

Academy Name: Voyageur Academy
Grades: K-12

1. Prior Mid-Contract or Reauthorization Review

After your last Mid-Contract or Reauthorization Visit, 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.

Opportunities for Growth:	How it was addressed:
Rely less on external contracted Sped Services and service alignment will improve	In the past, a special education coordinator was contracted, now we have a coordinator on payroll and “in-house”. Likewise, all social work services use to be contracted. Now, we have two social workers on payroll and “in-house”. Each of the past 3 years, we have contracted less special education resource room teachers and increased the number of teachers directly hired by the district. As a result, our service alignment has improved, compliance has improved, service to students has improved, and we no longer carry a targeted-support designation, due to special education program improvements.
Continue to address teacher retention efforts	Teacher retention has been a primary focus of ours each of the last three years and has improved from year to year. Upon arriving, TRG was faced with hiring nearly 80% of the staff. Now, three years later, we only lost 1 certified teacher as we transitioned from Spring 2020 to Fall 2020. Another positive data point to note is that all teachers on campus, except for one, who aren’t certified, have entered a teaching certification program and will be “counted” as certified by the MDE, as well as receive their teaching certificate in the near future. This demonstrates a commitment to the career and Voyageur district. Some retention initiatives that we have implemented include teacher retention bonuses, teacher certification scholarships, and a huge focus on staff appreciation throughout the year.
Compliance with Ferris State is only at 92%	Compliance was an area that was prioritized by the ESP right away. Each of the last two years, Voyageur has received a compliance rating of 100% and is currently at 100% for year three.
Encourage open and collaborative communication between Board and ESP	The relationship between the Board and ESP has improved each year, since the relationship

	<p>began in 2018. Committees are used to encourage open communication between the ESP and board members. A feeling of mutual appreciation is observed between these two entities.</p>
<p>Primary grade data teams need to review data and recommendations for interventions</p>	<p>Part of our MTSS program requires the review of data for intervention recommendations. MTSS students are identified using data from NWEA assessments, bi-weekly assessment data, and input from teachers. Once identified, students are placed into subject-based groups with an interventionist for their grade level and are provided with intervention on a 6-week cycle. During that cycle, data is collected so that the team may review progress and make a decision on whether the student matriculates from the program, moves forward with child study, or requires further evaluation. Determination is based on the next round of data from MAP, biweekly assessments, report card markings, and teacher and team input. Likewise, WIDA data is used to determine services for ELL students. Additionally, outside of virtual education, our teaching teams were analyzing 30-day assessment data in reading and math. This data was used to drive instruction and close learning gaps. When in-person instruction resumes we will return to this process.</p>
<p>Appropriately acknowledge and/or celebrate school successes and individual successes</p>	<p>We have established multiple methods to acknowledge and celebrate successes. Testing incentives were used for motivation on large-scale assessments for both individual, grade, and school-wide achievement. Cougar assemblies are used to publicly recognize individual students for positive achievements/moments. TRG provided scholarships to 12th grade students for various accomplishments. Teachers are also acknowledged publicly at staff meetings for class achievement, compliance, or for going “above and beyond”, with a Golden Apple award and staff “shout-outs”.</p>
<p>Continue to offer and intensify differentiated instruction to move students towards greater</p>	<p>Whether we are engaged on campus, or in remote learning, our interventionists for both MTSS and ELL use small group sessions and</p>

self-confidence and achievement on assessments	break-out rooms to provide specific academic remediation, based on various assessment data, to those students who need it. At the high school level, each grade has established an honors track of students, who are able to move more quickly through the material, engage in more rigorous assignments, and demonstrate a higher level of understanding. Free tutoring is offered for those requiring even further remediation.
Continue to ensure administrators and staff have opportunities to meet to develop implementation strategies and assess quality of interventions	Multiple meeting opportunities exist for administrators and staff to collaboratively develop and monitor strategies and interventions. Monthly school-improvement meetings are used by both the K-8 and 9-12 for that specific purpose. There are also regular scheduled Grade Level meetings, Department meetings, Principal meetings, and Mentor/Mentee meetings, that allow for open communication and regular feedback from the teaching staff regarding the monitoring of our programs.
SAT Scores are behind the resident district and need improvement	The high school team is providing a comprehensive program to improve SAT skills that is tied into our master schedule, and even Saturdays. All high school students will receive multiple exposure to practice tests in our Seminar classes. Each grade level is scheduled for a semester long Seminar class with a PSAT/SAT focus. A number of 11 th grade students continue to choose to participate in our Saturday SAT Prep classes that lead into the Spring SAT testing date. Professional Development has been provided to staff on incorporating PSAT/SAT prep into daily lessons.

