



# Annual Education Report 2018-2019

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West Michigan Aviation Academy

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# WEST MICHIGAN AVIATION ACADEMY

3.14.2019

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2017-18 educational progress for West Michigan Aviation Academy. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about student assessment, accountability, and teacher quality. If you have any questions about the AER, please contact Chris Williams, WMAA's Director of Teaching & Learning, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://bit.ly/2VZR3Is>, or you may review a copy in the main office at West Michigan Aviation Academy.

For the 2017-18 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that has at least one underperforming student subgroup. An Additional Targeted Support (ATS) school is one that has three or more underperforming student subgroups. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these labels. In these cases, no label is given.

\* Note TSI and ATS definitions were changed for the 2018-19 school year per federal requirements. The new definitions are:

TSI – The school has at least one subgroup performing in the bottom 25% within each applicable accountability index component.

ATS – The school has met the criteria for TSI identification and has at least one subgroup performing at the same level as a CSI school.

Our school has **not** been given one of these labels.

At WMAA, we strive to provide an exceptional educational opportunity to all students, and we are proud to serve a diverse community of families and students. Each year, our students enter grade 9 from over 40 different school districts with a wide range of academic preparedness, and it is our mission to ensure that each of these students finds academic success. Because of this diversity of experience, we tend to see broad achievement gaps within each of our yearly cohorts. To overcome this challenge, we are focusing our efforts this year on developing how we analyze data, adjusting our curriculum to maximize learning,

and targeting instruction to close these student achievement gaps. We have designed our instructional model to support all students by implementing those instructional strategies outlined in our School Improvement Plan, and our outstanding Student Services Team is formalizing our implementation of a holistic Multi-Tiered Systems of Supports (MTSS) and Response to Intervention (RTI) to identify and support any students at-risk. Academic progress is maintained through consistent student monitoring and parent communication, and we have supplemented instructional time through Saturday school, tutoring programs, and the implementation of student support plans as well.

In this Annual Education Report, we invite you to review our academic success and learn more about the initiatives WMAA is implementing to ensure that our school fulfills our academic mission for each of our students.

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## **PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL**

West Michigan Aviation Academy is a state-funded, public charter school academy. Therefore, there is no cost to attend WMAA. The school is open to any Michigan student wishing to attend. Students must be appropriately placed in the grade levels offered by WMAA (9th - 12th).

By law, WMAA cannot restrict enrollment based on selection criteria. Our charter authorizer Bay Mills Community College, however, does limit the total number of students who may attend the school. If the number of applications exceeds the number of available openings, a random lottery determines who attends the school.

WMAA's open enrollment period is from the first day of the current school year until 4:00 p.m. on the last business day of February of the current school year. During this enrollment period, all applications get equal consideration regardless of date submitted. Following the end of open enrollment, if the number of applications does not exceed the number of open seats, all students will receive a notice of acceptance into their respective grades. If applications received exceed offered seats in any grade level, a random selection process will take place for that grade level. Names are randomly drawn by a representative from the Kent Intermediate School District until all offered seats have been filled. Any remaining names are drawn to establish waiting list priority.

Once students are enrolled and remain enrolled, they will remain eligible to be re-enrolled at the school for successive years without having to re-enter the random selection process. Students will be requested to complete a re-enrollment form by the end of the open enrollment period showing intent to re-enroll for the next school year. All applicants on a waiting list must re-submit an application for the following school year during the next open enrollment period. In order to accommodate families who have more than one child eligible for enrollment, siblings of accepted or currently enrolled students are given preference over students who have no such siblings. Siblings of currently enrolled students at the school will be drawn first in the random selection process for offered seats. In addition, if a child is selected during the random selection process, that child's sibling will be offered the first available offered seat in his/her respective grade. Though siblings are afforded preference for offered seats, they are not given preference over a child previously enrolled.

