

ACADEMY INTERNAL REVIEW



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

MID-CONTRACT AND REAUTHORIZATION REVIEW



REVISED 6-4-2021 CW



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.

INTRODUCTION

This document is one of several key documents for those academies undergoing either a Mid-Contract or Reauthorization Review. 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 onsite or virtual review, this document, when completed and submitted, also serves at the Academy's reauthorization application.** The Ferris State University Charter Schools Office (CSO) views these review processes as part of an ongoing evaluation 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 review will focus on the following categories, all related to the FSU CSO pillars for successful academies:

1. Review of prior Mid-Contract and Reauthorization Review
2. Academic Progress (Pillar #1)
 - a. Academic Data
 - b. Curriculum, Instruction, and Interventions
 - c. The MICIP Process and Results
3. Fiscal Solvency (Pillar #2)
4. Operations (Pillar #3)
5. Compliance & Governance (Pillar #4)

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 five 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.

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. Strategies to support or bolster efforts in the categories are also appropriate to include in your responses and should be based on documentation.

The completed Internal Review should be submitted to the CSO, via Epicenter, by the date determined in collaboration with the Review Chair (two weeks prior to the visitation). The submission must be a discussion item at a Board of Directors meeting and include the signature of the board president assuring that the full board had a chance to review. Questions regarding the review process or the *Academy Internal Review* document should be directed to CSO Review Chair, Jim Scholten, via email (JamesScholten@ferris.edu) or phone (616) 430-0891.

1. Prior Mid-Contract or Reauthorization Review

After your last Mid-Contract or Reauthorization Review, 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.

School Improvement Plan Opportunities for Growth:

Continue to investigate new math curriculum and resources.

- We began looking at data for mathematics across the district and noticed scores dropping as the grade levels increased.
- We identified the need of having a common curriculum K-8; previously there was a curriculum for K-5 and another for 6-8.
- The School Improvement Team used EdReports to compare various mathematics curricula that offered K-8 alignment as well as a green rating under each component (Focus & Coherence, Rigor & Mathematical Practices, and Usability).
- We identified three mathematics curriculum to pilot in the classroom. After piloting each curriculum, the Math Department used a rating document to make our decision.
- The Math Department identified EnVisions 2020 as the strongest curriculum and brought their findings to the School Improvement Team and other stakeholders (Board of Directors, parents, and entire staff).
- In addition to the new curriculum, the academy has invested in Teachers Pay Teachers School Access and supplemental mathematics manipulatives.

Continue efforts to identify and retain high quality teachers.

- We have revamped our hiring process to ensure that we hire highly qualified teachers.
- We added screener questions in our application process to determine a candidate’s level of experience, education, and certification. We also added a phone screening process prior to offering an interview to ensure that the candidate would fit our mission and vision. We also created interview questions that are asked of all teaching candidates that focus on classroom management, building relationships, differentiated instruction, and experience with special populations.
- Each school year we meet as a Leadership Team to identify ways we can retain our teachers based on staff surveys. Based on staff surveys we have added staff wishlists for their classroom, team building exercises throughout the school year, team appreciation incentives (including catered meals, snack carts, spirit weeks, and dress down days), and bonus/merit pay.

Continue to include your academic interventionists in the coaching process.

- We created a RTI Coordinator position at both buildings to provide coaching and professional development for our interventionists.
- Interventionists are included in all Professional Learning Communities, RTI meetings,

and grade level meetings.

- Interventionists created professional growth plans and completed a needs assessment. These were used to set up professional development opportunities throughout the year.
- Observations are completed to provide feedback to set goals, assess their progress, discuss what support they need, and next steps.

Continue differentiating PDs to support all teacher needs.

- Professional development is determined by the teacher's professional growth plan, schoolwide needs assessment, observations in the classrooms, and the school's mission and vision.
- We have offered professional development based on various content areas not limited to English language arts and mathematics.
- We have also offered professional development outside of the content areas to develop the whole teacher.

Continue to maintain consistent scheduling pertaining to MTSS and support staff schedules.

