

A safe place for students to grow and achieve academic success.

January 12, 2026

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER), which provides key information on the 2024-25 educational progress for Hope Academy of West Michigan. The AER addresses the complex reporting information required by federal and state laws. The school's report contains information about accountability, student assessment, and teacher quality. If you have any questions about the AER, please contact Dr. Arthur Garner for assistance.

The AER is available for you to review electronically by visiting the following website: <https://bit.ly/3dZ1pm3> , or you may review a copy in the main office at your child's school.

For the 2024-2025 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student group in 2024-25. An Additional Targeted Support (ATS) school is one that had at least one student group performing at the same level as the lowest 5% of all schools in the state in 2024-25. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, failed to exit CSI status in 2024-25, or failed to exit ATS status in 2024-25. Some schools are not identified with any of these labels. In these cases, no status label is given.

Hope Academy of West Michigan has not been given one of these labels.

In the 2025-2026 academic year, Hope Academy of West Michigan remains committed to providing a high-quality, student-centered education that supports academic growth, positive behavior, and the social-emotional well-being of every learner. Throughout the year, the school focused on strengthening instructional practices, improving data-informed decision-making, and enhancing systems of support for students across all grade levels.

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Academic Achievement and Instruction

During the past year (2024-2025), Hope Academy continued the implementation of research-based instructional practices with a strong emphasis on literacy. At the elementary level, the Into Reading curriculum was implemented with ongoing fidelity checks and coaching support to ensure structured literacy, clear learning targets, vocabulary development, and student accountable talk. Intervention programs such as Lexia Core5 and Lexia PowerUp were used strategically to support students requiring additional assistance, with progress monitored regularly through data reviews and PLC discussions.

At the secondary level, staff focused on increasing rigor, stamina, and standards-aligned instruction, particularly in preparation for PSAT and SAT expectations. Professional Learning Communities (PLCs) analyzed student data to identify gaps, refine instructional strategies, and align classroom practices to state standards. Writing instruction and academic vocabulary development remained priority areas for growth.

Assessment and Data Use

Hope Academy utilized multiple measures of assessment, including NWEA MAP, classroom-based assessments, and program-specific diagnostics (Lexia, IXL, Acadience, and other resources), to monitor student progress and inform instruction. Staff participated in regular data dialogues and data digs to evaluate performance trends, set goals, and adjust instructional and intervention strategies. Increased staff engagement in data reviews strengthened collective responsibility for student outcomes.

Student Supports and School Climate

The school continued to enhance its multi-tiered systems of support (MTSS) for both academics and behavior. TRAILS social-emotional learning strategies were expanded across upper elementary grades, with Behavioral Interventionists modeling and leading Tier 1 supports in classrooms. These efforts contributed to a decrease in major behavioral incidents and improved classroom learning environments.

Positive Behavioral Interventions and Supports (PBIS) systems were continuously refined, including celebrations, incentives, and clear behavior expectations. Systems for support plans, behavior logging, and attendance and truancy monitoring were strengthened to ensure timely and effective student support.

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Professional Learning and Collaboration

Professional development remained a key focus, with PLC days dedicated to instructional improvement, data analysis, reporting accuracy, and culturally responsive practices, including support for multilingual learners. Collaboration among teachers, interventionists, instructional coaches, and administrators was essential in building consistency and coherence across grade levels and programs.

Looking Ahead

As Hope Academy of West Michigan moves forward, the school remains focused on closing achievement gaps, strengthening instructional rigor, and supporting the whole child. Continued emphasis will be placed on high-quality Tier 1 instruction, targeted interventions, and strong partnerships with families and the community. Through ongoing reflection, collaboration, and commitment to continuous improvement, Hope Academy is well-positioned to build on its successes and meet the needs of all learners.

Parents continue to play an important role in the education of their child, and attendance and participation in Parent-Teacher Conferences is critical to a student's success. In the 2024-2025 school year over 78% of parents were represented at conferences for grades Pre-K through 12. Hope Academy has a very active Parents of Hope team that helps plan, implement, and support the goals identified in the MICIP plan.

Shared leadership is an important component of the school's success, and teachers and parents are provided multiple opportunities to participate in the decision-making process. The District Implementation Team (DIT) meets bi-monthly to review data related to the MICIP plan, identify goals, and monitor progress toward achieving these goals. Goals are aligned with the Multi-Tiered System of Support (MTSS) work that is ongoing in the school, intending to ensure all students are proficient in reading and math and are college and career-ready upon graduation. Hope Academy currently does not offer AP/IB courses. The school improvement team reviews and monitors the school improvement plan and analyzes achievement data, demographic data, process data, and perception data when setting goals.

Hope Academy of West Michigan staff members remain committed to improving student outcomes to ensure all students are college and career-ready. We actively partner with parents and community members to improve opportunities for all students and continue to take a whole-child approach to education, caring for the social, emotional, physical, and spiritual well-being of the students entrusted in our care.

Sincerely,

Dr. Arthur Garner, Principal