

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.

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.

Area of improvement visit**Ways to address since last reauthorization**

School Improvement Plan (SIP) Be aware of details, such as dates, in the SIP and/or identify completion in updated progress notes.	<ul style="list-style-type: none"> We wrote the DIP in the new MICIP system as a team and had the school improvement facilitator review it before submitting it to assure accuracy.
Look for opportunities to support the PBIS process by finding financial support for the student stores other than out of teachers’ pockets.	<ul style="list-style-type: none"> A list of organizations that have donated items/cash for this purpose is being collated to be solicited. A list of mini-grant opportunities for education that might donate items/cash for this purpose is being collated to be solicited.
Continue efforts to ensure that the Responsible Thinking Advocate (RTA) process is implemented in every classroom with fidelity.	<ul style="list-style-type: none"> We have added a Trained Trainer in RTP, Restorative Practices, and Mindfulness in the 2021-22 school year to train, observe, and coach our behavioral intervention staff. We have created a support staff PLC as of February 2021 which meets monthly to discuss data, best-practices, and improvement plans. Leadership coaches teachers to assure RTP process is followed with fidelity in each classroom.
Consider identifying/creating a universal process the school leaders would use in every classroom during a walkthrough. Would it be beneficial to establish “must-do’s” and/or non-negotiables” in every classroom in each campus?	<ul style="list-style-type: none"> Leaders, teachers, a subject-specific expert consultant from the Kent ISD, and a Blueprint facilitator reviewed research best-practices in core subject areas-ELA, Math, social studies- (along with best-practices in teaching ELs and JJ populations) and established a High Quality Instruction Vision and teacher and student actions aligned with this

	<p>vision to look for during walk throughs. The same process is being completed for science at this time and the HQI vision and walkthrough teacher and students actions will be determined before the end of this school year.</p>
<p>Continue efforts to plan for expansion that may be coming due to recent legislation or need.</p>	<ul style="list-style-type: none"> • The Lighthouse board, along with leadership and central office, have completed a full data review and needs assessment which resulted in a strategic plan in the 2019 school year. One of the three strategic planning goals is: <i>Promote and sustain mission-driven growth recognized through the State and beyond.</i> This goal has strategies and activities which are reviewed on a quarterly basis at the monthly LA board meetings. • The MTSS-Tier 3 language (students referred to LA who need behavioral and/or academic support beyond what their home school district can provide) was paused due to the pandemic but is being introduced in late fall of 2021.
<p>Continue efforts to be selective in the hiring process to recruit staff committed to work with the unique populations within the district</p>	<ul style="list-style-type: none"> • Since the beginning of the 2020-21 school year, Lighthouse and the management company have been working with NCSI to identify the look and sound of our values in each of the Lighthouse locations. The focus on values has been incorporated into our recruiting practices from the initial postings through the interview process. Also, each employee has 40-50% of their evaluation final score determined by the employee's alignment with the values.
<p>Continue to partner with the Kent ISD and other community agencies to provide additional supports for the staff and students within the district.</p>	<ul style="list-style-type: none"> • Kent ISD partners with regular contact: school improvement facilitator, CTE Assistant Superintendent, special education directors' group, ELA, science, social studies curriculum consultants • Blueprint SWFT facilitator

	<ul style="list-style-type: none"> ● Kent County Health Dept.: provides courses in SA prevention, healthy relationships, etc to students ● Goodwill provides job skills at Waalkes, Ottawa JDC, The Pier, and Wedgwood and has agreed to provide similar services to any future LA programs that would fit
Continue to “think outside of the box” as it relates to programming that might potentially increase student enrollment.	<ul style="list-style-type: none"> ● MTSS-Tier 3 (the “Suspension Prevention” bill) ● Discussing with EV providing day treatment/education services in response MDHHS RFP coming out in 2021-22 ● Open to other counties asking for LA services ● LA Port virtual (5OD) allows another avenue to students who are leaving the Pier, or other locations, and cannot physically attend the South campus due to age, situation, or other barriers. The virtual 5OD is new to Lighthouse and this virtual option has offered, and hopefully will continue to offer, an option for students to remain enrolled when barriers arise that come in the way of "normal attendance"
Continue to provide a nurturing and empathetic learning environment.	<ul style="list-style-type: none"> ● Implementation of SW-PBIS TFI for continued implementation and improvement of PBIS at all sites.
Continue the processes to review the mission on a regular basis to ensure it is still applicable and relevant to what you are doing.	<ul style="list-style-type: none"> ● Reviewed at least annually with the board ● On every weekly building meeting agendas
Make sure website information is updated on a timely basis.	<ul style="list-style-type: none"> ● In the summer of 2019, the website was transitioned to the Foxbright platform. Since that time, it has been much easier to update and a concerted effort has been made to update it on a timely basis. The IES marketing team regularly updates the websites.

