremendous. Now, teacher turnover is only 16.6%. In their own words, current staff and students now function like a "family." |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|--|-------|-----------------|---|-------------------|--|---|
| Point distribution | | n/a | 5 points | n/a | 0 points | |
| Site and facilities: Emergency systems | 5/5 | | 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 | |
| Emergency Plan | 5/5 | | There is a comprehensive emergency plan prepared for the academy | | There is no discernible emergency plan prepared for the academy | |
| 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 | |
| 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. | | Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory | The Academy has no wheelchair access, but has "grandfathered" under the ADA requirements. |
| 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 | |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|-------|-----------------|--|-------------------|--|--|
| 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 | HAWM uses interpreters to facilitate communication with parents, and translations of printed materials into Spanish. Suggest offering ESL classes for parents so that they'll be in better positions to assist their children with schoolwork. |
| Community involvement | 5/5 | | The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families | | The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families | HAWM seems to err on the side of being too "general" and non-specific when describing its initiatives and student achievement. Various partnerships were listed in the Self Study, with NO details about what they are and how they function. |

School Culture:

Total score for all competencies

| Total Points Achieved | Percentage Achieved | Category Achieved | |
|-----------------------|---------------------|-------------------|--|
| 100/100 | 100% | Meets Standards | |

Criterion:
School Improvement

| | |
|-------------------------------------|--|
| Points Possible 65 | Points Achieved 48.75 |
|-------------------------------------|--|

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | Reviewer Comments |
|---|--------|--|---|---|---|--|
| Point distribution | | 5 points | 3.75 points | 3 points | 0 points | |
| Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |
| Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | |
| Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i> | 3.75/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | Professional development and learning activities are well funded by the board, but little documentation verifies how topics and skills are linked to follow-up and classroom implementation to increase student achievement. |
| Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | Although some strategies are in place to publicize the Academy, more needs to be done to help LEP parents feel comfortable HAWM ambassadors. |
| Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i> | 5/5 | The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>) | The Academy knows how to manage data information, but is weak on reporting specifics of student assessments, performance, local and statewide rankings, etc. |

| Competency | Score | Exceeding Goals | Meeting Goals | Needs Improvement | Deficient in Meeting Goals | 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 | The structure of the plan conforms to the basic requirements, but more specifics are needed on assessment processes, instructional interventions and ongoing monitoring to see WHAT is most effective for increasing student achievement. |
| Point distribution | | 10 points | 7.5 points | 6 points | 0 points | |
| Data Teams Process | 7.5/10 | 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 | Data team meetings were more general, anecdotal discussions of students' performance. Suggest: certification of data team leaders; assignment of a K-8 and a 9-12 data coordinator and coach; more in-depth training on data analysis. |
| Statewide Ranking | 0/10 | 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 5 th to 49 th percentile in the statewide Top to Bottom Ranking | The Academy is identified as a Priority | HAWM is in the lowest percentile rankings and has a lot of work ahead to bring students' performance to an acceptable level. |
| School Improvement Goals and Educational Goals | 7.5/10 | 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 | 48.75/65 | Percentage Achieved | 75% | Category Achieved | Meets Standards |
|-----------------------|----------|---------------------|-----|-------------------|-----------------|

BOARD INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. What do you feel is your most vital function or role as a Hope Academy board member? How do you see this role supporting the academy's mission?
 - Academic achievement
 - Hold administration/ leadership accountable
 - Hold staff accountable
 - Vision setting

2. What process is used—and how often—to keep the board informed of students' academic progress, achievements or faltering efforts? Are there opportunities for board input and/or review?
 - 1 ½ years ago we were added to each board meeting
 - Had to understand jargon
 - What does Ferris expect of us
 - I've been confused
 - Agenda item
 - Moving target
 - How we stack up with others
 - Don't know where we should be in regards to Ferris

3. Are you satisfied with the level of academic information that's being shared by academy staff?
 - Last year and an half—yes—Before no
 - Improved for the last 1 ½

4. How does the board make decisions about how financial resources are allocated to support high need areas related to student achievement?
 - Rely on Administration to tell us where money can be spent
 - Given opportunity for input
 - Very interactive
 - Lower student teacher ratio
 - Staff good about responding to requests
 - 10% fund balance

5. Are you, as board members, able to participate in some of the academy's special events or activities designed to draw parents into the school improvement process?
 - Are to improve
 - Cinco de Mayo, family fun night
 - Two board meetings at night to help draw parents
 - I am a member of school improvement team—I've gone to some events

6. What type of board professional development activities have you taken advantage of over the past two years?
 - We have had a consultant
 - Attended session in Lansing about testing inter-city schools
 - March 15 looks interesting, have to make it to Novi
 - Tried teleconference—was very boring
 - Annual retreat/ with Joanie Beadle
 - Attended various FSU sponsored events

7. Describe the board's process and timeline for developing and amending the budget.
 - Excellent budgeting process
 - Very good budgeting timeline

8. Page 5 of the Mid-Contract Performance Self Report mentions the Strategic Plan, but few details are provided. Can you describe in more detail how the plan is structured and how often it's reviewed/amended?
 - Looking at board retreats
 - Did a midseason review this year
 - Looking at it short-term, usually reviewed in summer – this time changed

9. What about the academy makes you the proudest?

- Teacher, faculty, administration commitment
- Graduation and seeing happy children
- Streamlined board approval process—6 months
- Feedback coming from FSU is troublesome—feedback is negative can it be tempered?
- Teacher, faculty, administration commitment
- Graduation and seeing happy children
- Streamlined board approval process—6 months
- Feedback coming from FSU is troublesome—feedback is negative can it be tempered?

ADMINISTRATIVE INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. How well do you feel the academy is doing in translating its mission into concrete action and academic excellence?
 - Worked 2 ½ years to get systems in place
 - Structure now in place
 - Meeting weekly with each staff to improve instruction
 - Everything we do filters down to student achievement
 - Holding staff accountable
 - Student achievement
 - Leadership management
 - Looking at data
 - Struggle with middle school and high school
 - Staff management—4 pillars promoting student retention
 - Winter Scantron

2. The School Improvement Plan mentions a 6-week rotational schedule for data team implementation. Can you describe how this works and how administrators interface with the data team?
 - Cycle—finding standard kids weakness
 - Work to improve instruction
 - Difficult to pick one area
 - Put in place intervention
 - Old PLC model may be getting in the way
 - PLC too much time on student behavior issues

3. Have you used any contracted consultant services to facilitate the data teams' efforts? Who provides the training, ongoing mentoring and follow-up support for data gathering, analysis and instructional intervention?

- School leadership
 - Used Jamie
 - Used everything that is available
 - Lee is coming in
 - New staff to train at FSU
 - Need a coach
 - Principals are providing follow-up
4. Does Hope Academy of West Michigan offer a safe and secure environment for students? Briefly describe what you have in place to promote safe and orderly conduct.
 - Culture has improved
 - Police, fire, lockdown procedures in place, after shooting years ago
 - Suggested peer mediation
 - Improving continuously
 5. How do you determine what professional development will be offered to teachers—and how do you follow up to see if newly acquired skills are applied?
 - Looked at data
 - Large budge—as long as PD align with Title I goals and objective
 - 1st driven by Heidi—young staff provide a lot
 - Teacher input
 - Coaching cycle with principals weekly
 - Now looking good
 - How does it fit into school improvement goals
 6. Describe the process you have in place for monitoring how well you are meeting targets set forth in the Corrective Action Plan (CAP).
 - Individual coaching
 - Already answered
 7. Overall—how would you assess the academy’s trajectory in meeting targets listed in your School Improvement Plan?
 - This spring looking for significant gains

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. How would assess Hope Academy's efforts and effectiveness in meeting the goals associated with the school's mission?
 - Know students are at risk
 - 2nd tier students need lots of support
 - Very compassionate teachers
 - Diverse students
 - Para-pros help
 - Know obstacles
 - Want to get students
 - Hire people who have a passion for at risk students
 - Get Students to grade level-can be difficult students-behind
 - Teachers have been selected with understanding of students
 - Understand

2. What are you most proud of at this academy? Give examples.
 - Very focused on mission
 - We're small—don't have a lot of help
 - We all work together
 - Willingness to help families out (gave private b-day because was not with parents)
 - Compassion for students
 - We tale anybody and stick with them
 - It's all about relationships

- Positive morale and environment
 - Staff responds to emergency and emotional needs
 - Most of population is at risk
 - Refreshing
 - Very concerned about academics and emotional support
 - Staff and community rally (domestic abuse cause)
3. Tell us about the academy uses “data teams.” How are they structured, how often do you meet and how do you apply what you’ve learned to curriculum and instruction?
- High School meet weekly
 - Work on area of needs in advisory class
 - District meeting –once a month
 - Instruction is modified based on the data team process
 - At High school in seminar mediate math and reading, so movement is intentional
 - Data team works on what needs to be done
 - Instruction is modified based on the data team process
 - Work with students for 3 weeks then retest
 - ATMS—math and SS teachers reinforce math
 - LA and SS teacher reinforce reading
 - Students graphing own process
 - Pre-test
4. What type of professional development activities have been made available to instructional staff-on site or off-site? Do you feel that you need more training in other area? What suggestions would you like to see offered in pd?
- Some good
 - Some bad
 - Sometimes ½ day with certain skills is good—home assignments
 - Sometimes students are moved to difference classrooms
 - All trained in data team cycle
 - Need shorter and after rather than long and too much
 - We are provided with a lot of training-others may be jealous
 - Don’t like to be out of classroom

5. How would assess the culture and climate of Hope Academy? For staff? For students?
 - Promote the importance of an education
 - Lots of positive staff energy
 - More emphasis on giving parents a review of postsecondary testing
 - Need something beyond high school
 - Training
 - A lot of moving at one time in the school
 - Up time in Seminar
 - High school content for pre-post-tests by specific teacher
 - RTI
 - Push to graph own progress
 - Many students in HS do not value education—we are trying to change that
 - Culture among students needs improvement
 - Need to develop environment of trust
 - District PLC/data meeting move general with Lighthouse
 - Environment of trust missing
 - Environment of relative behavioral
 - You never know what is going to happen

6. Describe how often (and in what setting) the School Improvement Plan review, discussed and modified to meet student achievement targets?
 - NA

7. We all agree that ALL children can lean-but what roadblocks or impediments do you feel are preventing Hope students from performing at their optimal level?
 - ACT classes are happening
 - Trust students
 - Apathy
 - Come to hang out with friends
 - Ready to learn
 - Fighting apathy
 - Handing in assignments

8. What efforts are in place to actively engage parents in the school improvements process? How do they respond to your outreach?
- What is biggest challenge to improving student achievement scores
 - Kids are being challenged and trained to do well on testing
 - Also fighting apathy
 - Great staff
 - Work well together
 - Student culture needs improvement
 - Real motivated students are graduating
 - Flexibility
 - Passionate
 - Some high achievers
 - Some students do not care

SUPPORT STAFF INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. Please describe how your role helps to impact student achievement. What types of activities do you conduct with students, and how often?
 - Counselor—scheduling, assessment
 - Home school liaison
 - Office manager
 - Support to teachers
 - Career cruising—student liaison
 - Anger management
 - Social skills
 - Coordinate with parents IEPs
 - Special education and general education
 - RTA—response to intervention advisor/truancy
 - Individual counselor
 - SW-behavior plans
 - Homeless coordinator
 - Study groups
 - Test prep
 - Work with lower level students

2. To follow up—what tools or assessment instruments do you use to determine if students are learning? Are the teachers and administrators supporting you with the necessary resources?
 - Scantron- 3 times a year
 - Focus math and reading 2-12
 - ELL test
 - Screener ACT/EXPLORE

3. What are you proudest of at Hope Academy of West Michigan?
 - Sense of community
 - Positive corrections
 - Impact school has had improved culture
 - Focused on mission
 - A common objective
 - Core group
 - Meeting during lunchtime with students
 - Staff interpersonal relationship with students
 - Support for one another
 - Good communication with parents and groups
 - Testing prep
 - Everyone is focused on same thing
 - Progress school

4. How do you enlist the help of parents in supporting their children’s academic progress? Do you interact more with parents for behavior issues or academic issues?
 - Build strong relations
 - Build rapport
 - Friendly interactions
 - Calling to let parents know how child is doing
 - Feel that the staff care about children

5. How would you describe your involvement in the school improvement and data team implementation process? How often do you meet?
 - High school needs a lot of help

- Middle school is growing
 - I used to lead data H.S. team, now have stepped back someone needs to take ownership
 - Teachers must own data team process
 - Ms. Helper attends data team meeting
 - Counselor
6. What areas of the academy's operations do you feel could use some targeted improvements or expansion?
- Working to get RTI focused and consistent
 - Working to hear and RTI specific position
 - ESL position needed and being added
 - THE RTI (response to) needs to be on the same page
7. Do you feel that adequate professional development opportunities are made available to you and the other support staff? If you could suggest changes, what would you like to have offered?
- Staff always freed up to go, if relevant to the schools goals, mission, school improvement
 - I have been supported
 - School is looking systematically to home information help every year
8. Do you feel that the academy offers a safe and nurturing environment for children? What suggestions do you have to improve the environment?
- New School—needed time to improve
 - Yes—on track
 - Started out with alternative education types
 - Under staffed
 - People make assumptions (ESP after shooting)
 - Passion, consistency and staffing
 - Roles/expectations
 - Holding ourselves accountable to safety
 - A lot of pieces coming together
 - The “Good Mornings” are a really big step
 - I've always felt safe

PARENT INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. Tell us what you feel are the most positive characteristics of Hope Academy. Would you encourage other family members or neighbors to enroll their children here? Why?
 - Yes
 - Daughter likes the teachers
 - Kids are happy
 - Kids learning well
 - Like the school
 - Kids and I are happy
 - I would recommend

2. How would you describe the academy's success or effectiveness in communicating with parents about their children's academic achievement?
 - Teachers go extra mile
 - Teachers let me know if child isn't doing well
 - More translating for teachers
 - Teachers seek out parents in the parking lot
 - Teachers call on the phone
 - Teachers give ways to help them improve
 - Teachers give messages when student needs help

3. Are you aware of—or have you participated in—any special training offered by the academy to help parents work more effectively with their children at home to increase academic performance? What type?
 - No we haven't
 - We would like training in parenting helping students in school

- Not aware of any training
 - Yes, would like training in homework
 - Parent workshops offered at other school
4. What areas do you feel the academy needs to improve in to become a more effective school?
 - Make sure students are getting the necessary credits
 - Have list of required credits
 - Concerned about available credits are less than other schools
 - Concerned about language instruction
 - Would like after school tutoring for language
 5. Please describe any ongoing or special parent activities where staff demonstrate how to use materials and resources for English Language Arts, math, science, or other areas. Are “Curriculum Nights” offered?
 - Not aware of any
 6. Do you feel that the students feel safe and secure at the academy?
 - Doors closed
 - Principal is out and about, very good principal
 - Cameras
 - Not at the beginning (fights, etc.), now feel safe
 - Mr. Haack would give his life for the students
 - Principal and teachers are visible
 7. If you could change anything at the academy—what would it be?
 - Concerned about kids who walk—no crossing guards
 - Parking—traffic flow
 - Need more assistants
 8. Is there anything else you would like to share with us?
 - Going to college—they graduated and always look forward to better things in life
 - Would like sports, music, art
 - Need counselor for nutrition

