



FERRIS STATE UNIVERSITY

Charter Schools Office



**Academy Internal Review**

Mid-Contract and Reauthorization Review





## Charter Schools Office Vision, Mission, and Core Values

### VISION

Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.

### MISSION

The Ferris State University Charter Schools Office focuses on student success and continuous improvement through quality oversight, professional learning opportunities, and relevant resources for its authorized public school academies.

### CORE VALUES

The core values of the Ferris State University Charter Schools Office are the foundation of our organization's culture. Our values are static, unchanging and non-negotiable, built from the belief that learning is a lifelong process and *all* students can learn.

### WE VALUE:

#### **Student Learning**

As a higher education institution, student learning is in our DNA; we see the opportunities created when students succeed, and we focus our oversight and support efforts on continual student success.

#### **A Collaborative Working Environment**

By supporting each other and building partnerships, we encourage a sense of community through cooperation, teamwork and consensus building with our stakeholders.

#### **Diversity**

Recognizing that stakeholders are made up of diverse populations, we honor diversity of ideas, beliefs, and cultures.

#### **Opportunities**

Through the work we do as a charter school authorizer, we help create learning opportunities and environments by lending support for professional growth and development.

#### **Excellence**

Committed to superior results, we engage in practices that produce the highest quality outcomes in all our endeavors.

#### **Accountability**

Accountability leads to academic progress—we believe in being held accountable for our work as an authorizer as deeply as we believe in holding all stakeholders accountable for their work.

#### **Integrity and Trust**

Our actions are guided by fairness and respect through transparency, effective communication and the building of positive relationships with each other and our stakeholders.

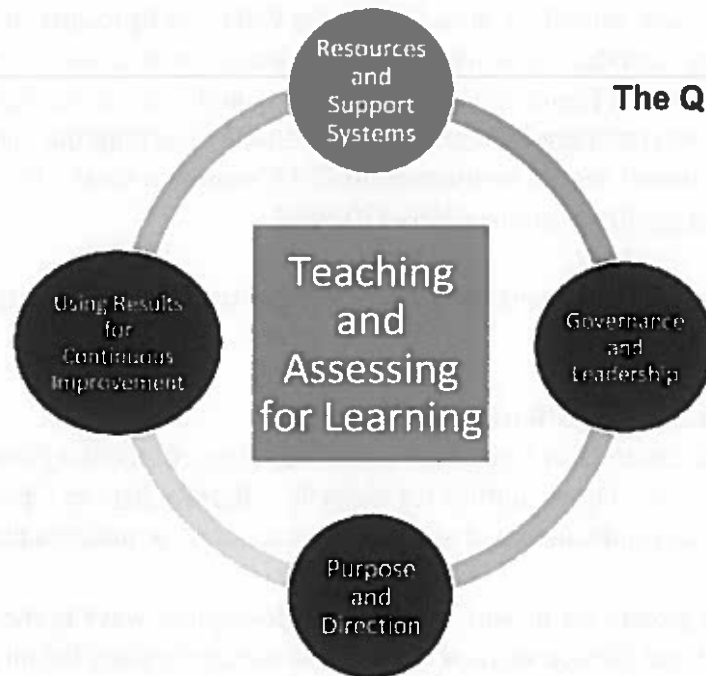
## **Mid-Contract/Reauthorization Review Introduction**

This document is one of several key documents for those academies undergoing either a Mid-Contract or Reauthorization visitation. These reviews are requirements as part of the charter contract and are essential to the Reauthorization process. **If this is an Internal Review for a Reauthorization visit, this document, when completed and submitted, also serves at the Academy's reauthorization application.** The Ferris State University Charter Schools Office (CSO) views these visitations as part of an ongoing evaluative process of quality, and not as a singular event.

The **Academy Internal Review** focuses on the Michigan Integrated Continuous Improvement Process (MICIP), Contract Performance Report (CPR), internal data review information, and initiatives, policies, and procedures generated by staff and stakeholder meetings. These documents and procedures provide an opportunity for the Academy's school improvement team and other key stakeholders to self-reflect on some of the key indicators of quality student performance and organizational effectiveness. The CSO firmly holds that quality organizations engage in ongoing conversations regarding continuous quality improvement in all aspects of performance. This review must be based on staff, board, and stakeholder discussion and input to ensure accuracy and agreement on current and future activities, policies, and procedures.

