Redesign Plan

Hope Academy of West Michigan

Hope Academy of West Michigan

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Executive Summary

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Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

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Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Hope Academy of West Michigan began in Fall 2011 as a sister school to Lighthouse Academy. Both of these schools are chartered through Ferris State University as a response to the great need for at-risk education in the area. The school is located in a very low-socioeconomic neighborhood on the Southeast side of Grand Rapids. Our students come to us from all Grand Rapids neighboring schools as well as other outlying areas. A significant number of our students have been unsuccessful at their previous schools due to suspension, expulsion, and social and behavior issues. Our student body also includes a high percentage of English Language Learners and other minorities. In the short three years of operation, we have made significant strides in altering the mindset of our students and community so that they feel successful. The staff at Hope Academy of West Michigan is dedicated to student achievement and character development. Despite our large percentage of young teachers and limited resources, our staff takes initiative to develop programs that will best meet the needs of our students and help them to become successful individuals.

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School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

The vision of Hope Academy of West Michigan is to provide positive learning experiences and life skills to students in Kent and surrounding counties. Hope Academy of West Michigan, along with its sister charter school, Lighthouse Academy, is a safe haven for the community where children and their families who have not found academic success can come and achieve academically and thrive in all other ways as a person. All students will matriculate through the grades and mature into a person competent and ready to be a life-long learner that reaches his/her full potential--whether in the community, the work force, the military, a technical training school, and/or a college or university. Our mission is to provide renewed hope for academic success and a positive learning experience for students in our community. Our beliefs include a common focus, high expectations, personalized instruction, respect and responsibility, collaboration, and performance-based instruction.

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Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

In the 2011/2012 school year, Hope Academy of West Michigan graduated 9 students, 8 of whom went on to post-secondary education. Many of them received scholarships and grants, including the Ferris State University Charter School Scholarship. In addition, Hope Academy of West Michigan has partnered with Grand Valley State University's education department to provide tutoring services and fundraising opportunities for elementary students. In particular, Hope Academy has been featured on WOTV's Maranda program multiple times. Hope Academy of West Michigan has also held a succesful mid-contract review with its authorizer Ferris State University. We continue to search for new and innovative ways and methods to boost student achievement and morale.

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Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

N/A

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Priority School Assurances

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All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

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Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		Teacher Evaluation Tool

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		Principal Evaluation Tool

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Operational Flexibility Assurance

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To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

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Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 204.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes	Hope Academy of West Michign is a Charter Academy that is not under any collective barganining agreements. This assurance flexibility is not applicable.	

Label	Assurance	Response	Comment	Attachment
	Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c: Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ___ School. (a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits. (b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ___ School. This subdivision does not allow unilateral changes in pay scales or benefits.	No	Hope Academy of West Michigan is a Charter Academy and does not have union membership. This assurarance does not apply to us and not attachment is needed.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	Not applicable. Hope Academy of West Michigan is a charter academy and does not have union membership.	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes		Signature Page

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Transformation Redesign Diagnostic

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Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

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PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Heidi Cate, Superintendent hcate@hopeacademywm.org
Phillip Haack, Principal phaack@hopeacademywm.org
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PART B: TEACHING AND LEARNING PRIORITIES

State two or three "big ideas" for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

I. Content Area Focus
Instructional Design and Delivery: Explicit Instruction and SIOP Models

After completing a data analysis of the MEAP, MME, ACT, and Scantron data for the 2011-2012, 2012-2013, and 2013-2014 school years, the team determined that the overall downward trend in proficiency in all core content areas signified a weakness in our instructional model and a lack of implementation of best practice instructional strategies. Further review of the Fall 2014 Reading and Math data using DIBELS Next (Reading K-6), DIBELS Math (K-1) Scantron (Math and Reading 2-8), and Star Math (2-5) supported this analysis as the team recognized that Hope Academy of West Michigan has a higher than average percentage of students requiring Tier 2 (Reading -18% and Math - 35% and Tier 3 (Reading - 42% and Math - 30%) interventions. When this occurs, schools must examine their Tier 1 core instruction, its alignment to the Common Core Standards, and the relevance of the content to student lives.

Clearly, fundamental, system-wide changes in how instruction is designed and delivered at Hope Academy of West Michigan must occur. The Reform Team identified two proven models that when used in conjunction with one another should maximize student's academic growth. First, all teachers at Hope Academy will utilize the Explicit Instruction Model. This best practice model provides teachers with a structured, systematic, and proven methodology for teaching academic skills, and includes both instructional design and delivery strategies across all content areas. The 16 elements of explicit instruction align with our school improvement plan and professional development opportunities, and present a clear focus for the instructional learning cycle. (Explicit Instruction: Effective and Efficient Teaching by Anita L. Archer and Charles A. Hughes)

Second, our large percentage of Hispanic students (75%) and English Language Learners (EL) (62%) requires that we implement a school-wide intervention using the Sheltered Instruction Observation Protocol (SIOP) to support these students across the content areas. This strategy focuses attention on making grade-level academic content more accessible for English Language Learners, while at the same time promoting their English language development. This research based best practice is inclusive of best practices for ALL students while accommodating the distinct second language development needs of ELs. The eight components of the SIOP model align with our school improvement plan and our professional development opportunities, and are compatible with our current best practice interventions (Academic Vocabulary, Standards Based Grading, Differentiation of Instruction, Thinking Maps, Close and Critical Reading, and Writing Across the Curriculum).

II. Systems Level Focus
Data Driven Decision Making at the Instructional Level and MTSS

After reviewing 2014 Reading and Math data using universal screeners including DIBELS Next (Reading K-6), DIBELS Math (K-1), Star Math (2-5), and Fall Scantron scores (2-8) the team decided that further development and implementation of a Multi-Tier Systems of Supports (MTSS) and the skilled use of data teams for analyzing the results of student learning would have the next largest impact on student achievement at Hope Academy of West Michigan. Universal screenings designed to assess all students based on their grade level are needed along with consistent progress monitoring that involves frequent assessment of student's knowledge, skills, and the impact of instruction and interventions on student academic progress and achievement. Data Teams at multiple levels (Pre-K through 12) will be

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developed. Attention will be given to ensure that they have effective meeting structures in place to provide accurate, reliable, and valid data, time for regular analysis of this data, and opportunities for teachers to identify teaching strategies based on this data to improve student achievement and mastery of grade level content. This data will be stratified by student, classroom, grade level, and building level so that it can be used consistently as part of the problem-solving process to adjust instruction to better meet student's needs. Decision guides for determining student response to instruction and intervention must be established based on best practices and Data Teams must consistently apply the problem-solving steps of:

- Gathering data and identifying gaps between present performance and expected performance
- Studying the data to determine why gaps in performance exist
- Planning to close the gap using best practice strategies
- Implementing identified plans with fidelity and monitoring the impact of the interventions put in place
- Adjusting instruction as data suggests and then repeating the steps of the problem-solving process again

Hope Academy of West Michigan must become a data-driven school that uses data to turn school focus from "what was taught" to "what was learned." In addition to problems in our Core Instruction, the Reform Team identified a disconnect between the alignment of our formative and summative assessments and the end-goal test (MEAP, MME, ACT). The team concluded that we are not assessing to career and college-ready standards. While teacher grade books reflected high levels of proficiency across grade levels, and Scantron scores (grades 2-8) reflected an upward trend toward proficiency with our cohort students, similar growth trends did not occur on the State Standardized tests. Data teams will reevaluate our current assessments and align them more closely to the Common Core standards.

State what data were used to identify these ideas

The following data was analyzed to determine our two "Big Ideas"

- 2011-2012 MEAP, MI-Acess, MME, ACT and Scantron results
- 2012-2013 MEAP, MI-Acess, MME, ACT and Scantron results
- 2013-2014 MEAP, MI-Acess, MME, ACT and Scantron results
- Fall, 2014 Scantron results
- Fall, 2014 DIBELS Next (K-6)
- Fall, 2014 DIBELS Math (K-1)
- Fall, 2014 Star Math (2-5)
- 2013-2014 Comprhensive Needs Assessment
- 2013-2014 School Process Rubrics
- 2014-2015 School Improvement Plan
- Program/Process Data
- Perception Data - Elementary, Middle and High School, Parent, and Teacher
- Demographic Data
- 2013-2014 Accountability Scorecard
- 2014 Top-to-Bottom Priority School
- Teacher Grade Books

Key Demographic Data Analysis Points

- Large Hispanic student population (75%)
- Large percentage of English Language Learners (59%)

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- Large African American student population (31%)
- Large special education student population (12%)
- Larger than average Economically Disadvantaged student population; (88%)
- Large Homeless student population; 5%

Data Analysis:

Math (2013-2014 MEAP, MME, and ACT Results)

-0% Proficiency in Math across all grade levels 3-13 (except 6th grade; 23% Proficient) as measured by MEAP, MME, and ACT

-0% Proficiency in Math for African American and Hispanic students population across all grade levels (except 6th grade; 23% proficient)

-0% Proficiency in Math for special education student population at all grade levels

-Teacher grade books reflect range of 75-100 percent passing proficiency in math in all grades K-12

Reading ((2013-2014 MEAP, MME, and ACT Results)

-Less than 21% Proficiency in Reading across all grade levels 3-12

-20% Proficiency in Reading for Males as compared to 8% Proficiency for Females at the 3rd grade level

-22% Proficiency in Reading for Males as compared to 0% Proficiency for Females at the 7th grade level

-17% Proficiency in Reading for African American student population as compared to 6% of Hispanic student population at the 7th grade level.

-31% Proficiency in Reading for Females as compared to 19% of Males at the 8th grade level.

-Teacher grade books reflect range of 62-100 percent passing proficiency in Reading at all grade levels K-12.

Writing (2013-2014 MEAP, MME, and ACT Results)

-21% Proficiency in Writing at 4th grade level.

-7% Proficiency in Writing at 7th grade level.

-0% Proficiency in Writing at 11th grade level.

-Teacher grade books reflect range of 40-80 percent passing proficiency in Writing.

Science (2013-2014 MEAP, MME, and ACT Results)

-0% Proficiency in Science across all grade levels.