STUDENT INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. Tell us your favorite things to do when you come to school each day. (It can be an activity, a particular class or any special event that you really like).
 - Physical education
 - English
 - History/economics—taught by same teacher
 - Like learning environment
 - Gym like to get up and play games
 - English-learn about different styles of writing
 - Economics/History good teacher

2. Do you feel safe and protected when in School? Why do you feel that way?
 - Yes—we could get out if we wanted
 - Dislike the way bathrooms work
 - More doors are locked (good and bad thing)
 - RTC—watch cameras
 - Protected from each other
 - Have to wait one at a time for bathroom

3. What classes or subjects do you like the best?
 - All in #1
 - It's all about the teachers love them all—professional but can communicate with us

- Math
 - In the high school all the classes
4. Do you feel that your classes are challenging enough? Too easy? Too difficult?
 - Sometimes easy because we learn something over
 - High school classes go by credits
 - Teacher will ask if we have trouble with class we are given extra information to help
 - Teacher will stay after to help
 - Teacher will help if asked
 - 7th and 8th grades are mixed
 - Sometime repeated information from lower grade is too easy
 - Teachers really help on prep time
 5. Do your teachers ever discuss you test result with you? What kind of tests do you take—that aren't prepared by the teacher?
 - Yes—teachers discuss results
 - Scantron test results
 - Explore Plan
 - Prep session for ACT
 - Share targets
 - MEAP tests
 - Plan Test was hard lots of preparation for test
 - Get rewards if meet targets
 6. What kind of clubs, music and sports are available at this academy? What would you like to see added?
 - Intramural soccer for HS/MS
 - Yearbook club
 - Student Council
 - Would like to add choir, football, soccer music, art, debate, dance step team
 - Would like sports to play with other schools
 - Seems to be a desire for special classes, after school activities
 - Trying to get volleyball
 - Basketball

7. When you don't understand a lesson that the teacher has taught//what do you usually do?
 - N/A
8. Would you encourage any of your other friends to enroll at Hope Academy? Why?
 - Yes, brought her sister to the school
 - Told neighbor and they have picked up packets
9. Do you think the teachers and other staff are "fair" to students—especially when disputes come up? Why do you say that?
 - Basically fair
 - Some teachers are most strict then others
 - Some go by the rules 100%
 - Yes

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

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

Date: **February 19-20, 2014**

1. What are you proudest of at Hope of West Michigan Academy? Would you enroll your own children here—or relatives' children?
 - How far we have come
 - High School came in beaten down
 - Creating plans for kids' behavior issues
 - Growth—unique opportunity to help
 - See students grow because of relationship with teachers
 - The culture that has been developed over the 3 years the school has been established

2. Do you feel that the academy has a safe and secure environment for staff and students?
 - Had two safety audits resulting in a list of priorities with most being completed.
 - Established safety features
 - Yes—this year we are knocking down the hurdles and making great progress—still not where we want to be yet
 - Staff willing to help
 - \$55,000.00 spent—new doors
 - Kids feel protected
 - Groups play together in school

3. Your School Improvement Plan frequently references training provided by Kent ISD consultants. Can anyone describe how the use of formative assessments, data analysis and instructional interventions dovetail with the extensive content specific subject area PD that's detailed in the plan?
 - Data teams

- Thinking maps
 - Different instruction training and
 - Tier I purchasing
 - Measured progress training
 - Are PD is targeting teachers observed for 15 minutes every week
 - Idea “coaching” with principals
 - Attempt to review classrooms and then renewing what is working
 - Observation
4. On pages 3, 27, 29, 35, etc. of the School Improvement Plan—Data Teams are briefly mentioned as an activity, but there are no specifics. Can someone tell us a little more about how Hope Academy’s teams are organized, who are the coaches, etc.?
- Ferris—Janie came here 2 times last summer
 - All staff trained
 - RTI academic vocabulary
 - Pre-K-4/strategies/rubrics/reassess/pre-assessment
 - Scantron results to identify areas
5. You’re probably all tuned into the Ferris State University’s Annual Report, Academic Progress Report and other profiles of Hope Academy students’ academic performance on the required formative and summative assessments. What do you feel are impediments to students performing at their maximum potential?
- Knowing what is expected
 - Large turnover of students
 - Previously-core expectations not established
 - Problem with changing goals from Ferris
 - We know where we are going now
 - Seeing progress with cohort groups—a real small percentage of cohorts
 - Staff retention
 - Start had not been consistent
 - Gave mid-term pay increase
6. Has the academy ever considered the use of contracted data coaches to provide “at-the-elbow” technical assistance, modeling and targeted training, as needed?
- Moving forward RTI interventionists

- All district wide PLC
 - We are moving in this direction *This summer we will have a certified trainer
7. How are you engaging parents in the process of reinforcing student learning at home? What type of resources do you give them?
- Have had math nights—really good turn out
 - Muffins with mom
 - Doughnuts with dad
 - Weekly newsletter (2 languages)
 - Parent surveys 2 times a year
 - Going to hire a parent coordinator
 - PT conferences
 - Parents of Hope switched to morning works better
 - Workshops
8. How often do you review and update components of the School Improvement Plan? Is there team involvement or does a single person write the plan?
- 1st Tuesday of the month—meetings are held
 - Every 3 years the plan is changed
 - Everyone involved
 - Academic vocabulary is used
 - We have an established timeline to review
 - Complete 40 indicators as a staff
9. What suggestions do you have for jumpstarting the student achievement trajectory for Hope Academy? Are there resources, training, technical assistance or other ancillary materials that would enhance your efforts to promote high academic achievement?
- How do you keep yourselves aware of school improvement goals—moving toward standard grading
 - How do you use assessment results to improve instruction and learning
 - We all feel as we continue what we are doing we will make plans.
 - Teachers are going from grade level to grade level to determine areas of weakness
 - We are getting culture where we want it.

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

| | | | | | | |
|---|---|--|---|---|----------------------------------|---|
| <p>1. Is the academy making academic progress relative to its contractual goals?</p> <p>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</p> <p>Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.</p> | <p>Did Not Answer</p> <p>0 Points</p> | <p>Somewhat Answered</p> <p>2.5 Points</p> | <p>Answered</p> <p>4 Points</p> | <p>Outstandingly Answered</p> <p>5 Points</p> | <p>Average Team Score</p> | <p>A C A D E M I C P R O G R A M</p> |
| | | <p>2.5</p> | | | <p>2.5 /5</p> | |
| <p><i>What reviewers will look for:</i></p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><i>Reviewer Comments:</i></p> <p>EXPLANATION OF COMPOSITE SCORE:</p> <p>Phyllis = 2.5 John = 2.5 Jim = 2.5 Ron = 2.5</p> <p>Total Group Score, Question #1 = 10 Average Team Score, Question #1 = 2.5</p> | | | | | | |

| 2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning. | Did Not Answer 0 Points | Somewhat Answered 2.5 Points | Answered 4 Points | Outstandingly Answered 5 Points | Average Team Score | S T R A T E G I C P L A N N I N G |
|--|----------------------------|---------------------------------|----------------------|------------------------------------|--------------------|---|
| | | 4 | | 4 /5 | | |
| <p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy's Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p> <p>EXPLANATION OF COMPOSITE SCORE:</p> <p>Phyllis = 4 John = 5 Jim = 5 Ron = 2.5</p> <p>Total Group Score, Question #2 = 16.5 Average Team Score, Question #2 = 4</p> | | | | | | |

| | | | | | | |
|---|--|---|---|--|---------------------------|---|
| 3. Describe the Academy's process for determining and carrying out professional development for faculty and staff. | Did Not Answer 0 Points | Somewhat Answered 2.5 Points | Answered 4 Points. | Outstandingly Answered 5 Points | Average Team Score | P R O F E S S I O N A L D E V E L O P M E N T |
| | | | 3.8 | | 3.8 /5 | |
| <p>What reviewers will look for:</p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p>Reviewer Comments:</p> <p>EXPLANATION OF COMPOSITE SCORE:</p> <p>Phyllis = 4 John = 5 Jim = 4 Ron = 2.5</p> <p>Total Group Score, Question #3 = 15.5 Average Team Score, Question #3 = 3.8</p> | | | | | | |

| | | | | | | |
|---|--|--|---|---|----------------------------------|---|
| <p>4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.</p> | <p>Did Not Answer</p> <p>0 Points</p> | <p>Somewhat Answered</p> <p>2.5 Points</p> | <p>Answered</p> <p>4 Points</p> | <p>Outstandingly Answered</p> <p>5 Points</p> | <p>Average Team Score</p> | S C H O O L C U L T U R E |
| | | | <p>3.8</p> | | <p>3.8 /5</p> | |
| | <p>What reviewers will look for:</p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p>Reviewer Comments:</p> <p>EXPLANATION OF COMPOSITE SCORE:</p> <p>Phyllis = 4 John = 5 Jim = 4 Ron = 2.5</p> <p>Total Group Score, Question #4 = 15.5 Average Team Score, Question #4 = 3.8</p> | | | | | |

| | | | | | | |
|--|---|--|---|---|----------------------------------|---|
| <p>5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?</p> | <p>Did Not Answer</p> <p>0 Points</p> | <p>Somewhat Answered</p> <p>2 Points</p> | <p>Answered</p> <p>3.5 Points</p> | <p>Outstandingly Answered</p> <p>5 Points</p> | <p>Average Team Score</p> | <p>C H A L L E N G E S / O P P O R T U N I T I E S</p> |
| | | <p>2.7</p> | | | <p>2.7 /5</p> | |
| <p>What reviewers will look for:</p> <p>There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p>Reviewer Comments:</p> <p>EXPLANATION OF COMPOSITE SCORE:</p> <p>Phyllis = 2 John = 5 Jim = 2 Ron = 2</p> <p>Total Group Score, Question #5 = 11 Average Team Score, Question #5= 2.7</p> | | | | | | |

Mid-Contract Self-Performance

Tally Sheet

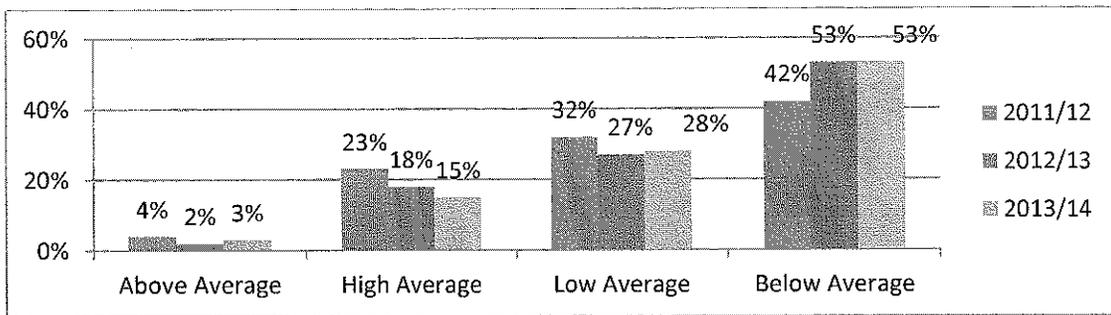
| Question | Points Possible | Points Awarded |
|---------------------|-----------------|-----------------|
| 1 | 5 | 2.5 |
| 2 | 5 | 4 |
| 3 | 5 | 3.8 |
| 4 | 5 | 3.8 |
| 5 | 5 | 2.7 |
| Total Points | | 16.8 /25 |

Gayle E. Robinson

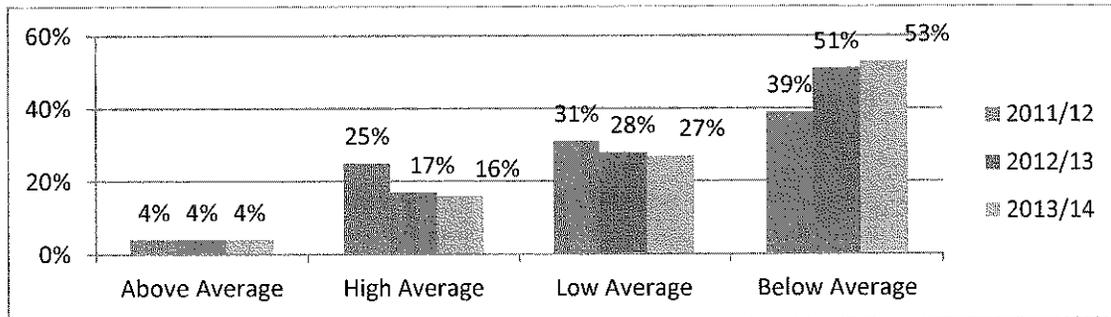
Mid-Contract Performance Self-Report

1. Is the Academy making academic progress relative to its contractual goals?

READING PROFICIENCY GRADES 2-8 Winter 2014



MATH PROFICIENCY GRADES 2-8 Winter 2014



The two charts above show that if Hope Academy of West Michigan has students for over one year there is a positive impact on decreasing the amount of students that are below average. This directly affects the percentages going up in the classification of below average and high average.

Fall 2013-Winter 2014 Growth

Significant Gains from Fall to Spring:

Significant Losses:

| | | |
|---------|-----|----|
| Math | 51% | 6% |
| Reading | 69% | 4% |

This is a small snap shot showing significant gains for students from this fall to this winter.

Student achievement at Hope Academy of West Michigan has not reached the levels we expect. Above is some of our Scantron data. We are not meeting our goals based on fall testing in 2013. Overall our state standardized testing confirms our Scantron data. We have high student turnover and our cohort groups are small, but our data shows that our cohort groups are scoring higher in reading and math in every grade level. This is encouraging, but we know we need to keep our students enrolled with us in order to continue this growth.

Below are strategies identified by the school improvement process that are being implemented school wide. We expect that our spring 2014 scores will be on moving us towards our academic goals for our students.

- Non-fiction reading and writing: Hope Academy of West Michigan has implemented common writing assessments across grade levels that are done three times per year, two of which are non-fiction writing assessments
- Teachers post daily learning goals and curriculum maps in their classrooms
- Curriculum is reviewed every three years within our district so that we are aligned with the Common Core State Standards
- Academic Vocabulary based on Dr. Robert Marzano's work. Middle school and high school student's review and are assessed regularly on academic vocabulary during Seminar. Elementary teachers review words on a daily basis and encourage students to use the vocabulary walls as a resource
- Thinking Maps: Thinking maps help students connect ideas and organize their thinking across subjects. Thinking maps are used in classrooms as well as in staff meetings

All of the areas identified in our school improvement plan and our title one plan show how much our staff values growth and the ability to affect student achievement!

2. Outline the process all stakeholders within the Academy utilize to develop both long and short-term strategic planning.

Hope Academy of West Michigan believes in effective communication as well as planning for the future. In accordance with this, Hope Academy of West Michigan has a specific plan for strategic planning.

- Stakeholders have the opportunity to be involved in any aspect of Hope Academy of West Michigan
- The school board conducts a strategic planning event every summer in which parents, students and teachers are invited and notified by the posting of a public board meeting as well as through parent newsletters
- The board revisits the plans made from prior years and monitors the progress made on these plans as well as discusses any adaptations to the plan for the upcoming school year
- The board reviews portions of the plan at various board meetings throughout the school year

One of the areas that Hope Academy of West Michigan struggles with is the ability to communicate with parents. Often times, language is a barrier that we overcome with translators, but most of the time, especially in the secondary grades, the parents are not willing to communicate with the school. We know that this is an area to focus on as our school continues to grow and improve.