- All monthly MTSS meetings are placed on the school google calendar and have the agenda attached for reference. All MTSS related staff are invited and expected to attend with their information pre-entered into the documents.
- The district has created RTI coordinator positions, as well as a District Curriculum Director to streamline the MTSS process across all grade levels.
- All schedules are placed in the Staff Resource Binder and follow the same template documents in order to allow for consistency across the district.
 - We have found that the 2021-22 school year has presented staffing challenges. This affects the MTSS process as well because staff may be pulled at times to provide emergency coverage.
- Prior to the current school year, each K-8 grade level had a dedicated Math and ELA interventionist to work with Tier II students on a daily schedule.
- Tier III students are serviced by the Title I teachers and interventionists on a regular daily schedule.

Consider the possibility of adding additional interventionists to the HODA team.

- The district has budgeted for additional paraprofessional/intervention staff and many have been hired. However, retaining some staff has been a challenge this school year.
- Additional Title I teachers, Dean of Students, and 2 additional Social Work staff have been added to the district within the last 2 school years.

Continue to grow the co-teaching model and identify best-practices related to successful co-teaching.

- Coaches went to a professional development on co-teaching for 3 days. Information was shared with the Special Education staff.
- The Special Education team shared out the different models during the MTSS portion of our two week professional development. They explained which ones we were going to focus on, where we wanted to eventually be, and how it was going to work this year.

- The Special Education team will go out on a co-teaching professional development to become more aware.
- We started with co-teaching 1 class with both ESL and Special Education for the first semester. We will move to 2 classes in the second semester.

Consider applying student-goal setting to MS and HS planning efforts.

- High school students meet with the college and career advisor to create goals for each year and go over their pathway.
- Educational Development Plans were created for both middle and high school students.
- Teachers are setting goals pertaining to State and Benchmark assessments to get student buy-in individually in their classrooms.

Continue to implement your classroom non-negotiables with fidelity.

- Walkthroughs or informal observations are done monthly.
- Non-negotiables are shared with all teachers at the beginning of the year and shared throughout the year.
- Random classroom observations are conducted to make sure the environment adheres to our non-negotiables.

Continue to push forward with your goal to incrementally increase your MSTEP scores (10 percentage points this year).

- We created a test plan that has teachers working monthly on different test taking strategies.
- We are piloting the MSTEP rubric for writing at the Middle/High School.
- We have adopted new Math and ELA programs that more tightly align with the Common Core Standards.
 - Professional Development has been provided to teachers and interventionists to assist with implementation of these programs.
- We have purchased an ELA intervention program, Leveled Learning Intervention, to assist with Tier II students in grades K-8.
- We continue to provide professional development for staff regarding differentiated instruction.
- We provide after school tutoring for students to strengthen students on specific grade level standards.
- We provide 4 week Saturday Test Prep classes for grades 3 - 11 to prepare students for specific skills that they can expect to see on the test.
- We use common graphic organizers across grade levels to help with consistency in writing organization.
- Consistent content and academic vocabulary is used across grade levels.

Continue to work on establishing consistency with student goal setting 6-12.

- High school students meet with the college and career advisor to create goals for each year and go over their pathway.
- Educational Development Plans were created for both MS and HS students.

- Teachers are setting goals pertaining to State and Benchmark assessments to get student buy-in individually in their classrooms.

Continue your efforts to ensure that SIOP strategies are fully implemented with a high level of fidelity in all classrooms.

- We continue to use SIOP lesson plans but decided to move that to our curriculum maps as well. We joined the lesson plans and curriculum maps to make weekly unit plans.
- We added differentiation for ESL students in our unit plans.
- SIOP trained people came in for two sessions in 2020-21 and we will continue that series in the 2021-22 school year.
- SIOP strategies were shared with the instructional staff during our two week professional development.
- Walkthroughs and informals are done monthly using Marzano strategies that connect with SIOP strategies.
- Weekly unit plan checks are done to make sure teachers are implementing SIOP in their planning.
- SIOP materials were purchased in all content areas so that teachers had books specific to their content level.
- The ESL team meets with grade level teams to discuss different areas they can strengthen in the classroom using the materials purchased.

