



January 26, 2017

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2015-16 educational progress for Momentum 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 Kevelin Jones (principal) for assistance.

The AER is available for you to review electronically by visiting the following web site <https://goo.gl/loveIU>, or you may review a copy in the main office at your child's school.

We are seeing that our students are very low in the area of reading and math. Our plans are to assess students by using our Global Scholars standardize testing tool, to gain knowledge of key areas where students are failing.

We will:

- Analyze student data by grade and individual
- Develop Individual Student Learning Goals for each scholar
- Utilize Performance Series suggested objectives
- Use RTI for focus on Performance Series objectives
- Set Growth Goals (Data wall and Achievement Board)
- Teachers use data for analysis to drive instruction
- Teachers complete PD Plans with a PS tracking goal

1. PROCESS FOR ASSIGNING PUPILS TO THE SCHOOL

In 2013-2014

All of the incoming students at Momentum filled out an application in order to become a student in our school. We are a public school charter that services students in and outside of our school community.

In 2014-2015

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2015-2016

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2. THE STATUS OF THE 3-5 YEAR SCHOOL IMPROVEMENT PLAN

In 2013-2014

Momentum Academy started as a free public charter school. We focused our plan on determining the needs of our students and staff based on performance testing. We found that we had a need for more math and reading instructional strategies, and began that process.

In 2014-2015

Momentum Academy was still in the implementation stage of the School Improvement Plan. We saw the need for RTI time being implemented into the schedule as we saw that our students were behind by multiple grade levels. We also started our full school Title I process and concluded that June 30, 2015. We were assessing our School Improvement Plan as we were in our 3rd year of school.

In 2015-2016

Momentum Academy has implemented the following goals for 2015-2016.

1. All students at Momentum Academy will be proficient in Math.

Measurable Objective 1:

80% of All Students will demonstrate proficiency. They will be able to complete grade level work and test in Mathematics by 06/17/2016 as measured by It will be measured by the use of Data Director, classroom assessments, and Performance Series.

Strategy 1:

I/WE/YOU - I/WE/YOU model will be used to focus on our mathematics priority areas of: Numbers and Operations, Measurement and Data, Geometry, Algebraic Thinking, Ratios and Proportional, Expressions and Equations, Statics and Probability. Teachers will initiate, model, explain, and use think a louds to "show how to do it." Teachers will model and record the appropriate mathematical representation using manipulatives, diagrams or technology. Teachers will lead, suggest, explain, respond and acknowledge as student progress towards independence. Teacher will model and elicit responses from students again using manipulatives, diagrams or technology.

Strategy 2:

Envision Math PD/Assessments - With our new Math program we will gain more knowledge and support in teaching the curriculum effectively. We will also purchase more manipulatives for the math program and learn what to do with them in order to effectively teach our students.

2. All students at Momentum Academy will be proficient in ELA

80% of All Students will demonstrate proficiency. They will be able to complete grade level work and test in English Language Arts as measured by the use of Data Director, classroom assessments, and Performance Series.

Strategy 1:

I/WE/YOU Techniques/Curriculum Tools - I/We/You model is used to enrich and accelerate instruction in the classroom. This model of instruction moves from explicit modeling and instruction to guided practice and then to activities that position students to become independent learners. The teacher guides the students to a point where the student accepts responsibility for the task. This will be conducted in a daily 90 minute ELA block. will focus on increasing reading comprehension and improving writing skills through the use of: graphic organizers, remediation, and learning centers.

Strategy 2:

RESPONSE TO INTERVENTION/Assessments - After Reading instruction on CCSS, students take 30-day assessments to establish mastery of material. Data from test results is analyzed, subgroups of students are established each month, and teachers use the results to drive enrichment opportunities for specific subgroups of students based on the skills that required additional instruction.

Strategy 3:

The function of Momentum's RTI Coordinator is to provide support to classroom teachers in the implementation of Response to Intervention. The RTI Coordinator will implement strategies in direct interaction with scholars to ensure that all children can achieve at grade level. The RTI Coordinator focuses on scholars who have scored below average (bottom 5 not special ed) on our Performance Series Test. Methods used will include, but will not be limited to implementation of our content area programs, and the implementation of intervention programs to assist children who do not master grade level skills from Tier 1 and Tier 2 instruction.

3. All students at Momentum Academy will be proficient in Science

70% of All Students will demonstrate proficiency by using different science concepts in Science as measured by classroom assessments, and state testing.