-6% Proficiency in Science (Explore Test) 9th grade level.

-Teacher grade books reflect range of 34-100 percent passing proficiency in Science at all grade levels K-12.

Social Studies (2013-2014 MEAP, MME, and ACT Results)

-8% Proficiency in Social Studies at 6th grade level.

-0% Proficiency in Social Studies at 9th grade level.

-Teacher grade books reflect range of 56-100 percent passing proficiency in Social Studies at all grade levels K-1.2.

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PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.
Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.
Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

.The current school principal, Phillip Haack, meets all five turnaround competencies:

- The Spring, 2013 Mr. Haack began an evaluation of the curriculum to assure it's alignment to the common core. He worked directly with the leadership team to establish a monitoring process to ensure all staff were teaching grade level content aligned to the common core for the 2014-2015 school year.

- Mr, Haack recognized the need for high-quality formative assessments that provide ongoing information on student achievement and committed to extended time in data teams to allow for 1 hour and 45 minutes per week for teachers to collaborate on the use of data to understand student learning needs and then adjust instruction accordingly.

- Mr. Haack identified and developed a plan to make major changes in school culture, teacher capacity, and school leadership. He recruited additional high-performing teachers and focused on mission-critical interventions, including the development of a school-wide PBIS and MTSS system to meet student needs.

- Mr,. Haack committed to increasing teacher capacity by assigning mentor teachers to low to moderate performing teachers, adding additional coaching time, and providing support for new teachers by having data coaches assist them in the understanding of data to inform instruction.

- Mr. Haack guaranteed support for the health, social , and emotional needs of students by partnering with community agnecies including Cherry Street Dental and Health services, Wedgwood's True Success, Project Success, MITI and WAIT programs, and St. Francis Xavier of Guadalupe's Faith Formation and Young LIfe to ensrure readiness for learning.

- Mr, Haack identified the need for lower class sizes for the most critical grades, subjects and students and changed the school calendar to reflect semester programming rather than trimester programming in order to maximize instructional time in core academic subjects and allow teachers the needed time to teach content a more deeper, more rich level.

- Mr, Haack recognized the importance of parent participation and implemented a planned program for monthly academic nights that focused on providing parents with tools and resources to support their students learning at home. He assured resources were available to provide flash cards, books, and educational games to parents to extend there learning outside of the school building.

- Mr. Haack reviewed the demographic data and determined the high numbers of Hispanic and EL student population required additional supports. He recruited additional spanish speaking personnel, arranged for SIOP training, and reevaluated the programming for

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EL students. This data was instrumental in driving the direction of the Reform Plan.

- Mr. Haack has arranged for additional professional development days to ensure staff members were trained in Data Teams, Sheltered Instruction Observation Protocol (SIOP), and curriculum mapping and lesson planning the 2014 -2015 school year.

- Mr. Haack has committed to a specific coaching protocol (i-Observation) that includes weekly focus on the "Big Ideas" of adjusting instructional design and delivery based on the analysis of classroom level data. He has committed to video taping coaching sessions for feedback to improve coaching using the Seven Levers of Leadership model.

- Mr. Haack has been instrumental in hiring new data coaches and academic interventionists to assist in collecting and analyzing data to inform classroom instruction.

- Mr. Haack has worked closely with academic interventionist to develop and implement a Multi-Tiered System of Supports for students requiring Tier 2 and Tier 3 interventions.

- Mr. Haack has committed to weekly staff meetings to discuss the Reform Plan, monitor progress toward the Reform Plan goals, and to provide support to all staff members. The topics of these meetings are explicit instruction, SIOP, use of data to inform instruction, and MTSS. Staff update one another on the implementation of the "Big Ideas" and their energy around them is contagious.

- Mr. Haack holds weekly meetings with his leadership team and the superintendent of schools to identify and remove obstacles that inhibit the implementation of the Reform Plan.

- Mr. Haack has worked closely with Human Resources to assure the hiring of highly qualified personnel key to the implementation of the Reform Plan, including data coaches, academic interventionists, and teachers. All but one data coach position has been filled..

The ESP will support Mr. Haack through weekly meetings of the superintendent with the principal and his reform team personnel. In addition, there will be monthly reports to the Board and the ESP of the school. The ESP will hire a consultant to train all staff on Data Teams and to provide embedded professional development, consulting with the reform team on how to utilize data teams and data-informed instruction principals. Second, all staff members will participate in SIOP training. The weakness in the school's science achievement is evident in the data and will be addressed with the SIOP training and Data Teams for Learning training that is scheduled to take place 2014-2015 school year. The building leadership team will meet weekly and will share responsibility for planning, conducting, evaluating and facilitating professional learning and Reform Plan implementation.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.
Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.
Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

2A:

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School leadership of districts of the ESP meet annually during evaluation season to compare scoring to calibrate and come to a consensus on how to assign scores. An annual performance review process is in place that includes weekly formative observations and assessments. Feedback is given utilizing Marzano's i-observation tool to provide feedback, recognition, and to measure and reward performance (merit increase) of employees. The evaluation tool includes student achievement and growth as a significant factor, 50%, in the teacher evaluation (see attached).

This 2014-2015 school year two teaching staff and a parent representative have been added to the leadership team to provide input into the evaluation process. The leadership team is currently working to identify which assessment data (Scantron, ACT, PLAN, EXPLORE, district developed assessments) will be used to determine student growth for the purpose of teacher evaluation and merit increases. The building principal and superintendent will work collaboratively with the managment company, Integrity Educational Services, to implement any changes in the evaluation tool or process that result from this collaboration.

2B::An annual performance review process is in place that includes weekly formative observations and assessments. Feedback is given utilizing Leverage Leadership concepts to provide principals feedback to encourage self-reflective practice and growth. In addition, employees under the supervision of the principal are asked to provide feedback. The process is designed to provide feedback, recognition, and to measure and reward performance (merit increase) of employees. The evaluation tool includes student achievement and growth as a significant factor, (50%), in the principal evaluation (see attached).

Teacher representatives and a parent representative have been added to the school improvment team and have been included in the dialouge and decisions related to teacher evaluations, merti pay, and use of student assessment to determine the student growth measure. This team meets the first Monday as a collaborative team to discuss issues related to educator evaluation.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.
Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).
Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

3A: The school will identify school teachers and leaders who are highly effective using the agreed upon performance review tool. The performance review tool includes weekly formative observations and assessments via the i-Observation system. Feedback is given utilizing "Leverage Leadership" concepts to provide principals feedback to encourage self-reflective practice and growth. The process is designed to identify, recognized and reward performance of employees.

i-Observation is an instructional improvement system. It collects, manages and reports longitudinal data from classroom walkthroughs, teacher evaluations and teacher observations. Teacher growth and leadership practices inform professional development differentiated to individual learning needs for every teacher to increase his/her classroom effectiveness each year.
Highly effective teachers who consistently not only meet but who exceed expectation will have 96-100% of their students showing growth on state and local tests as well as scoring at the highly effective levels on the expected results and skills and behaviors categories of the performance review tool.

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Effective teachers who consistently meet expectation will have 90-95% of students showing growth on state and local tests and will have to meet the effective level of the expected results and skills and behaviors categories of the performance review tool.
Minimally effective teachers who do not consistently meet expectation will have 80-89% of students showing growth on state and local tests and ineffective teachers would have 0-79% of students showing growth.

All teachers will receive merit pay based on performance evaluations as outlined above.

In addition, Hope Academy of West Michigan acknowledges that all staff working together to implement the instructional plan is critical for attaining increased student achievement. The school is defining successful implementation of the plan as not being in the bottom 5% of the Top to Bottom Rankings released by MDE in the summer of 2015. If the school attains this goal, each staff will be rewarded with a bonus in the first payroll after the announcement of the Top to Bottom Rankings. The projected payment would be no later than August 17, 2015. The bonus rewarded will be $500 per teacher (including Academic Interventionists). All other staff will each receive a $300 bonus for the successful implementation of the plan. This bonus reward program will be evaluated on a yearly basis with student achievement targets for student growth indentified early in the year to continue to support progress on the Priority School status.

3B: Minimally effective teachers who do not consistently meet expectation will have 80-89% of students showing growth on state and local tests and ineffective teachers would have 0-79% of students showing growth. Any teacher with a less than effective rating in any category will not be considered effective and will be put on a performance improvement plan or PIP. Ineffective teachers will be reassigned to another school in the ESP which is not a priority school if there is a position available and will remain on a PIP for two years. If the teacher's performance review and/or student data does not demonstrate improvement, they will be removed from any ESP entirely.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.
Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

PD: Book Review: An Educational Leader's Guide to Curriculum Mapping: Creating and Sustaining Collaborative Cultures reviewed and presented by Dr. Heidi Hayes Jacobs. (Administration).
Book Review: A Guide to Curricular Mapping: Planning , Implementing, and Sustaining the Process Reviewed and presented by Dr. Heidi Hayes Jacobs (Teaching Staff)

Supports Big Ideas: Administrators will use ideas and examples to closely examine curriculum maps to assure they are aligned to Common Core and NGSS standards and that they provide both horizontal (grade level) and vertical (Pre-K - 12) articulations so that all students master each standard.
Hope Academy of West Michigan will become a collaborative culture in which teacher's revisit, revise, and use curricular mapping to increase student achievement.

Job Embedded: Teachers will use curriculum maps in Data Teams to base decisions about grade-level, cross-grade level, disciplinary, and cross-disciplinary curricula and instructional practices.

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Curriculum Mapping will result in reflective practices that expand teacher perspectives and responsibilities for student learning from a micro to macro level.

Plan for Monitoring: Teachers and leadership will conduct cyclic reviews of curriculum maps at the grade level, cross-disciplinary curricula, and instructional practices. Each grade level and course will have a curriculum map available that outlines the content, skills, Common Core Standards and assessments addressed in the classroom. Copies of these curriculum maps will be filed in the office. Curriculum Maps will be reviewed weekly with teachers during coaching sessions. Coaching sessions will be tracked using the i-Observation tool with review of curriculum maps and lesson plans specifically documented.