The majority of the information the CSO team will be reviewing and discussing before, during, and after the visit will focus on the following categories:

1. Review of prior Mid-Contract and Reauthorization Review
2. Academic Assessment Data
3. Curriculum, Instruction, and Interventions
4. Governance, Leadership, and Organizational Capacity
5. Financial Stability and Facility Update
6. MICIP Process and Results
7. Ongoing Professional Learning



## The Quality School Model

### Instructions

The Academy Internal Review is a series of questions that need to be discussed and researched by the school staff. When the process is completed, the Charter School Office (CSO) should have a basic knowledge of strengths and weaknesses the school identifies related to the seven categories listed on the previous page. The school's responses to the questions need to be short and to the point (bullet points, short statements, examples of evidence, graphics, etc.). The quality of the answers, not the quantity, is your goal. You will need to review and reflect on past performance and objectively determine current plans and improvements. The Discussion Topics are not to be answered; rather are examples/suggestions of possible items to consider for that section.

Before your team begins to answer the questions in this document, they need to review your School Improvement Process including your Michigan Integrated Continuous Improvement Process (MICIP) documents, your local building/district improvement procedures, Strategic Plans, specific building goals, Contract Performance Report, and any other relevant supporting documents. Supporting documents the team references in this review should be available to the Visitation Team during the visit, but your team does not need to create a comprehensive notebook that contains all of the documents. Strategies to support or bolster efforts in the categories are also appropriate to include in your responses.

The completed Internal Review should be submitted to the CSO, via Epicenter, by the date determined in collaboration with the Visitation Chair (two weeks prior to the visitation). The submission must be reviewed at a Board of Directors meeting and include the signatures of the Board of Directors or will be considered incomplete. Questions regarding the visitation process or the Internal Review document should be directed to CSO Visitation Chair, Jim Scholten, via email ([JamesScholten@ferris.edu](mailto:JamesScholten@ferris.edu)) or phone (616) 430-0891.

**Academy Name: Muskegon Montessori Academy for Environmental Change**  
**Grades: Preschool-8th grade**

**1. Prior Mid-Contract or Reauthorization Review**

After your last Mid-Contract or Reauthorization Visit, you received a Final Report, which included a section titled “Opportunities for Growth”. **Briefly list** the Opportunities for Growth you addressed and connected activities, procedures, or policies that have been initiated.

An opportunity for growth for us was, “to continue to explore ways to meet your facility needs.” Our Board and Choice worked tirelessly to secure funding for an addition to our current school, providing growth opportunities of 2 additional classrooms.

An additional opportunity for growth was to, “continue efforts to understand what is necessary as student populations grow and new staff is added to ensure that they are prepared to meet expectations that are in place.” We have met this through having the highest index score of all schools in Muskegon Area ISD.

**2. Academic Data**

*DISCUSSION TOPICS: whole school data, grade levels, subject areas, demographics, comparison (MSTEP to MAPgrowth, your results compared to area schools, growth vs. proficiency/achievement), trends, etc.*

Based on the team’s review of your current academic assessment data, identify 3-5 areas of strength and 3-5 areas of improvement. For each area of improvement, list at least one current initiative that addresses that area (if available).

***Strengths:***

1. 100% of our K-3 students, including virtual students have been tested with NWEA, Acadience/F&P.
2. We have had 100% two-way communication with our families in the months of September and October.
3. Our end of year test scores for all subject areas have a higher proficiency score than schools that are similar and above the state average.

***Areas of Improvement:***

1. Have 100% of our virtual students participate in Zooms and turn in assignments. We have created a Virtual Engagement Guide, procedures, tracking documentation, and staff dedicated ensuring virtual student participation.
2. Support our families social-emotional wellbeing and provide resources around mental health. Morning meetings with students and Character education is taught and shared with families. We are also working on social-emotional surveys and mental health newsletters for families.
3. Continue implementation of the MTSS framework. Our team is working with Kent ISD and participating in MTSS data reviews. This will continue throughout the school year. Staff is also participating in MTSS Professional Development.

4. Curriculum, Instruction, and Interventions

*DISCUSSION TOPICS - connections between your curriculum and your instruction/intervention procedures (scope and sequence, curriculum maps, lesson plan template, etc.), can you defend why you teach the topics and skills you do, are your intervention options understood by all students and parents, will the CSO visitation team see all classrooms integrating the key instructional procedures, etc.*

- a. Briefly describe or name the written curriculums you use for the core subjects.