- Parent, teacher, and student compacts are sent out each year
- Increased parent phone calls regarding behavior, grades, and truancy
- Parent communication recorded in PowerSchool, the student management system
- Parents are asked to give input about how to improve the school and those ideas are reviewed with the administration
- Increased parent survey usage. From fall 2012 to spring 2013, there was an increase of results from 10 to 125 surveys

- Parent committee that meets once a month to set up parent activities and discuss the progress of the school and the current areas that need to be addressed
- Six scheduled days for parent teacher conferences
- Parents are encouraged to set up appointments as well as an online account in which they can keep track of their student's grades and keep up to date on the progress of their student
- Curriculum nights three times a year, kindergarten open house, weekly newsletters, monthly Parents of Hope meetings, and a Christmas program as well as two evening board meetings
- Translators during each event at Hope Academy of West Michigan so each parent can fully understand what is happening during the event

The students are also involved in the planning of Hope Academy of West Michigan. Overall, Hope Academy of West Michigan was created to meet the needs of our students. Every day we are evaluating what our students need and how we can better serve our population. Our students drive everything we are doing on a daily basis to positively affect student achievement.

- Students are encouraged by staff members or administrators to voice their concerns about the school
- A student government team that meets monthly is another means by which students are given an opportunity to discuss the happenings within the school
- Semi-annual surveys are used to give us insight as to how our stakeholders perceive Hope Academy of West Michigan
- Student data is also interpreted on a daily basis. As a result of the data, Hope Academy of West Michigan has developed a three year school improvement plan which is reviewed monthly and adjusted on an annual basis

Our staff plays a vital role in our short term and long term planning process as well. The staff at Hope Academy works tirelessly on behalf of our students. The focus of shared leadership at Hope Academy of West Michigan provides the staff with many different opportunities to have input on the current and future direction of Hope Academy of West Michigan.

- The staff is involved with the daily planning at Hope Academy of West Michigan
- The staff collects data on student achievement on a daily basis and develops instruction based on individual student need with the goal that every student is moved toward proficiency on state and authorizer standardized testing.
- The staff is involved in long term planning in many different ways: school improvement planning process, 40 indicators, Title One comprehensive plan, and professional development. A school board member is also part of the school improvement team.

Once the strategic plan is completed by the board, it is housed in the public board notebook in our front office. The plan is then implemented and communicated and woven in many different aspects at Hope Academy of West Michigan.

- The strategic plan flows into the school improvement plan, the Title One plan, parent compact, student compact, and other documents sent out by Hope Academy of West Michigan. (Newsletters, Grades, etc.)
- Parents are given these documents during a mandatory orientation before enrolling their student, as well as summaries that are sent out during progress report times
- Staff is reminded of the strategic plan during weekly staff meetings as well as individual weekly teacher meetings with administrators
- A board member serves on the School Improvement Team

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.

Hope Academy of West Michigan has been fortunate to have multiple opportunities for professional development. These opportunities are chosen in a variety of ways. The first way of determining professional development is based on our student data. In our multiple forms of testing which include individual teacher assessments, district assessments, authorizer assessments, and state assessments, areas of weakness are identified and appropriate professional development is sought out. The second way of

choosing professional development is by having teachers set personal goals and complete self-evaluations. These are then discussed with administrators and areas of weakness are supplemented with appropriate professional development. Finally, the superintendent, along with school leadership set professional development events for the entire staff based on needs identified through data results, observations as well as the strategic plan.

- Weekly development happens during coaching sessions, during which each member of the teaching staff has a half an hour meeting with administration discussing their weekly 15 minute observation.
- Weekly data team meetings review how well staff have implemented professional development.
- Offer many different opportunities for staff to attend various trainings

Below is a summary of the professional development training offered over the last two years:

- Writing Across Curriculum, Classroom Management, RTI, Responsible Thinking Process, Crisis Prevention Intervention, Scantron Training, Driven by Data, PowerSchool, I Observation, Special Ed. Training, School Culture and Safety, PLATO training, ASSIST, Common Core, MAEO, Next Gen Rollout, Michigan Science Teachers, MACUL, Teaching with Poverty in Mind, SLDC, Special Populations, CPR, Standards based Grading, Math Interventions, High Performance Coaching, Thinking Maps, SIOP, 90/90/90, Marzano, Data Team, Driven by Data and various other trainings.

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.

Safety and school culture are a top priority at Hope Academy of West Michigan. Without a safe and orderly environment none of our other efforts will be successful. Over time the development of a culture of respect and responsibility can become self-supporting. New students, teachers and staff will see behavioral expectations modeled by current students, teachers and staff. Our focus as an academy has been to create an environment where openness, honesty, respect, diversity, compassion, commitment and forgiveness are encouraged.

Going forward, school safety and culture will require continuous effort. Student and staff turnover, our student population and the location of our school make this a challenging task.

Below are the Safety, Discipline, and School Culture measures we have implemented.

- School safety is an agenda item, and is discussed at every regular school board meeting.
- Two independent (Grand Rapids Police Department and RECON) safety surveys have been conducted. The recommendations in these surveys have been prioritized and are being budgeted for and implemented.
- Prior to enrollment parents and students agree to a detailed standard of conduct. These behavioral expectations can be found in the parent/student handbook as well as in various locations in the school.
- Emergency procedures are in place and practice drills are conducted on a regular basis.
- **Responsible Thinking Center** is used for students struggling with behavioral issues.
- Character development curriculum is taught in grades K-8 (True Success) and a similar program (MITI) is offered to our high school students.
- Many professional development classes covering classroom management, school safety, etc. have been attended by the administration and staff.
- Throughout the school year we offer various parents nights, school dances and school celebration activities.
- Hope Academy of West Michigan offers guidance counseling services as well as social worker and in-school counseling services which are provided by Wedgwood Christian Services.

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?

Hope Academy of West Michigan faces numerous challenges. Several have been discussed previously in this report. We are currently addressing some of these challenges and others need to be addressed in our future short and long-term planning.

Below is a list of challenges that we face and what we are doing to meet those challenges.

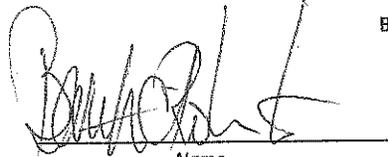
- We need to reduce teacher turnover. We have increased pay, recently administered a staff survey and will be following up with focus groups to address teachers' concerns. We have been implementing team building efforts.
- We would like to increase diversity of teachers and staff – We have discussed diversity at our board meetings. Possible solutions could be: Posting open positions and interviewing in other areas of the state; Teach for America.
- We need to continue to find teachers and staff with a passion for our student population and the skills to teach them.
- We need to reduce student turnover – We have a plan to grow the school with preschool- 5th grade students which will reduce student turnover.
- We need to increase low test scores – This is a primary focus of the Board, Administration and Staff. We will do whatever it takes to improve our test scores.
- We have competition from other schools – We have three marketing plans which were done for us (Increasing Enrollment, Public Relations, Mentoring program). We need to implement some of the recommendations in these plans as part of our long-term planning.
- We need to continue to develop our School Culture –
- Security/Safety – Previously discussed
- We need more board members – We will be setting up an Ad-Hoc Board nominating committee per the strategic plan.
- We need to increase parental involvement – We have added two evening board meetings so parents can attend. We need to find additional ways to get parents involved. This will need to be part of our ongoing strategic planning.
- We need to develop a stronger community bond. We need to get more businesses and community organizations involved with Hope Academy of West Michigan. We have work with a Public Relations company to help us be more effective in this area. This will also be part of our strategic planning in the future.

While there are many challenges that are behind us there are also many in front of us, but we believe that Hope Academy of West Michigan is growing and is ready for a breakthrough year in 2013/14.

- Our students have a great opportunity to grow academically and socially.
- Many programs are in place and have begun to show impact on our students
- Academic Vocabulary program has been implemented
- Seminar class is a great way to build community around academic success
- Hope Academy of West Michigan has a clear vision and purpose on the population we want to serve

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:


Name

2/3/2014
Date

Phelby L Haack
Name

2/3/2014
Date


Name

2/3/14
Date

Name

Date

Name

Date

Name

Date

Name

Date

Date of Board meeting review _____

***Mid-Contract Review Self Study:**
Due to Epicenter no later than 5:00 pm, 15 business days prior to scheduled visitation

Mid-Contract Review Documents to be Assembled by the Academy
and be available to the CSO During the Visitation

All Materials requested below must be submitted to the Epicenter no later than two weeks (10 days) prior to the visitation.

Documents included:

| | |
|--|-------------|
| ✓ Strategic plan | Pages 1-7 |
| ✓ General Appropriation Resolution Fiscal 2014 | Pages 8-9 |
| ✓ Budget Assumptions 2013-2014 | Page 10 |
| ✓ Summary Budget all Units ending 12.31.2013 | Pages 11-13 |
| ✓ School Lunch Resolution Fiscal 2014 | Page 14 |
| ✓ School Lunch Summary ending 12.31.2013 | Page 15 |
| ✓ Budget Timeline Resolution 1.16.2014 | Page 16 |
| ✓ School Lunch Appropriation Resolution | Page 17 |
| ✓ Special Education Audits | Pages 18-35 |
| ✓ Communication Dates | Pages 37-39 |
| ✓ Evidence of communication to stakeholders | Pages 40-42 |
| ✓ Board Minutes – Strategic Plan Evaluated Monthly | Pages 43-45 |

Hope Academy of West Michigan
Strategic Plan November 2013

Introduction

This document is a three-year Strategic Plan for Hope Academy of West Michigan (HAWM). The HAWM Board of Directors is grateful for the Ferris State University authorization as a Public School Academy and its continuing oversight and advice. The HAWM Board of Directors and Staff embrace the Core Values of the FSU Charter Office as we value 1) “a collaborative and supportive working environment,” 2) “providing opportunities for those who do not have many,” 3) continuous improvement as an organization as well as for student achievement, and 4) “integrity and trust . . .”

HAWM in fulfilling its mission to be “a safe place for Preschool to 12th grade students and their families where they can succeed academically and grow psychologically, emotionally and socially” is consistent with the FSU Charter School Office values and can assist FSU Charter School Office in its mission to “be recognized as an exemplary authorizer of Public School Academies.”

History

In July 2010, HAWM was authorized as a Public School Academy by Ferris State University. As a public school academy, HAWM may enroll any student that seeks to attend the academy but was specifically located in a high poverty area to meet the need of students and families who arguably have a greater need for excellent educational and other wrap around services to support their success. The first Mid-Contract review for HAWM will be in the 2013-2014 school year.

Method

The development of this Strategic Plan was initiated with a Planning Day attended by Board members, School staff members, Integrity Educational Services staff, significant partners and a FSU Field Service Representative. An outside facilitator led the meeting and he helped the participants reach a consensus on three main directions: 1) Improved communication and community involvement, 2) Positive culture, and 3) Focus, re-establish core values. The staff and board members then finalized the plan according to the guidelines of FSU Charter School Office Definition of Quality.

The Plan: **Student Achievement**

Goal 1a: 70% of students who are enrolled and in attendance for the full academic year will have a Scaled Score gain greater than the Standard Error of Measure (SEM) in 2 out of 3 most recent Scantron Performance Series testing periods in Reading and Math.

Strategies to achieve this goal may include:

1. Individually targeted instruction in gap areas to best meet the learning needs of individual students.

Potential measures:

1. Administer Scantron performance series to K-12th graders in the fall, winter, and spring testing windows. In addition, administer an interim assessment between the fall and winter and winter and spring testing windows.
2. Individual, small- and large-group instructional plans written by each advisory teacher that are targeted toward meeting the gaps of individual students.
3. Minutes from weekly PLCs documenting discussion of and planning how to implement plans made (#1 above).
4. I-observation walk-through notes by principals observing teacher effectiveness in implementing plans

Goal 1b: 90% of students are academically confident and have a hope for the future as measured by a survey of students showing that they want to learn, would like to graduate, and would like to attend college. To be accomplished by June 2014.

Strategies to achieve this goal may include:

1. Give annual Advanc-Ed survey to all students

Potential measures:

1. Aggregated scores on surveys.

Goal 1c: 100% of students that have attended six months have an individual student learning plan (SLP). To be completed by the end of every school year. .

Strategies to achieve this goal may include:

1. Advisory teachers write SLPs with each student using scantron/interim assessment, CAFAS, and other data.

Potential measures:

1. SLP documents.
2. Increase in Scantron scores
3. Teacher and student survey responses

Responsible Person: Superintendent, principal, assistant principal

Growth to Standard

Goal 2a: 95% of all HAWM students will increase their pro-social skills.

Potential strategies:

1. Weekly life skills groups
2. Service learning projects
3. Strong relationships with HAWM staff and their mentor, if applicable.

Potential measures:

1. Decreased scores on the CAFAS (Child and Adolescent Functional Assessment Scale) of 10 points in the School and Social domains.

Goal 2b: By the end of the school year, 95% of all HAWM students will progress in all areas of their SLP as evidenced by the total score on the CAFAS over four domains in the School and Social Domains by at least 30 points.

Strategies to achieve this goal may include:

1. Life skills groups
2. Service learning project
3. RTC referrals
4. Peer and staff relationships.

Potential measures:

1. Life skills group notes; pre/post-test results
2. Service learning project notes
3. Number RTC referrals
4. Logs in Powerschool about peer and staff relationships.
5. Student survey responses that indicate they have a meaningful relationship with at least one adult at HAWM.

Responsible Person: Superintendent, principal, assistant principal

Mission, vision, core values

Goal 3: Focus, re-establish mission, vision, core values of HAWM.

Strategies to achieve this goal may include:

1. Make sure mission, vision, core values visible to all (on board agenda/minutes, newsletters, posted on school walls, etc)
2. Have relevant, age-appropriate character curriculum.
3. Have one core value per month across all grade levels. Have at least two all school/community events per year with core value of the month as theme.

Potential measures:

1. Copies of minutes, newsletters, report seeing in multiple locations throughout school building.
2. Curriculum per grade level

3. Event dates and written event plans
4. Survey results of stakeholders to gauge familiarity with the mission/vision

Responsible Person: Board, Superintendent, principal, assistant principal

Governance

Goal 4a: The Board will work through the contract review rubric items annually usually taking one section per meeting to determine the status of HAWM in regard to that item on which HAWM will be evaluated.

Strategies to achieve this goal may include:

1. The Board president and superintendent will include designated review rubric items in the Board agenda each month.

Potential Measures: Agendas, Board Minutes

Goal 4b: The Board will develop a pool of potential Board members (minimum of two).

Strategies to achieve this goal may include:

1. Each January the president will appoint an ad hoc nominating committee, which will present potential nominees to the Board in February.

Potential Measures: Agendas, Committee Minutes

Responsible Person: Board

School Culture

Goal 5a: Establish a positive and safe culture where students are engaged in learning and treat the school and each other with respect.

Strategies to achieve this goal may include:

1. Utilizing preventative measures
 - a. Visible teachers/admin
 - b. Positive behavior supports
 - c. Celebrating success
 - d. Parent participation
 - e. Kids Hope Program
2. Professional development for teacher in safe school/classroom management

Potential Measures:

1. Referral rates to Responsibility Center
2. Safety incidents

3. Stakeholder surveys
4. School calendar with celebration events
5. Retention rate
6. Attendance rate

Responsible Person: Superintendent, principal, assistant principal

Goal 5b: Establish a culture of growth and improvement for students, staff and school.

