

Report: Mid-Contract Visitation
Academy: Hope Academy of West Michigan
Date: January 30-31, 2018

The visitation occurred at the Hope Academy of West Michigan (HAWM) with three members on the Ferris State University Charter Schools Office (FSU-CSO) visitation team. The team had the opportunity to meet with and interview the school leadership team, two school board members and the School Improvement Team. The team was able to tour the facility and visit several classrooms to observe teaching and learning. We appreciate the open communication and transparency that was apparent with everyone we interacted with.

Visitation Findings

School Improvement Plan (SIP) and EdYes! School Systems Review	
Observations	Opportunities for Growth
<p>School Improvement Plan (SIP)</p> <ul style="list-style-type: none"> • The SIP is very detailed and the strategies and activities clearly address their current deficiencies. • Teachers believe that implementing Sheltered Instruction Observation Protocol (SIOP) strategies within the classroom has been very helpful and seems to be used in classrooms building-wide. • The ELA blocked time and current reading resources K-9 have been helpful according to staff and administration. • Staff, both administration and teachers, are looking at data frequently to determine appropriate and intentional interventions. • Staff has taken the results of the Reauthorization Review and have included/implemented them in their current SIP. 	<p>School Improvement Plan (SIP)</p> <ul style="list-style-type: none"> • Consider HAWM specific data meeting opportunities as well as professional development opportunities for HAWM’s specific teacher/student needs. • Continue the efforts of developing the fidelity of IDP’s throughout the entire building. • Consider prioritizing/connecting the current strategies/activities in the SIP to make it a more manageable/working document.

<ul style="list-style-type: none"> • The school has increased their math time with individual students which is a priority in the SIP. • Staff spoke positively about the curriculum provided to them along with the resources to support it. <p>EdYes! School Systems</p> <ul style="list-style-type: none"> • Leadership and school improvement team spoke of having a curriculum map and pacing guide completed. • Students are involved in conversations about their performance data through individual development plans and advisory period. • Professional learning, school improvement team meetings, data team meetings, and the like are well documented. • Teachers seemed to be familiar with the building level academic and behavior goals. 	<p>EdYes! School Systems</p> <ul style="list-style-type: none"> • Consider working with high school staff in completing a more specific scope and sequence vs. unit plans. • Consider ways to bring the big picture into the classroom picture.
---	--

Facilities Review

Observations	Opportunities for Growth
<ul style="list-style-type: none"> • Building is very well kept for being an older building. • Classrooms seem to have a great deal of space, a clean cafeteria and gymnasium. • Building is very secure both from the outside as well as the 3 levels that house students of different ages. 	<ul style="list-style-type: none"> • Continue to work towards the securement of a grant that will allow the addition of air conditioning, especially as a balanced calendar is being pursued.

Academy Culture Review

Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The staff told us multiple times that they feel like family and support each other both in and out of school. • Students seemed very respectful, polite and engaged. • School leaders care about the staff and students. • School leaders shared that there is a passion by all staff to teach the whole student. • Positive Behavior Intervention and Support (PBIS) is consistent throughout the building and the staff has reported better behavior amongst the students at all levels. 	<ul style="list-style-type: none"> • Continue to grow the M. O. F. (Measured Observational Feedback) within the buildings as teachers reported this as being a very positive way to grow as an educator. • Continue to grow the IDP concept for every student, especially at the secondary level. • Continue to implement PBIS with fidelity at all levels and to remain consistent with the implementation over time as adjustments need to be made for success. • Consider expanding the scope of PBIS beyond just motivating positive behaviors. PBIS can also promote positive academic engagement, with the ultimate goal of teaching students the value of intrinsic motivation.

<u>Mission Accomplishment</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • Staff, school leaders, and the Board of Education believe the mission is embedded in everything they do. • The mission is kept at the forefront when making decisions at both the building and Board level. • The Board of Education is fully aware of and supports the mission. However, the Board also recognizes the need to continue to work on promoting the mission among all stakeholders. 	<ul style="list-style-type: none"> • Continue to ensure that parents are included when making decisions about community partnerships or major building level decisions (i.e. balanced calendar) to avoid conflict.
<u>Website</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The website appears to provide important and required information. 	<ul style="list-style-type: none"> • Consider implementing a bilingual website to acknowledge the diversity of the families you serve, and improve communication with your community. • Make sure the website is updated more frequently, which may reduce the amount of words per page. • Consider using more visuals, especially pictures celebrating your current students and their successes.

Academy Internal Review

<u>Student Outcomes</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • School leaders, staff and the Board are very aware of their data and the areas of concern. • The school is very aware of their summer gap and are looking at ways to address that loss. • The K-6 Reading Street resource has been a positive change and is already producing positive results. 	<ul style="list-style-type: none"> • Consider insuring that the interpretations you are making with your data is grounded in sound practice. • Continue to evaluate the need for additional math instructional time K-12 and additional ELA time 10-12 as needed. • Consider developing a process to help the secondary students better understand and manage their own learning.

