

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

Review Type: Virtual Mid-Contract

Academy Name: Hope Academy of West Michigan

Date(s): December 13, 2024

FINAL REPORT

The Review occurred virtually with Hope Academy of West Michigan and included 6 members on the Ferris State University Charter Schools Office (CSO) Review team: Chris Loiselle – Director, Peg Baker – Associate Director, Beth Taylor – School Support Specialist, Sharon Hopper – Compliance & Governance Specialist, Michele Sideman – Field Representative, and Jim Scholten – Reauthorization Review Chairperson. The team met with and interviewed multiple stakeholder groups, including the School Leadership Team and Governing Board members. The team discussed with the building leader focused on current operations. We appreciate the open communication and transparency from the academy team.

Onsite Review Findings

Pillar #1: Academic Progress	
<ul style="list-style-type: none">○ Are classroom interactions cooperative and conducive to learning? Is there a structure approach to managing student behavior throughout the school?○ Do teachers provide clear learning goals leading to purposeful instruction?○ Are a variety of instructional strategies materials used to meet diverse needs?○ Is the learning environment structured, and time maximized for learning? Do leaders and teachers share the responsibility for creating a learning environment that supports all students?○ Are students given the opportunity to develop higher order thinking skills?○ Has the school identified growth initiatives that appropriately address the needs of their student population?○ Does the school prioritize continuous improvement and monitor progress toward goals?○ Is there evidence of a positive school climate focused on student learning?	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none">• The school implements PBIS/MTSS for positive behaviors. The school emphasizes “the HAWK way” as part of their PBIS and that is posted all throughout the school.• The school uses a tiered approach to behavior with a responsible thinking room, restorative practices, a behavior intervention team and the last resort being the administrators.• The school uses trauma informed practices, where all staff are trained to understand and appropriately deal with student behaviors.	<ul style="list-style-type: none">• Continue to work on including parents and celebrating parents in the behavior and attendance process so they feel part of the team.• Continue to work on your “culture of learning” to integrate that importance for all stakeholders to improve proficiency.• Continue to work on all students speaking and writing in their classes to help with language acquisition.• Continue to work with secondary teachers to improve student engagement and active learning in class.

<ul style="list-style-type: none"> • Data has shown that the approaches to behavior and attendance have been successful showing a 20% decrease in behaviors year to year and improved attendance. • The school has implemented consistent data digs (every other week) with the teachers, so they become more aware of and intentional with their instructional practices and interventions. • The school has a District Implementation team that focuses on the system and ensuring that best practices, curriculum, and resources are used with fidelity to improve student proficiency. • The school uses a variety of formative assessments and programs to evaluate student progress, such as IXL, Lexia, Acadience, Bridges, and the core curriculum with newly developed scope and sequences providing teachers with consistent map. • The school uses data from both NWEA and M-Step/SAT to develop interventions, especially for grade levels that are under performing. For example, this year 6th grade is a focus, and the school has increased the one-on-one interventions, and the leaders had open meetings with their current teachers to discuss the gaps and low performance to stress the importance of formative assessments to monitor their progress. • The school uses HAWK time to provide specific supports for students academically as well as a focus on the whole child • The school provides both summer school and after-school support for students. Two times a week after school programming is provided and parents are notified of the needed support and attendance is mandatory. • The school employs a full-time parent engagement coordinator to help with the parent involvement and understanding of the educational processes and how they can be involved. • The school is intentional of making sure all staff understand the MICIP plan and its goals and strategies. This is always reviewed at the beginning of the school year and then the leaders have quarterly meetings with staff to make sure the staff goals tie specifically to the plan and continuous improvement is occurring. • The school partners with a variety of community resources to support their students and staff, including the Kent ISD, Knights of Columbus, and Boys and Girls club being just a few examples. 	<ul style="list-style-type: none"> • Continue to provide teachers with consistent feedback to ensure they are implementing appropriate formative assessments to know what the kids do not know and to eventually teach the kids to know what they do not know without teacher assistance. • Continue to work on parent engagement to involve them in the academic progress and proficiency of their student. • Continue to work on student goal setting to help motivate them and understand what they need to work on to improve academically.
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Pillar #2: Fiscal Solvency

- Does the academy demonstrate fiscal responsibility, responsiveness, and sustainability?

Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"> • The school starts their budgeting process early to prepare for potential obstacles and/or take advantage of potential opportunities 	<ul style="list-style-type: none"> • Continue to focus on increasing student enrollment – work with FSU to engage with an education marketing thought partner to help provide another perspective • Continue student retention improvements

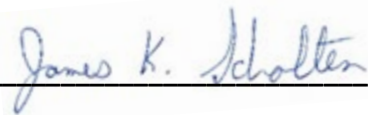
<ul style="list-style-type: none"> • The school was prepared for the loss of ESSER funds to find ways to keep resources that were provided with that money • The leadership team conducted a SWOT analysis that will help to guide the budgeting process • The board is very intentional on how it budgets money towards resources and prioritizing stakeholder needs as it makes decisions 	
Pillar #3: Operations <ul style="list-style-type: none"> ○ Do school leaders and members of the Board of Directors effectively manage the academy's operations? ○ Are there systems that make the school sustainable, even with teacher or principal turnover? 	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"> • IES uses a variety of recruitment methods like online recruitment sites and leaders attending local university job fairs. They focus on finding the right fit for HAWM and on growing teachers from within. • IES supports teachers financially to obtain their ML endorsement • The school works with local universities to bring in current college students to observe as part of their course requirements to hopefully spark interest in them. • The school leadership listens to staff concerns or struggles and then tries to address those with the staff to support and retain them. • The board reports that they are very happy with the school leadership and the positive changes and consistency that have been implemented. • Leadership and Board is aware of building/facility needs and support addressing those as they arise 	<ul style="list-style-type: none"> • Continue to work on ways to market HAWM within the community so people are more aware of the school eventually becoming a destination school for those in the area • Continue to be mission focused when hiring staff to potentially improve retention • Consider Amity group or other international teaching candidate partners
Pillar #4: Compliance & Governance <ul style="list-style-type: none"> ○ Does the academy comply with all applicable laws and regulations? ○ Does the academy comply with all contractual obligations as outlined in the charter contract? ○ Does the Board of Directors provide competent stewardship and oversight of the academy? 	
Areas of Strength	Opportunities for Growth
<ul style="list-style-type: none"> • The board consistently participates in a yearly strategic planning session to adjust resources and strategies to best help the students/families of HAWM • At every board meeting, the board is presented with student achievement data, whether summative or formative. • Each board member is actively involved in the board meetings asking good inquisitive questions about all four pillars. • The board members bring diverse expertise to the table resulting in the ability to discuss all topics and make good decisions on behalf of the students and staff • The board receives detailed budget information monthly and continues to ask good questions and make financially sound decisions 	<ul style="list-style-type: none"> • Continue as a board to ask for reports, especially academically, that will allow you to best understand the data and provide oversight on academic achievement. • Continue to keep in front of mind the importance of a succession plan for leadership roles • As Board vacancies occur consider recruitment of parents or community members to give a unique perspective possible use of parent engagement coordinator to help in this endeavor • Continue to work on marketing plan to assist with increased enrollment, including the evaluation of opportunity related to the closing of a neighborhood GRPS school • Consider conducting an annual board self-evaluation to determine strengths and opportunities for growth.

- IES and the school leaders report having a particularly good relationship with the board and appreciate their involvement and expertise.
- The board speaks with one voice
- The board receives both academic and financial reports monthly. Both are transparent and detailed. The board reports feeling very experienced when providing financial oversight.
- The board reports trust, candor, collaboration, and positive communication with the ESP and school leadership.

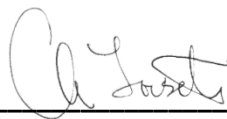
Contract Performance Report(s) Review and Financial Scorecard

Pillar	Areas of Strength	Opportunities for Growth
Pillar #1: Academic Progress	<ul style="list-style-type: none"> • Students in grades 2-8 are meeting their Growth target in both reading and math on the MSTEP/PSAT8. • Students in grades 2-8 exceed their overall School Conditional Growth Percentile target in both reading and math on the NWEA assessment. • The school is meeting their overall growth index target. 	<ul style="list-style-type: none"> • Continue to provide math interventions for students in grades 2-8 to increase student proficiency as measured on the NWEA assessment. • Continue to focus on high school instruction to increase scores in EBRW and math to meet all contractual targets. • Continue to evaluate data as compared to the composite resident district achievement. • Continue working with Ferris CSO on the assigned academic monitoring plan.
Pillar #2: Fiscal Solvency		<ul style="list-style-type: none"> • Enrollment declines
Pillar #3: Operations	<ul style="list-style-type: none"> • Meets most operations indicators. 	
Pillar #4: Compliance & Governance	<ul style="list-style-type: none"> • Exceeds most compliance indicators. 	<ul style="list-style-type: none"> • Conduct a board self-evaluation.

Signed



CSO Review Chair



CSO Associate Director