Consider using the website as a tool for marketing the variety of programs offered throughout the district.	<ul style="list-style-type: none"> ● In the summer of 2021, we engaged Seyferth to assist us with developing a marketing plan for the website. Many of the recommendations have been incorporated including staff testimonials on the programs offered.
Consider adding more student accomplishments/achievements on the website.	<ul style="list-style-type: none"> ● This is an area recommended by the marketing firm and is something that we intend to add more of to the website as we move forward.
Continue efforts to look for ways to effectively calibrate the CAFAS results and then to train staff to use the data from the assessment.	<ul style="list-style-type: none"> ● Instead, the staff and leadership proposed the use of school assessment data since added to the menu of assessments given by LA as it has continued to implement the MTSS-PBIS over the past several years: SWIS, restorative circles, suspensions/expulsions, SRSS, attendance, and recidivism (adult jail only).
Continue to work on implementing the standards-based grading so data can be gathered on student growth for those staying for shorter periods of time within the program.	<ul style="list-style-type: none"> ● LA continues to track, report, and review with staff standards attempted vs. standards mastered
Continue use of motivational visual aids that influence student achievement and are focused on the goal of graduation.	<ul style="list-style-type: none"> ● Student Graduation Profiles (When students graduate at a Residential/JJ program they have a Student Grad Profile created. This talks about their journey with the LA programs (Any that they have been connected with) as well as celebrates their hard work and success. Other students in the programs see this and it serves as an encouragement as they see the entire journey that leads to Graduation.) ● Student Credit check list (This allows the student to see what they have upon entry and own their progress as they

	earn credit in their time with LA.)
Consider consulting the National Charter School Institute for helpful resources.	<ul style="list-style-type: none"> An NCSI staff is on the IES board. LA has worked on mission, vision, and values with NCSI over the past two years.
Continue to ask probing questions.	<ul style="list-style-type: none"> The training/practice with our Blueprint Facilitator around paraphrasing is a way we have enriched and deepened conversations/discussions.
Continue working with community resources and businesses to cultivate career exploration and workplace experiences and opportunities for students.	<ul style="list-style-type: none"> Have met with Kent ISD CTE Assistant Superintendent to locate resources for the work skills programming at LA. Applied for and received competitive CAREs funds to purchase the iCEV curriculum. A district-wide and building specific transition meetings have been occurring over the past year. Goodwill of Grand Rapids provides career coaching and placement in their store fronts/warehouses to students at The Pier and Waalkes.
Work to provide fair distribution of support staff across buildings to meet student needs that will potentially provide for more student success.	<ul style="list-style-type: none"> The leadership team, superintendent, and IES HR/finance team have identified times when a particular student population and/or site might need additional academic and/or behavioral support and has assigned staff (and or hired additional staff) accordingly.
Continue to work with the Board of Education to adequately support student needs.	<ul style="list-style-type: none"> This is discussed at monthly board meetings through data, budget, and staffing review.
Consider marketing strategies to let local districts know what you do for troubled students.	<ul style="list-style-type: none"> LA district- and site-specific brochures have been updated. Mailings to all schools in Kent ISD area have been sent the past couple of years before school begins.
MSTEP Proficiency Percentages are 1% for ELA and math	<ul style="list-style-type: none"> MTSS Literacy team developed and implements tiered approach to reading support and intervention.

	<ul style="list-style-type: none"> ● MTSS Math team created and worked to develop tiered system of supports and intervention for all students.
Continue to attack their unique CSO goals-increasing pro-social skills, progress with Student Learning Plans, decreasing referrals to the Responsible Thinking Centers, and demonstrating significant gains for students who complete two consecutive MAP tests	<ul style="list-style-type: none"> ● LA reviews reports bi-annually with the board and submits to the FSU-CSO.

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).

