

ACADEMY INTERNAL REVIEW



FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

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.

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.

Academy Name: Hope of Detroit Academy.

Grades: K-12

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.

- Continue doing the deep-data dives and discuss how to use this information to improve teaching and learning. Continue to use the new ELA curriculum to link writing to reading skills. Continue to assess/address behaviors that affect academics. Continue to develop interventions that high school students will utilize
- Continue work to re-establish pre-COVID levels of staff camaraderie. Continue to improve communication across all levels/departments. Continue to help students adopt the behavioral norms of school.
- Continue efforts to stabilize and recruit quality staff.
- Focus attention on SAT scores for 11th grade students. Hope of Detroit was showing good growth on both the NWEA and M- STEP assessment prior to the COVID-19 pandemic. Current data is showing a significant learning loss that will need to be systematically addressed by the academy in the coming years. Change in fund balance has been positive since the 2018-19 CPR, however still below the 15-20% threshold. Keep this in mind when planning future budgets.

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
• SAT math proficiency increased by 1.82% • SAT reading proficiency increased by 4% from 2019-2023 • NWEA reading proficiency for the school is 67% • MStep science is trending up overall. • The overall number of grade levels at under-20th percentile achievement on the NWEA in	• NWEA math has 43% who are not proficient. • NWEA reading has at least 20% who are not proficient. • Kindergarten and first grade had less than 20% proficiency on the NWEA in reading for Spring 2022. • MStep social studies is stagnant.

mathematics has decreased post-pandemic (2020-2023) from 7 to 2.	
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Initiatives to Address Areas For Improvement

- Achievement in math, reading, and social studies is being addressed through small groups.
 - We have increased the overall number of paraprofessionals active in each building providing Tier II services, such that every grade level is now being served.
 - Teachers have received professional development around running small groups and continue to have more professional development on this subject. Additionally, teachers have been given training and modeling from coaches in this area.
 - We have partnered with a highly-regarded reading program provider, the Springboard Collaborative, to make our after-school reading tutoring program more effective at the foundational level (K-4). Grades 5-12 participate in their own after-school reading program, as well.
 - We have created a math-focused after-school tutoring program in grades K-12 where the teaching takes place in small groups.
- Lesson plans are being completed jointly.
 - General education teachers complete the lesson plan for the whole group, which is checked for rigor by the instructional coaches on a weekly basis. When plans do not meet expectations for rigorous instruction, the teacher is given coaching to improve their skills.
 - Accommodations/modifications are listed on all of the lesson plans by the special education teachers, who have designed them specifically to meet the requirements of individual IEP's. The special education department has conducted multiple training sessions on the appropriate ways to give accommodations/modifications in the classroom.
 - Paraprofessionals are listing their groups and the topics that they cover in the whole-group lesson plans so that everyone on the team serving each student is equally informed about the interventions taking place.
- Online resources align with NWEA data and SAT prep.
 - The teachers have received training from both Leona Group and HODA instructional coaches on the use of FocalPoint K-12. They have been instructed to regularly use FocalPoint K-12 to design and deliver their own assessments - both formative and summative - whenever possible.
 - IXL for all subject areas K-12
 - Springboard K-4 ELA
- Focus on Hands-On Activities
 - STEAM activities
 - Science, technology, engineering, art, and math
 - Incorporating through out
 - Summer school
 - Excited students about learning
 - Improving attendance
 - Coaching using manipulatives and project-based learning
- Growth for our special education students

- Small group push-in and pull-out
- Online Resources
- Collaborative Planning

Curriculum, Instruction, and Interventions

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

K-4 ELA Curricular Materials

K-4 Tier I instruction in ELA is guided by the Savvas MyView curriculum. K-1 teachers supplement this resource with phonemic awareness instruction through Heggerty. Additional materials for small group instruction have been curated by the Curriculum Department and include games, letter manipulatives, word-level manipulatives, and decodable readers.

5-8 ELA Curricular Materials

The middle school teachers utilize a combination of resources for ELA instruction. They are provided with a curriculum through Savvas called MyPerspectives. 5-8 teachers are also provided with a library of novels and class sets of novels to allow them to plan and implement novel studies.

9-12 ELA Curricular Materials

The high school teachers use Bedford, Freeman, and Worth texts. These are multicultural with a college-minded focus. In addition, there is a library of novels for novel studies at multiple reading levels.

K-8 Math Curricular Materials

The elementary and middle school teachers use the Savvas enVisions 2024 mathematics curriculum. Additional materials for small group instruction have been compiled by the Curriculum Department, including manipulatives for every area of math at each grade level, games, and assorted independent practice manipulatives like graphs, fraction games, protractors, etc.

9-12 Math Curricular Materials

The high school uses Pearson materials for Alg 1, Alg 2, Geometry, and PreCalculus. In addition, the teachers use small groups and different hands-on manipulatives to help the students at all levels

K-8 Social Studies Curricular Materials

We have adopted the Savvas MyWorld Interactive curriculum beginning in the 2023-24 school year. This aligns with the Savvas ELA curriculum.