4. All students at Momentum Academy will be proficient in Social Studies

80% of All Students will demonstrate a proficiency by using social studies concepts in Social

Studies as measured by classroom assessments, assignments, and state testing.

Strategy:

Teachers will teach social studies using technology and interactive activities.

3. BRIEF DESCRIPTION OF EACH SPECIALIZED SCHOOL

2013-2014

We are one school being our own district. N/A

2014-2015

We are one school being our own district. N/A

2015-2016

We are one school being our own district. N/A

4. IDENTIFY HOW TO ACCESS A COPY OF THE CORE CURRICULUM, A DESCRIPTION OF ITS IMPLEMENTATION, AND AN EXPLANATION OF THE VARIANCES FROM THE STATE'S MODEL

2013-2014

You could obtain a copy of our core curriculum by visiting Momentum Academy.

We followed the Common Core standards from the State of Michigan Education Department. Our management has made it very clear to follow pacing guides created to ensure state regulations are met each year.

2014-2015

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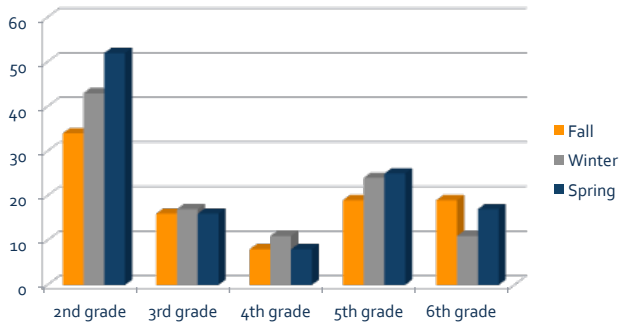
We are following the Common Core standards from the State of Michigan Education Department. Our management has made it very clear to follow pacing guides created to ensure state regulations are met each year.

5. THE AGGREGATE STUDENT ACHIEVEMENT RESULTS FOR ANY LOCAL COMPETENCY TESTS OR NATIONALLY NORMED ACHIEVEMENT TESTS

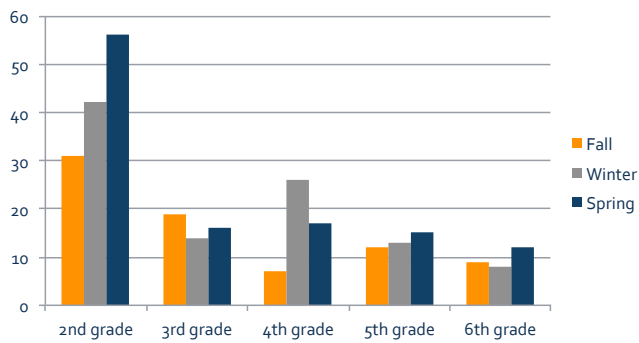
Here at Momentum we use Performance Series as our standardized testing component.

2013-2014

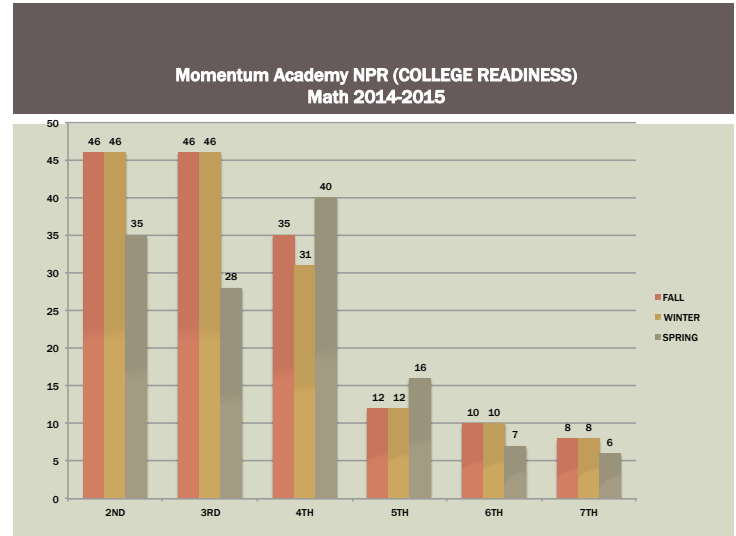
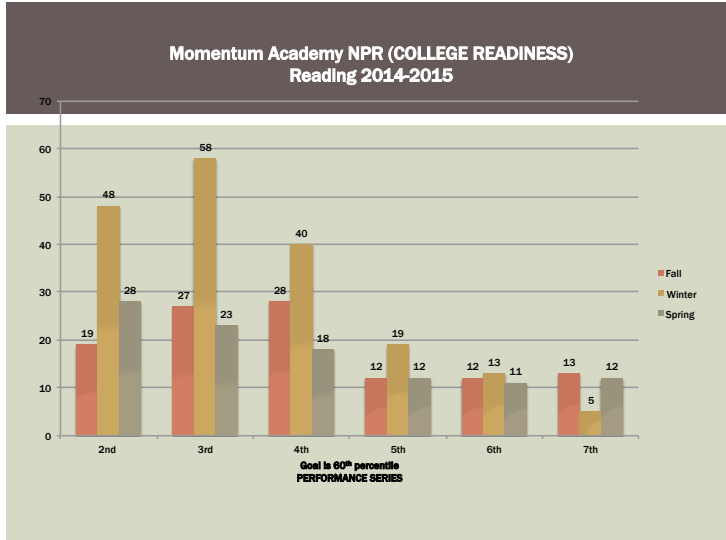
Reading Global Scholars NPR 2013-14