Timeline: Book reviews will be completed by December, 2014.
Teachers currently have Curriculum Maps in place. These maps will be reviewed regularly during PLCs and Data Team meetings and documented accordingly. It is expected this will be an ongoing collaboration between teachers and administration to assure adjustments curriculum and instruction as needed.

PD: Formal Training: Creating Classroom Assessments that Yield Evidence of Mastery and Inform Instruction by Dr. Heidi Cate. Informal Training: Master teachers at Hope Academy of West Michigan will provide training on use of Measured Progress and Nettrekker programs to assist in the development of assessments aligned to the Common Core standards.

Supports Big Ideas: Aligns summative and formative assessments to Common Core standards and Career and College Readiness Standards. Assures that classroom assessments are an accurate measurement of a student's mastery of grade level content standards.

Job Embedded: Formative and summative assessments will become an integral part of the teaching and learning process at Hope Academy of West Michigan. Teachers will use both formative and summative assessment to gather information about student performance, to help students close the gap between what they know/can do and what they need to know/be able to do.
Formative embedded assessments will enable teachers to step back at key points during instruction, check for students understanding, and reflect on the next steps they must take to move forward.

Plan for Monitoring: Teachers will provide evidence of formative and summative assessments during coaching meetings. These will be documented in I-Observation. Examples of summative and formative assessments will be kept on file for all grade levels. Data Teams will review formative and summative assessments to monitor student progress and inform instruction. Evidence will be documented in Data Team meetings notes. Superintendent will review copies of formative and summative assessments during weekly principal's coaching meetings.

Timeline: Training will occur in October, 2014 by Dr. Heidi Cate. Teachers will begin to align assessments to Common Core standards in December, 2014. This is expected to be an ongoing learning process that will be reviewed regularly in coaching sessions, PLCs, and Data Teams.

PD: Formal Training: Marzano's Six-Step Process of Teaching Academic Vocabulary

Supports Big Ideas: Academic Vocabulary is a large component of the SIOP model, one of our "Big Ideas." Research supports that teaching standards-based academic terminology using a specific six-step process can enhance students' abilities to read and understand subject-area content and ultimately help students build a store of academic background knowledge that enhances academic achievement. This strategy has been found to be significant in improving the academic achievement of English Language Learners and Economically Disadvantage Learners. (Target Population)

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Job Embedded: Teachers will learn evidence-based, effective strategies for teaching academic vocabulary in the classroom and will implement these strategies in their day-to-day teaching practice to improve student learning.
Weekly observations and coaching sessions will document use of teaching academic vocabulary in the classroom. Teacher-to-Teacher observations will occur that allow a teacher to observe the academic vocabulary lesson and provided feedback for continued teacher growth. All new teachers will be assigned a Master Teacher as a mentor to provide support and guidance.

Plan for Monitoring: Guaranteed Vocabulary Lists for all grade levels and courses. Word Walls in every classroom that identify key concepts and terminology. Use of Academic Vocabulary notebooks by students.
Documentation in I-Observation of coaching sessions in which discussion and feedback regarding use of academic vocabulary occurred.

Timeline: August, 2014: All teachers completed formal training and agreed to implement the strategies into their daily teaching.

PD: Formal Training: SIOP

Supports Big Ideas: The SIOP model is one of our "Big Ideas" to support English Language Learners and Economically Disadvantaged student populations.

Job Embedded: The SIOP model will provide teachers a structured and proven methodology of designing and delivering lessons. Teachers will review lesson plans with other grade level teachers to analyze what worked and discuss needed changes to their instruction as well as needs for additional support and resources. Data Teams will continuously review curriculum maps and lesson plans to assure alignment with Common Core standards and to adjust as data indicates it is needed. All new teachers will be assigned a Master Teacher as a mentor to provide support and guidance.

Plan for Monitoring: Lesson plans will be kept on file for review and used in PLCs and Data Teams to analyze student test scores and discuss needed changes to instruction. Teacher-to -Teacher observations will be documented.
Classroom observations and Coaching sessions with teachers on use of SIOP will be documented in I-Observation. Common lesson plan format that reflects SIOP and Explicit Instruction will be utilized to assure teachers are implementing strategies with fidelity.

Timeline: Formal Training will occur in October, 2014.
Teachers will be expected to begin designing and delivering lessons using the SIOP model by January, 2015. It is expected that this will an ongoing learning process for staff and frequent opportunities to review, discuss, and improve lesson planning and delivering will occur in weekly staff meetings, PLC meetings, and Data Team meetings.

PD: Book Review: Explicit Instruction: Effective and Efficient Teaching reviewed and presented by Anita Archer and Charles Hughes.
Formal Training: Explicit Instruction by Anita Archer

Supports Big Ideas: Explicit Instruction is one of our "Big Ideas" and is a proven methodology for increasing student achievement for ALL students.

Job Embedded: Explicit Instruction will provide teachers a proven methodology for planning, delivering, and assessing student learning in the classroom. Teachers will review lesson plans with other grade level teachers to analyze what worked and discuss needed changes to their instruction as well as needs for additional support and resources. Leadership will review lesson plans weekly and observe classroom instruction to provide feedback and promote growth on use of Explicit Instruction. Teacher-to Teacher observation will occur to allow

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teaching staff the opportunity to provide analyze and discuss Explicit Teaching strategies. All new teachers will be assigned a Master Teacher as a mentor to provide support and guidance.

Plan for Monitoring: Lesson plans will be kept on file for review and used in PLCs and Data Teams to analyze student test scores and discuss needed changes to instruction. Teacher-to-Teacher observations will be documented.
Classroom observations and Coaching sessions with teachers on use of Explicit Instruction will be documented in i-Observation. Common lesson plan format that reflects SIOP and Explicit Instruction will be utilized to assure teachers are implementing strategies with fidelity.

Timeline: January, 2015: Book Review Begins with 1 chapter being discussed per week in staff meeting. Staff will begin to explore how Explicit Instruction can improve the teaching and learning process at Hope Academy.

August, 2015: Formal Training by Anita Archer on Explicit Instruction. It is expected that this will an ongoing learning process for staff and frequent opportunities to review, discuss, and improve lesson planning and delivering will occur in weekly staff meetings, PLC meetings, and Data Team meetings.
Full implementation of Explicit Instruction is expected to occur by 2016-2018.

PD: Formal Training: Data Teams for Learning, Houghton Mifflin Harcourt

Supports Big Ideas: Data Driven Instruction at the classroom level is one of our "Big Ideas" and will significantly impact student achievement for ALL students.

Job Embedded: Through Data Teams teachers will be able target additional instruction for students who are struggling with particular content standards.
Through weekly discussions in PLCs and Data Teams teachers will be able to gauge the effectiveness of their classroom lesson plans and instruction and refine as needed. All new teachers will be assigned a Master Teacher as a mentor to provide support and guidance.

Plan for Monitoring: 2 Data Team Leaders will be hired to help support and monitor the effectiveness of Data Teams. Weekly Data Team notes will be available on the I-drive for review. Leadership will attend weekly Data Teams to monitor effectiveness and identify need for further training or support.

Timeline: Formal Training for Data Teams for Learning will occur November, 2015. The data team process is expected to be an ongoing learning process and support and further training will be provided as needed. Data coached will be hired to support leadership and staff members in the use of data to inform instruction for the 2014-2015 school year.

PD: Formal Training (September, 2014): MDE Statewide Collaborative Supports for MTSS and Intentional Instructional Practices.

Supports Big Ideas: Due to high numbers of Tier 2 and Tier 3 students who require intervention MTSS was identified as one of our "Big Ideas".

Job Embedded: Academic interventionists will meet weekly with teaching staff to discuss supports of students in Tier 2 and Tier 3. Staff will work collaboratively with one another to identify strategies to be used in the classroom and in small groups to support student growth toward meeting Common Core standards. Academic interventionists and teaching staff will review lesson plans and identify key concepts to focus instruction and assure grade level content is being taught and assessed and best practice interventions are being implemented to assure student success. All new teachers will be assigned a Master Teacher as a mentor to provide support and guidance.

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Plan for Monitoring: Individual Development Plans will be developed for students in Tier 2 and Tier 3 and progress monitored at least 2 x per month. This will be shared with parents and available for review. Documentation of PLC meetings and Data Team meetings will reflect discussion of MTSS process and best practice interventions. Academic interventionists will provide documentation if training for teachers, paraprofessionals and parents in MTSS interventions.

Timeline: 3 new academic interventionist positions have been added for the 2014-2015 school year to allow for school-wide implementation of MTSS.
Academic interventionists will attend training as it becomes available through KISD for work with special populations and will report back to full staff during weekly staff meetings.

PD: Training: EL curriculum for teaching staff
Inside the USA, National Geographic (Newcomers)
Reach, National Geographic (K-5)
Inside, National Geographic (6-8)
Edge: Reading, Writing and Language, National Geographic (9-12)

Supports Big Ideas: Our large English Language Learner population requires that Hope Academy of West Michigan adopt a research proven best practice curriculum to address specific learning needs of EL students.

Job Embedded: Teachers will adopt the new curriculum into classes for use with EL student population and use data to evaluate effectiveness.

Plan for Monitoring: Teachers will collaborate with each other in PLCs and data teams to identify and focus instruction on best practices working with EL students.

Timeline: Evaluation of the new curriculum will occur in the summer, 2015.
August, 2015: Formal training will be provided for all staff in the use of the new curriculum to support learning for our EL student population.

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.
Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.
Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

5A:
Hope Academy of West Michigan has a Hispanic population of 75%, with an ESL population of 67%. Therefore, administration not only looks for highly qualified teachers with the appropriate credentials/certifications, but looks specifically for teachers that have the ability to speak fluent Spanish. In addition, when hiring support staff we also have a preference and look for those who could communicate best with our student population. For example, we have two RTA (Responsible Thinking Advisors) who speak fluent Spanish that assist students with behavior issues in the classroom in order to help counsel them to think responsibility by making good choices and getting them back to the important academics so that they can be successful. In addition, we have 5 Paraprofessionals that speak fluent Spanish to assist with

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learning in the classroom.