2. Academic Data

DISCUSSION TOPICS: whole school data, grade levels, subject areas, demographics, comparison (MSTEP to MAPgrowth, your results compared to area schools, growth vs. proficiency/achievement), trends, etc.

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).

We are disappointed to not have any Spring 2020 data to share with the visiting team from Ferris State, but we will use the data we do have to best respond to this question.

Areas of strength:

1. Our special education program and students have improved enough to no longer carry a targeted support designation in K-8. The improvement is even seen in MAP testing, where the special education cohort gained an average of 13 points in the RIT scores for both reading and math, from Fall 2019 to Winter 2020.
2. In the recent (April 2020) U.S. News and World Report school ranking (attached), that utilizes multiple data points, including SAT scores, graduation rates, college readiness, percentage of students who enroll in college, reading and math proficiency, and reading and math performance, Voyageur College Prep was ranked the #2 Open Enrollment high school in the city of Detroit.
3. When looking at our average growth from Fall 2019 MAP to Winter 2020 MAP, our ELL subgroup outperformed the projected growth target at every grade level, K-8, except 7th grade, which missed by one point.

Areas of Improvement:

1. Increase MSTEP proficiency across all grade levels and outperform the Composite district
Strategies – Implement a comprehensive MTSS program that provides targeted students with additional math and reading instruction, daily, in addition to their core instruction. Another opportunity for remediation, reinstruction, or targeted support lies in our free after-school tutoring program that we are even offering virtually, at the moment. Multiple initiatives are in place to retain high-quality, impactful teachers to ensure we are delivering effective tier 1 instruction. We utilize a weekly lesson plan submission/review process to ensure proper curriculum standards are being taught and to offer individualized teacher support, as needed. The TRG lesson planning tool allows us to monitor the timeliness and frequency in which each standard is taught.
2. Achieve 30 points of growth from PSAT9 to PSAT10 and PSAT10 to SAT in Math and EBRW
Strategies – Each high school student is required to take a semester long Seminar class that is heavily focused on PSAT/SAT test taking strategies, skill development, and exposure to testing items/questions. We provide a Saturday SAT Prep program for the 8 weeks leading in to SAT testing that provides multiple practice SAT tests, tracking of student progress, and instruction on content. Professional development has been provided to all teachers on incorporating PSAT/SAT prep into daily lessons.
3. Consistently out-perform the resident district in SAT
Strategies - Each high school student is required to take a semester long Seminar class that is heavily focused on PSAT/SAT test taking strategies, skill development, and exposure to testing items/questions. We provide a Saturday SAT Prep program for the 8 weeks leading in to SAT testing that provides multiple practice SAT tests, tracking of student progress, and instruction on content. Professional development has been provided to all teachers on incorporating PSAT/SAT prep into daily lessons.

3. Curriculum, Instruction, and Interventions

DISCUSSION TOPICS - connections between your curriculum and your instruction/intervention procedures (scope and sequence, curriculum maps, lesson plan template, etc.), can you defend why you teach the topics and skills you

do, are your intervention options understood by all students and parents, will the CSO visitation team see all classrooms integrating the key instructional procedures, etc.

a. Briefly describe or name the written curriculums you use for the core subjects.

ELA: All grade levels teach Common Core standards. HMH Into Reading (K-5), Wit and Wisdom (6-8), EBLI (ESL K-3), Holt and Douglas and novel selections (9-12)

Math: All grade levels teach Common Core standards. Eureka Math (K-8), Do The Math (MTSS K-8), Pearson Math (9-12)

Science: All classes are aligned with NGSS. HMH Science Dimensions (K-5), StemScopes (6-8), Holt McDougal (9-12 Chemistry and Physics), Pearson (9-12 Biology)

Social Studies: TRG Scope and Sequence (K-8), Atlas Rubicon (K-8), McGraw Hill (9-12 World History), We The People (9-12 Civics)

b. What instructional strategies and classroom procedures will we see on the visit that support the curricular topics and skills?

Despite instruction being remote and virtual, you can still expect to see Do Now's, Checking for Understanding, Exit Tickets, and rigor using Depth of Knowledge (DOK)

c. How is the school meeting the needs of at-risk students? Describe your intervention options for students who do not demonstrate mastery of the curricular topics and skills during normal classroom instruction time.