Math Global Scholars NPR 2013-14



2014-2015



2015-2016

Median Distance from Growth

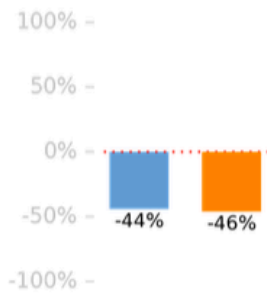


Figure 4 shows the median distance from the growth target was 44% below target in math and 46% below target in reading.

% Met Growth by Subject

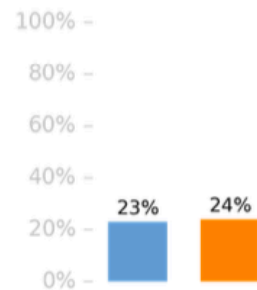


Figure 5 shows that 23% of students met their growth target in math, while 24% of students did so in reading.

Academic Proficiency Goals

1. Global Scholars (NPR) 60 percentile for all testing grades
2. All students reach College Readiness grade level target
3. M-steps
4. Data Director 30-Day Goal – 80% proficient 2nd-8th grade

Percent of students meeting grade level targets each year in Performance Series.

Subject	2013-2014	2014-2015	2015-2016
Reading	18%	34%	23%
Math	20%	21%	24%

6. IDENTIFY THE NUMBER AND PERCENT OF STUDENTS REPRESENTED BY PARENTS AT PARENT-TEACHER CONFERENCES

2014-2015

65% of our parents came out to conferences- 85 students were represented

2015-2016

73% of our parents came out to conferences- 110 students were represented

Core Curriculum

Momentum Academy utilizes the following process to develop and align its curriculum to ensure that all Michigan Common Core objectives are met.

- Research appropriate development levels for academic skills
- Research Michigan Common Core objectives
- Research other state and school curriculum frameworks
- Consideration of M-STEP and other performance indicators including MLPP
- Consider modes of instruction, i.e. Experiential, Multiple Intelligences, small group and large group
- Consider assessments
- Choose necessary materials

Momentum uses multiple modes of instruction to ensure all students have the same opportunity to learn the core curriculum, including a strong focus on Multiple Intelligences, individual developmental readiness, and small group instruction. Parents can access a copy of the core curriculum in the school office.

Achievement Tests

Momentum Academy utilizes Performance Series and Data Director as our achievement tests. All scholars take their monthly assessment for math and reading through Data Director. Kindergarten and First grade utilize DRA and Envision Math assessments for their 30-day assessments. All students 3rd-8th grade takes the M-Step test given by the state of Michigan.

My greatest initiative is to provide the leadership that will facilitate a school environment of differentiated instruction that will meet the needs of each scholar to the best of our ability. The educational program must be academically challenging, engage each scholar by linking the curriculum to previous knowledge and experience, and also be exciting to promote further exploration of new ideas. Parents, teachers, support staff, and administration all have an important role to encourage our scholars to become active college bound learners. Through a close and collegial partnership with everyone associated with Momentum Academy, I am confident we will prepare our scholars for college.

Sincerely,

Kevelin Jones
Principal
Momentum Academy