5.b.1. Student cohort growth by percentile level as measured by multiple assessments.

Strategies to achieve this goal may include:

1. Students develop and utilize learning goals that are based on assessments in coordination and communication with an advisor and or parent.

Potential Measures:

1. Scantron Scores
2. Common Assessment
3. Parent Participation

5.b.2. Staff growth as measured by teacher implementation of professional development plans.

Strategies to achieve this goal may include:

1. Professional development opportunities for teachers (e.g., Classroom Management; Ruby Payne)
2. Teachers reflect an attitude of growth by admitting mistakes and looking for opportunities to grow in areas where they may be weak

Potential Measures:

1. Teacher evaluations
2. Teacher retention
3. Professional development plans
4. Students complete unit and/or teacher evaluations

5.b.3. School growth as measured by quarterly progress reports on the school continuous improvement goals.

Strategies to achieve this goal may include:

1. Regular SCIP team meetings that focus on goals and the implementation of action plans
2. Data Driven Instruction

Potential Measures:

1. SCIP team meeting agendas with data on the implementation of action plans and the accompanying data that shows improvement in the goal areas

2. Ferris evaluation
3. Accreditation status

Responsible Person: IES Finance, Superintendent, principal, assistant principal

Financial Viability

Goal 6: Maintain a General Fund unassigned fund balance that is 10 to 15% of the current year General Fund expenditures at the end of each fiscal year. Goal is to add 3% annually to the fund balance beginning in 2012-2013 until HAWM is at least at the 10% benchmark.

Strategies to achieve this goal may include:

1. Monthly review of financials by board and administration to track progress towards this goal.

Potential measures:

1. Monthly financials.

School Improvement

Goal 7a: Continue to use the I-observation system which includes each teacher writing an annual personal growth plan, tracked by the immediate supervisor, with 100% staff compliance.

Potential Strategies:

1. Include frequent and short formative teacher observations and conversations (from Rethinking Teacher Supervision and Evaluation by Kim Marshall)
2. Include the current SCIP goals during the observations

Potential Measures:

1. Observation logs
2. Staff compliance percentage

Goal 7b: Use the student assessment data base to set up the flow of HAWM's data to their warehouse and then generate reports for our teachers to access to improve learning with yearly reports to the Board of sending and receiving traffic.

Strategies to achieve this goal may include:

1. Principal/Assistant principal monitoring of staff compliance with writing personal growth plan.
2. Monitor progress throughout the year by providing feedback at least mid-and end of year points.

Potential measures:

1. Written personal growth plans on file
2. Written feedback forms by Principal/Assistant principal on file

3. Data warehouse reports

Responsible Person: School Improvement Team

Improved Communication and Community Involvement:

Goal 8: HAWM will be known as an excellent pre-school-12th grade charter school option for southeast/southwest Kent County residents.

Strategies to achieve this goal may include:

1. Mentorship program
2. Neighborhood advisory group
3. Parent on the school board
4. Neighborhood newsletter

Potential measures:

1. Numbers of mentor/mentee match
2. Minutes from advisory group and/or board meetings
3. Copies of sample newsletters
4. Receiving NCA CASI Accreditation
5. Maintaining Ferris Quality status

Responsible Person: Board, Superintendent, principal, assistant principal

Conclusion

This is a Strategic Plan with thirteen (13) goals. While this is an above average number of goals for a strategic plan, they do represent the commitment of the staff and the Board to work for continuous improvement in the student achievement and the school operation. When the goals are accomplished the HAWM staff and Board expect more students and families will find HAWM is a “a safe place for Preschool to 12th grade students and their families where they can succeed academically and grow psychologically, emotionally and socially.” To the extent that the students experience success in school this will also influence the society in which they are citizens, an impact of the HAWM that goes beyond the boundaries of the school

While the Board sees the intellectual and social growth of HAWM students as its primary task, we also think the strategies, such as the Primary Learning Communities and data- driven decisions, introduced by the staff can be a model for other schools. In that way, the school will also have an influence beyond the HAWM campus. The Board is fully committed to this mission of HAWM.

**Hope Academy of West Michigan
General Appropriation Resolution
Fiscal 2014**

RESOLVED, that this resolution shall be the general appropriations act of Hope Academy of West Michigan for the fiscal year 2014.

BE IT FURTHER RESOLVED that the revenues estimated to be available for appropriations in the general fund are as follows:

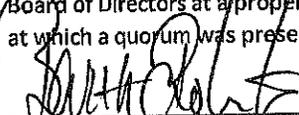
| Revenue | | |
|---------------|---|--------------|
| (1XX) | Local | \$ 296,881 |
| (3XX) | State | 2,438,793 |
| (4XX) | Federal | 569,741 |
| (5XX) | Incoming Transfers and Other Transactions | - |
| Total Revenue | | \$ 3,305,415 |

BE IT FURTHER RESOLVED, that \$3,302,770 of the total available to appropriate in the general fund is hereby appropriated in the amounts and for the purposes set forth below:

| Expenditures | | |
|---|---|--------------|
| Instruction: | | |
| (11X) | Basic Programs | \$ 1,512,300 |
| (12X) | Added Needs | 230,339 |
| Support Services: | | |
| (21X) | Pupil Services | 197,294 |
| (22X) | Improvement of Instruction | 102,526 |
| (23X) | General Administration | 246,786 |
| (24X) | School Administration | 261,751 |
| (25X) | Business | 91,784 |
| (26X) | Operations and Maintenance | 538,486 |
| (27X) | Transportation | 24,681 |
| (28X) | Central | 57,300 |
| (29X) | Pupil Accounting | 39,523 |
| (3XX) | Community Services | - |
| (45X) | Site Improvements | - |
| (6XX) | Outgoing Transfers and Other Transactions | - |
| Total Appropriated | | \$ 3,302,770 |
| Excess Revenues Over (Under) Expenditures | | 2,645 |
| Fund Balance, July 1 | | 514,231 |
| Ending Fund Balance | | \$ 516,876 |

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Hope Academy of West Michigan Board of Directors at a properly noticed open meeting held on the 16TH day of JANUARY, 2014 at which a quorum was present.


 Hope Academy of West Michigan, ~~Secretary~~ PRESIDENT

**Hope Academy of West Michigan
General Appropriation Resolution
Fiscal 2014**

RESOLVED, that this resolution shall be the general appropriations act of Hope Academy of West Michigan for the fiscal year 2014.

BE IT FURTHER RESOLVED that the revenues estimated to be available for appropriations in the general fund are as follows:

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|----------------|---|---------------------|
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| Expenditures | | |
|--------------------------|---|--------------------------|
| Instruction: | | |
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| (27X) | Transportation | 24,681 |
| (28X) | Central | 57,300 |
| (29X) | Pupil Accounting | 39,523 |
| (3XX) | Community Services | - |
| (45X) | Site Improvements | - |
| (6XX) | Outgoing Transfers and Other Transactions | - |
| | Total Appropriated | <u>\$ 3,302,770</u> |
| | Excess Revenues Over (Under) Expenditures | 2,645 |
| | Fund Balance, July 1 | 514,231 |
| | Ending Fund Balance | <u><u>\$ 516,876</u></u> |

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Hope Academy of West Michigan Board of Directors at a properly noticed open meeting held on the _____ day of _____ at which a quorum was present.

Hope Academy of West Michigan, Secretary

Hope Academy
Budget Assumptions
School Year 2013-14

- 1) Total enrollment budgeted at 318 (K-12) students in 2013-14 with 6% or 22 students being special education.
- 2) Two classrooms will be utilized for full day Pre K. Hope currently has 23 students, two teachers and 1 parapro. An additional parapro will be hired.
- 3) State foundation monies is budgeted at \$7,085 per student, and Best Practices revenue is budgeted at \$52 per student (the same as 2012-13). There is a reduction of \$40,000 in revenue for possible section 25 adjustments.
- 4) HA has received approval for the Great Start Readiness Program Grant at \$3,625 per student. This will be used to fund the pre school program. Any costs in excess of this grant will be paid for with Section 31a funds.
- 5) The current student to teacher ratio is approximately 17 to 1.
- 6) The budget includes an 8% pay increase for most employees effective January 1, 2014.
- 7) Included in Section 31a spending is \$33,800 for security upgrades. Also included is three additional teaching positions that we are able to fund here due to receiving GSRP funding for the pre school program.
- 8) The budget includes two additional positions for support staff.
- 9). The management fee is budgeted at 9% (an increase from 8% last year). The \$50,000 that had been included in the yearly lease payment for possible safety renovation costs has been reallocated to security costs in section 31a and increased building maintenance costs.
- 10) There have been limited capital expenditures using the final MDE Startup grant funds. These included new smartboards and computers.

Hope Academy of West Michigan
Summary of All Units
For the Six Months Ending December 31, 2013

| | Year-to-Date December | Annual Budget | Proposed Budget | Increase (Decrease) Budget | Actual as % of Proposed Budget |
|---|--------------------------|------------------|--------------------|----------------------------------|--------------------------------------|
| Revenue | | | | | |
| Donations | 1,948 | 0 | 1,948 | 1,948 | 100% |
| Miscellaneous Revenue | 11,753 | 0 | 11,753 | 11,753 | 100% |
| Unrestricted State Aid/Grants (22b) | 923,385 | 2,529,360 | 2,213,030 | (316,330) | 42% |
| Best Practices Incentive (22f) | 6,758 | 0 | 16,536 | 16,536 | 41% |
| At Risk Section 31 (a) | 0 | 175,000 | 188,227 | 13,227 | 0% |
| Special Ed Headlee 51c | 8,381 | 8,820 | 21,000 | 12,180 | 40% |
| Great Start Readiness Program | 66,700 | 0 | 166,750 | 166,750 | 40% |
| Federal Funds Title 1a | 80,716 | 178,531 | 178,531 | 0 | 45% |
| Federal Funds Title 2a | 19,919 | 31,249 | 31,249 | 0 | 64% |
| Federal Funds Title 3 | 0 | 0 | 11,504 | 11,504 | 0% |
| IDEA (Special Ed) | 29,121 | 1,700 | 91,435 | 89,735 | 32% |
| Federal Funds MDE Startup Grant | 168,707 | 171,102 | 168,707 | (2,395) | 100% |
| Medicaid Reimbursement | 0 | 25,000 | 13,000 | (12,000) | 0% |
| WIA Grant Kent ISD | 0 | 4,000 | 2,000 | (2,000) | 0% |
| Act 18 Funds from Kent ISD | 189,745 | 102,852 | 189,745 | 86,893 | 100% |
| Total Revenue and Other Transactions | 1,507,131 | 3,227,614 | 3,305,415 | 77,801 | 46% |
| EXPENDITURES | | | | | |
| INSTRUCTIONAL EXPENDITURES (Pre-K, Elementary, Middle & High School) | | | | | |
| Teacher Salaries | 359,708 | 819,327 | 953,135 | 133,808 | 38% |
| Substitute Salaries | 8,727 | 14,128 | 20,130 | 6,002 | 43% |
| Group Health & Other Insurance | 46,448 | 145,020 | 144,490 | (530) | 32% |
| Contributions to Retirement | 6,995 | 24,580 | 26,208 | 1,628 | 27% |
| Social Security | 24,882 | 63,760 | 71,613 | 7,853 | 35% |
| Worker's Comp | 3,103 | 5,420 | 6,283 | 863 | 49% |
| Unemployment Compensation | 0 | 8,331 | 9,169 | 838 | 0% |
| Mileage Reimbursement | 63 | 250 | 250 | 0 | 25% |
| Printing & Binding | 0 | 618 | 618 | 0 | 0% |
| Teaching Supplies | 57,178 | 31,339 | 80,693 | 49,354 | 71% |
| Textbooks | 816 | 37,851 | 20,000 | (17,851) | 4% |
| Capital Outlay Equip & Furn Depreciable | 142,097 | 187,582 | 173,710 | (13,872) | 82% |
| Dual Enrollment Tuition | 3,296 | 2,000 | 6,000 | 4,000 | 55% |
| Total Instructional | 653,314 | 1,340,206 | 1,512,300 | 172,094 | 43% |
| ADDED NEEDS - SPECIAL EDUCATION | | | | | |
| Teacher Salaries - Special Ed | 22,639 | 103,148 | 70,210 | (32,938) | 32% |
| Substitute Salaries | 72 | 1,943 | 1,943 | 0 | 4% |
| Group Health & Other Insurance | 1,346 | 18,260 | 6,866 | (11,394) | 20% |
| Contributions to Retirement | 327 | 3,090 | 1,966 | (1,124) | 17% |
| Social Security | 1,637 | 8,040 | 5,369 | (2,671) | 30% |
| Worker's Comp | 180 | 680 | 461 | (219) | 39% |
| Unemployment Compensation | 0 | 1,050 | 352 | (698) | 0% |
| Mileage Reimbursement | 54 | 0 | 100 | 100 | 54% |
| Printing & Binding | 0 | 464 | 464 | 0 | 0% |
| Teaching Supplies | 0 | 2,946 | 2,946 | 0 | 0% |
| Textbooks | 0 | 96 | 96 | 0 | 0% |
| Total Special Education | 26,256 | 139,717 | 90,773 | (48,944) | 29% |
| COMPENSATORY EDUCATION | | | | | |
| Salaries | 47,330 | 146,980 | 99,447 | (47,533) | 48% |
| Group Health & Other Insurance | 1,381 | 26,020 | 13,781 | (12,239) | 10% |
| Contributions to Retirement | 541 | 4,410 | 2,052 | (2,358) | 26% |
| Social Security | 4,273 | 11,240 | 5,600 | (5,640) | 76% |
| Worker's Comp | 177 | 960 | 490 | (470) | 36% |
| Unemployment Compensation | 0 | 1,470 | 693 | (777) | 0% |
| Teaching Supplies | 633 | 11,000 | 17,504 | 6,504 | 4% |
| Total Compensatory Education | 54,336 | 202,080 | 139,566 | (62,514) | 39% |
| SUPPORT SERVICES | | | | | |
| Guidance Services | 18,670 | 101,490 | 95,469 | (6,021) | 20% |
| Pupil Health (OT) | 2,896 | 3,000 | 5,420 | 2,420 | 53% |
| Psychological Services | 106 | 5,000 | 5,000 | 0 | 2% |
| Speech, Path and Audiology | 10,684 | 22,500 | 25,700 | 3,200 | 42% |
| Social Work | 20,588 | 44,560 | 64,405 | 19,845 | 32% |
| Teacher Consultant | 643 | 0 | 1,300 | 1,300 | 49% |
| Total Support Services | 53,587 | 176,550 | 197,294 | 20,744 | 27% |
| IMPROVEMENT OF INSTRUCTION | | | | | |