Access to NAMC curriculum is through password protected access

ELA: NAMC (North American Montessori Center) curriculum Grades K-5,  
Engage New York Grades 6-8

Math: NAMC curriculum Grades K-5, Engage New York Grades 6-8

Science: Mystery Science Grades K-5, Concord Consortium Grades 6-8

Social Studies: NAMC curriculum Grades K-5, Grades 6-8 Open Book Project,  
*World Geography* (6th), *Ancient World History* (7th), *United States History* (8th)

- b. What instructional strategies and classroom procedures will we see on the visit that support the curricular topics and skills?

Our school is offering in-person and virtual learning for our families. We utilize the learning management system, Canvas. Our virtual learners meet synchronously at least twice a day for teacher-led instruction and then are provided asynchronous learning opportunities with packets, online instruction, Boom cards, and these instructional tools are managed in Canvas. Our curriculum is taught and students are tested using Acadience, F&P, NWEA, and Albanesi. MMAEC also utilizes Freckle, Khan Academy, Epic Books, ReadWorks. Other assessment tools: teacher created assessments, daily check-ins/exit tickets, end of week language and math assessments (1-3), and the Albanesi assessments on Montessori curriculum.

- c. How is the school meeting the needs of at-risk students? Describe your intervention options for students who do not demonstrate mastery of the curricular topics and skills during normal classroom instruction time.

Teachers, Teacher Assistants, and our Reading Coach pull small groups and individual students for intervention and/or enrichment. We identify these students based on various formal and informal assessments. We have created a process and procedure for ensuring virtual student engagement through our Virtual Engagement Guide, Virtual Student Engagement data tracking form and documentation of support that we reach out and provide families.

## **5. Governance, Leadership, and Organizational Capacity**

*DISCUSSION TOPICS - communication between all stakeholders, working relationship between Board/Staff/Management Company, clear Mission/Vision/Core Values, decision making protocols, etc.,*

- a. List the strengths of your current organizational (board, management company, building administration) leadership procedures and personnel.

The Board is so great to work with and support the school in all ways that they can. Choice supports the school with staffing and continual support of the day-to-day operations of the school. The Mission and Vision of the school is clear and carried out in the action of administration.

- b. List any leadership issues that are impeding school success.  
None at this time.
- c. Are the Board and Management Company pleased with current compliance and reporting protocols and results? YES X NO

If NO, please list planned modifications.

## **6. Fiscal and Facility Update**

- a. List your main financial challenges and any current activities that address the concerns.

No financial concerns outside of where the Pandemic may lead to future foundational allowance reductions

- b. List any facility improvements the CSO Visitation Team will see.



The completion of the additional 2 new classrooms finished in spring 2020 and is now open. They are home to our preschool and kindergarten classrooms and each have their own bathroom.

## **7. MICIP and Local School Improvement Procedures and Results**

- a. As you review your Responses to the above questions, please list the 3-5 initiatives that you feel will have the greatest impact on school improvement.
  1. Continued collaboration with reading and math PLC's.
  2. Using data to ensure our Child Study team is focused on student growth.
  3. Providing staff professional development around our Learning Management System (Canvas) to create a positive outcome for our students.
  4. Utilizing our Virtual Engagement Guide and Virtual Student Engagement procedures to provide all our virtual students a high level of academic rigor and attendance.
  
- b. Highlight any specific initiatives or activities you would like the CSO Visitation Team to observe or look for during their visit.

Our teachers implement both synchronous and asynchronous learning experiences. They teach both the in-person and virtual students at the same time. We would like some feedback around that implementation. How can we improve upon creating high-impact, engaging, and collaborative lessons with both learning platforms during the short periods of time that we have them.

## **8. Professional Development**

- a. Please attach a copy of your current Professional Development/Ongoing Professional Learning calendar.

[https://docs.google.com/document/d/1CVKwUJwKsxOWIC74EaXbz35OrOD9fsPLJjBbu3j-\\_PM/edit](https://docs.google.com/document/d/1CVKwUJwKsxOWIC74EaXbz35OrOD9fsPLJjBbu3j-_PM/edit)

- b. Describe how the planned learning activities align with your prioritized improvement initiatives.

Our professional development focuses around using data to ensure student success for all learners, both virtual and in-person. It also focuses on using a learning management system to assist our learners.

Academy Visitation Internal Review Signature Page

Board Signatures:

Jenna Van Dyke  
Name

10/27/2020  
Date

Denise Wyszczewski  
Name

10/27/20  
Date

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Name

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Date of Board Meeting review \_\_\_\_\_

Academy team members who assisted with the completion of this document:

Melanie Kelly  
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Principal  
Title

Ann Dubois  
Name

Asst Area Superintendent  
Title

\_\_\_\_\_  
Name

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Title

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Name

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Title

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Chairperson Name

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Date