9-12 Social Studies Materials

We just purchased National Geographic texts for both World and U.S. History classes. For Civics and Government classes, we have Savvas Realize.

K-4 Science Curricular Materials

K-4 science lessons are created in accordance with the Next Generation Science Standards, and materials are selected for their alignment with those. Some of the materials frequently utilized are Mystery Science, Generation Genius, and assorted STEAM project kits. Additionally, we have an online program called Boardworks which aligns to the standards and helps the teachers deliver interactive standard-aligned lessons.

5-8 Science Curricular Materials

5-8 science lessons are created based on state standards. We do have the Boardworks online interactive lessons as well as Interactive Science workbooks.

9-12 Science Curricular Materials

We currently offer both biology and forensic science classes for the high school students. These lessons are based on state standards and have very interactive lessons to bring science to life.

K-12 Lesson Planning And Student Supports

In their planning, teachers use the Gradual Release Model. They are able to select additional instructional strategies from a list provided by the Curriculum Department. Every lesson plan is required to have both a Content and Language Objective, in accordance with SIOP practices. Teachers have been trained in the use of SIOP, and are required to use additional SIOP strategies during their instruction. The Special Education department takes time each week to add in the proper accommodations for their students based on the lesson plans for the upcoming week. Teachers are required to include further evidence of planning for differentiation for all learners. Additionally, the paraprofessionals are required to add in how they are supporting their Tier II students when they push into the classroom to support. Lesson plan checks are conducted weekly by the coaches to ensure compliance.

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

Small Group Instruction

For the past several years, we have been steadily increasing the implementation of small group instruction across the district. Teachers and paraprofessionals have been provided with training around how to structure and implement small group instruction time. The use of small group instruction is monitored and enhanced by coaching from the instructional coaches. There is a particular emphasis on the use of small group

instruction in the areas of math and reading, however it is encouraged across the curriculum. Evidence in support of the success of this initiative is compiled in an ongoing manner through the analysis of test data. For example, due to their work in small groups, all of the students in 2A were able to demonstrate an average of 6 levels of growth on their DRAs from the 2022-23 school year.

SIOP and ELLevation

The teachers and support staff have received training in the use of SIOP strategies to support their ELL students in instruction for the past several years. Delivery of professional development has been tiered. Teachers and support staff have received additional training in the use of instructional strategies supporting ELL students from ELLevation. Staff are required to complete training modules in ELLevation to enhance their ability to support their ELL students throughout the year. The instructional coaches monitor compliance with professional development modules, in addition to the actual use of these instructional strategies in the classroom as observed during walk-throughs and observations. Evidence for the effectiveness of these measures can be found in the number of students exited from the ELL program over the course of the 2022-23 school year.

Instructional Alignment

In the last several years, we have placed a growing emphasis on vertical and horizontal alignment. We have set aside time during professional development for teachers to work with their colleagues in the neighboring grade levels to assist with the process of vertical alignment. The instructional coaches have provided teachers with resources guiding them through the vertical alignment of the Common Core State Standards. Additionally, we have placed more emphasis on horizontal alignment. We have altered our approach to logs and lesson planning to include space on the plans for all support personnel to list the services they are providing to students, including special education. Evidence for the effectiveness of this initiative is currently being compiled.

- 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?

Intervention is structured using the Tier Model and is monitored through the Response To Intervention process. Tier II and III students are identified from the universal screener and assigned to groups for each content area. Tier II intervention is delivered by a paraprofessional. Tier III students receive their intervention from a Title I teacher or other staff member with a specific background and/or credential in the designated area of study.

Monthly RTI meetings are held wherein student progress in intervention is monitored by the RTI team. Students are moved between Tiers in accordance with evidence presented at these meetings. Teachers and support staff document the interventions they have tried and the outcomes in the notes at each RTI meeting. Students who are still struggling after having received 6 consecutive weeks of Tier III intervention are referred for evaluation for Special Education.

Materials for intervention are provided by the school. In ELA, these consist of the Fountas and Pinnell LLI kits, Heggerty phonemic awareness resources, decodable readers, Springboard Collaborative phonics lessons, and RimeMagic. In math, teachers and paraprofessionals use the intervention materials supplied by the Savvas enVisions curriculum. Additionally, K-8 utilizes the VMath intervention curriculum.

Students with an EL designation receive additional intervention services provided by the ESL teacher and ESL paraprofessionals. Instruction in oral language development is included along with assorted content-specific supports.

Students who have qualified for Special Education services receive instruction from their grade-level Special Education teacher in accordance with the requirements of their IEP. They receive additional support from the LRE Aides in each building. The Special Education teachers and LRE Aides closely monitor progress and keep specific records of their time in Brolly which is regularly reviewed by the instructional coaches.