<ul style="list-style-type: none"> • The implementation of HAWKS (be Honest, be Accountable, Work hard, be Kind, be Safe) has been a positive addition focusing on the students who are close to proficiency and providing intentional supports for those students. • The staff is cognizant of the MTSS process at it relates to tiered instruction and implement interventions accordingly. • It appears that HAWM has worked to address the recommendations that were made as part of their most recent Reauthorization Review. • A good partnership has been developed with Amplify GR that will allow HAWM to add staff and funding. • There seems to be a systems approach that has been developed to minimize random changes when staff turnovers occur. 	
--	--

Governance and Leadership

Observations	Opportunities for Growth
<ul style="list-style-type: none"> • Board is well aware of the roles of themselves and the ESP and believes the relationship has improved over the last few years. • The Board readily owned the need for the school to improve the academic achievement of all students. • The Board is well aware of the financials of the district and continue to communicate effectively with the ESP about the budget. • The Board has a well-developed strategic plan and reviews it periodically at board meetings. 	<p>The Board should:</p> <ul style="list-style-type: none"> • The Board recognized the need for additional professional development in the area of goal setting and improving upon their roles as it relates to their ESP. • Continue their efforts to ensure the staff is receiving best practice training. • Continue asking good questions at meetings concerning academic achievement, finance, school safety, etc. • Consider adding teacher and student presentations to the board meeting agendas to get a first-hand account of what is happening within the classrooms.

Resources and Support Systems

Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The reconfiguration of the ESP in the last few years has been recognized as being very positive. • The school leaders and administration do a great job of reaching out to community resources to assist HAWM with programming and supports. • The ESP provides outstanding information for Board meetings. 	<ul style="list-style-type: none"> • Consider periodic reviews concerning the number of community partnerships so they are working together and meeting the needs of the mission. • Continue to communicate with the staff at HAWM to identify their professional learning needs as they are unique to their environment. • Continue to recruit bilingual support staff to assist with the learning needs and language acquisition of the EL students.

<ul style="list-style-type: none"> • The communication between the Board, ESP, and school leaders seem to be very clear and consistent. • The school is making an effort to change current processes to recruit and maintain staff. • The ESP provides detailed financial reports and the school's financial needs seem to be fulfilled without concern. 	
---	--

CSO Review of Overall Performance for Hope Academy of West Michigan

Contract Performance Report Review	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • MAP growth targets met on 18/18 measures and 16 measures were at or above the 90th growth percentile-fantastic! • MSTEP growth is above 40% in all areas and averages 46% in ELA and 48% in math. • Compliance remains at 100%. • Board performance appears solid. • Enrollment and Financial data indicate fiscal stability. • HAWM had 73% of their 2016-17 enrollment identified as English Language Learners (ELL). 	<ul style="list-style-type: none"> • MAP Spring Achievement Percentiles remain low- Math was at 32nd percentile and Reading was at 37th percentile- FSU CSO goals are 50th percentiles. • MSTEP Proficiency Percentages are only 11% for ELA and 4% for math. • MSTEP Proficiency Percentages are below their Composite District's. • SAT average scores went up from 2015-16 (786) to 2016-17 (834) but remain well below their Composite District's average of 927. • While MSTEP Student Growth Percentiles (SGP) averages met the 40% minimum goal, they need to greatly improve because of very low proficiency performance.

School Support Team (SST) Updates	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • HAWM moved from a Red designation to Yellow based on their MAP growth. • Stable and strong building leadership. • HAWM is not afraid to implement initiatives and readily accepts support from other entities. • Solid building and classroom procedures in place. • Staff is well aware of HAWM's ELL population and programs are in place to address students' needs. 	<ul style="list-style-type: none"> • MAP and MSTEP Achievement and Proficiency data need to improve. • SAT performance needs to continue to improve. • Schools within a two-mile radius have higher average MSTEP proficiency percentages in both ELA and math. A great attainable goal for HAWM would be to exceed these area school MSTEP averages.

Overall Opportunities for Growth

- Monitor student preparation for the College Board assessments and increase activities that address tested skills in the PSAT/SAT formats.
- MAP growth was excellent last year- they need to transfer that successful growth data in MSTEP performance.
- Continue to intervene with low performing students- MSTEP- Performance Level "1" 100/162 students in ELA and 109/162 students in Math.

Current CSO Expectations in Consideration for Recommendation of Reauthorization. These are subject to change.

For: Hope Academy of West Michigan

- Meet or exceed FSU CSO's academic measures and goals.
- Continue to follow all charter contractual expectations.
- The CSO may have other academic and non-academic expectations as more information becomes available. All other contractual and policy standards must be met and maintained.
- NOT be designated as a Partnership, Priority, Comprehensive Support, low performing, etc. school by the State of Michigan.

Signed James K. Scholten
CSO Visitation Chair

Ronald S. Schneider
CSO Associate Director