Academy Culture Review

Continue to expand class options related to student interests.

- In the high school, we have done student surveys to determine student interest in various elective courses. Through this survey we have added courses including Aerial Photography, Printmaking, Entrepreneurship, other World Languages, Newsbroadcasting, Robotics, various STEAM opportunities, etc.
- In coordination with other Leona schools, we have added opportunities for EMT and firefighter training and AP courses.
- We will be adding to our dual enrollment program by adding an Early Middle College opportunity for our junior and senior students.

Continue to expand learning and support opportunities for parents and community members.

- Based on a needs assessment, we have offered technology support meetings, parent support groups, financial literacy courses, Love and Logic classes, and English courses through a partnership with Mission Lift.

Mission Accomplishment

As enrollment grows, be sure to maintain alignment of your mission, vision, and core values.

- We ensure that our mission, vision, and core values are at the center of every decision that we make. Our mission and vision is posted throughout both buildings and in each classroom. All letters and agendas that are sent out to our parents, staff, and community at large include our mission and vision. We also recite our mission and vision each day in our morning announcements.

- Through our Board of Directors and School Improvement Team, we continually review and update our school's mission and vision. Our most recent update to our mission and vision came in the 2018-19 school year to include vocational education and a focus on creating productive citizens to compete in a global economy.
- Since our update of the mission and vision we have increased vocational and college visits, increased assemblies to focus on being better people in the school and community, a 5 year program that allows students to get a degree and join the workforce, and expanded our career fair.
- The College and Career Readiness counselor meets with every student in high school to create Educational Development Plans.
- The Middle School is a part of a grant that brings light to colleges and careers before students begin choosing their pathways in high school.

Governance and Leadership

Continue to encourage teachers and/or parents to participate in Board meetings and Board Retreats – the board feels they would benefit from learning directly from teachers/staff to build cohesiveness amongst the HODA team.

- Each teacher is required to attend at least one board meeting a year. They are invited to every board meeting and specific departments are invited to present to the board throughout the year.
- Board Meeting dates are included on the academic yearly calendar, monthly calendar, posted on social media accounts, and on our District Google Calendar.
- Public notices are posted outside of school doors and school digital signs to announce upcoming meeting dates.
- Board meeting dates and information are posted in the weekly reminders sent out to parents.
- Meeting notes are posted on the school website.

Continue to reflect on long-term goals and future growth; outdoor science labs, spaces for team sports, etc.

- Plans for outdoor learning spaces have been made and have started their implementation. A design has been produced and we are rolling them out in phases. Bids have been accepted and the work is underway.
- An Environmental STEAM class is instrumental for the Urban Garden portion of the outdoor space.
- Plans for the STEAM Lab partnership with Ferris State have begun and a location has been chosen at the highschool.

Ensure that your mission, vision, and core values drive future decision making.

- The school mission and vision are annually revisited and has been recently updated to reflect the goals we have for the students and staff.
- We ensure that our mission, vision, and core values are at the center of every decision that we make. Our mission and vision is posted throughout both buildings and in each classroom. All letters and agendas that are sent out to our parents, staff, and community

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Resources and Support Systems

Continue to identify and implement system wide protocols that address student achievement outcomes.

- We have implemented Professional Learning Communities for colleagues to share ideas and learn both vertically from grade level to grade level and across subject areas.
- Common planning is provided in schedules to ensure teachers have dedicated planning time in order to have conversations around data.
- A behavior management system K-12 was implemented to track positive behaviors that directly relate to academic achievement outcomes.
- Individual Reading Intervention Plans for K-3 were implemented to support student achievement in literacy through intervention.
- The district has invested in many digital learning platforms to assist with individual learning pathways for students.
- The district has invested in individualized professional development courses through Simple K12 to address specific areas of need.
- During the 2020-21 school year office hours were added for more one on one or small group support for all students.
- We have adopted a more consistent use of Google Classroom for teachers to assist as a Learning Management System and provide students digital opportunities for their learning.