In addition, in our search for highly qualified teachers that speak Spanish we also have a high number of special education needs students at 12%, therefore, we prefer to hire highly qualified teachers that also may have more than one core certification and a additional special education certification. These dual certifications enhance the learning of the students and give teachers more opportunities for growth in their career. School leaders closely monitor the teachers and do transfer teachers to areas where student needs arise.

Recruitment is handled through a variety of sources, i.e. K12jobspot.com, Teachers-Teachers.com, Job Fairs (internal and external) as well as sourcing for teachers in areas of more difficult to fill positions.

We have designed our AppliTrack (online application system) to provide questions that take a deeper look at the candidate (teacher) to ensure they have the passion and calling for the children we serve. In addition, we have purchased the "Polaris" testing system, that is completed with the application. This is an exceptional test which has proven results to ensure teachers have the, i.e. stability/flexibility, reliability, interpersonal skills, student focus, ease of supervision, activity level, cognitive ability, cultural sensitivity overall to serve our children.

5B: Hope Academy's teacher performance evaluation system is primarily based on student achievement, therefore, merit raises are based on this criteria as one incentive. Please see section 3 for additional incentives for student achievement.

In addition, teachers who rise above with not only student achievement but also has mentors/coaches for other teachers are given the opportunity to be the lead of a department area which includes an additional $1,000 per year.

Non-monetary recognition has been given to our teachers in the form of special awards given at staff meetings, special recognition at Board meetings, and also TV8 has done specials on our outstanding teachers through both the news and evening specials with "Maranda".

Hope Academy also offers opportunities for professional development during the school year in areas aligned with their Individual Development Plans generated through i-Observation as well as the School Improvement Plan. Also, opportunities are given for re-assignments and special projects to inspire teachers to use their gifts and talents.

Weekly time is spent with feedback through leadership at the schools so that relationships are built between the teachers and school leadership. In addition, Data Teams meet weekly for one hour and 45 minutes for teachers to plan instruction based on what they are seeing in the student data. These close relationships result in a sense of community and purpose and therefore also contribute to retention.

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PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.
Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b)links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.
Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

Indicator 6A:

The Reform Team met with Priority School Consultant, Laura Otten, to review and analyze multiple data sources and gain an understanding of how Hope Academy of West Michigan became identified as a Priority School by the Michigan Department of Education (For a complete list of data please refer to Part B, question 2). This data analysis identified continued decline in proficiency rates for all students in Reading, Math, Science, and Social Studies, at all grade levels (3-11), and across all subgroups (EL, Special Education, African American, Hispanic, male and female, Economically Disadvantaged, and Homeless). With 0% proficiency rates in multiple content areas, at multiple grade levels, and with multiple subgroups it quickly became evident how Hope Academy of West Michigan ranked 0 on the Top-To-Bottom list and was identified as a Priority School.

Key Demographic Data Analysis Points
- Large Hispanic student population (75%)
- Large percentage of English Language Learners (62%)
- Large African American student population (21%)
- Special education student population (12%)
- Large than average Economically Disadvantaged Learner student population (88%)
- Homeless student population (5%)

Key Academic Achievement and Proficiency Data Points
Math (2013-2014 MEAP, MME, and ACT Results)
- 0% proficiency in Math across all grade levels 3-13 (except 6th grade; 23% proficient) as measured by MEAP, MME, and ACT.
- 0% proficiency in Math for African American and Hispanic student population across all grade levels (except 6th grade; 23% proficient).
- 0% proficiency in Math for special education student population at all grade levels.
- Teacher grade books reflect range of 75-100 percent passing proficiency in math in all grades K-12

Reading ((2013-2014 MEAP, MME, and ACT Results)
- Less than 21% proficiency in Reading across all grade levels 3-12

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- 20% proficiency in Reading for males as compared to 8% proficiency for females at the 3rd grade level
- 22% proficiency in Reading for males as compared to 0% proficiency for females at the 7th grade level
- 17% proficiency in Reading for African American student population as compared to 6% of Hispanic student population at the 7th grade level
- 31% proficiency in Reading for females as compared to 19% of males at the 8th grade level
- Teacher grade books reflect range of 62-100 percent passing proficiency in Reading at all grade levels K-12

Writing (2013-2014 MEAP, MME, and ACT Results)
- 21% proficiency in Writing at 4th grade
- 7% proficiency in Writing at 7th grade
- 0% proficiency in Writing at 11th grade
- Teacher grade books reflect range of 40-80 percent passing proficiency in Writing

Science (2013-2014 MEAP, MME, and ACT Results)
- 0% proficiency in Science across all grade levels
- 6% proficiency in Science (Explore Test) 9th grade level
- Teacher grade books reflect range of 34-100 percent passing proficiency in Science at all grade levels K-12

Social Studies (2013-2014 MEAP, MME, and ACT Results)
- 8% proficiency in Social Studies at 6th grade level
- 0% proficiency in Social Studies at 9th grade level
- Teacher grade books reflect range of 56-100 percent passing proficiency in Social Studies at all grade levels K-12.

The Reform Team considered both the academic achievement data and the demographic data when evaluating the current instructional program at Hope Academy of West Michigan. The realization that 68% of our current students require either Tier 2 or Tier 3 interventions in math or reading forced us to look closely at our Tier 1 school-wide instructional program. Based on this data analysis it is clear that the underlying causes and factors that led to Hope Academy of West Michigan's identification as a Priority School are systemic in nature. The current instructional program is not meeting the needs of our students, and our students are falling further behind in proficiency levels in all core content areas. This data analysis identified three key areas of concern with our core instructional program:
(1) The fact that teachers grade books and student report cards do not accurately reflect mastery of academic standards, and student proficiency as measured by MEAP, MME, and ACT indicates a disconnect between what is being taught by our teachers and what is being assessed by end-of-year standardized tests. In further evaluating the cause for this disconnect, it was determined that our teachers in their efforts to support students and encourage success were adjusting curriculum to a student's existing performance level (vs. expected performance) and thus, not teaching content to grade level. Therefore, students were performing well to what was taught (grade book), but not testing well to grade level standards (Standardized Tests).

Based on this data analysis it is clear that Hope Academy of West Michigan needs a sound curriculum that includes both content and process knowledge, is aligned to the Common Core and NGSS standards, and coordinates between classrooms, grade levels, building levels, and disciplines. Teachers must teach and assess to appropriate grade level standards to assure that all students can succeed at the next educational level.

(2) The fact that our demographic data indicates a large number of Hispanic, African American, English Language Learners, Special Education, and Economically Disadvantaged learners requires that our teachers use sound instructional practices that address differences in cultures, learning styles, student interests, and readiness for learning.

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(3) The fact that 2013-2014 MEAP, MME, and ACT data identifies 0% proficiency rates at multiple grade levels in math, science, and social studies, as well as very low proficiency rates in reading means that Hope Academy of West Michigan is not using data effectively in the classroom to assess student achievement, to evaluate teaching strategies, or to develop individualized learning plans for remediation of students as needed. In addition, data analysis indicates that formative and summative assessments are not aligned to the Common Core and NGSS standards, and thus do not provide an accurate measurement of a student's mastery of grade level content standards. Hope Academy of West Michigan must develop effective Data Teams and a Multi-Tiered System of Supports to improve student achievement at all grade levels, as well as common assessments that are aligned with the standards.

Instructional Design and Delivery: Why Explicit Instruction and Sheltered Instruction Observation Protocol?

Explicit Instruction: Best practice research identifies Explicit Instruction as one of the most effective tools available to maximize student achievement. It provides a systematic, direct, engaging, and success-oriented process of designing and delivering instruction across all content levels. The Reform Team believes that the structured lesson planning required by this model will assist teachers in both identifying and teaching to Common Core grade level standards. In addition, Explicit Instruction is characterized by a series of supports or scaffolds, whereby students are guided through the learning process with clear statements about the purpose and rationale for learning the new skill, clear explanations and demonstrations of the instructional target, and supported practice with feedback until independent mastery has been achieved. The Reform Team believes this scaffolding of supports and continuous feedback loops will assist teachers in identifying students who require additional supports to master content and grade level standards, as well as guide teachers in evaluating their own teaching methods. Finally, research has shown Explicit Instruction to be both an intervention and a prevention tool. As an intervention tool, Explicit Instruction provides the well-organized and explicit methodologies required for students with special needs. This will assist Hope Academy of West Michigan's English Language Learners, Special Education, and Economically Disadvantaged students by requiring teachers to organize lessons first through the logical selection and sequencing of content, and then by breaking down that content into manageable instructional units based on student's prior knowledge, working memory capacity, and attention. As a prevention tool, Explicit Instruction will reduce the number of students requiring Tier 2 or Tier 3 interventions by providing teachers a systematic way of monitoring student performance, providing guided and supported practice, and allowing multiple opportunities for students to practice skills until mastery is achieved.

Sheltered Instruction Observation Protocol (SIOP): Best practice research identifies the SIOP model as a proven method for supporting English Language Learners across core content areas. This model of instruction provides teachers a structure for planning and delivering effective lessons that enable students to make connections between their own knowledge and experiences, and the new information being taught. It includes specific identification of content objectives (what will be taught) and language objectives (how the students will learn the content of the lesson). Language objectives determine which of the four domains of language (listening, speaking, reading, and writing) students will use to accomplish the objectives. In addition, SIOP focuses on building background knowledge by directly linking concepts to the student's background experiences whether personal, cultural, or academic. It emphasizes key vocabulary and requires teachers to present new vocabulary only in context. This is important, as studies have shown that there is a strong correlation between vocabulary knowledge and student achievement. The Reform Team believes that by focusing on a language objective and connecting the new information to previous student knowledge, our English Language Learners, as well as our Economically Disadvantaged students will be better prepared to meet the Common Core grade level standards. Like the Explicit Instruction model, SIOP includes strategies that enhance comprehension for learning and retaining information, and requires that teachers consistently use scaffolding throughout the lesson to teach students to become more independent in self-monitoring their own learning strategies. Common strategies include thinking aloud, preview and prediction, elaboration, summarizing, and questioning that promote higher order thinking skills. Finally, the Reform Team believes the SIOP model supports the use of supplementary materials that are proven best practice strategies for use with all special population groups, and that mimic many of the current instructional strategies and interventions at Hope Academy of West Michigan. These include:

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- Thinking Maps and Graphic Organizers
- Graphs and Charts
- Pictures, Photos and Illustrations
- Multimedia
- Hands-on experience and concrete manipulatives
- Leveled Study Guides
- Marginal Notes and Cornell Notes
- Adapted and Highlighted Text
- Making or playing a game for reviewing content (BINGO, Jeopardy etc.)
- Word Walls

Why Focus on Data Driven Decision Making at the Instructional Level and Multi-Tiered Systems of Support?