Should offered seats remain available after the close of open enrollment, students will be accepted on a first-come, first-served basis until offered seats are no longer available. Applications are date and time stamped upon submission, and students are admitted in the order their application is received. Applications will be accepted after offered seats are filled and will be placed on a waiting list in the order received. Additionally, should seats open during the academic year (due to transfer etc.), students will be offered seats during a 2-week window at the start of each semester based on the original order of the wait list until the existing wait list is exhausted.

This process was followed for both the 2017-2018 and 2018-2019 school years and a random lottery was held because the number of applications exceeded the allowed number of students per grade (155) for ninth, tenth, and eleventh grades. Applications for transfers into 12th grade were admitted without a lottery.

## 2018-2020 SCHOOL IMPROVEMENT GOALS

**Goal 1:** All students will experience a state-of-the-art education in science, technology, engineering, and math (STEM) and will develop comprehensive technological skills as preparation for a dynamically changing tech-based economy.

*Strategy for Development:* As WMAA seeks to provide a rigorous technology based education, we are currently aiming to create a focused, intentional plan to develop tech skills as students progress through our traditional classroom curricula. WMAA is now aiming to develop a comprehensive technology curriculum with specific learning targets for technology skills. The design, implementation, and support of this curriculum will ensure that each student is exposed to a variety of technologies and is trained in their use, and it will provide a schematic for WMAA to make purposeful changes and adaptations for future cohorts of students.

**Goal 2:** All students will graduate from WMAA competitively prepared for college and/or career by participating in a rigorous educational experience that both challenges and supports all students, including those with diverse needs.

*Strategy for Development:* In order to provide students with the best possible educational experience, WMAA encourages instructors in each discipline to remain current with best practice pedagogy in their respective content areas. Our current instructional focus centers around developing routines that demand evidence of critical thinking from students, including

- Implementing *Number Talks* in Mathematics
- Developing a Claim, Evidence, and Reasoning (CER) approach to academic writing.
- Exploring essential science practices reflected in the Next Generation Science Standards (NGSS).
- Expanding conferring strategies to support fluency and comprehension during sustained reading.

**Goal 3:** All staff will be exemplar educators in their respective areas of expertise, modeling research-based instructional routines that promote student achievement and pursuing professional development opportunities that encourage masterful pedagogy.

*Strategy for Development:* WMAA has committed to a vision of all staff serving as instructional leaders, which includes proficiency in best practice tier 1 teaching strategies as well as discipline specific instructional approaches. WMAA has begun the process of implementing a multi-tiered system to implement this vision, which is centered around our application of the 5D+ instructional model and supplemented by principles of Cognitive Coaching and Adaptive Schools. We are currently developing teacher leaders to serve as instructional mentors to staff while department chairs are collaborating on the School Improvement team to develop proficiency with discipline specific approaches within their respective content areas.



We have also aimed to align our year-long professional development cycle to support the development of these instructional skills. Staff development throughout the year focuses on a consistent cycle of professional learning, collaboration, monitoring and observation, and structured feedback at each of these tiers: instructional feedback (individual level), school improvement (department level), and professional development (whole staff).

## WMAA AS A SPECIALIZED SCHOOL

West Michigan Aviation Academy was authorized by Bay Mills Community College to begin its first year of operation on September 7, 2010. The school is managed by Partner Solutions (formerly MEP Services), a charter school management organization based in Brighton, Michigan. WMAA first opened its doors to 9th grade students, added 10th grade in 2011-2012, 11th grade in 2012-2013, and became a full college preparatory high school with an aviation theme serving grades 9-12 in the fall of 2013.

Our curriculum is designed to prepare students to meet the State of Michigan's High School Content Expectations (HSCE), the Michigan Merit Curriculum (MMC), and the College Board's College and Career Readiness Benchmarks. All core courses (English, Mathematics, Science, and Social Studies) also align with the Common Core State Standards (CCSS), adopted by the Michigan Board of Education in 2010. WMAA also offers rigorous Advanced Placement and honors courses for students wishing to challenge themselves and enhance their learning. Students are required to complete 26 credits to earn a WMAA diploma.