One area of strength is LA's Multi-Tiered System of Support in literacy, math, and PBIS which is evidenced by teachers' use of the K12 Literacy Essentials strategies, math interventions, and LA staff consistent reinforcement of desired skills and behaviors in students. Another LA strength is its use of NWEA MAP results (and screeners for shorter term stay students) to set up individual learning plans to fill math and reading gaps. In addition, teachers have students practice NWEA MAP and state assessment-like questions during daily advisory classes with students. As a result, each year, district-wide, greater than 60% students have significant growth in reading and math. A final area of strength is LA's use of strategies learned through Trauma Informed School and Classroom 180 strategies training.

Areas for improvement:

- Continued professional development
 - way to address?
 - District organized book studies for staff with interest/need in areas related to school improvement
- Accommodations for special populations (English Language Learners and Special Education students)
 - Professional development by Jan Heough and addition of accommodations per standard rubric in PLCs

Curriculum, Instruction, and Interventions

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

Every student at LA is provided Tier 1 instruction. First, universal supports are provided to all students every class hour (for e.g., calculators/extended time/peer work time and tutoring). Tier 1 instructions also consist of differentiated instruction based on the student's proficiency level. In addition, Tier 1 provides a daily academic Advisory class for each student in which filling gaps in reading and math, career exploration, and social-emotional and life skills are developed. LA is a whole-child academy, so Tier 1 instructional supports include behavioral and socio-emotional supports such as the Responsible Thinking Process, Restorative Practices, and Trauma informed language and strategies.

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

School-wide instructional initiatives	Evidence its working
SIOP	NWEA MAP scores, standards and credits attempted vs. mastered, WIDA scores
MTSS --READ180 --SQ3R	--Reading inventory scores --NWEA MAP and WIDA reading scores
Monthly PLCs	NWEA MAP scores, standards and credits attempted vs. mastered, WIDA scores
Regular (weekly or as needed) partnership meeting	NWEA MAP scores, standards and credits attempted vs. mastered, WIDA scores

- 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?

School-wide instructional initiatives	Evidence its working
School Social Workers & Support staff differentiating	NWEA MAP scores, standards and credits attempted vs. mastered, WIDA scores; progress on special education goals

MTSS math/MTSS reading	NWEA MAP scores, standards and credits attempted vs. mastered, WIDA scores; progress on special education goals
PBIS/RTP/restorative practices/	SWIS reports; ISS, OSS, Restorative Conferences numbers
Child Find process/(new/transfer) IEPs/504 plans/3 tiered pyramid with students continuously moving from one tier to another as supports are needed	MiPSE Compliance Reports, Enrollment Packets (section for parents/guardians/agencies to identify if the student has an IEP/504), Tier Movement Data

MICIP & Strategic Planning

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

The district, with input from stakeholders and building leaders, identified four primary goal areas during the 2018-2019 school year. Data conversations occur regularly at the building level (weekly and/or monthly) by the Building Network Team. The outcomes of these data conversations are shared at monthly District Advancement Network meetings in effort to allocate the necessary resources and talent to make any necessary improvements and help to inform continuous improvement goals, strategies, and activities. At least bi-annually this information is shared with parents and community partners to get their input and feedback to aid in forming continuous improvement plans.

Our academic data included NWEA MAP, standards and credits attempted vs. mastered, and WIDA data. Our social emotional and behavioral data included SRSS data, RTP referrals, ISS and OSS, and Restorative conferences held. The data was reviewed at each building with all staff inw weekly Building Network team meetings. In addition, the leadership, along with our Blueprint Facilitator and Kent ISD School Improvement Facilitator, spent a day reviewing the data.

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

One of the things we learned was that we were not all collecting and reporting data in the same manner. To address this, we have now more clearly defined data points and methods for collection.

We also learned that we needed to begin the Tier Fidelity Inventory for our MTSS implementation at all sites in order to continue to assess how far along in implementation we are and what action steps we needed to set to continue progressing in installation. We appreciated the MICIP platform's focus on assigning people and dates to activities to assure continuous implementation and progress monitoring towards our MICIP goals.

- 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?
 - Student engagement
 - How staff engage with students overall, dialogue
 - Positive educational environment
 - Trauma informed language and actions
 - Teachers use of SIOP strategies

These strategies have had an impact on students growth and achievement as evidenced by NWEA MAP growth across the district surpassing the 60% contract target. In addition, the number of graduates from the district show that students are successfully completing their credits towards their diploma.

2. 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.).