Continue to address the need to support HODA's academic culture through team building and teacher retention efforts.

- The district provides team building exercises as a part of their annual professional development.
- Additional bonuses have been provided to all staff for their extra efforts since the start of the pandemic.
- Attempts at continuous staff morale throughout the year are made through staff shout outs, snack carts, meals for appreciation, dress down days, spirit weeks, support through time etc.
- Warrior Traits were created to establish a common identity of what being a HODA Warrior is and looks like across the entire district for staff and students.

Facilities Review

Continue to expand educational opportunities through the development of outdoor learning spaces.

- Plans for outdoor learning spaces have been made and have started their implementation. A design has been produced and we are rolling them out in phases. Bids have been accepted and the work is underway.
- An Environmental STEAM class is instrumental for the Urban Garden portion of the outdoor space.

2. Academic Progress (Pillar #1)

Academic Data

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	Areas for Improvement
• In Spring 2019, the academy's growth percentile, as determined through the NWEA assessment, surpassed the 50th percentile in all but one grade level in Reading and all but two grade levels in Mathematics. • In Spring 2019, our English Learners outperformed the state average in ELA and Math in grades 3 and 4 according to the M-Step assessment. • In Spring of 2019, grade 3 and 4 Students with Disabilities outperformed the state average in ELA and Math.	• In Spring of 2021 the academy's growth percentile, as determined through the NWEA assessment, did not surpass the 50th percentile in any of the grades tested. • Continued growth across all grade levels for ELs on both state and benchmark assessments. • Continued growth across all grade levels for Students with Disabilities on both state and benchmark assessments.
Initiatives to Address Areas for Improvement	
Increasing Growth Percentile on NWEA • Looking at how our students tested on both benchmark tests and state tests we decided to purchase a new math and ela curriculum that provided more rigor, scaffolding, and experiences for students. These curriculums focus on language development through vocabulary and content through the standards. • Students are working on setting academic goals with their homeroom teachers to better understand their own data and make growth. • Professional Learning Communities to address student learning loss.	

- Unit Plans were created to better facilitate backwards planning and vertical alignment.
- Online resources such as Edgenuity were purchased for students to use during Intervention time. This program allows students to work on an individualized pathway of learning based on their NWEA scores.

Increasing Growth for all ELs on State and Benchmark Assessments

- This year we have been working hard to create a cohesive ESL department across both buildings.
- We created an EL handbook that clearly lays out all processes and stakeholders.
- ESL teachers are pushing into classrooms as well as pulling students out for small groups. During push ins they are developing student language through the content and while pulling out developing students' english language.
- We purchased Rosetta Stone, manipulatives specific to language development, and a program called Ellevation to help strengthen student support.
- ESL teachers are meeting once a week to make sure they are all on the same page.
- Our ELA and Math curriculum has an ELD component so that teachers and ESL teachers are on the same page.
- ESL teachers are creating unit plans for their pull outs that focus on ELD standards as laid out by the state.

Increasing Growth for all Students with Disabilities on State and Benchmark Assessments

- A district Special Education lead position has been created to align the services and strategies for all students.
- A clerical assistant for the Special Education Department has been added to the department to manage the special education calendar, translate parent meetings, and assist with special education documents. This provides more opportunity for special education teachers to work with their students.
- The academy added two Social Workers to assist with the social and emotional needs of students with disabilities which will allow for increased focus on academics.
- We have increased the focus on co-teaching in English Language Arts and mathematics classes.
- Saturday Test Prep classes have been added prior to state testing to practice test taking strategies and accommodations available for students taking the tests.

Curriculum, Instruction, and Interventions

- a. Briefly describe Tier I instruction at your academy (curriculum, lesson planning, in-class support to students, etc.).

Curriculum:

- The last two years we have added a new curriculum in the content areas of Math and English Language Arts. While looking at our data we realized that we were missing certain aspects in our current curriculum that would push students' rigor and

understanding in each area. In the 2020-21 school year we added the new Envisions Math from Savvas and in the 2021-22 school year we added My Perspectives and My View from Savvas.