Data analysis clearly identified a weakness in the use of student data to evaluate and inform instruction in the classroom level. In addition, our large percentage of students requiring Tier 2 and Tier 3 interventions signifies a weakness in our Tier 1 core instructional program. The Reform Team believes that by targeting the core instructional program and assuring the teaching of a rigorous curriculum based on Common Core standards at all grade levels, Hope Academy of West Michigan will significantly impact student achievement for ALL students. In addition, the development of effective Data Teams that use student achievement data to support instructional decision making will be essential. Through continuous monitoring and data analysis, teachers will:

- Be better prepared to prioritize instructional time.
- Be able to target additional individual instruction for students who are struggling with particular content standards.
- More easily identify individual student's strengths and instructional interventions that can help students continue to progress.
- Gauge the instructional effectiveness of classroom lessons.
- Refine instructional methods as needed.
- Examine school-wide data to consider whether and how to adapt the curriculum based on information about students' strengths and weaknesses.

Finally, the Reform Team believes more effective use of data to inform instruction coupled with a strong curriculum aligned to Common Core standards will improve student achievement and decrease the number of students who require Tier 2 and Tier 3 interventions.

Indicator 6B:

The instructional program at Hope Academy of West Michigan will integrate the "Big Ideas" identified above - Explicit Instruction, SIOP, Data Driven Decision Making at the Instructional Level, and MTSS. The Reform Team envisions the implementation of these ideas in four phases:

Phase 1 (Fall, 2014) - Beginning, which includes:
- o Formal training in SIOP
- o Formal training in Data Teams for Learning
- o Implementation of MTSS school-wide
- o Curriculum Mapping to Common Core standards

Phase 2 (Winter, 2015) - Applying, which includes:

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o Implementation and practice using the SIOP model to design lessons, deliver instruction, and evaluate student performance on Common Core standards.
o Informal book review of Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes.
o Implementation and practice in use of Data Teams for Learning school-wide
o Ongoing implementation and monitoring of school-wide MTSS
o Align formative and summative assessments to Common Core standards
o Formal review of EL curriculum (summer) (Inside the USA, National Geographic (Newcomers); Reach, National Geographic (K-5); Inside, National Geographic (6-8); Edge: Reading, Writing and Language, National Geographic (9-12)

Phase 3 (2015-2016) - Refining, which includes:
o Formal training in Explicit Instruction
o Implementation of common lesson plans that model Explicit Instruction and SIOP
o Ongoing data analysis and decision making with effective Data Teams
o Train teachers in use of EL Curriculum [Inside the USA, National Geographic (Newcomers); Reach, National Geographic (K-5); Inside, National Geographic (6-8); Edge: Reading, Writing and Language, National Geographic (9-12)]

Phase 4 (2016- 2018) - Hardwiring, which includes:
o Full implementation of Explicit Instruction school-wide
o Full implementation of SIOP school-wide
o Full implementation of MTSS school-wide
o Full implementation of EL Curriculum K-12 [Inside the USA, National Geographic (Newcomers); Reach, National Geographic (K-5); Inside, National Geographic (6-8); Edge: Reading, Writing and Language, National Geographic (9-12)]
o Full implementation of Data Teams to inform instruction
o Establishment of Hope Academy of West Michigan as a High Achieving School as the "new normal"

INSTRUCTIONAL PROGRAM DESIGN

Instructional Program:
Develop K-12 curriculum maps that are aligned to Common Core and Career and College Readiness Standards. Assure curriculum maps provide both horizontal (grade level) and vertical (K-12) articulation to ensure all students master each standard.

Specific Teaching and Learning Strategies:
Teachers will teach grade level content that is aligned to the Common Core standards and Career and College Readiness standards.

Implementation Timeline:
November, 2014: Aligned curriculum maps developed

Plan to Track Implementation:
Each grade level and course will have a curriculum map available that outlines the content, skills, Common Core standards and assessments addressed in the classroom. Copies of these curriculum maps will be filed in the office.
Curriculum maps will be reviewed weekly with teachers during coaching sessions.
Coaching sessions will be tracked using the i-observation tool with review of curriculum maps and lesson plans specifically documented.

Resources Needed:

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An Educational Leader's Guide to Curriculum Mapping by Dr. Heidi Hayes Jacobs (2 copies for administration).

A Guide to Curricular Mapping: Planning, Implementing, and Sustaining the Process by Dr. Heidi Hayes Jacobs (40 copies for teaching staff).

Instructional Program:

Summative and formative assessments that align with Common Core standards and Career and Readiness standards.

Specific Teaching and Learning Strategies:

Common Exit Cards

Benchmark Rubrics

Common rubric around learning target

Proficiency scales

Summative assessments that are aligned to our "end in mind."

Collaborative scoring

Use of Measured Progress and Nettrekker to design assessments that align with Common Core standards.

Implementation Timeline:

October 2014: Training - writing classroom assessments

Teachers will learn how to write classroom assessments that yield evidence of mastery and pinpoint whether further instruction or adjustment to instruction is needed.

November 2014: Staff led PD on use of Measured Progress and Nettrekker tools will occur.

January, 2015: All summative and formative assessments will be aligned to Common Core standards.

Ongoing: Review of summative and formative assessments will occur in weekly PLC meetings to ensure assessments are aligned to Common Core standards.

Plan to Track Implementation:

Teachers will provide evidence of formative and summative assessments during coaching meetings.

Examples of summative and formative assessments will be kept on file for all grade levels.

Superintendent will review copies of formative and summative assessments during weekly principal's coaching meetings.

Resources Needed:

Dr. Heidi Cate will provide an overview of Improving Student Learning One Teacher at a Time by Jane E. Pollock. This book focuses on designing varied classroom assessments that yield evidence of mastery and pinpoint whether further instruction in required. It also discusses the feedback loop necessary to improve individual student achievement and refine instruction.

Instructional Program:

Explicit Instruction

Specific Teaching and Learning Strategies:

Direct Explanation

Modeling

Guided Practice

Corrected Feedback/Verification

Application

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Implementation Timeline:

January, 2015: Informal Training - Explicit Instruction

Teachers will read Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes.

A new chapter will be discussed each week during staff meeting to explore how Explicit Instruction can be used to improve current instructional practices.

August, 2015: Formal Training - Explicit Instruction

All staff members will receive formal training in Explicit Instruction and begin incorporating the strategies into the classroom.

Plan to Track Implementation:

Staff meeting notes will document discussion of Explicit Instruction strategies.

Common lesson plan format that incorporates Explicit Instruction and SIOP strategies will be used to document implementation.

Leadership will monitor lesson plans during weekly coaching sessions with teachers and provide feedback and additional training as needed.

Lesson Plans will be kept on file for review in PLCs and Data Teams to help evaluate instructional practices and make instructional decisions.

Leadership will conduct weekly 15-minute observations of each teacher implementing Explicit Instruction in the classroom to provide feedback and ensure implementation. These observations will be documented using i-Observation tool.

Resources Needed:

Explicit Instruction: Effective and Efficient Teaching by Anita Archer and Charles Hughes (40 copies for teaching staff).

Instructional Program:

Sheltered Instruction Observation Protocol (SIOP)

Specific Teaching and Learning Strategies:

Lesson preparation that includes content objectives and language objectives.

Building background knowledge by teaching key vocabulary and linking concepts to background experiences, both personal and cultural.

Using speech appropriate to student's language proficiency. Using body language, gestures, and pictures to accompany spoken words.

Verbal and Procedural Scaffolding

Use of multiple best practice strategies including: graphic organizers, outlines, highlighted text, leveled study guides, Cornel Notes, wait time, think aloud, review and prediction, elaboration, and questioning, "I wonder" chart, summarizing

Implementation Timeline:

August, 2014: Formal Training - Academic Vocabulary

All teaching staff will be trained on the use of Academic Vocabulary to improve student achievement.

October, 2014: Formal Training - SIOP

All staff members will be trained in SIOP to improve student achievement.

Plan to Track Implementation:

Common lesson plan format that incorporates Explicit Instruction and SIOP strategies will be used to document implementation.

Leadership will monitor lesson plans during weekly coaching sessions with teachers.

Lesson plans will be kept on file for review in PLCs and Data Teams to help make instructional decisions.

Leadership will conduct weekly 15-minute observations of each teacher implementing SIOP in the classroom to provide feedback and ensure implementation. These observations will be documented using i-Observation tool.

Teachers will complete a checklist for each lesson plan that identifies which best practice instructional strategy will be used to support EL

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students.

Resources Needed:
Hire 1 additional Academic Interventionist to assist in monitoring language objectives and support teachers in working with EL students.
Hire 1 additional Spanish- speaking paraprofessional to assist with Tier 3 EL students.

Instructional Program:
Data Driven Instruction

Specific Teaching and Learning Strategies:
Collaborate to examine student formative assessments
Develop short-cycle Data Team assessments
Monitor data
Analyze strengths and obstacles
Establish learning goals.
Select common instructional strategies for groups of students
Develop result indicators to measure and monitor student learning

Implementation Timeline:
November, 2014: Formal training - Data Teams for Learning, (Houghton Mifflin Harcourt)

Plan to Track Implementation:
2 Data coaches will be hired to help support and monitor data teams and assure the use of data to inform instruction.
Data Teams will meet weekly for 1 hour and 45 minutes to gather and analyze data and use it to inform instruction.
Data Teams will follow a consistent and structured process and maintain Data Team meeting notes that will be available for review on the I-drive.
Leadership will attend weekly Data Team meetings to provide support and monitor effectiveness.