Fortunately, Lighthouse Academy has a strong fund balance. COVID has impacted the number of students enrolled in the fall 2021 counts. While we believe that the student enrollment numbers will increase as vaccines become available (detention centers will not need to be closed to new students) and more schools return to in person learning (impacts suspension and expulsion rates), we will carefully monitor this situation and adjust spending, if necessary.

In terms of long-term projects, the Board has approved the Academy moving forward with new curriculum in each of the core subject areas over the next 1-2 years. The Board is also supportive of investment in CTE and job skills training for our students. This will help ensure students have both a diploma as well as skills necessary to be successful in the work place.

3. 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?

While many of the teachers hired at our newest sites in Ottawa County will receive their certifications through alternative programs, we have been able to hire the teaching staff needed. Lighthouse will pay for the alternative certification programs in exchange for years of service following completion of the program.

We increased the salary scale for our teaching staff in the fall of 2021 to be competitive with many of the surrounding public schools. We are also offering a retention bonus for the 2021-22 school year.

Another initiative to retain staff who have demonstrated success working with our students is to promote from within. In the past two years, we have promoted two school leaders from our teaching staff and named three other individuals as building leads.

Overall, we have had extremely high retention of our teachers and administrators over the past couple of years at all but one of locations. Our district-wide PD focused on strategies to help with staff self care and compassion fatigue. We had one teacher leave at the Pier due to COVID concerns and another teacher leave at Lighthouse South due to a decision to join a research collegiate level program (teacher not replaced).

The one location that we have been working closely with is Eagle Village. Due to declining school enrollment, multiple COVID educational program changes and short staffing at the RCCI, our teachers and administrators have been under a significant amount of stress. This has manifested itself in a 100% turnover rate in teachers and the administrator in the past two years. In addition, due to its remote location, there are less people available to fill the positions, especially those with the proper training and certifications.

Board/ESP Relationship

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

The relationship between the Board, ESP, and school leadership is very positive and this has been the case for many years. The Board developed a strategic plan two years ago which is reviewed on a monthly basis at each board meeting. IES and the Board keep the mission in mind when making decisions about the direction of the school.

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.

One strength is that our leadership-Board president, Principal, Assistant Principal, IES Business Office Director, and Superintendent-have been involved with LA since the early years of its operations. In addition, the management company has put in place an HRIS system (BambooHR) and Epicenter which establishes a workflow, an archive of documents, and self-service options for its employees. The management company and LA have worked on enhancing the work culture through specifying what its values “look like and sound like” and infusing this into our regular meetings and establishing an “adult PBIS” in which peers nominate peers for something they did at work that demonstrates a value.

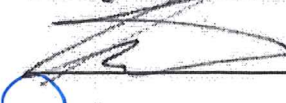
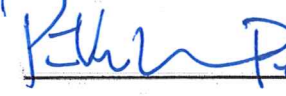
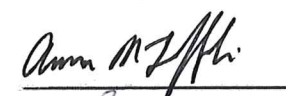
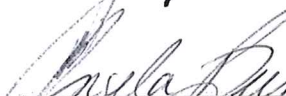
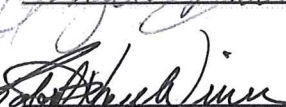
Areas of improvement are:

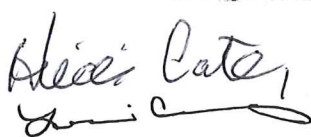
- Develop accommodations per essential standard rubric to assist teachers with instructional supports for English Language Learners, students with special education needs, and gaps in their learning.
- Continue current coaching and PLC model to grow competencies of teachers and support staff to best serve our students.
- Develop partnerships with area IHEs to increase the pipeline of certified teachers as well as support staff positions for current and future LA sites.

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.

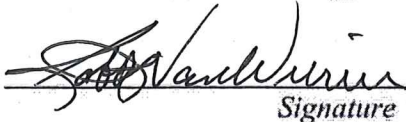
 _____ Todd Penning Print Name	_____ Board member Title
 _____ Peter VanBuren Print Name	_____ Vice President Title
 _____ Aaron M Toffoli Print Name	_____ Secretary Title
 _____ Angela Burr Print Name	_____ Treasurer Title
 _____ Robert L. VanWieren Print Name	_____ President Title

_____ Chairperson Signature	_____ Date
 Heidi Cate, Superintendent Exec Director Business Office Board of Directors Review	11/23/2021

Date of Board Meeting Review 11/23/2021

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: Robert VanWieren

 _____ Signature	_____ 11/23/21 Date
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