

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: Marshall 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.

Strategy 1: Examining Core Values and Defining “Classical Education”

- A. Define our core values and Marshall Academy’s classical education model with staff, board and stakeholders.
- B. Integrate core values throughout the school community.

Strategy 2: Educational Equity: Staff will actively create and maintain an environment in which students’ diverse backgrounds, languages, identities, strengths, and challenges are respected.

- A. All teachers will implement Kagan activities on a daily basis to increase student engagement.
- B. Use cultural knowledge, prior experience and learning styles of diverse students to make learning more engaging and effective.
- C. Provide select students a mentor to help empower students to become autonomous learners and agents of their own change
- D. Incorporate intervention opportunities during the school day through the use of centers in math and reading.

Strategy 3: Ensure All Students Feel Safe (Building Culture)

- A. Monthly meeting with Student Leadership Council to provide students a voice and responsibility for improving student relationships.
- B. Teachers will lead Morning Meetings with students across all grade levels to build the school community beyond the classroom.
- C. Provide MS/HS students presentations on resources available to them in the community to support mental/emotional health

Strategy 4: Recruitment and Retention Plan

- A. Data gathering - Gain insight into why students and families come to MA and why they leave.
- B. Increase exposure in the community through social media and local newspaper ads.
- C. Improve classroom instruction and teacher satisfaction by supporting teachers through infused instructional coaching.

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).

Improvement Areas:**K-8 Math**

Math is consistently an area of improvement, as our proficiency scores are lower than reading. However, we are making gains in math as evidenced through NWEA MAP Math growth data. 1st – 8th grade reading had an 8.25 RIT growth where math grew 10.875.

Initiatives

Continued Eureka training K-7 (3rd year with curriculum)

Use of Imagine Math (K-5) to support differentiated instruction

Use of Khan Academy (6-8) to support math skill building through scheduled time (MS Prep)

9-12 Math

8-10th PSAT math scores were below the State average.

Initiatives

New teacher coaching

Classroom walkthrough focus on engagement for teacher evaluations

Additional supports (including Sped, MS math instructor)

Use of Khan Academy to support math skill building

Literacy

Upper elementary reading growth is below average. The change of proficiency level on the NWEA MAP Reading went down in all of the upper elementary classes.

Initiatives

New ELA curriculum standards based/aligned/diverse curriculum

Use of centers for differentiated instruction

Strengths:

A place we excelled was our low achieving students had high growth as evidenced on the NWEA MAP Quartile report. This is in math and reading.

Early literacy K-2 shows high proficiency on the NWEA MAP Reading test.

SAT/PSAT 2021 scores showed proficiency in EBRW. Marshall Academy outperformed the Calhoun Consortium on the SAT in all areas.

Curriculum, Instruction, and Interventions

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

The Academy uses K-2 Saxon Phonics, 3-5 Expedition Learning (ELA), Eureka Math K-7, Cereal City Science Kits K-5, 6-12 Classical Literary studies.

Teachers meet in common planning once a week to align curriculum. Teachers create individual plans on their own, submitted weekly, and reviewed for engagement (KAGAN strategies) and student friendly objectives.

Classes have paraprofessional aides working with students to support centers, KAGAN strategies, and to support struggling learners.

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

The Eureka math program is in its 3rd year and the math scores are showing growth. Continued support is needed. The new Expedition Learning (ELA curriculum 3-5) will have data at the end of the year to evaluate. It's too early to tell.

- 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?

- All teachers will implement Kagan activities on a daily basis to increase student engagement.
- Use cultural knowledge, prior experience and learning styles of diverse students to make learning more engaging and effective
 - Staff member certified in Trauma Informed Care by Starr Commonwealth
 - All instructional staff completed 3 day training "Resetting for Resilience".
 - Middle school anchor text updates and Grades 3-5 adopted a new curriculum to reflect more diverse cultures and ethnicities within their text. .
- Provide select students a mentor to help empower students to become autonomous learners and agents of their own change.
 - More students involved in mentoring groups.
- Incorporate intervention opportunities during the school day through the use of centers in math and reading.
 - Low achieving students are showing high growth.
- The special ed program has an intervention tracking log, they meet monthly with staff to ensure students who have a disability are supported and identified.
 - The tracking logs and identification of students.

MICIP & Strategic Planning

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

Staff will actively create and maintain an environment in which students' diverse backgrounds, languages, identities, strengths, and challenges are respected. Staff, students, and parents are surveyed multiple times a year for feedback on school improvement. The leadership team and board review data regularly. Teachers have data meetings with administration and discuss data within common planning.

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

The Academy has strengths in literacy but continues to struggle with math. There are many teachers at the Academy who are masters of their content, while new teachers need coaching.

- 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 would like the review team to look for KAGAN structures. These increase student engagement and improve overall student learning.

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.).

Refinancing is an ongoing concern and we would like it addressed. This would save the Academy money in the long run to continue to make salaries for teachers competitive. We are currently trying to upgrade the kitchen and fix the roof of the gymnasium.

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?

90% of teachers returned for the 21-22 school year (2 did not). The Academy is struggling to fill a HS science position (we are using Elevate in the short-term) and a K-12 Art position.

There are incentives in place to retain current staff. There is a pay scale in place to encourage longevity, bonuses are offered when available, and there is a committee for staff morale.

Board/ESP Relationship

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

The relationship between the Board and Academy is strong. The Board supports staff through financial decision making in the staff's best interest. The Board allows the school to make professional educational decisions and focuses on the mission/vision.

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.

There are strong relationships between board, management company, and administration. However, each entity is maxed out with capacity and capabilities. There needs to be more board members, more support from management (a full service company would benefit the Academy), and more administration would allow more coaching and focus on learning, rather than running a building.

SIGNATURE PAGE

Lacey Ferro

Elem. Teacher

Kristen McDowell

Stakeholder Involvement

Administrative Asst

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.

Leslie Katz

Print Name

Academic Advisor/
HS Teacher

Title

Susan Mrozowski

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Curriculum Director/Coach

Title

Molly Swank

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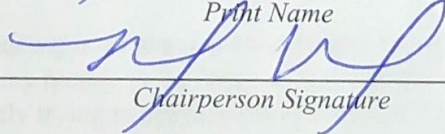
Title

Mary Doane

Print Name

Elem. Teacher/Coach

Title



Chairperson Signature

11/17/21

Date

Board of Directors Review

Date of Board Meeting Review

11/11/2021

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:

Kasey A. Morris

Kasey A. Morris

Signature

11-16-2021

Date