Hope Academy of West Michigan
Summary of All Units
For the Six Months Ending December 31, 2013

| | Year-to-Date December | Annual Budget | Proposed Budget | Increase (Decrease) Budget | Actual as % of Proposed Budget |
|--|--------------------------|------------------|--------------------|----------------------------------|--------------------------------------|
| Workshops and Conferences | 19,486 | 31,249 | 31,729 | 480 | 61% |
| Other Instructional Staff Services | 7,772 | 40,592 | 70,047 | 29,455 | 11% |
| Other Expenses | 371 | 0 | 750 | 750 | 49% |
| Total Improvement of Instruction | 27,629 | 71,841 | 102,526 | 30,685 | 27% |
| GENERAL ADMINISTRATION - BOARD OF EDUCATION | | | | | |
| Legal | 3,154 | 10,000 | 10,000 | 0 | 32% |
| Audit | 5,500 | 10,000 | 10,000 | 0 | 55% |
| Workshops & Conferences | 0 | 5,000 | 5,000 | 0 | 0% |
| Advertising and Personnel Recruitment | 400 | 2,500 | 2,500 | 0 | 16% |
| Miscellaneous Expenses | 159 | 0 | 300 | 300 | 53% |
| Total General Admin - Board | 9,212 | 27,500 | 27,800 | 300 | 33% |
| GENERAL ADMINISTRATION - EXECUTIVE ADMINISTRATION | | | | | |
| Superintendent Salary, Taxes and Benefits | 8,297 | 53,233 | 26,999 | (26,234) | 31% |
| Office Expenses | 83 | 0 | 200 | 200 | 42% |
| Mileage, staff services and other | 2,431 | 2,500 | 5,000 | 2,500 | 49% |
| Management Fee | 59,634 | 136,585 | 120,396 | (16,189) | 50% |
| Authorizer Oversight Fee | 27,605 | 75,881 | 66,391 | (9,490) | 42% |
| Total General Admin - Exec Admin | 98,050 | 268,199 | 218,986 | (49,213) | 45% |
| SCHOOL ADMINISTRATION | | | | | |
| Salaries | 60,958 | 130,379 | 150,878 | 20,499 | 40% |
| Group Health & Other Insurance | 6,933 | 23,080 | 22,538 | (542) | 31% |
| Contributions to Retirement | 1,679 | 3,910 | 4,222 | 312 | 40% |
| Social Security | 4,542 | 9,970 | 11,543 | 1,573 | 39% |
| Worker's Comp | 171 | 850 | 1,011 | 161 | 17% |
| Unemployment Compensation | 0 | 1,300 | 1,383 | 83 | 0% |
| Mileage Reimbursement | 377 | 4,500 | 4,500 | 0 | 8% |
| Office Expenses | 16,978 | 34,584 | 34,161 | (423) | 50% |
| Other Expenses | 11,047 | 9,000 | 31,515 | 22,515 | 35% |
| Total School Administration | 102,685 | 217,573 | 261,751 | 44,178 | 39% |
| BUSINESS SUPPORT SERVICES | | | | | |
| Management Fees- Fiscal Services | 39,756 | 91,057 | 80,264 | (10,793) | 50% |
| Insurance | 3,328 | 5,500 | 7,000 | 1,500 | 48% |
| Interest on Loans | 0 | 12,750 | 3,000 | (9,750) | 0% |
| Bank Fees | 551 | 960 | 1,320 | 360 | 42% |
| Other | 100 | 0 | 200 | 200 | 50% |
| Total Business Support Services | 43,734 | 110,267 | 91,784 | (18,483) | 48% |
| OPERATIONS & MAINTENANCE | | | | | |
| Janitor/Custodian Salaries, Taxes and Benefits | 10,132 | 55,282 | 28,950 | (26,332) | 35% |
| Telephone/Internet | 6,053 | 10,000 | 11,500 | 1,500 | 53% |
| Water & Sewer | 0 | 4,500 | 4,500 | 0 | 0% |
| Liability Insurance | 8,017 | 20,000 | 17,700 | (2,300) | 45% |
| Building Maintenance & Repair | 40,693 | 25,000 | 72,752 | 47,752 | 56% |
| Equipment Maintenance & Repair (printers and computers) | 0 | 5,000 | 5,000 | 0 | 0% |
| Lease of Building | 174,996 | 399,992 | 349,992 | (50,000) | 50% |
| Custodial Supplies | 181 | 0 | 250 | 250 | 73% |
| Heat | 0 | 4,500 | 4,500 | 0 | 0% |
| Electric | 0 | 3,000 | 3,000 | 0 | 0% |
| Waste and Trash | 837 | 2,000 | 2,000 | 0 | 42% |
| Security Monitoring | 360 | 1,000 | 1,000 | 0 | 36% |
| Capital Outlay Equip & Furn Depreciable | 3,542 | 0 | 37,342 | 37,342 | 9% |
| Total Operations and Maintenance | 244,811 | 530,274 | 538,486 | 8,212 | 45% |
| PUPIL TRANSPORTATION | 14,134 | 16,460 | 24,681 | 8,221 | 57% |
| OTHER SERVICES | | | | | |
| Non-instructional technology | 24,542 | 40,000 | 49,800 | 9,800 | 49% |
| Staff Services | 3,326 | 2,500 | 6,500 | 4,000 | 51% |
| Pupil Accounting | 27,622 | 24,416 | 39,523 | 15,107 | 70% |
| Other Services | 0 | 1,000 | 1,000 | 0 | 0% |
| | 55,489 | 67,916 | 96,823 | 28,907 | 57% |
| TOTAL EXPENDITURES AND OTHER TRANSACTIONS | 1,383,238 | 3,168,583 | 3,302,770 | 134,187 | 42% |
| REVENUES OVER (UNDER) EXPENDITURES | 123,893 | 59,031 | 2,645 | (56,386) | 4,683% |

Hope Academy of West Michigan
 Summary of All Units
 For the Six Months Ending December 31, 2013

| | <u>Year-to-Date December</u> | <u>Annual Budget</u> | <u>Proposed Budget</u> | <u>Increase (Decrease) Budget</u> | <u>Actual as % of Proposed Budget</u> |
|------------------------|----------------------------------|--------------------------|----------------------------|---|---|
| TRANSFERS | | | | | |
| BEGINNING FUND BALANCE | <u>514,231</u> | <u>485,750</u> | <u>514,231</u> | <u>28,481</u> | <u>100%</u> |
| ENDING FUND BALANCE | <u><u>638,124</u></u> | <u><u>544,781</u></u> | <u><u>516,876</u></u> | <u><u>(27,905)</u></u> | <u><u>123%</u></u> |

**Hope Academy of West Michigan
School Lunch Appropriation Resolution
Fiscal 2014**

RESOLVED, that this resolution shall be the School Lunch appropriation of Hope Academy of West Michigan for the fiscal year 2014.

BE IT FURTHER RESOLVED that the revenues estimated to be available for appropriations in the school lunch fund are as follows:

| Revenue | | |
|----------------|---|-------------------|
| (1XX) | Local | 151,750 |
| (3XX) | State | - |
| (4XX) | Federal | - |
| (5XX) | Incoming Transfers and Other Transactions | \$ - |
| | Total Revenue | \$ 151,750 |

BE IT FURTHER RESOLVED, that \$151,750 of the total available to appropriate in the school lunch fund is hereby appropriated in the amounts and for the purposes set forth below:

| Expenditures | | |
|---------------------|---|-------------------------|
| -297 | Food Service | \$ 151,750 |
| | Outgoing Transfers and Other Transactions | <u>-</u> |
| | Total Appropriated | \$ 151,750 |
| | Excess Revenues Over (Under) Expenditures | - |
| | Fund Balance, July 1 | 47,602 |
| | Ending Fund Balance | <u>\$ 47,602</u> |

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Hope Academy of West Michigan Board of Directors at a properly noticed open meeting held on the _____ day of _____, at which a quorum was present.

Hope Academy of West Michigan, Secretary

Hope Academy of West Michigan
 Summary of All Units
 For the Six Months Ending December 31, 2013

| | <u>Year-to-Date December</u> | <u>Annual Budget</u> | <u>Proposed Budget</u> | <u>Increase (Decrease) Budget</u> | <u>Actual as % of Proposed Budget</u> |
|---|----------------------------------|--------------------------|----------------------------|---|---|
| REVENUE | | | | | |
| Fed Funds-Free & Red Meals | 0 | 170,000 | 151,750 | (18,250) | 0% |
| TOTAL REVENUE & OTHER TRANSACTIONS | 0 | 170,000 | 151,750 | (18,250) | 0% |
| FOOD SERVICES EXPENDITURES | | | | | |
| Food Service Salaries | 2,953 | 32,926 | 6,000 | (26,926) | 49% |
| Group Health & Other Insurance | (26) | 0 | 0 | 0 | 0% |
| Contributions to Retirement | 14 | 0 | 140 | 140 | 10% |
| Social Security | 218 | 0 | 385 | 385 | 57% |
| Worker's Comp | 140 | 0 | 237 | 237 | 59% |
| Workshops & Conferences | 187 | 0 | 400 | 400 | 47% |
| Mileage Reimbursement | 392 | 0 | 750 | 750 | 52% |
| Purchased Services | 62 | 0 | 100 | 100 | 62% |
| Food | 0 | 128,000 | 124,738 | (3,262) | 0% |
| Supplies | 1,864 | 0 | 4,000 | 4,000 | 47% |
| Capital Outlay - Equipment & Furniture - Food Service | 0 | 15,000 | 15,000 | 0 | 0% |
| TOTAL EXPENDITURES & OTHER TRANSACTIONS | 5,804 | 175,926 | 151,750 | (24,176) | 4% |
| REVENUES & OVER (UNDER) EXPENDITURES | (5,804) | (5,926) | 0 | 5,926 | 0% |
| Transfer Between Funds | 0 | 0 | 0 | 0 | 0% |
| BEGINNING FUND BALANCE | 47,602 | 0 | 47,602 | 47,602 | 100% |
| ENDING FUND BALANCE | \$41,798 | (\$5,926) | \$47,602 | \$53,528 | 88% |

Academy Name: Hope Academy of West Michigan
Address: 3330 36th St SE, Grand Rapids MI 49512

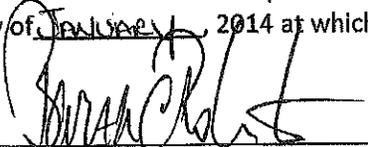
Resolution of the Board of Directors

WHEREAS, the Uniform Budget and Accounting Act, being Public Act 493 of 2000, as amended, requires the Academy to approve a timeline for budget preparation and approval.

NOW, THEREFORE BE IT RESOLVED, that the timeline for the recommended budget preparation and approval shall be as follows:

| | |
|-------------------|---|
| February 20, 2014 | All budget requests are due to the Superintendent |
| March 20, 2014 | Budget assumptions provided by School Leadership/Board |
| April 17, 2014 | Integrity Educational Services to present the preliminary budget to the Board |
| May 15, 2014 | Revised budget incorporating requested changes presented to the Board |
| June 19, 2014 | Public hearing on the proposed final budget |
| June 19, 2014 | Board adoption of final budget |

I certify that the foregoing resolution was adopted by the Hope Academy of West Michigan Board of Directors at a duly noticed open meeting held on the 16TH day of ~~JANUARY~~ JULY, 2014 at which a quorum was present.

By: 
~~Secretary~~, Board of Directors
PRESIDENT,

**Hope Academy of West Michigan
School Lunch Appropriation Resolution
Fiscal 2014**

RESOLVED, that this resolution shall be the School Lunch appropriation of Hope Academy of West Michigan for the fiscal year 2014.

BE IT FURTHER RESOLVED that the revenues estimated to be available for appropriations in the school lunch fund are as follows:

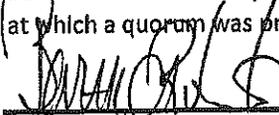
| Revenue | | |
|----------------------|---|-------------------|
| (1XX) | Local | 151,750 |
| (3XX) | State | - |
| (4XX) | Federal | - |
| (5XX) | Incoming Transfers and Other Transactions | \$ - |
| Total Revenue | | \$ 151,750 |

BE IT FURTHER RESOLVED, that \$151,750 of the total available to appropriate in the school lunch fund is hereby appropriated in the amounts and for the purposes set forth below:

| Expenditures | | |
|---|--------------|-------------------------|
| -297 | Food Service | \$ 151,750 |
| Outgoing Transfers and Other Transactions | | <u>-</u> |
| Total Appropriated | | \$ 151,750 |
| Excess Revenues Over (Under) Expenditures | | - |
| Fund Balance, July 1 | | 47,602 |
| Ending Fund Balance | | <u>\$ 47,602</u> |

Secretary's Certification:

I certify that the foregoing resolution was duly adopted by the Hope Academy of West Michigan Board of Directors at a properly noticed open meeting held on the 16th day of JANUARY 2014 at which a quorum was present.



Hope Academy of West Michigan, Secretary **PRESIDENT**

CAP Activity Page

B-13-CAP-Aug2013-HopeAcadem-41-41926

CAP Activity Name: Transition IEP writing

1. Based on your RAP team activities, what are the underlying problems that caused the noncompliance? How may district policies, procedures and practices, or the lack of supports, have contributed to the results?

After reviewing the B-13 data, the RAP team and all special education teachers from Hope Academy of WM determined that the areas needing improvement are: 1) always inviting the student to the IEP, 2) reflecting the transition needs in the PLAAPP, and 3) writing at least one transition goal.

2. What will the district do to correct the problem? Describe the CAP activity in as much detail as possible.

The special education director and administrator will review the transition IEPs in TIENET and assure compliance before finalizing the IEP in the TIENET system. If there is a correction to be made, the special education staff and that person's supervisor will be notified to assure correction of the specific IEP as well as to alert the supervisor for training and/or performance needs of the staff.

3. Activities, dates they will occur, and name/title of person responsible: (To create additional rows, press SAVE.)

| Activities | Date/Deadlines(s) | Name/Title of Person Responsible |
|--|-------------------|----------------------------------|
| Review of Transition IEPs before finalizing in TIENET, on goingly | 9/14/2013 | Megan Slagter/Heidi Cate |
| Review of all transition IEPs and compliance with B-13 at monthly special ed district meetings | 9/7/2013 | Megan Slagter/Heidi Cate |

4. What documentation will your local have available as evidence that your tasks and activities were completed (e.g., meeting notes, agendas, new procedures)?

TIENET activity and event logs, district IEP meeting minutes.

5. How will the local monitor data on a monthly basis to determine that the tasks and activities listed in #3 have corrected the noncompliance (e.g., monthly data pulls, monthly record reviews)?

Ongoing TIENET IEP reviews before finalization to assure B-13 compliance.

B-13-CAP-Aug2013-
HopeAcadem-41-41926

Printed On: 1/9/2014

B-13-CAP-Aug2013-HopeAcadem-41-
41926

Printed On: 1/9/2014

CIMS Workbook

Back

Document Information: B-4B-FM-CAP-April2013-HopeAcadem-41-41926

Details

You are here: > B-FM Compliance & Correction Menu > Forms Menu

FM CAP COVER PAGE

****Please save your work every 10 minutes due to the 20-minute timeout feature in CIMS****

The RAP Team, as listed below, has created the FM Finding Page(s) and will assure that all responsible parties complete the tasks and activities and provide evidence of correction.

| Name | Position | Date |
|-----------------|------------------------|--------------|
| Phil Haack * | principal | 04/30/2013 * |
| Mike Ghareeb * | ISD Monitor | 04/30/2013 |
| Mary Polonowski | TA Provider | 04/30/2013 |
| Todd Penning | Assist. Principal | 04/30/2013 |
| Megan Slagter | Special Ed Coordinator | 04/30/2013 |
| Roxanna Osburn | SSW | 04/30/2013 |
| Heidi Mucha | Special Ed Teacher | 04/30/2013 |
| | | |

MDE CAP Clarification/Approval Comments:

Local CAP Clarification:

This CAP is approved. Please be advised that a Progress Report is due by October 1, 2013. All activities including on-going monitoring for correction must be completed by December 1, 2013.