- Our English Language Arts and Math curriculums both include ELD or English Language Development.
- In the 2019-20 school year, we adjusted our high school science curriculum to better meet our students' needs, fulfill state requirements for graduation, and ensure students were better prepared for the science portion of the M-Step. We changed our Chemistry course to Physical Science and added elements of Physics to the curriculum. We also added Earth & Space science.
- We added a middle school Social Studies curriculum to try to provide vertical alignment through high school.
- Each grade level team has begun work in Project Based Learning opportunities or Cross Curricular opportunities for students.
- We added new classes to our course catalog in the last few years to give our students diverse experiences in all levels of STEAM (including- Aerial Drones, Environmental STEM, Entrepreneurship, Printmaking, Speech and Communications etc.)
- This year we have added Italian courses to our foreign language department.
- We have offered dual enrollment courses for junior and senior students from Henry Ford Community college.
- We are offering a 5th year program for juniors and seniors to receive an associates degree or certification in various trade programs.
- K-5 classes have included Mystery Science to the curriculum to offer more opportunities for real life connections to the science standards.

Lesson Planning:

- We have moved to unit planning to make a better connection between the weekly lesson plans and unit maps.
- We continue to use the Sheltered Instruction Observation Protocol (SIOP) Model in our lesson planning to better support our EL population and provide best practices to all students. We have focused on the following elements of the SIOP Model:
 - Each lesson/unit has content and language objectives
 - Building background knowledge
 - Explicit instruction of vocabulary
 - Each classroom has content and academic word walls
 - Using visual aids (including graphic organizers, videos, simulations, etc.)
 - Appropriate pacing of instruction
 - Scaffolding content for students
 - Providing cooperative learning opportunities
 - Providing hands-on experiences for student learning
- We have emphasized Backwards Planning as a focus for teacher lesson/unit development. Teachers are able to provide instruction with intention and a student-centered focus.
- We continue to have common planning times for teachers in the same content area.

- We have district planning sessions with the teachers during the summer to vertically align core content areas.

In-Class Support to Students:

- All schedules include Intervention time for Math and ELA. While this is an opportunity for Tier II support, all students are provided small group instruction by the general education teacher.
- Students have access to a variety of technology and online programs/resources to enhance their learning that is specific to their academic needs.
- Teachers have access to a wide variety of academic resources to enhance student learning.
- All classrooms have a Promethean Board, document cameras, and webcams that assist instruction for both in person and remote learning.
- ESL teachers provide push in support to students to enhance English language development through the lesson content.
- The school has begun replacing small group tables with whiteboard top kidney tables for ease of small group instruction.
- Kindergarten classes have instructional aides assigned to the classroom for a majority of the day to provide support to students with a higher need.
- K-12 has adopted an SEL program entitled Move This World to provide support to students as they have returned to in person learning for the 2021-22 school year.

b. What school-wide instructional initiatives are occurring in your academy? What evidence do you have of their effectiveness?

- The academy has altered lesson planning for teachers to emphasize unit planning to better support the backwards planning model to support student learning.
 - Evidence of the effectiveness of this program is currently being collected as it was initiated at the onset of this school year.
- Emphasis on Professional Learning Communities (PLC) has been adopted to support teachers learning in both content areas and across grade levels.
 - It is difficult to provide specific data to show the effectiveness of PLCs as our data has shown a decrease since the onset of the pandemic. However, we have seen positive growth from grade level and subject area teams, most specifically in communication and instruction.
- The academy has placed an emphasis on training paraprofessionals on intervention programs and techniques to more effectively close the learning gaps for students of high academic need.
 - Student growth was evident in elementary reading scores prior to the pandemic. Because of this, the resources and training has been expanded to K-8.
- We have adopted Warrior Traits that emphasize positive behavior in the classroom and around the school community.
 - Evidence of the effectiveness of this program is currently being collected as it

was initiated at the onset of this school year.