Resources Needed:
Hire data coaches to provide support and monitor data team process.

Instructional Program:
Multi-Tiered System of Supports (MTSS)

Specific Teaching and Learning Strategies:
Read 180
System 44
Read Naturally
Leveled Literacy Intervention Kits
Reading A to Z
Road to the Code
Inside the USA
Accelerated Math
Chipper Chat

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Making Words
Delta Math

Implementation Timeline:
September, 2014: Formal training - MDE Statewide Collaborative Supports for MTSS and Intentional Instructional Practices

Plan to Track Implementation:
Universal screeners will be used to identify and monitor students in Tier 2 and Tier 3. (DIBEL Next, Star Math, Scantron)
Three Academic interventionists will conduct universal screenings, develop individual learning plans for Tier 2 and Tier 3 students, implement interventions, and progress monitor student performance.
Tier 2 students will receive small group instruction in the classroom with the support of paraprofessionals.
Tier 3 students will receive small group intensive intervention outside the classroom by academic interventionists.

Resources Needed:
Hire 1 additional academic interventionist to assist with EL student population that require Tier 2 or Tier 3 interventions.
Purchase Best Practice EL Curriculum:
Inside the USA, National Geographic (Newcomers)
Reach, National Geographic (K-5)
Inside, National Geographic (6-8)
Edge: Reading, Writing and Language, National Geographic (9-12)W

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.
Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

The development of effective Data Teams is one of the "Big Ideas" identified by the Reform Team to have a significant impact on student achievement at Hope Academy of West Michigan. Professional development in Data Teams for Learning is scheduled to occur in November, 2015. In addition, two data coach positions have been added to help guide, support, and monitor the Data Team process. Additional time has been allotted in the schedule for teachers and staff to fully implement data into the instructional learning process. Beginning in Fall, 2014 Data Teams will meet each Wednesday for 1 hour and 45 minutes. During this time the Data Teams will follow the structured process outlined below:

1. Gather data and identify the gap between present performance and expected performance, using formative, interim, and summative assessments.
2. Study the data to determine if and why there is a gap in performance. Teachers are asked to consider curriculum maps, lesson plans, and assessments when evaluating where and why the gap occurred.
3. Collaborate with grade level teachers and Intervention Specialists to address closing the gap using best practice strategies. Identify students who require Tier 2 and Tier 3 interventions and create an Individual Development Plan for each student that outlines how the gap will be closed.
4. Implement the plan and progress monitor the impact of the interventions put in place.

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5. Adjust the instruction as needed and then repeat the steps in the problem-solving process again.

Leadership will alternate attendance at different grade level Data Team meetings on a weekly basis, and provide feedback and support to teachers. Data Team meeting notes will be documented and reviewed by leadership to assure the Data Team process is followed with fidelity and will be used to identify future potential professional development needs.

Multiple data sources will be used by teachers to evaluate student progress and growth. Universal screeners will be incorporated to provide early identification of students requiring Tier 2 and Tier 3 interventions (DIBELS Reading and Math, Star Math, and Scantron). Standardized practice tests (Plan, Explore, Act, and WorkKeys) will be used to predict how students will perform on end-of-year tests (MEAP, MME, ACT) and to inform instruction at 8-12 grade levels. Finally, lesson plans will be reviewed weekly in coaching sessions and during PLC and Data Team meetings to assure interim assessments are used at key instructional times to measure critical content skills. The frequencies of these assessments are listed below:

Assessment Schedule:

Assessment	Grade Level(s)	Benchmark	Benchmark	Benchmark	Tier 2	Tier 3
DIBELS Reading	K-6	Fall	Winter	Spring	1 x per month	2 x per month
DIBELS Math	K-1	Fall	Winter	Spring	1 x per month	2 x per month
Star Math	2-5	Fall	Winter	Spring (Tier2 and Tier3 only)	1 x per month (Tier2 and Tier3 only)	2 x per month
Scantron	2-8	Fall	Winter	Spring	3 x per year	3 x per year
Plan Test	10	Late fall		X	Plan Test	
				Practice Test		
Explore Practice	8-9	Late fall,		X	Explore Test	
				Practice Test		
ACT Test	11	Late fall,		X	ACT Test	
				Practice Test		
WorkKeys	11			WorkKeys		
Ages and Stages	Pre-K		Beginning		Quarterly	End Preschool
Creative Curriculum			Preschool		Formative	
Gold Program (ongoing)				Assessments		
Interim	Pre-K-12	As identified through lesson planning				

Assessments Focused on Critical Content. Occur at least quarterly and are tied to the instructional learning cycle

Formative Assessments	Pre-K - 2	Daily Multiple Forms Exit tickets, check lists, checking for understanding, etc.

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Summative Assessments 8-12 End of unit assessments aligned to Common Core and end of year state assessments.

W-APT Screener All new students to Michigan or the USA and all who identify another language as primary language spoken in the home based on the home language survey. First 30 days of school or first 10 days of enrollment for new students.

WIDA All students identified as LEP - Spring of each year

CAFAS Functional assessment system used to track outcomes of attendance, behavior, and emotional functioning of students. Fall Winter Spring

Data analysis identified the use of data to improve student outcomes as a weakness at Hope Academy of West Michigan. The Reform Team believes that with additional training and support, we can significantly improve achievement of ALL students by identifying and closing achievement gaps.

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PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.
Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.
Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.
Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

The Reform Team discussed the need for increased time to teach core academic subjects to increase student achievement and determined that redesigning the use of the current schedule would be the most effective means to do this. The data supported this in two ways. First, it indicated a weakness in the foundational Tier 1 core instructional program. Thus specific instructional models, Explicit Instruction and SIOP, have been identified that will provide teachers with a structured and proven strategy to design and deliver instruction at all grade levels and increase overall student achievement. Second, school-wide implementation of MTSS and effective Data Teams will increase the early identification of students requiring Tier 2 and Tier 3 interventions and allow teachers to more effectively use data to monitor student progress and adjust instructional strategies to best meet student needs and improve student achievement. Finally, additional professional development days (4) have been added to the 2014-2015 calendar year to assure the necessary formal training of staff in the "Big Ideas" of Explicit Instruction, SIOP, Data Teams, and MTSS. These trainings will be embedded into the day to day operations of the school through our PLCs, Data Teams, and teacher-to-teacher observations and collaborations.

The Reform Team did recommend changes to the staff schedule to assure teachers have the time required to implement effective data teams and collaborate with their peers on student learning. Separate times for PLC and Data Teams will be built into the schedule to allow for dedicated time for each important process. The weekly schedule will be as follows:
- Monday: All Staff Meeting (3:15 pm- 3:45 pm)
- Monday: PLC Meetings by grade level (3:45 pm- 4:15 pm)
- Wednesday: Data Team Meetings (2:15 pm - 4:00 pm)

Beginning 2014-2015 school year, extended time in core academic subjects in Reading and Math will be added to all student schedules (2-8) for students who require additional academic supports as determined by Scantron assessments. Interventions including Read 180 and Accelerated Math courses will be added to class schedules to supplement Tier 1 instruction of students who score below proficiency at grade level. In addition, reading tutors from Grand Valley State University will be assigned to students (K-6) who are not reading at grade level to support literacy efforts. These volunteers will meet twice per week with each student and support Tier 1 classroom instruction.

Beginning 2014-2015 school year each middle school student will be scheduled an Exploratory class (meets daily for 72 additional minutes)

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that will support the core content areas. These Exploratory classes will teach core content in an experiential, hands-on approach.

Beginning 2014-2015 school year each high school student will be assigned a college prep or career readiness class (ACT Prep class, Service Learning, Kent Skills Center or AP class) as part of the regular class schedule.

Additional support for reading includes elementary novel studies (grades 3-5) for enrichment for those students already at grade level.

The Reform Team will analyze student data at the end of each school year to determine if even more time for teaching core academic subjects is necessary to improve student achievement. If warranted, additional time will be added to the daily schedule.

Enrichment Activities at Hope Academy of West Michigan are designed to be fun and engaging, as well as enhance student learning. Based on student, parent, and community partner surveys in 2013-2014 additional enrichment activities were added for the 2014-2015 school year, including music education and athletics. Based on academic achievement data, the Reform Team also felt that additional academic interventions (Read 180, Systems 44, Accelerated math) were needed to supplement core instruction for student struggling with math and reading. Students requiring Tier 2 or Tier 3 interventions are provided supports during scheduled
Exploratory classes (capturing an additional 71 minutes per day of math and reading intervention time per day), and are able to return to Exploratory classes once they reach proficiency. Finally, increased time for enrichment will be added by increasing available opportunities for students based on student and family interests that were identified in the survey. Current enrichment opportunities at Hope Academy of West Michigan include:

Faith Formation: On early release days students are provided the opportunity to attend Faith Formation. This club provides tutoring and assistance with homework, as well as a focus on its mission of deepening student's faith through educational and enrichment opportunities. Students who are enrolled in this program will receive additional tutoring and homework help which will help to increase student achievement at Hope Academy.

Boys and Girls Club: Hope Academy of West Michigan partners with the Boys and Girls Club to provide programming for students after school that supports education and career programs, character and leadership programs, health and life skills programs, sports, fitness and recreation programs, and the Arts Programs. The Boys and Girls Club supports student achievement by providing a safe place for students to go after school to get additional exposure to curriculum, as well as help with homework.

Tutoring/Homework Help: Tutors and teachers help students complete their homework, prepare for tests, and work specifically on concepts covered during the school day. The current schedule requires teachers be available to students ½ hour prior to class start times and 30 - 60 minutes following release of students on days when Data Teams or PLCs are not taking place. This time allows for "office hours" and individual tutoring of students who require additional support and will increase student achievement.
Athletics: Hope Academy of West Michigan has established its first MHAA athletic program this school year (2014-2015) with the goal of increasing athletic opportunities for students as the academy grows. This year students in grades 6-12 are eligible to participate in Soccer and in competitions with local schools. Although athletics are not academic in nature, the primary lessons learned in sports increase academic achievement by improving student abilities in the areas of social skills, teamwork, leadership, competition, and discipline.