189 of 2500

0 of 2500

Date: 06/05/2013

Date:

MDE Verification/Closeout Comments:

TA Provider Verification Clarification:

0 of 2500

0 of 2500

Date:

Date:

Required Compliance and Sanctions

Each activity in the Corrective Action Plan (CAP) is subject to and must be carried out in compliance with the procedural requirements of the IDEA and corresponding implementing federal regulations and state rules. In no event may the local leave its obligations toward these findings of noncompliance unresolved.

This CAP will remain open pending OSE and/or OGS/ECE&FS verification that the noncompliance has been corrected within the required timeline. The local is advised that the OSE and/or OGS/ECE&FS will maintain jurisdiction over the findings of noncompliance until the CAP is officially closed. Failure to correct the areas of noncompliance will result in enforcement actions by the State.

* Required

Navigation Links

Status Page Name

Note Created By

Last Modified By



[FM CAP Cover Page](#)

Slagter (cc), Mrs.
Megan
4/30/2013 9:49:00 AM

Anderson Tippett(MDE),
Mrs. Jeanne
6/5/2013 11:18:25 AM



[FM CAP Finding Page \(2\)](#)

System, CIMS
4/5/2013 12:44:34 PM

Slagter (cc), Mrs.
Megan
4/30/2013 11:28:44 AM



[Progress Report](#)

Slagter (cc), Mrs.
Megan
9/27/2013 12:55:50 PM

Slagter (cc), Mrs.
Megan
9/27/2013 1:10:33 PM

113444

[Top of the Page](#)

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Doc B 21

Progress Report

B-4B-FM-CAP-April2013-HopeAcadem-41-41926

Progress on Correction of Findings of Noncompliance

*Due October 1, 2013. Please provide a brief list of the specific tasks/activities conducted to date as outlined in your corrective action plan (CAP). **

3-12-2013- Mike Ghareeb local KISD Monitor to All District Lighthouse and Hope Academy Sped team and presented Smart Goal Training. 9-26-2013- Mike Ghareeb local monitor from kentisd came out to present Discipline Procedures to All Hope Academy Staff.
 All IEPs have been checked for SMART and Measurable goals that are identified in the PLAAFP. Random IEPs for 1 year until 3-4-2014 we will pull 5 random IEPs to monitor the SMART/Measurable goals at Hope Academy. Hope Academy developed a new Policy that was sent out to all Hope Academy staff on notifying casemanagers on 1 suspensions. This includes when to conduct an MDR and when to sent out Procedural Safeguards. This information is stored on Hope's shared drive, as well in all of Special Ed provider's Binders. We will continue to review in special ed meetings the KISD procedures for the provision of educational services after the 10th day of removal, with methods of documentation in Tienet, the District Sped Coordinator will monitor this. All information on how to write Measureable goals/Smart goals are also on KentISD's webpage which is assessable to all staff, along with the same information on sped staff's binders. Staff has been using Tienet's Event Log to document anytime procedural safeguards have been sent out along with the letter offering fape.

| | Yes | No | Comment |
|---|-----|----|--|
| 2 | | X | The RAP team is successfully implementing our corrective action plan activities. * |
| 3 | | X | The local has periodically monitored the effectiveness of the CAP activities and shared the results with the RAP Team. * |
| 4 | | X | Our local will complete our CAP activities by the due date. * |
| 5 | | X | Our local will complete CAP activities and will ask the ISD or MDE for further assistance if needed. * |

* Required

MDE Comments:

Local Clarification:

Date:

Date:

B-4B-FM-CAP-April2013-
HopeAcadem-41-41926

Printed On: 1/9/2014

B-4B-FM-CAP-April2013-HopeAcadem-
41-41926

Printed On: 1/9/2014

FM CAP Cover Page

B-4B-FM-CAP-April2013-HopeAcadem-41-41926

The RAP Team, as listed below, has created the FM Finding Page(s) and will assure that all responsible parties complete the tasks and activities and provide evidence of correction.

| Name | Position | Date |
|-----------------|------------------------|-----------|
| Phil Haack | principal | 4/30/2013 |
| Mike Ghareeb | ISD Monitor | 4/30/2013 |
| Mary Polonowski | TA Provider | 4/30/2013 |
| Todd Penning | Assit. Principal | 4/30/2013 |
| Megan Slagter | Special Ed Coordinator | 4/30/2013 |
| Roxanna Osburn | SSW | 4/30/2013 |
| Heidi Mucha | Special Ed Teacher | 4/30/2013 |

MDE CAP Clarification/Approval Comments:
 This CAP is approved. Please be advised that a Progress Report is due by October 1, 2013. All activities including on-going monitoring for correction must be completed by December 1, 2013.

Local CAP Clarification:

Date: 6/5/2013

Date:

MDE Verification/Closeout Comments:

TA Provider/Local Verification Clarification:

Date:

Date:

Required Compliance and Sanctions

Each activity in the Corrective Action Plan (CAP) is subject to and must be carried out in compliance with the procedural requirements of the IDEA and corresponding implementing federal regulations and state rules. In no event may the local leave its obligations toward these findings of noncompliance unresolved.

This CAP will remain open pending OSE and/or OGS/ECE&FS verification that the noncompliance has been corrected within the required timeline. The local is advised that the OSE and/or OGS/ECE&FS will maintain jurisdiction over the findings of noncompliance until the CAP is officially closed. Failure to correct the areas of noncompliance will result in enforcement actions by the State.

* Required

FM CAP Finding Page(s)

B-4B-FM-CAP-April2013-HopeAcadem-41-41926

Focused Monitoring Findings:

The local is not in compliance with the IDEA regarding student discipline including:

- a. The provision of procedural safeguards to parents.
- b. Timely manifestation determination reviews (MDRs).
- c. The provision of educational services.

1. **Based on your RAP Team activities, what are the underlying problems that caused the noncompliance? How may district policies, procedures and practices, or the lack of supports, have contributed to these results?**

Due to the school being new and only 2 special ed providers, this made caseloads larger, in combination with lack of communication and training with the provision of procedural safeguards to parents, timely manifestation determination reviews and the provision of educational services.

2. **Required Corrective Action:**

The local must develop discipline procedures to document and ensure:

- a. The provision of procedural safeguards to parents on the date the decision is made that a removal from school constitutes a change of placement.
- b. Timely MDRs are completed.
- c. The provision of educational services after the tenth day of removal.

For the two students where there was no documentation or there was incomplete documentation of the provision of educational services, the local must provide an assurance statement that educational services were provided. If services were not provided, the local must develop a plan, provide and document educational services so as to enable continued participation in the general education curriculum.

Provide professional development for all relevant staff regarding the new procedures.

Evidence of change in the local's practice must be provided and verified by the Office of Special Education (OSE).

3. **Activities, dates they will occur, and name/title of person responsible: (To create additional rows, press SAVE.)**

| <u>Activities</u> | <u>Date/Deadline(s)</u> | <u>Name/Title of Person Responsible</u> |
|--|-------------------------|---|
| 1 Developed a policy for notifying casemanager of suspensions, when to conduct Manifestation Determination reviews and when to send the procedural safegaurds. | 5/15/2013 | Phillip Haack-Principal |
| 2 We will review the process and procedural of KentISD which includes the provision of safegaurds to parents and documentation of services. | 5/15/2013 | Phillip Haack-Principal |
| 3 We will review in the special education staff meeting the KISD procedures for the provision of educational services after the tenth day or removal and methods of documentation. | 5/15/2013 | Phillip Haack-Principal |
| 4 By October 1st 2013, KISD monitor will provide inservice on special education discipline procedures to all staff prior to the start of the next school year 2013-2014. | 5/15/2013 | Phillip Haack-Principal |
| 4. What documentation will your local have available as evidence that your tasks and activities were | | |

completed (e.g., meeting notes, agendas, new procedures)?

In lieu of the student's event log we will document that procedural safeguards will be sent along with the letter offering appeal. This will also be on the District wide shared drive, along with the document resources that are available on Kent ISD webpage.

6. How will the local monitor data on a monthly basis to determine that the tasks and activities listed in #3 have corrected the noncompliance (e.g., monthly data pulls, monthly record reviews)?

Every manifestation determination review will be sent to district sped coordinator to confirm the provision of educational services after the tenth day of removal until March of 2014. Casemanagers will track the days and send notification to sped staff and sped coordinator.

MDE Findings Comments:

Local Findings Clarification:

Date:

Date:

FM CAP Finding Page(s)

B-4B-FM-CAP-April2013-HopeAcadem-41-41926

Focused Monitoring Findings:

The local is not in compliance with the IDEA regarding IEP development including:

a. Measurable annual goals and short-term objectives.

1. Based on your RAP Team activities, what are the underlying problems that caused the noncompliance? How may district policies, procedures and practices, or the lack of supports, have contributed to these results?

Lack of proper training on how to write better measurable annual goals and short-term objectives. No district policies, and procedures and practices were not in place.

2. Required Corrective Action:

The local must revise or develop procedures to document and ensure that:

- a. All IEPs include measureable goals and short-term objectives which address students' needs that are identified in their present level of academic and functional performance (PLAAFP) statements.

Provide professional development to all relevant staff on the new procedures.

Evidence of change in the local's practice must be provided and verified by the OSE.

3. Activities, dates they will occur, and name/title of person responsible: (To create additional rows, press SAVE.)

| <u>Activities</u> | <u>Date/Deadline(s)</u> | <u>Name/Title of Person Responsible</u> |
|---|-------------------------|---|
| 1 All IEPs must include measureable goals and short-term objectives which address students' needs that are identified in their present level of academic and functional performance (PLAAFP) statements. This will be placed on the District shared drive. | 5/15/2013 | Phillip Haack-Principal |
| 2 March 12, 2013 Mike Ghareeb came for the District in-service on how to write measureable goals and short-term objectives which address students' needs that are identifies in their present level of academic and function performance statements. | 3/12/2013 | Phillip Haack-Principal |
| 3 For the first month (May) for compliance we will monitor each IEP conducted, every subsequent month for 1 year, we will pull 5 random IEPs to monitor measurable goals and short-term objectives. | 3/12/2014 | Phillip Haack-Principal |
| 4. What documentation will your local have available as evidence that your tasks and activities were completed (e.g., meeting notes, agendas, new procedures)? | | |
| Powerpoint on writing measurable goals and short-term objectives are available on the KentSD webpage. This powerpoint along with the Staff sign in sheet will also be available on our District wide shared drive. Measurable goals and short term objectives will be addressed at every District Wide Special Ed meeting, that the group may discuss with any new staff introduced. Along with the infeasurable goals and short term objectives the procedures will be placed on the district wide shared drive. | | |
| 5. How will the local monitor data on a monthly basis to determine that the tasks and activities listed in #3 have corrected the noncompliance (e.g., monthly data pulls, monthly record reviews)? | | |
| For the first month (May) for compliance we will monitor each IEP conducted, every subsequent month for 1 year, we | | |

will pull 5 random IEPs to monitor measurable goals and short-term objectives.

MDE Findings Comments:

Local Findings Clarification:

Date:

Date:

B-4B-FM-CAP-April2013-
HopeAcadem-41-41926

Printed On: 1/9/2014

B-4B-FM-CAP-April2013-HopeAcadem-
41-41926

Printed On: 1/9/2014

Megan Slagter <mslugter@lighthouseacademyschool.org>

CIMS Notification: CAP Verification & Closeout Request Submitted

2 messages

Tue, Nov 19, 2013 at 3:30 PM

help@cimsmichigan.org <help@cimsmichigan.org>

To: mslugter@lighthouseacademyschool.org, phaack@hopeacademywm.org, hcate@lighthouseacademyschool.org
Cc: none@none.com, dbrightman10@gmail.com, liebetreus@michigan.gov, wurmc@courtlandconsulting.com,
finks@michigan.gov, lavonia.knox@sbcglobal.net, doppk@michigan.gov, michaelghareeb@kentisd.org,
andersonlippettj@michigan.gov, mpolonowski@charter.net, nowlend@michigan.gov

Continuous Improvement & Monitoring System (CIMS)

Links

- > Training
- > Workbook



Your request for Verification and Closeout of your CAP (B-4B-FM-CAP-April2013-HopeAcadem-41-41926) has been successfully submitted. Your ISD monitor, TA provider, or an MDE official may request your assistance in verification of evidence of correction.

Thank you for your attention to this critical work.
The CIMS Team



A Mandated Activities Project of the Michigan Department of Education,
Office of Special Education

Michigan Department of Education

608 W. Allegan Street
P.O. Box 30008
Lansing, MI 48909

Part B Helpdesk
help@cimsmichigan.org
(877)474-9023 (toll free)

Part C Helpdesk
eotweb@edzone.net
(866)334-5437 (toll free)

Doc Pg 30

HOPE Academy OF WEST MICHIGAN

To the Parent/Guardian of:

[REDACTED]
[REDACTED]
Grand Rapids, MI 49508
Re: Suspension
Grade: 12th

December 17, 2013

Dear Parent/Guardian,

The purpose of disciplinary action is to assist students in accepting responsibility for their behavior and to guarantee a safe and orderly environment at Hope Academy of West Michigan that is conducive to learning. Listed below are the specifics of the suspension.

This letter is to confirm your child's suspension from school. [REDACTED] is not permitted to attend Hope Academy of West Michigan activities or be on school district property during this suspension.

Reason for Suspension: [REDACTED] will serve a 1 day out of school suspension for violating Hope Academy of West Michigan cell phone policy and procedure.

If I can be of assistance in answering questions, please do not hesitate to call.

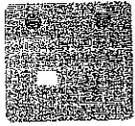
Sincerely,

Phillip L. Haack
Phillip L. Haack
Principal

Hope Academy of West Michigan

Yes No: This student has exceeded 10 days in cumulative suspension and receives special educational services. Enclosed is the Special Education Parent Handbook with Procedural Safeguards.

Doc B 31



Mandatory-ALL Staff Meeting with Mike Ghareeb

Created by: Megan Slagter · Your response: ✓ Yes, I'm going

Time

3:30pm - 5pm (Eastern Standard Time)

Date

Thu Sep 26, 2013

Where

Hope Academy

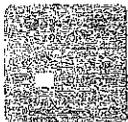
Description

This is a Mandatory Meeting that All Hope Staff must come to. Mike Ghareeb from KentISD will come to give a presentation on Discipline, how it applies to Special Ed and to General Ed.

My Notes

Guests

- ✓ Alan Bosker
- ✓ Alyssa Dean
- ✓ Brenda Allen
- ✓ Chelsea Bedinger
- ✓ Derek Hernandez
- ✓ Debra Salguero
- ✓ Erin Meendering
- ✓ Heidi Be
- ✓ Heidi Cate
- ✓ Jill Jensen
- ✓ Jodi Peterson
- ✓ Kaitlyn Peterson
- ✓ Lauren Beuving
- ✓ Liliana Roberts
- ✓ Megan Slagter
- ✓ Phillip Haack
- ✓ Rachel Brubaker
- ✓ Suzanne English
- ✓ Sara Suminski
- ✓ Scott West
- Anna Haveman
- Candace Switniak
- Cory Ward
- Danelle Snow
- Edward Riley
- Gloria Cassieman
- Megan Benchley
- Michelle Bunton
- Marcy Hanley
- Peter DeKievit
- Pieter Kiwiet
- Paul Nienhuis
- Todd Penning
- Teriena Schwartz



District SPED Meeting

Created by: Megan Slagter · Your response: ✓ Yes, I'm going

Time

4pm - 5pm (Eastern Standard Time)

Date

Tue Mar 12, 2013

Where

LA MAIN-Media Lab

Description

Location has switched, due to no computer lab at North.