In addition to providing a well-rounded educational foundation that meets all course requirements of the Michigan Merit Curriculum, WMAA features extensive elective courses in science, technology, engineering, and math (STEM), and specializes in a unique aviation theme. WMAA organizes our aviation instruction into core strands, including flight science, engineering, and aviation technology. All WMAA students undertake a general introductory aviation curriculum for their first two years at the academy. Beginning with the junior year, students may choose to focus on one of our aviation strands for their elective coursework.

A comprehensive character education continues to remain a pillar of WMAA's educational model. Character education is infused into all classes at WMAA by integrating it through classroom instruction and expecting all staff members to model business-like rapport with our students. WMAA integrates questions of character development, professional and practical responsibilities, and moral dilemmas into a majority of our core academic courses and intentionally selected field trips and assemblies, as well as providing character-based elective courses such as Leadership.

The discipline policies at WMAA also reflect an emphasis on self-discipline and the pursuit of excellence. WMAA deals seriously with behaviors that endanger students or disrupt the learning environment. A facility on airport property such as ours demands responsible behavior. Although we hold our students accountable for high disciplinary standards, we approach student relationships from a counselor's perspective. For our size, WMAA offers exceptional student support services, including 2 full time counselors, a full time social worker, a full time Special Education Teacher Consultant, a full time EL Teacher, 2 part-time student support paraprofessionals, a school psychologist, and a speech pathologist.

One additional special feature is WMAA's one-to-one technology initiative. When enrolled, all WMAA students are provided a laptop computer, which they are able to

use throughout the school day and at home as well. These tools are used to enhance learning opportunities in the classroom and support our STEM focus.

A final component of WMAA's character education model is to require 100 hours of community service prior to graduation. WMAA coordinates community service activities for students each semester. Students are involved in the selection and design of service projects. Students may develop their own ideas for community service, as well. Students are responsible to submit a record of dates, times, locations, and the nature of the community service.

## CORE CURRICULUM

In addition to meeting the requirements set forth by the Michigan Department of Education through the Michigan Merit Curriculum, faculty, staff, and administrators at WMAA work together to align curricular content to state and national standards. In addition to embedding the Common Core State Standards (CCSS) into our core content areas, including English, mathematics, social studies, and science, our curriculum is guiding students towards college readiness as measured by college readiness benchmarks. Faculty design and implement lessons aligned to these benchmarks and their course standards while providing both enrichment and remedial opportunities as needed. Additionally, our science department is working towards full curriculum alignment with the Next Generation Science Standards / Michigan Science Standards (NGSS / MSS).

Our goal of preparing students for college and career success requires us to think beyond the Michigan High School Content Expectations and the Common Core as we implement our curriculum. Our goal is to graduate students who have experienced academic excellence and have acquired the knowledge and skills necessary to be successful in college and in life. As such, WMAA students have access to college level work through curricular experiences with Advanced Placement (AP) coursework as well as dual enrollment.

Information about WMAA's curriculum can be found on our school website. Specifically, our [Course Selection Handbook](#) identifies course sequencing, credit allocations, and core standards. Additionally, each teacher hosts a [classroom website](#) identifying the course units & aligned standards while also providing students and parents access to course syllabi and classroom work.

## STUDENT ACHIEVEMENT RESULTS

The tables below represent student achievement results on the SAT or PSAT tests for the past two years. Data is arranged to display each class's performance on their two most recent tests.

<b>Class of 2019</b>			
<b>SAT</b> Spring 2018 as Juniors			
	<b>Composite</b>	<b>ERW</b>	<b>MATH</b>
<b>MEAN</b>	1109	554	555
<b>MET BENCHMARK</b>	62%	76%	66%
<b>PSAT 10</b> Spring 2017 as Sophomores			
	<b>Composite</b>	<b>ERW</b>	<b>MATH</b>
<b>MEAN</b>	1007	505	502
<b>MET BENCHMARK</b>	59%	76%	62%