Curriculum Nights: Hope Academy will hold monthly curriculum nights rotating through all core curriculum subjects. These nights are designed to expose families to the curriculum in a fun and engaging way, and to provide parents with tools to help improve student success. Academic interventionists will be available on these nights to work directly with Tier 2 and Tier 3 students and their parents/guardian to teach them strategies to work with their students at home. Flash cards, math games, books, and other learning materials will be provided to families to take home with them at the end of the evening.

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Music Program/ Choir: Hope Academy of West Michigan implemented music education this Fall, 2014 with plans to continue to expand opportunities in choral, musical instruments, and the performing arts. Currently we have five choir concerts planned for the 2014-2015 school year. The benefits of music education as part of a comprehensive school curriculum is well documented best practice. Music classes compliment and build on other skills students are learning in their regular classrooms, including math, reading, social interaction, small motor skills, large motor skills, as well as helps develop brain areas involved in language and reasoning.

Science Fair/Robotics: Data analysis indicated a significant gap in science proficiency across all grade levels at Hope Academy of West Michigan. Based on this analysis a review of our science curriculum and its alignment to the Common Core standards is currently taking place. Efforts to increase experiential and project-based learning opportunities for students in science are two strategies identified by the Reform Team to increase student achievement in science. During the 2014-2015 school year the science department will plan a Science Fair that will take place annually and include all grade levels K-12. In addition, the science department will work with the district grant writer, Mike Seiloff, to secure funding for the establishment of a robotics team at the middle and high school levels. Finally, efforts will be made to secure STEM grants for further expansion of science, technology, and math opportunities at Hope Academy as they become available.

Summer School: Hope Academy of West Michigan operates summer school for an additional 20 days of instruction following the end of the school calendar for all students.

Novel Studies: Grades 3-5 novel studies (30 minutes per day) will be added for grades 3-5 to support enrichment for those students who are currently at grade level while those who are not, recieve Tier 2 and Tier 3 interventions.

Kent Skills Center, ACT Prep, AP classes, and Service Learning: To ensure all students are College or Career ready, all Juniors or Seniors will be scheduled into a ACT prep class, AP class, or vocational training at Kent Skills Center. Students will also be encouraged to participate in a service learning class that focuses on giving back to the community, building "soft skills." and improving communication skills.

The Reform Team determined that redesigning the use of the current schedule was the most effective way to enhance time for professional collaboration. PLCs and Data Teams meetings have been scheduled for separate days during the week to allow for focus on student achievement data. The time allotted for data teams has been expanded to 1 hour and 45 minutes each Wednesday to allow teachers time to gather and analyze data, and to collaborate on best practice strategies for closing achievement gaps. Two data coaches have been added to the staff to support and monitor effectiveness of the data teams and to provide expert knowledge on the use of data to increase student achievement. In addition, four additional professional development days have been added to the calendar that will allow time for formal training of all staff members in Data Teams for Learning by Houghton, Mifflin, and Harcourt and SIOP.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.
Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.
Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

To increase parent and community participation in improving student achievement the following will take place beginning the 2014 2015 school year:
- Curriculum Nights: Best practice research is clear that family participation in the learning process significantly increases student achievement. The most effective forms of parent involvement are those which engage parents in working directly with their children on learning activities at home. With this in mind, Hope Academy of West Michigan will increase parent involvement by holding one curriculum

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night per month for students and parents. These curriculum nights will include all grade levels (K-12) and will be designed to expose families to the curriculum in a fun and engaging way, and to provide all parents with tools to help improve student success. In addition, Intervention Specialists will be available on these nights to work directly with Tier 2 and Tier 3 students and their parents/guardian to teach them strategies to work with their students at home. Flash cards, math games, books, and other learning materials will be provided to families to take home with them at the end of each evening. These events will be highlighted in our school newsletter and the names of families who attend will be added to a raffle for drawings of additional learning materials for their student. To increase attendance at these events, Parents of Hope (PTA) will provide food and drinks.

- Individual Development Plans: Each student at Hope Academy of West Michigan will have an Individual Development Plan (IDP), which identifies and tracks his or her current grade level performance on Common Core standards. These IDPs will contain the most current assessment data and identify specific target goals and strategies to meet these targets. Copies of these IDP's with specific strategies that can be implemented at home will be provided to parents at the beginning of each learning cycle. Parents will also be provided a list of community and school resources available to them for help toward meeting these target goals. Finally, parents will be provided "learning tickets" that when signed by the parent as proof that a strategy was implemented at home will be added to a raffle for a gift card to local food establishments or store at the end of each month during our Positive Behavior Support celebrations.

Six Types of Parent Involvement (Joan Epstein):

1. PARENTING: Help all families establish home environments to support children as students.
- Family Literacy Program and Parenting with Love and Logic.
- Family support programs to assist families with health, nutrition, and other services (Cherry Street School Dental and Eye Program, Wedgwood Family Counseling Services).
- Home visits at transition points to pre-school, elementary, middle, and high school.

2. COMMUNICATING: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress

- Conferences with every parent at least twice per year.
- Language translators to assist families as needed.
- Regular schedule of useful notices, memos, phone calls, newsletters, and other communications (available in Spanish for our large EL student population).

3. VOLUNTEERING: Recruit and organize parent help and support.
- Regular Parents of Hope meetings.
- Annual postcard survey to identify all available talents, times, and locations of volunteers.

4. LEARNING AT HOME: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.
- Information for families on skills required for students in all subjects at each grade.
- Information on homework policies and how to monitor and discuss schoolwork at home.
- Individual Development Plans for learning for all students.
- Bi-weekly classroom newsletters that identify what skills students are working on and strategies to assist at home.
- Parent access to PowerSchool to monitor student grades and discipline.

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5. DECISION MAKING: Include parents in school decisions, developing parent leaders and representatives.
- Parents of Hope
- Parent engagement coordinator
- Networks to link all families with parent representatives.

6. COLLABORATING WITH COMMUNITY: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
- Information for students and families on community health, cultural, recreational, social support, and other programs/services. (Cherry Street Health Services, Network 180. Wedgwood Counseling Services, Boys and Girls Club, Faith Formation, True Success, Mind Meets Music, Kids Hope Mentors)
- Information on community activities that link to learning skills and talents, including summer programs for students. (Miranda, Wood TV8, The Hispanic Center of West Michigan, Project Success)
- Community and Mentor coordinator.

9B:
- Grand Valley State University (provides both training and volunteers to help read with our students.)
- Wedgwood Christian Services (provides support with Project Success and True Success, character building and dropout prevention programs which are both components of the Reform Plan.)
- St. Francis of Xavier & Our Lady of Guadalupe (provides Faith Formation and tutoring and homework services to support academic achievement. In addition, the Church provides the use of facilities to support choir, graduation ceremonies, and community events such as Cinco De Mayo and Festival of Roses.)
- Kids Hope Mentors (provides tutoring and dropout prevention supports to our students which both support the Reform Plan).
- Mind Meets Music (provides best practice brain research connect to music and increases student achievement.).
- Wood TV 8, Miranda (provides support through positive community relations and telling the success stories at Hope Academy of West Michigan. This helps to build strong parent and community relationships that in turn support our Reform Plan.)

Each of these community partners plays a large role in the success of our students at Hope Academy of West Michigan. In addition, Hope Academy has hired a community engagement coordinator who meets with area businesses, churches, and community organizations to increase awareness of the needs of students and families at Hope Academy of West Michigan. This coordinator has been instrumental in securing fund raising opportunities for Hope Academy to supplement our teaching and learning programs, increasing community volunteers and mentors for our students, and coordinating community resources to support our students and families in the area of community mental health and health services. To maintain these community relationships Hope Academy meets regularly with various community groups to discuss the school's Priority School designation and the reform efforts being implemented to improve student outcomes. The supports and services provided to Hope Academy of West Michigan by our community partners are highlighted monthly in our school newsletter to assure students and families are aware of their efforts to support our neighborhood school.

Administration will ensure that parents and community partners are aware of the Priority Plan and the goals outlined in this plan through attendence at Parents of Hope, regular discussion about goals and progress in the monthly school newsletter, and time devoted to discussion during the curriculum nights.

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PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.
Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

As a single school district the Board of Hope Academy of West Michigan and the Superintendent are committed to the operational flexibility in the use of staffing, time, professional learning and budget. The Leadership Team reviews the needs of teachers and students and than plans for the best use of Title I funds. Hope Academy of West Michigan has autonomy over its Title 1 funds to meet the goals outlined in the Priority Plan. To date the Board has approved the addition of multiple staff positions to assist in the implementation of the Reform Plan, including two data team coaches, one additional academic interventionist, 1 additional EL paraprofessional, and two additional teaching staff to reduce class size. They have adjusted the school calendar to include four additional professional development days and secured needed resources in the form of curriculum and supplies to enhance instruction. The Board members and Superintendent fully recognize the urgency of the Reform Plan and are committed to its success.

Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.
Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.
Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

11A:
Because Hope Academy of West Michigan is a single building district, the Board and Superintendent will provide weekly support with the implementation and continuous monitoring of the Reform Plan. Superintendent, Dr. Heidi Cate will meet weekly with the Reform Team to identify any barriers or challenges that might interfere with implementation of the Reform Plan. The board will receive monthly updates from the superintendent and will be available to review and approve needed resources to assure implementation of the Reform Plan. To date, the Board has approved the addition of multiple staff positions to assist in the implementation of the Reform Plan, including two data team coaches, one additional academic interventionist, one additional EL paraprofessional, and two additional teaching staff to reduce class size. The Board and Superintendent are committed to supporting the Reform Plan financially as well as providing input and monitoring of its implementation.