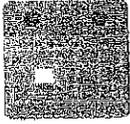
Mike Ghareeb will be coming to do a Power Point on Smart IEP Goals.

PS this is Mandatory!!! :)

My Notes

Guests

- ✓ Alan Carter
- ✓ etracy@hopeacademywm.org
- ✓ hbe@hopeacademywm.org
- ✓ Jennifer Bingman
- ✓ Katelyn Byker
- ✓ Kristin Nienhuis
- ✓ Kayla Rutter
- ✓ Lesia Jones
- ✓ Lisa Key
- ✓ Lawren Susan
- ✓ MaryRuth DeCou
- ✓ Megan Slagter
 - Progress reporting on IEPs
- ✓ rosburn@hopeacademywm.org
- ✓ Wes Walker
- ⊗ Heidi Cafe
 - Cindy Savino
 - Carmen Veurink
 - klecleir@therapycenter.org
 - phaack@hopeacademywm.org
 - Rashida Mitchner
 - Scott Weekley



CAP close out HOPE Academy

Created by: Megan Slagter · Your response: ✓ Yes, I'm going

Time

1pm - 2pm (Eastern Standard Time)

Date

Mon Dec 16, 2013

Where

Hope Academy

Description

Close out CAP plan with Mary P. and Mike G.

My Notes

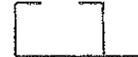
Guests

- ✓ Heidi Be
- ✓ Heidi Cate
- ✓ michaelghareeb@kentisd.org
- ✓ mpolonowski@charter.net
- ✓ Megan Slagter
- ✓ Phillip Haack
- Teriena Schwartz



Mary Polonowski
to me

Dec 16 (1 day ago)



Good Morning Megan,
I want to give some time to get things together for our meeting this afternoon. Mike and I will need to review 10 student records. If you have had 10 students who have been suspended over 10 days we would want to review them. If 10 students have not been suspended over 10 days we will review files of students have had any suspensions. I will need the UIC for the students of the students we review. We will also want to interview yourself, the principal and assistant principal. It may be necessary to interview the social worker but it will depend on how many students have been suspended for more than 10 days. The more files, the fewer people I need to interview. If you have questions, please let me know.

Mary Polonowski
616 874-6688

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| | |
|----------------------------|--|
| <p>School Year 2011-12</p> | <p><u>News Letters</u> 9/15/11 9/26/11 10/4/11 10/11/11 10/17/11 10/24/11 11/14/11 11/21/11 12/12/11 1/5/2012 1/13/12 1/17/12 1/26/12 2/1/12 2/15/12 2/24/12 3/5/12 3/23/12 4/10/12 4/16/12 4/23/12 4/30/12 5/7/12 5/14/12 5/21/12</p> <p><u>Parent Teacher Conferences</u> March 27-28, 2012</p> <p><u>Parent Survey</u> April/May 2012</p> <p><u>Christmas Program</u> Dec. 15, 2011</p> <p><u>Graduations</u> May 24, 2012 (High School/Preschool/Kindergarten/8th grade)</p> |
| <p>2012-13 School Year</p> | <p><u>Newsletters</u> 9/14/12 9/21/12 10/1/12 10/15/12 11/4/12 11/27/12</p> |

| | |
|---------------------|--|
| | <p>12/3/12 12/12/12 12/18/12 1/18/13 2/6/13 2/20/13 3/6/13 3/12/13 3/20/13 3/27/13 4/10/13 4/17/13 4/24/13 5/2/13 5/9/13 5/16/13 5/29/13 6/10/13</p> <p><u>Parent Teacher Conferences</u> November 6-8, 2012 March 20-21, 2013</p> <p><u>Parent Survey</u> April/May 2013</p> <p><u>Parents of Hope Meeting</u> 3/21/2012 4/25/2012 10/18/2012 12/19/2012 1/16/2013 2/20/2013 3/13/2013 4/17/2013 5/15/2013 Christmas Program Dec. 20, 2012</p> <p><u>Graduations</u> May 23, 2013 (High School/Preschool/Kindergarten/8th grade)</p> |
| 2013-14 School Year | <p><u>News Letters</u> 9/20/2013 10/10/2013 11/7/2013</p> |

11/22/2013
12/18/2013

Parent Teacher Conferences

October 23-24, 2013
April 23-24, 2014

Parent Survey

April/May 2014

Parents of Hope Meeting

9/18/2013
10/16/2013
11/20/2013
12/18/2013
1/5/2014
2/19/2014
3/19/2014
4/16/2014
5/21/2014
6/18/2014

Christmas Program

Dec. 19, 2013

Graduations

June 5, 2014
(High School/Preschool/Kindergarten/8th
grade)

DAILY SCHEDULE

Preschool—5th

Starts: 8:00 a.m.
Ends: 3:05 p.m.
Early dismissal on Wednesdays at 2:05 p.m.

Grades 6th—8th

Starts: 7:55 a.m.
Ends: 2:55 p.m.
Early dismissal on Wednesdays at 1:55 p.m.

Grades 9th—12th

Starts: 7:55 p.m.
Ends: 2:55 p.m.
Early dismissal on Wednesdays at 1:55 p.m.

ALL students must enter the side building doors at their appropriate start times.

240 Brown St. SE
Grand Rapids, MI
49507

(616) 301-8458

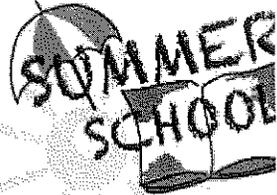
EMERGENCY SCHOOL CLOSING
(616) 430-5812
(616) 430-5879

MID-WINTER BREAK

February 5—7

Just a reminder to students and families that next week Wednesday, Thursday, and Friday (February 5—7) there will be no school for students. This will begin the mid-winter break for all students preschool—12th grade. Staff members will be participating in staff development activities on these days and preparing for the final trimester.

SUMMER SCHOOL ON THE HORIZONS



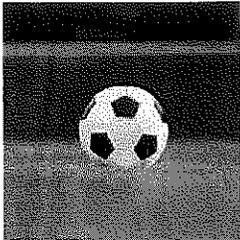
Despite the freezing weather and piles of snow that line the Hope Academy of West Michigan parking lot, staff members have been busy reviewing student progress and planning for new and exciting ways to keep students engaged over the summer months. A specialized summer school program will be up and running for the weeks of July 7—August 7, 2014. The program is designed to both maintain and improve reading and math skills for all students in K-12, but will also include project based learning opportunities, learning themes, and field trips that help students to apply what they are learning and encourages more active participation. Classes will run from 8:30 am to 11:30 am with both breakfast and lunch available before and after school. Parents and teachers know that many students often lose some of the skills they have already developed during the long summer months when they are out of school. Our goal at Hope Academy of West Michigan is to continue to move all students toward proficiency and prevent the summer loss that tends to come when students are not exposed to educational opportunities. Summer school sign-up information will be available at our next scheduled parent teacher conferences. Let's plan ahead to make sure Hope Academy of West Michigan students stay ahead!

Mission

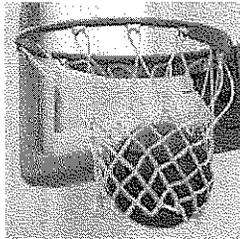
Hope Academy of West Michigan is a safe place for Preschool to 12th grade students and their families where they can succeed academically and grow psychologically, emotionally and socially.

Intramural Sports at Hope Academy of West Michigan

Thanks to the efforts of PE teacher Jodi Peterson, Hope Academy of West Michigan will be offering an intramural sports program to middle and high school students beginning February 11, 2014. Intramurals will be open to both boys and girls and will cover the following sports:



Soccer



Basketball

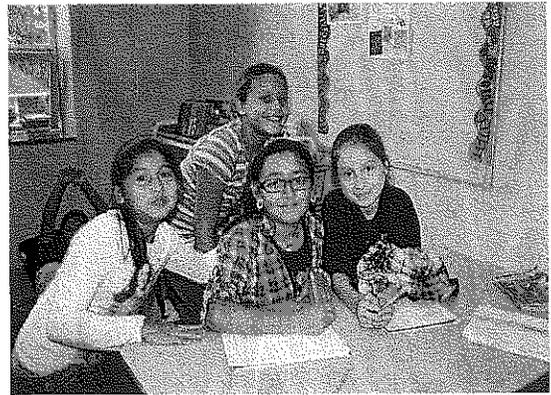


Volleyball

High School : Tuesdays 3:00 pm—4:00 pm

Middle School: Thursdays 3:00 pm—4:00 pm

INTRAMURAL SPORTS HAPPENING AT HOPE—SIGN UP NOW



SCHOOL CALENDAR

February 5-7

- ◆ Mid-Winter Break
- ◆ Professional Development

February 12

- ◆ Count Day

March 4-6

- ◆ MME testing

March 7

- ◆ End of 2nd Trimester

March 10

- ◆ Beginning of 3rd Trimester

March 18—20

- ◆ MME Make-ups

April 7—11

- ◆ Spring Break/Offices closed



HOPE HAWKS

Be HONEST, be ACCOUNTABLE,
WORK HARD, be KIND, be SAFE

HOPE Academy

OF WEST MICHIGAN

Strategic Plan Goals

As a commitment to our continued improvement, Hope Academy of West Michigan has been working diligently toward meeting our goals as outlined in our strategic plan. Highlighted this month are the goals related to student achievement:

Goal 1a:

70% of students who are enrolled and in attendance for the full academic year will have a Scaled Score gain greater than the Standard Error of Measure (SEM) in 2 Out of 3 most recent Scantron Performance Series testing in Reading and Math.

Goal 1b:

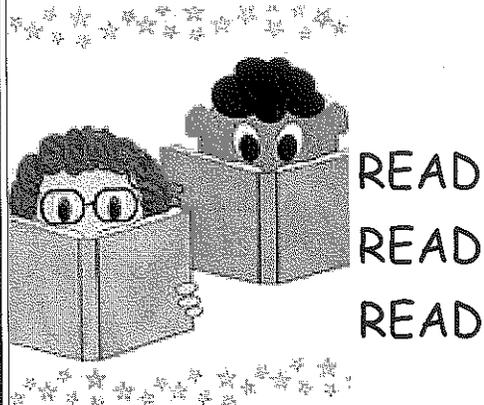
90 % of students are academically confident and have a hope for the future as measured by a survey of students showing they want to learn, would like to graduate, and would like to attend college.

Goal 1c:

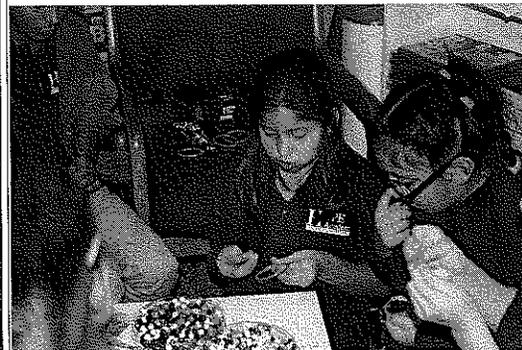
100% of students that have attended six months have an individual learning plan (Student Learning Plans) . Student Learning Plans to be completed by the end of every school year.

Hope Academy of West Michigan is making good progress toward meeting this goal. All students have been administered the Scantron Performance Series for the fall and winter, and most are showing steady improvement in their scores in both reading and math. Students attitudes toward learning and belief in themselves as learners are improving and SLP's are in progress.

MARCH IS READING MONTH



Every teacher knows reading is at the forefront of all we do the entire year, but March's designation as National Reading Month provides opportunities to explore reading in whole new ways aimed at motivating students to read while having a bit of fun in the process. Watch for guest readers, the opening of an elementary loaning library, and exciting reading activities at Hope Academy this month.



**Hope Academy of West Michigan Board of Directors
Proposed Regular Meeting Minutes**

Mission: HAWM is a safe place for Preschool to 12th grade students and their families where they can succeed academically and grow psychologically, emotionally, and socially.

Date: December 19, 2013

Time: 7:00 am

**Place: Hope Academy of West Michigan
240 Brown Street, SE
Grand Rapids, MI 49507**

I. Call to Order and Roll Call

The meeting was called to order by Barth Roberts, Board President, at 7:06am.

Board Members Present: Barth Roberts, Laurel Christensen, Denny Cuson, Bill Kirby and Artie Lindsay

Others Present: Heidi Cate, Superintendent; Diane Rabe, Margarita Hernandez, IES HR Manager; IES CFO; Randy Zylstra, IES COO; Phil Haack, Principal; Todd Penning, Vice-Principal; John Hackett, FSU Field Rep, Kacie Westmaas, Board Recorder; Todd Medendorp, Board Candidate; Jill Jenson, Kindergarten Teacher; Sarah Nuechterlein, Kindergarten Teacher; Megan Slagter, Special Ed Coordinator.

II. Public Comment* (limited to agenda items only)- None

III. Approval of Agenda; a motion to approve the agenda was made by Bill Kirby and supported by Laurel Christensen. The motion passed unanimously.

IV. Consent Calendar

Approval of November 21, 2013 Regular Meeting Minutes; A motion to approve the Regular meeting minutes was made by Denny Cuson and supported by Artie Lindsay. The motion passed unanimously.

V. Old Business - None

VI. New Business

- A) Student Achievement – Jill Jenson and Sarah Nuechterlien presented kindergarten data to the board, showing the progress of the two classrooms in Math and Language Arts. Highlighting differences between the students who attended HAWM pre-k and the students who did not attend HAWM pre-k. The students who attended tested much better than those students who did not.

- B) Mid-Contract Review – being that the mid contract review is so close Barth proposed that the board postpone the rubrics in order to focus on the budget and student achievement. The review is in the works and a date should be set very soon.
- C) School Safety Report – progress report on items completed – Phil Haack presented the update on the school safety items.
- D) Monthly report – Todd Penning presents the monthly report, included was a presentation of the “Willing to Wait” program that was done with the students.
- E) Review this year’s strategic plan, through mission, vision, core value, and governance. The board reviewed the Strategic Plan and evaluated the school and the board’s progress in attaining each goal.
- F) March is Reading Month – do it again with Seyferth involvement? The board asked to see a price for all the services broken down.
- G) IES
1. Financial Reports
 - a. Monthly Financials – Diane Rabe presented to the board, a statement of activities for November 2013 for the General Fund, School Lunch Fund, Parents of Hope Fund, Balance Sheet, Cash Flows Report and Check Register.
 - The accrued state aid of \$676,318 is based on 318.28 FTE’s, versus budgeted 360 FTE’s.
 - Great Start Readiness Grant has been approved for up to 64 slots. Revenue has been recorded in the amount of \$50,025 for the 46 slots currently in use.
 - IDEA funding of \$91,435 has been awarded compared to \$1,683 received for the 2013-14 school year.
 - Act 18 includes \$140,113 additional funds received in November.
 - Preliminary section 31a funding was just announced in the amount of \$169,402 which is higher than the \$114,743 budgeted amount.
 - Teaching supplies include \$28,000 in MDE grant expenses and \$12,000 in online learning applications along with routine teaching supplies.
 - The General Fund balance is positive at \$568,629
 - Food Service fund balance is \$47,602 as of 6/30/13
 - Parents of Hope Fund balance is \$3,408
 - There was a \$261,000 check written to Hope Academy, which was for funding the new board approved Chemical Bank account. The Fifth Third account was closed in November.