<b>Class of 2020</b>			
<b>PSAT 10</b> Spring 2018 as Sophomores			
	<b>Composite</b>	<b>ERW</b>	<b>MATH</b>
<b>MEAN</b>	1020	505	514
<b>MET BENCHMARK</b>	63%	75%	69%
<b>PSAT 8/9</b> Spring 2017 as Freshman			
	<b>Composite</b>	<b>ERW</b>	<b>MATH</b>
<b>MEAN</b>	972	491	481
<b>MET BENCHMARK</b>	61%	80%	66%

<b>Class of 2021</b>			
<b>PSAT 8/9</b> Spring 2018 as Freshmen			
	<b>Composite</b>	<b>ERW</b>	<b>MATH</b>
<b>MEAN</b>	987	492	494
<b>MET BENCHMARK</b>	66%	80%	70%

## PARENT TEACHER CONFERENCE ATTENDANCE

At WMAA, it is important that we remain partnered with the community we serve. Below please find our parent/guardian rate of attendance for the two most recent years of parent teacher conferences.

<b>Parent/Guardian Representation at Parent-Teacher Conferences</b>		
<b>YEAR</b>	<b>TOTAL STUDENTS REPRESENTED</b>	<b>PERCENTAGE OF STUDENT BODY REPRESENTED</b>
<b>2018-2019</b>	433	72%
<b>2017-2018</b>	420	70%

## DUAL ENROLLMENT

Some WMAA students dual enroll with local colleges to pursue additional curriculum pathways beyond the school's course offerings. The amount of students who participated in these opportunities during the past two years is documented below.

<b>Students Participating in Dual Enrollment</b>		
<b>YEAR</b>	<b>TOTAL STUDENTS REPRESENTED</b>	<b>PERCENTAGE OF STUDENT BODY REPRESENTED</b>
<b>2018-2019</b>	44	7%
<b>2017-2018</b>	24	4%

## ADVANCED PLACEMENT

WMAA offers a number of AP college equivalent courses in order to challenge our students and provide them an opportunity to excel. This school year, WMAA offered thirteen in-person AP course options:

- AP American Government and Politics
- AP Biology
- AP Calculus AB
- AP Chemistry
- AP Computer Science A
- AP Computer Science Principles
- AP English Literature and Composition
- AP Macroeconomics
- AP Physics 1
- AP Psychology
- AP Spanish
- AP Statistics
- AP US History

Additionally, WMAA provides four online AP course options:

- AP English Language
- AP Spanish Literature
- AP Physics C - Electricity Magnetism
- AP Physics C - Mechanics.

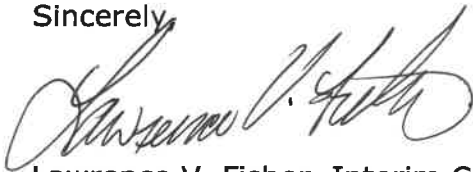
<b>Advanced Placement Enrollment &amp; Achievement</b>				
<b>YEAR</b>	<b>TOTAL STUDENTS REPRESENTED</b>	<b>PERCENTAGE OF TOTAL STUDENT BODY</b>	<b>TOTAL AP TESTS TAKEN</b>	<b>AP TEST PASS RATE</b>
<b>2018-2019</b>	254	42%	Not Yet Available	Not Yet Available
<b>2017-2018</b>	188	31.4%	282	62%
<b>2016-2017</b>	157	26.5%	210	65%



## IN CLOSING,

We thank you for showing interest in our school and reviewing our Annual Education Report. As we conclude our ninth year of operation, we are excited to see continued success on our campus. WMAA has grown tremendously since we began in September of 2010, both in terms of our facilities and our academic program. We take pride in knowing that our students are offered the highest level of opportunities, and we are passionate about our role in preparing students for college and career success. Thank you for partnering with us in your student's educational journey.

Sincerely,

A handwritten signature in black ink, appearing to read "Lawrence V. Fisher". The signature is fluid and cursive, with a large initial "L" and "F".

Lawrence V. Fisher, Interim CEO  
West Michigan Aviation Academy