- Move This World SEL curriculum has been adopted to better support the social and emotional needs of the students.
 - Evidence of the effectiveness of this program is currently being collected as it was initiated at the onset of this school year.
- The academy has begun a district wide mentor program to assist students with emotional support.
 - Evidence of the effectiveness of this program is currently being collected as it was initiated at the onset of this school year.
- The academy has purchased Kickboard, a behavior management system to support positive behaviors as well as improve communication for responses to negative behaviors.
 - Communication between staff and MTSS support has improved because of this program.

c. How is the school meeting the needs of at-risk students and special education students? Describe your intervention structure and programs. What evidence do you have that your intervention system is working?

- The academy has added staff in critical positions to offer support to at-risk and special education students, including Special Education teachers, ESL teachers, RTI coordinators, Paraprofessionals, Social Workers, and Dean of Students.
- We have added and increased intervention programs for K-8 students.
- We have provided extensive professional development on accommodations and modifications for students with specific academic needs.
- The special education and ESL teams have placed an emphasis on more effective co-planning and different models of co-teaching.
- Paraprofessionals and LRE aides service students on regular daily schedules.
- The MTSS handbook was revamped and reorganized in order to meet all students at their current needs and provide MTSS services with fidelity across the district.
- Interventions are scheduled daily for Math and ELA. The small groups are created with the support of the RTI team, which meets monthly to review data and student progress/lack of progress, and strategies to address student needs. Interventions are planned using LLI and interventions provided by the ELA/Math programs as well as resources purchased by the academy. Special Ed staff attend meetings to monitor students who may be moved to Tier III services as well as students who may eventually require an evaluation for special education.
- NWEA and M-STEP data has shown, specifically with data prior to the pandemic, that the intervention system in place was most effective in the elementary grade levels. This data led to the expansion of the LLI intervention system to middle school students.

MICIP & Strategic Planning

- a. Briefly describe your continuous improvement process and involvement of stakeholders.

Our School Improvement team meets monthly to go through the continuous improvement process through the MICIP system. We ensure that our team includes various team members including administration, our coaching staff, teachers at various grade level bands, a school board representative, a parent, and student. We often rotate team members each school year to ensure that various voices are heard throughout our continuous improvement process. Our initial meeting each school year walks through the continuous improvement process as a refresher for returning team members and an introduction for new team members. We then begin our continuous improvement process by completing a needs assessment, determining root causes, creating obtainable goals, assigning strategies and activities, and implementing a plan. As we work through the plan that we created, we continue to evaluate the plan by determining if we are meeting our goals and repeating the continuous improvement process.

- b. What did you learn about your academy from the “Data Analysis” and “Setting Goals” process within MICIP?

During the 2020-21 school year, we went through the MICIP system to review our NWEA student data. As we began breaking down the data for both reading and mathematics, we noticed a few patterns emerging. We took notice that as the grade level increased, so did the gaps (especially for mathematics). As we looked at the reasoning for those gaps, we noticed a deficiency in the consistency of the alignment between grade levels in our instructional practices and intervention for struggling students. Our past efforts were focused on the reading gaps and reading intervention, but we need to apply those same practices to the mathematics gaps shown in the NWEA data. When we began setting goals, we determined that if we increase our focus in the MTSS process to include a stronger emphasis on vertical alignment of instruction and intervention, then we can more effectively close the gap in student achievement.

- c. Highlight any specific strategies or activities you would like the CSO Review Team to observe or look for during their visit. What impact have they had on student growth and/or achievement?

To meet our goal of closing the gap in student achievement, we determined six strategies to help us attain that goal.

- MTSS Framework
 - We have an increased focus on our MTSS/RTI process to identify and determine levels of support for students that are struggling.
 - We hold monthly meetings for both reading and mathematics to determine

support for students, progress of students, and movement between tiers.