At the end of each school year, testing data is compiled and assessed to reveal the impacts of intervention on student learning across the school year. More frequent monitoring on the impacts of intervention is done at the monthly RTI meetings. Conclusions are drawn from this evidence. For example, over the course of the last school year at the elementary school, 31 Tier III reading students and 31 Tier III math students moved up into Tier II following intervention, indicating a successful Tier III intervention program.

MICIP & Strategic Planning

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

The continuous improvement process at Hope of Detroit Academy involves a team of administrators, instructional coaches, special education staff, social work staff, classroom teachers across subject areas and grade levels, a parent, a student, and a board member. Each member serves a role on the team and has a voice during discussions. We spend time each month on specific tasks related to evaluating and updating our current goals while also creating a new goal during each school year. The team uses assessment

data and stakeholder perception to guide conversations about the impact our strategies are having on closing the achievement gap and improving the whole child.

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

We learned about our identity as a school community. We are problem solvers that use relevant data to guide our conversations. Our goal is to make sure all of our scholars are able to be successful, learn, and grow into productive citizens. Through the data analysis and setting goals processes within the MICIP we were able to dig deep into the reasons behind some of the challenges we noticed from our data story. Quick solutions sometimes seem to address concerns as they arise, but they do not solve the deeper rooted issues. The root cause analysis that is required by MICIP has been a great framework to guide team conversations and has led us to being able to specifically target the needs of our district.

- 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?

We currently have three active goals in MICIP. One is related to NWEA data as a district, our second goal is about making sure our students have access to ESL teachers, and last year we added a goal focused on the socio-emotional health of our scholars. During the CSO visits our team would like to have a focus on SIOP strategies being implemented in the classroom and our usage of our PBIS system. SIOP is designed to support the growth of our multilingual learners through helping them gain understanding of the English language while also learning grade level content. A major benefit of SIOP implementation has been that the strategies are also beneficial for all of our scholars; beginning and ending lessons with a focus on critical content is important for everybody in any learning scenario at any age level. The implementation of our PBIS rewards at both the student and teacher level has promoted a more positive climate and culture in our buildings. Students and staff are able to earn points that they can spend on positive rewards.

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.).

The financial challenges we face will begin to take shape in July 2024, that is the time when the federal funds will cease to exist and expire. The funds we have received over

the past three years have helped with many areas of the academic programs, facility upgrades, staffing hires, technology purchases and safety/security enhancements. We have been strategically planning to make adjustments to the budget that will minimize the financial burden to the academy. For example we will fund many of the additional staff we have hired through state grants, federal Title grants and general funds. We do not have any plans to purchase curriculums in the near future because we are in the implementation phases of many of the programs we have recently purchased. The facilities are in great shape and we will continue to maintain small repairs and upgrades.

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?

Currently, the Academy is operating with a few staff shortages. At the Elementary level, we are missing two Title I teachers and at the Middle/High School, we are missing an ESL teacher.

The incentives to retain current staff are to provide opportunities for leadership and growth as some have requested and support in working toward a teacher's certification or an additional endorsement.

Some of the staff issues that have been barriers to the educational environment is when hiring staff, they may accept the position and do not follow-through or complete the hiring process but decline the position upon their start date.

Board/ESP Relationship

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

The Hope of Detroit Academy Board of Directors and The Leona Group have a mutual respect and understanding for one another. The partnership spans over a 25 year span and have both been providing management services and authorizer since the inception of the academy in 1998. The relationship is based on transparency and respect. We believe that this is one of the major reasons why the academy has thrived since its existence. The accountability and oversight has been a model of consistency.

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.

Hope of Detroit Academy has many strengths we have built over several years. For example the board of directors have many years of experience whom three members have been governing for 25 years. The facilities are a strength because we have maintained and updated the buildings to be current and competitive with the marketplace. The Leona Group is another strength because they have provided services for the past 25 years. The administration is a strength because the principal has been at the academy for 20 years in various leadership roles. The assistant principals were teachers for years previous to their current roles. The community at large is a strength because the families support the academy and its mission/vision.

The areas of improvement consist of recruiting new students and staff. As we enter a new era of education we have found that recruiting new students has become scarce. The colleges and universities are seeing a decline in enrollment in the education department. The shortage has forced academies to really think hard and begin to be a hub for training and educating people without the background to teach in the classrooms. Since the pandemic we have seen a sharp decline in student enrollment in the primary grade levels. This has been a struggle and challenge since 2020.

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.

Print Name
Susan Estrada

Print Name
Kathryn Peterson

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Melody Moore

Chairperson Signature

Title
Curriculum Director

Title
Literacy Coach

Title
Elementary Instructional Coach

Title
Principal

Title
Assistant Principal

Date
10/24/23

Board of Directors Review

Date of Board Meeting Review

October 24, 2023

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 Rys

Signature

10-24-23

Date