11B: Superintendent Dr. Heidi Cate will be the central office person responsible for monitoring and supporting the implementation of the Reform Plan. She will meet weekly with the support team to review progress and provide monthly updates to the Board. Representatives from the Reform Team will attend all trainings held by the ISD, Michigan Department of Education, and the charter school authorizer, Ferris State University , that are designed to provide ongoing support for Priority Schools. In addition, The Reform Team will work closely with

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persons identified by MDE as supports, including Cheryl Spencer, Outreach Specialist at MSU, Laura Otten, School Improvement Consultant, ISD, Ronald Schneider, Public School Academy Program Consultant, Michelle Crutcher, Offices of Field Services Consultant, Michigan Department of Education, and Julie Haun-Frank, School Reform Office Monitor Michigan Department of Education as we move forward with increasing student achievement at Hope Academy of West Michigan.

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Integrity Educational Services

Performance Review for School Principal

Employee Name:	
Supervisor Name:	
School:	
Review Period:	
Review Date:	

Pay increases are dependent on employee's performance, position in salary range, and business conditions.

STUDENT ACHIEVEMENT RATING - 50% of Overall Rating

Student Achievement Rating

Supervisor Comments:

Rating Scale for Expected Results and Skills/Behaviors

1	2	3	4
Performance is unacceptable and requires immediate improvement	Meets some but not all expectations for this position	Meets expectations for this position. Dependable and competent level of performance	Consistently meets and often exceeds expectations for this position. Performance is superior

EXPECTED RESULTS REVIEW - 25% of Overall Rating

	Rating	x Weight	= Weighted Rating

Expected Result 1

School Principal Develops and Articulates Belief System through Voice and Actions:

•Engages staff, students, parents, and community to work toward developing ad implementing a common vision
•Have ability to engage broad representation of school in strategic planning
•Lead by example, exhibiting high ethics and moral leadership and a strong belief that a children can learn, regardless of perceived ability, gender, race, ethnicity, color, religion, and socio-economic status
•Involves parents and community in supporting and enhancing the instructional programof the school

Rating		20	0

Supervisor Comments:

Expected Result 2

School Principal Engages and Develops Faculty:

•Develops teacher leadership within school
•Supports staff development strategically to build internal capacity and capability
•Aligns staff development with school goals and district priorities
•Establishes a community of learners
•Retains competent teachers and counsels out low performers

Rating 20 0

Supervisor Comments:

Expected Result 3

School Principal Assess the Quality of Classroom Instruction:

•Know and have the ability to direct the implementation of successful literacy an mathematic strategies school-wide
•Possess expert knowledge of a range of effective learning theories and practices, wh the ability to model practice, and coach and assist teachers to support instructional improvement
•Have an understanding of and ability to lead standards-based instruction
•Be able to use data to improve instruction and student achievement

Rating 20 0

Supervisor Comments:

Expected Result 4

School Principal Facilitate/Motivate Change:

Possess an understanding of the change process both for individuals and for organizations
•Possess a commitment to children and set high expectations for all students
•Be a self-starter and solid problem solver
•Possess strong interpersonal skills and be able to work with a diverse group of people
•Be a reflective learner, consistently assessing his or her own work with an analytical eyin order to continuously grow
•Facilitates shared accountability for results
•Possess the ability to use data in strategic planning, demonstrating the abilityo influence people to improve their practice

Rating 20 0

Supervisor Comments:

Expected Result 5

School Principal - Balance Management:

•Delegatse effectively to achieve school objectives
•Manages budget, aligning resources with instructional priorities
•Manages operations to support instruction
•Have ability to analyze, design and implement classroom and school-wide managemenand safety plans to create a safe, student-centered environment

Rating		20	0

Supervisor Comments:

TOTAL EXPECTED RESULTS RATING **0.00**

SKILLS AND BEHAVIORS REVIEW - 25% of Overall Rating

	Rating	x Weight	= Weighted Rating

Flexibility:

Accepts change positively and professionally. Helps implement change even when the reason for change is not immediately evident.

Rating		14	0

Supervisor Comments:

Job Knowledge:

Achieves and maintains technical and professional proficiency related to current teaching position.

Rating		14	0

Supervisor Comments:

Integrity and Trust:

Acts ethically and gains the trust and respect of others

Rating		14	0

Supervisor Comments:

Relationship Building:

Builds and sustains productive relationships.

Rating		14	0

Supervisor Comments:

Effective Communication:

Engages in collaborative discussions by inviting and considering contrary viewpoints and opinions.

Rating		14	0

Supervisor Comments:

Initiative:

Recognizes opportunities and acts on it.

Rating 14 0

Supervisor Comments:

Planning and Organizing:

Sets Priorities and creates detailed plans.

Rating 16 0

Supervisor Comments:

TOTAL SKILLS AND BEHAVIORS RATING **0.00**

OVERALL RATING 0.00

Co-worker Feedback

GOALS FOR NEXT SCHOOL YEAR

Goal Categories

Professional Development Goal
Professional Improvement (classes, workshops)
Curriculum/Classroom Instruction
Technology/Technology Integration
Classroom/Community Climate

List three or four goals for the next school year

1

2

3

4	

Your signature below does not necessarily imply agreement and an employee may provide comments which will be included as part of the review. Employee Acknowledgment simply verifies that the employee has received the review and a Performance Discussion has occurred.

Employee Signature _____ Date: _____

Supervisor Signature _____ Date: _____

Integrity Educational Services

Performance Review for Teacher

Employee Name:

Supervisor Name:

School:

Review Period:

Review Date:

Pay increases are dependent on employee's performance, position in salary range, and business conditions.

STUDENT ACHIEVEMENT RATING - 50% of Overall Rating

Student Achievement Rating

Supervisor Comments:

Rating Scale for Expected Results and Skills/Behaviors

1	2	3	4
Performance is unacceptable and requires immediate improvement	Meets some but not all expectations for this position	Meets expectations for this position. Dependable and competent level of performance	Consistently meets and often exceeds expectations for this position. Performance is superior

EXPECTED RESULTS REVIEW - 25% of Overall Rating

	Rating	x Weight	= Weighted Rating

Expected Result 1

Plans and implement instruction consistent with the school approved curriculum for assigned subject areas. Reflect this in a written plan, co-created by the teacher, social worker, principal, parent/guardians, and any other interested parties in the student's welfare. Updates and revise the plan at least every other 9 weeks or more, as needed.

Rating | 8 | 0

Supervisor Comments:

Expected Result 2

Relates concepts and materials to the students and the objectives using state standards. Adequately follows the given assessment calendar by:
Turning in assessment analysis
Implementing strategies based on assessment analysis
Following-through with interim assessments

Rating | 8 | 0

Supervisor Comments:

Expected Result 3

Provide opportunities for academic achievement and success for all students. Holds high expectations for student learning which are realistic and appropriate. Holds students accountable for timely completion of assigned work.

Rating 8 0

Supervisor Comments:

Expected Result 4

Teaches skills for critical-thinking, problem solving, comprehension, decision making, and independent learning by students.

Rating 8 0

Supervisor Comments:

Expected Result 5

Employs a variety of methods and materials that will provide a holistic approach to students learning academically and emotionally.

Rating 8 0

Supervisor Comments:

Expected Result 6

Uses the evaluation of student outcomes to measure the effectiveness of instruction. Develops tests which utilize a variety of strategies to assess the learning.

Rating 8 0

Supervisor Comments:

Expected Result 7

Uses school reporting procedures to collect data, maintain student records, and report student progress. Uses a grading system that is consistent with the school assessment policy and which reflects the quality of student work.

Rating 8 0

Supervisor Comments:

Expected Result 8

Maintain confidentiality for students in school related matters.

Rating 8 0

Supervisor Comments:

Expected Result 9

Establish a management system that communicates expectations, assignments, and work requirements. Teach educational program expectations and recognize and reinforce appropriate behavior. Use a variety of discipline strategies for managing disruptive students.

Rating 8 0

Supervisor Comments:

Expected Result 10

Initiate and maintain personal professional growth and development. Participate in staff development activities, staff meetings, retreats, continuing education courses, and/or professional organizations, and school functions such as award banquets, graduation, etc. Remain current in content area and methods.

Rating 8 0

Supervisor Comments:

Expected Result 11

Subscribe to school goals and take a proactive role to achieve them. Recognize problems within the school environment and actively contribute to their resolution. Represent the school in a favorable and professional manner to the school's constituency and the general public.

Rating 8 0

Supervisor Comments:

Expected Result 12

Use a variety of reinforcement and motivational techniques to encourage positive behavior and academic achievement.

Rating 8 0

Supervisor Comments:

Expected Result 13

Represent the school in a favorable and professional manner to the school's constituency and the general public.

Rating | 4 | 0

Supervisor Comments:

TOTAL EXPECTED RESULTS RATING **0.00**

SKILLS AND BEHAVIORS REVIEW - 25% of Overall Rating

Rating x Weight = Weighted Rating

Flexibility:

Accepts change positively and professionally. Helps implement change even when the reason for change is not immediately evident.

Rating | 14 | 0

Supervisor Comments:

Job Knowledge:

Achieves and maintains technical and professional proficiency related to current teaching position.

Rating | 14 | 0

Supervisor Comments:

Integrity and Trust:

Acts ethically and gains the trust and respect of others

Rating | 14 | 0

Supervisor Comments:

Relationship Building:

Builds and sustains productive relationships.

Rating | 14 | 0

Supervisor Comments:

Effective Communication:

Engages in collaborative discussions by inviting and considering contrary viewpoints and opinions.

Rating 14 0

Supervisor Comments:

Initiative:

Recognizes opportunities and acts on it.

Rating 14 0

Supervisor Comments:

Planning and Organizing:

Sets Priorities and creates detailed plans.

Rating 16 0

Supervisor Comments:

TOTAL SKILLS AND BEHAVIORS RATING **0.00**

OVERALL RATING 0.00

Co-worker Feedback

GOALS FOR NEXT SCHOOL YEAR

Goal Categories

Professional Development Goal
Professional Improvement (classes, workshops)
Curriculum/Classroom Instruction
Technology/Technology Integration
Classroom/Community Climate

List three or four goals for the next school year

1

2	
3	
4	

Your signature below does not necessarily imply agreement and an employee may provide comments which will be included as part of the review. Employee Acknowledgment simply verifies that the employee has received the review and a Performance Discussion has occurred.

Employee Signature _____ Date: _____

Supervisor Signature _____ Date: _____