Voyageur Academy utilizes the MTSS framework to address the needs of students with a deficit in Math and Reading. These students are identified using data from NWEA assessments, bi-weekly assessment data, Illuminate 30-day assessment data, and input from teachers. Once identified, students are placed into subject-based groups with an interventionist for their grade level and are provided with intervention on a 6-week cycle. During that cycle, data is collected so that the team may review progress and make a decision on whether the student matriculates from the program, moves forward with child study, or requires further evaluation. Determination is based on the next round of data from MAP, biweekly assessments, report card markings, and teacher and team input. At the high school level, after-school tutoring is used to provide additional instruction to students who require it and credit recovery opportunities exist for those who need it.

4. Governance, Leadership, and Organizational Capacity

DISCUSSION TOPICS - communication between all stakeholders, working relationship between Board/Staff/Management Company, clear Mission/Vision/Core Values, decision making protocols, etc.,

a. List the strengths of your current organizational (board, management company, building administration) leadership procedures and personnel.

Our current organizational leadership team continually demonstrates a commitment to the students of Voyageur Academy. The working relationship between the ESP and Board has improved each year, and as compared to the relationship between the prior ESP and Board, is greatly improved. Clear communication processes are in place and the ESP has been responsive to requests made by the Board. Overall trust has increased in this relationship as well. The building administration is strong, dedicated, and works well with the ESP.

b. List any leadership issues that are impeding school success.
No leadership issues currently exist.

c. Are the Board and Management Company pleased with current compliance and reporting protocols and results? YES ☒ NO ☐

If NO, please list planned modifications.

5. Fiscal and Facility Update

a. List your main financial challenges and any current activities that address the concerns.
We do not have any current financial challenges.

b. List any facility improvements the CSO Visitation Team will see.
If on campus, you would have seen new parking lot stripping, an updated security camera system, and COVID-19 safety protocols for social distancing (signage, floor markings, barriers, etc...).

6. MICIP and Local School Improvement Procedures and Results

a. As you review your Responses to the above questions, please list the 3-5 initiatives that you feel will have the greatest impact on school improvement.

1. MTSS/ESL Program
2. After-School Tutoring/Saturday School SAT Prep
3. One-to-One technology and connectivity so that all students can receive instruction remotely
4. Illuminate 30-day assessments (while physically on campus)

b. Highlight any specific initiatives or activities you would like the CSO Visitation Team to observe or look for during their visit.

We would like the visiting team to observe a virtual lesson and see a copy of a “Week at a Glance” document, that is being used by teachers to communicate weekly lesson plans and share instructional links, while remote.

7. Professional Development

a. Please attach a copy of your current Professional Development/Ongoing Professional Learning calendar.


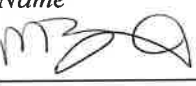


Both school PD calendars are attached.

b. Describe how the planned learning activities align with your prioritized improvement initiatives.

The goal of our professional development program is to provide on-going, job-embedded learning opportunities. For this reason, in our Professional Learning Calendar, you will see training topics relative to the current remote instruction we are providing and aligned with needs communicated by our staff. Some training topics necessary for effective remote learning have been Google Classroom, ClassLink (Single Sign-on), Video Recording, Technology Support, and other communication platform training needed to successfully provide remote instruction. Furthermore, as the year moves forward, future professional learning times will involve grade-level meetings, department meetings, and eventually data team meetings, when we return to campus.

Academy Visitation Internal Review Signature Page

Board Signatures:

<u>CURTIS WADE</u> <small>CURTIS WADE (Oct 14, 2020 11:39 EDT)</small>	Oct 14, 2020
Name	Date
<u></u> <small>Barbara Smith (Oct 18, 2020 19:47 EDT)</small>	Oct 18, 2020
Name	Date
<u></u>	Oct 19, 2020
Name	Date
<u></u> <small>Anita T. Gibbs (Oct 19, 2020 10:39 EDT)</small>	Oct 19, 2020
Name	Date
<u></u> <small>Dale Williams (Oct 19, 2020 20:14 EDT)</small>	Oct 19, 2020
Name	Date
<u>Gabriela Santiago-Romero</u> <small>Gabriela Santiago-Romero (Oct 20, 2020 11:46 EDT)</small>	Oct 20, 2020
Name	Date
_____	_____
Name	Date

Date of Board Meeting review 10-20-20

Academy team members who assisted with the completion of this document:

<u>Pamara Sanders</u>	<u>HS Principal</u>
Name	Title
<u>Simone Gardner</u>	<u>K-8 Principal</u>
Name	Title
<u>Joe Gagnon</u>	<u>HS Dean of Instruction</u>
Name	Title
<u>Melissa Lopez</u>	<u>K-8 Dean of Instruction</u>
Name	Title
<u>Vergil J. Smith</u>	<u>10-20-20</u>
Chairperson Name	Date