- **Leveled Literacy Intervention**
 - We have expanded the use of LLI to include students in K-8 to improve the comprehension and fluency in reading.
 - We use the data that accompanies the program to track student growth in the RTI/MTSS process.
- **Essential School-Wide and Center-Wide Practices in Literacy**
 - Instructional coaches are providing training to instructional staff to streamline literacy practices across the district.
 - This supports the goal of vertical alignment that was established in the 2020-21 District Improvement Process.
- **Embedded Formative Assessment**
 - Teachers are using more frequent formative assessment in order to have a better understanding of student comprehension.
 - The formative data is another source of student achievement and growth that is used in our MTSS process.
- **Sheltered Instruction Observation Protocol**
 - We continue to rely on SIOP as an effective way for our instructional staff to teach grade level standards to EL students.
 - The 8 components are designed for ELs, but we have found that they are best practice for all students.
- **Improving Classroom Mathematical Discourse**
 - We recognize that mathematical discourse can improve student understanding of mathematical concepts. This is even more critical with our EL student population and prepares the students for success on state assessments which have shifted toward rationale and explanation for answers to mathematical problems.

3. Fiscal Solvency (Pillar #4)

List your main financial challenges and any current activities that address the concerns. Also include any current or long-term projects or purchases involving a substantial increase in expenditures (examples: curriculum purchase, facility improvements, purchase of technology, etc.).

Current financial challenges include enrollment goals since the pandemic occurred. We have noticed that there has been a decline in enrollment in the primary grades. We will continue to address this issue through marketing and recruitment efforts.

We are currently undertaking projects in both buildings to ensure that air quality and touchless points are being installed such as urinals, toilets, soap dispensers, faucets, water fountains, etc. At the elementary school we have remodeled the boys and girls bathrooms and we are in the

process of getting bids to install a new HVAC system for air conditioning. We have also painted both buildings.

We have purchased all new chromebooks for students in the district. We added new mathematics and reading programs for K-8. We also are taking on a partnership with Ferris State University to install a state of the art STEM classroom at the middle/high.

4. Operations (Pillar #3), Compliance & Governance (Pillar#4)

Staff Retention

Describe teacher and administrator retention. Is the Academy operating with current staff shortages? Are there any incentives in place to retain current staff? Are there any other staff issues that are barriers to the educational environment?

Administrator retention has been consistent throughout the years. Teacher retention has been consistent, however, we have been dealing with a teacher and staff shortage due to the current educational landscape and since the pandemic occurred. We have provided raises and bonuses for teachers and potential candidates to stay and join our organization. We have provided Covid pay for all of our staff. The major barrier in education is identifying highly qualified/certified teachers and support staff.

Board/ESP Relationship

What is the quality of the relationship between the Board and the Educational Service provider?

The board of directors and the ESP have established a long partnership since the inception of the academy. The ESP has communicated very well with the board of directors over the years and they currently maintain a healthy relationship between both parties.

Strengths & Areas for Improvement

List the strengths of your current organizational (board, management company, building administration) leadership procedures and personnel. List areas for improvement in the organization.

Strengths:

- Financial Solvency
- Educational Program

- Community Partnerships
- Enrollment
- Staff Retention
- Parent and Student Relationships
- HR Marketing
- Academic Support

Areas of Improvement:

- Recruiting New Staff
- Improving Math and ELA scores
- Improving Student Services Department
- Support of ESL Students
- Aligning K-12 Curriculum
- Continuous Improvement of Facilities

SIGNATURE PAGE

Stakeholder Involvement

List all academy team members who assisted with the completion of this document. Chairperson will sign to attest that all names gave input to the *Academy Internal Review* document.

Ali Abdel
Print Name

Principal
Title

Andrew Wright
Print Name

Assistant Principal
Title

Giuliana Feamster
Print Name

Curriculum Director
Title

Maria J Vargas
Print Name

District Business Manager
Title

Stephen A. Marek
Print Name

Dean of Students
Title

Gary Fitz
Print Name

HS INSTRUCTIONAL COACH
Title

Kevin G. Clarke
Print Name

ES Instructional Coach
Title

Ali Warr
Chairperson Signature

11/23/21
Date

Board of Directors Review

Date of Board Meeting Review 11-23-21

I attest that the full Board of Directors was given the opportunity to review the *Academy Internal Review* document prior to submission to the Ferris State University Charter Schools Office.

Board President Name: Thomas Rye

Thomas Rye
Signature

11-23-21
Date