An updated budget will be presented at the January board meeting, which will include the raises for the teaching staff.

2. Human Resources – Margarita presented the HR update.
 - a. Moving forward with the market increases for the teaching staff. An average of 8%. The increase is designed to bring the salaries closer to market.
 - b. 1 open position, IES is currently actively recruiting for one Middle School Teacher.
 - c. Margarita presented the data for the diversity of the school staff. This data showed that HAWM is in line with the diversity of the teaching graduates of the Michigan Universities. (GVSU, MSU, FSU, Hope, WMU)

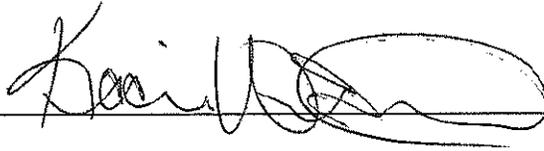
VII. Correspondence

VIII. Extended Public Comment

IX. Reconfirmation of Next Meeting Date: **January 16, 2014 at 7:00 AM** on the Hope Academy of West Michigan Campus

X. Adjournment; a motion to adjourn the meeting was made by Bill Kirby and supported by Denny Cuson. The motion passed unanimously and the meeting was adjourned at 9:21am

Prepared by Kacie Westmaas



Board Secretary, Bill Kirby



FERRIS STATE UNIVERSITY
CHARTER SCHOOLS OFFICE

April 16, 2014

Mr. Barth Roberts, Board President
Hope Academy of West Michigan
2638 Alger St., SE
Grand Rapids, MI 49546

Dear Barth:

I have communicated your rubric response letter to the Visitation Team, and the team has decided that in the area of the Personnel Verification Audit: Compliance with State and Federal Law. The score that was given of 15/20 has been changed to 20/20. The reason for this decision is because the team felt that your appeal did justify warranting the increase in points.

The review of Hope Academy of West Michigan (HAWM) is now considered complete. On behalf of the team and the Charter Schools Office, we thank you for your hospitality and the opportunity to visit with your staff, students, and parents.

Sincerely,

Ronald S. Rizzo, Ph.D.
Interim Director

cc: HAWM Board of Directors
Ms. Heidi Cate, Superintendent, HAWM
Mr. Phillip Haack, Principal, HAWM
Dr. Phyllis Robinson, Visitation Chair
Mr. John Hackett, FSU-CSO Team Member, Field Representative
Mr. Jim Scholten, FSU-CSO Team Member
Ms. Diane Rabe, CFO Wegwood, Integrity Educational Services

Enclosure

HOPE Academy OF WEST MICHIGAN

HAWM is a safe place for Preschool to 12th grade students and their families where they can succeed academically and grow psychologically, emotionally, and socially.

Dear Dr. Ronald Rizzo

I am writing you on behalf of Hope Academy of West Michigan's School Board in regards to our Mid-Contract Review. As a whole, we feel the review was fair and was a good reflection of the school's operation. The board agrees with most of the findings. The one area that the board would like to challenge is the area of the *Personnel Verification Audit: Compliance with State and Federal Law*. A score of 15/20 was given but it is the belief of the board that Hope Academy of West Michigan has met this requirement with more than a 90% accuracy. The board would like to appeal that this score should be 20/20.

I have attached the following supporting documentation to provide you with the information needed to justify the change in scoring:

Ferris State University Spring 2013 Personnel Verification Report June 13, 2013
Ferris State University Spring 2011-12 Personnel Verification Report June 27, 2012
Ferris State University Spring 2010-11 Personnel Verification Report June 16, 2011

Thank you for taking these findings into consideration as the visitation committee prepares the final draft of our Mid-Contract Review. We respect and value our relationship with Ferris State University and the Charter Office.

Sincerely,



Barth Roberts
Hope Academy of West Michigan,
School Board President

Ferris State University
Spring 2013
Personnel Verification Report
June 13, 2013

Executive Summary

The following information reflects visits to academies and/or Educational Service Providers during May 2013.

Employee Verification Report and Personnel Verification Feedback Report

The Employee Verification Report (EVR) spread sheets show specific information for all individual staff members of each academy.

The Personnel Verification Feedback Reports (PVFR) list only:

(1) all staff members who are currently employed and still have missing or incomplete records.

Academy Status

The Academy Status matrix below gives an overall picture of the status of all academies. The explanations of the Academy Status levels are meant as general guidelines and the classification of a particular academy is somewhat subjective. At this time of year, academies should be in Level 1 or 2, and academies in Level 3 are generally on track to full compliance. Academies in Level 4, however, have significant unacceptable deficiencies.

- Level 1 - All required documentation for all staff current and on file or in timely process.
- Level 2 - All certificates/permits for teaching staff current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks for all staff may be incomplete. Some instructional paraprofessionals may not have Highly Qualified credentials on file.
- Level 3 - Some certificates/permits for teaching staff incomplete (1-2). Some non-compliance including Criminal Background Checks and Unprofessional Conduct Checks for all staff. Some instructional paraprofessionals may not have Highly Qualified credentials on file.
- Level 4 - Large numbers of certificates/permits for teaching staff Incomplete (3 or more); significant non-compliance. Significant numbers of Criminal Background Checks and Unprofessional Conduct Checks for all staff. Many instructional paraprofessionals may not Highly Qualified credentials on file.

| <i>Level 1</i> | <i>Level 1</i> | <i>Level 3</i> | <i>Level 4</i> |
|-------------------------|----------------------|---|----------------|
| Allen | Lighthouse Central | No Notary Missing CBC | |
| Benton Harbor | Lighthouse Haven | FAM East - (1) (1) | |
| Bridge | Lighthouse North | | |
| Clara B. Ford | Lighthouse St. Johns | Missing CBC Missing UPC | |
| Conner Creek | Lighthouse Walkes | FAM West (2) (3) | |
| Consortium | Marshall | | |
| Creative Technologies | Michigan Collegiate | | |
| Francis Reh | Michigan Connections | Missing Certificate Missing CBC Missing UPC | |
| George Crockett | Northridge | New Bedford (1) (1) (1) | |
| Hope Academy of Detroit | Pierre Toussaint | | |
| Hope of West MI | Voyager | | |
| Huron | | | |
| Joy | | | |

Summary

- 99.3% of the professional staff at Ferris State University authorized academies (639 of 643 staff members) are currently fully certified and endorsed for their present assignments. There are 2 pending certificates and 2 missing certificates. All teachers required to have a Highly Qualified Teacher Report have one on file at the school. 99% of the Paraprofessionals (213 of 215) have official documentation on file to verify Highly Qualified Status.
- 99.7% of all employees (1572 of 1576) have criminal records checks on file. 99.3% of all employees (1565 of 1576) have unprofessional conduct reports on file.
- There are 61 Administrators who need Continuing Education. 45 Administrators have documentation on file. 16 Administrators do not have documentation on file.
- Substitutes: 99.7% of all substitutes have certification or permits (348 of 349). There is 1 with pending permit.
- New Employees since Winder Audit: A total of 122 new employees added since the Winter Audit: 37 new professional staff with 1 certificate missing and 1 not notarized; 13 paraprofessionals with 1 not have proper documentation to meet NCLB requirements; 19 non-teaching staff; 53 substitutes with 1 substitute had a pending permit.

Frequently Encountered Issues

- Administrator Continuing Education reporting is not good but improving. A separate report will be generated on this with the Spring Report.
- The corporate office at Leona improved in having appropriate records on file at the time of the audit. It will be interesting to see if the improvement continues in the succeeding years.

Continuous Improvement for QPRG follow up for the 2013-14 School Year

- A decision needs to be made on how to handle the Curriculum Coach position as described in the Leona Job Description vs. the Administrator Continuing Education requirements.
- FSU may want to consider have the information on Adm. Continuing Ed. on file at the school and have that information audited when the Teacher HQ forms are audited. Adm. Certificates should be on file at the site of the certification audit.

Ferris State University
Spring 2011-12
Personnel Verification Report
June 27, 2012

Executive Summary

The following information reflects visits to academies and/or Educational Service Providers during May, 2012.

Employee Verification Report and Personnel Verification Feedback Report

The Employee Verification Report (EVR) spread sheets show specific information for all individual staff members of each academy.

The Personnel Verification Feedback Reports (PVFR) list only:

(1) all staff members who are currently employed and still have missing or incomplete records.

Academy Status

The Academy Status matrix below gives an overall picture of the status of all academies. The explanations of the Academy Status levels are meant as general guidelines and the classification of a particular academy is somewhat subjective. At this time of year, academies should be in Level 1 or 2, and academies in Level 3 are generally on track to full compliance. Academies in Level 4, however, have significant deficiencies even at this stage of the school year.

Level 1 - All required documentation for all staff current and on file or in timely process.

Level 2 - All certificates/permits for teaching staff current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks for all staff may be incomplete. Some instructional paraprofessionals may not have Highly Qualified credentials on file.

Level 3 - Some certificates/permits for teaching staff incomplete (1-2); some non-compliance. Some substitute permits may be incomplete, as well as Criminal Background Checks and Unprofessional Conduct Checks for all staff. Some instructional paraprofessionals may not have Highly Qualified credentials on file.

Level 4 - Large numbers of certificates/permits for teaching staff incomplete (3 or more); significant non-compliance. Substitute permits may be incomplete, as well as significant numbers of Criminal Background Checks and Unprofessional Conduct Checks for all staff. Many instructional paraprofessionals may not have Highly Qualified credentials on file.

| Level 1 | Level 2 | Level 3 | Level 4 |
|----------------------|--------------------------------|--------------------------------|---------|
| Benton Harbor | Missing HQ for Parapro | Missing Criminal Record | |
| Bridge | Northridge - 2 | George Crockett - 2 | |
| Clara B. Ford | | Hope Academy of Detroit - 1 | |
| Conner Creek | | Huron Academy - 1 | |
| Francis Reh | | | |
| Hope of West Mich. | | | |
| Joy | Missing Unprofessional Conduct | Missing Unprofessional Conduct | |
| Lighthouse | Consortium College Prep. - 5 | Allen Academy - 5 | |
| Marshall | Creative Tech - 1 | George Crockett - 2 | |
| Michigan Collegiate | | Huron Academy - 1 | |
| Michigan Connections | | | |
| New Bedford | | Missing Certificates | |
| Pierre Toussaint | | Allen Academy - 2 | |
| Voyager | | | |
| | | | |
| | | | |
| | | | |
| | | | |

Summary

1. 98.5% of the professional staff at Ferris State University authorized academies (594 of 603 staff members) are currently fully certified and endorsed for their present assignments. (Note that this does not necessarily represent the percentage that is Highly Qualified according to the NCLB definition.) There are 7 pending certificates, 1 missing certificate, and 1 certificate that is not notarized. 98.9% of the Paraprofessionals (197 of 199) have official documentation on file to verify Highly Qualified Status.
2. 99.7% of all employees (1357 of 1361) have criminal records checks on file. 97.6% of all employees (1329 of 1361) have unprofessional conduct reports on file.
3. All teachers at all academies had a Highly Qualified Teacher Report on file.
4. Substitutes: 202 of 205 substitutes listed had permits the 3 outstanding were all pending.

Frequently Encountered Issues

1. The number of missing Unprofessional Conduct Reports is very high for the Spring Verification. It appears that the problem is a simple matter of correctly following up on the requests that have been sent to former employers.

Continuous Improvement for QPRG follow up for the 2012-13 School Year

1. Auditing Administrator Certification and Administrator Continuing Education.

Ferris State University
Spring 2010-11
Personnel Verification Report
June 16, 2011

Executive Summary

The following information reflects visits to academies and/or Educational Service Providers during May, 2011

Employee Verification Report and Personnel Verification Feedback Report

The Employee Verification Report (EVR) spread sheets show specific information for all individual staff members of each academy.

The Personnel Verification Feedback Reports (PVFR) list only:

(1) all staff members who are currently employed and still have missing, incomplete, or pending records.

Academy Status

The Academy Status matrix below gives an overall picture of the status of all academies. The explanations of the Academy Status levels are meant as general guidelines and the classification of a particular academy is somewhat subjective. Typically at this time of year, most academies should be in Level 1 or 2 (Level 1 = A+, Level 2 = A). Academies in Level 3 (= B) have one or more professional staff members whose credentials are incomplete or missing. Academies in Level 4 (= D), however, have significant deficiencies even at this late stage of the school year.

Level 1 - All required documentation for all staff current and on file or in timely process.

Level 2 - All certificates/permits for teaching staff current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks for all staff may be incomplete. Some instructional paraprofessionals may not have Highly Qualified credentials on file.

Level 3 - Missing or non-notarized certificates/permits for teaching staff (1-3); some non-compliance. Some substitute permits may be incomplete, as well as Criminal Background Checks and Unprofessional Conduct Checks for all staff. Some instructional paraprofessionals may not have Highly Qualified credentials on file.

Level 4 - Large numbers of certificates/permits for teaching staff incomplete; significant non-compliance. Substitute permits may be incomplete, as well as significant numbers of Criminal Background Checks and Unprofessional Conduct Checks for all staff. Many instructional paraprofessionals may not Highly Qualified credentials on file.

| Level 1 | Level 2 | Level 3 | Level 4 |
|-----------------------|---|---|---------|
| Benton Harbor Academy | Marshall (1 parapro without HQ documentation) | Allen Academy (1 expired certificate) | |
| Bridge Academy | | Consortium College Prep (1 missing live scan fingerprint report). | |
| Clara B. Ford Academy | | Francis Reh Academy (1 missing certificate) | |
| Creative Technologies | | George Crockett Academy (1 missing live scan fingerprint report). | |
| Conner Creek Academy | | Joy Academy (1 missing live scan fingerprint report). | |
| Hope Academy | | Pierre Toussaint (1 certificate/no notary and 1 missing certificate). | |
| Huron Academy | | Voyageur (1 missing live scan fingerprint report). | |
| Lighthouse Academy | | | |
| Michigan Collegiate | | | |
| Michigan Connections | | | |
| New Bedford Academy | | | |
| Northridge Academy | | | |

Summary

- 99.3% of the professional staff at Ferris State University authorized academies (575 of 579 staff members) are currently fully certified and endorsed for their present assignments. (Note that this does not necessarily represent the percentage that is Highly Qualified according to the NCLB definition.) There is 1 expired certificate, 1 certificate that is not notarized and 2 missing certificates. 98.8% of the Paraprofessionals (170 of 172) have official documentation on file to verify Highly Qualified Status. Most of the Paraprofessionals that do not meet Highly Qualified Status do not have official transcripts on file.
- 99.1% of all employees, including substitutes (1228 of 1239) have criminal records checks on file. 10 criminal records checks are missing and 1 is pending. 96.7% of all employees, including substitutes (1199 of 1239) have unprofessional conduct reports on file. Of the 40 not on file, 34 are pending and 6 are missing.

Frequently Encountered Issues

- There seemed to be several employees hired in the spring. This is probably the reason for an unusual number of missing and or pending documents.
- The paraprofessionals that do not meet HQ status are missing official transcripts.
- The schools that are in level 3 only have very minor issues that placed them in that level.
- Bridge Academy had a large number of substitutes with pending permits. This was the result of Substitutes Unlimited not registering the subs on the system.

Note on Highly Qualified Teacher Report

During the winter and spring we visited each academy to audit the Highly Qualified Teacher Reports. There was only 1 missing HQ Report for all of the academies.