

# **CHARACTERISTICS OF A HIGH-QUALITY PUBLIC SCHOOL ACADEMY**



## **School Support Protocol**



# Color Designation Protocol

## Our Vision:

**“Ferris State University will authorize public school academies that promise to transform the lives of students by demonstrating high-quality performance.”**

There are many metrics the CSO uses to monitor and assess the performance of each academy authorized by FSU; however, there are *four key questions* that are paramount in consideration of Reauthorization and assessing the Academy’s progress towards our stated Vision:

- **How is the Academy progressing towards the *contractual educational goals*?**
- **How does the Academy perform relative to its *Resident District*?**
- **How does the Academy perform relative to its *Composite District*?**
- **What *value does the Academy provide* to the taxpayers of the State of Michigan?**

The FSU CSO uses a dashboard system to track school performance in four key pillars and acknowledges that the pillars represent characteristics of a high-quality PSA:

- 1. Academic Progress**
- 2. Fiscal Solvency**
- 3. Operations**
- 4. Compliance/Governance**

The protocol uses three colors to graphically represent the Academies’ school support status in each Pillar:

- **GREEN** = The Pillar shows no concerns or the need for intensified monitoring by the CSO
- **YELLOW** = One or more parts of this Pillar are of concern requiring more intensified monitoring by the CSO
- **RED** = There are components of the Pillar that must be addressed immediately

All academy stakeholders are advised that color designation in a particular Pillar may be adjusted throughout the academic year depending on changing data and fluctuations in the Academies’ *Key Performance Indicators* (See School Support Dashboard). In all cases, the Academy Board of Directors shall be apprised of any alterations to the Academy’s school color designation by letter and by representatives of the CSO. Depending on each individual analysis, academies with either a **Yellow** or **Red** status in any Pillar may be required to complete an Action Plan and will receive the assistance of the CSO School Support Team (SST) in enacting that plan.

It is the goal of the SST to work with the Academy to help resolve the issues indicated, and it is not the intent of the CSO to take over the operations or governance of the Academy.

# School Support Dashboard

*Each Pillar is defined by questions, Key Performance Indicators (KPIs) that the CSO believes high-quality PSAs should be asking on an ongoing basis:*



## *Pillar 1*

### **ACADEMIC PROGRESS**

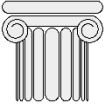
- How has the Academy performed on *NWEA*? (Achievement/Growth)
- How has the Academy performed on the *MSTEP*? (Achievement/Growth)
- What is the Academy's *College Board* performance? (Achievement/Growth)
- What is the Academy's performance relative to the *Resident District Comparison*?
- What is the Academy's performance relative to the *Composite District Comparison*?



## *Pillar 2*

### **FISCAL SOLVENCY**

- Is *Fund Balance* 5% or above?
- Has *Fund Balance* been decreasing?
- Has *Enrollment* been decreasing?
- Has *Debt* been increasing?
- Is *Revenue* adequate to offset anticipated *Expenditures*?



### *Pillar 3*

## OPERATIONS

- Is there excessive *Teacher Turnover*?
- Is there excessive *Administrative Turnover*?
- Is the Academy operating with current *Staff Shortages*?
- Are there *Facility Issues* that are barriers to the educational environment?
- What is the quality of the relationship between the Board and the Educational Service provider?



### *Pillar 4*

## COMPLIANCE/ GOVERNANCE

- Did the Academy's most recent *Compliance Percentage* meet CSO standards (100%)?
- Did the Board cancel less than two meetings during the previous year due to lack of quorum?
- Did the Board have at least four members, (the minimum number) necessary to constitute a quorum?

The Rubrics for the **School Support Protocol** are located on the FSU CSO website under “*Resources*” tab, and then “*School Support Protocol*”

[www.ferris.edu/charterschools](http://www.ferris.edu/charterschools)

**Ferris State University Charter Schools Office**

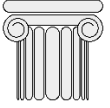
1020 Maple Street ~ Big Rapids ~ MI ~ 49307

Office: 231-591-5802

# Ferris State University Charter Schools Office

## School Support Protocol

### Key Performance Indicators (KPIs)



### Pillar 1 *Academic Progress*

#### Key Components, Questions, and Contractual Goals & Measures

#### How has the Academy performed on *NWEA*? (Achievement/Growth)

##### Contractual Goals & Measures:

Grades 2-8	The Fall to Spring growth rate for all students in Reading and Math of each grade and subject area as measured by the CSO designated nationally norm-referenced test will fall at or above the 50 <sup>th</sup> percentile.	Average percent of growth (gains percentile) as measured by the CSO designated nationally norm-referenced assessments for each grade level and subject area
Grades 2-8	The average Spring percentile ranking for the Academy on a nationally normed assessment will be at the 50th percentile in both Math and Reading.	The average national achievement percentile ranking for Math and Reading (grades 2-8 combined) will be at the 50th percentile

#### How has the Academy performed on the *M-STEP/PSAT 8*? (Achievement/Growth)

##### Contractual Goals & Measures:

Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the State identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments-Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy's MSTEP/PSAT 8 percent proficient in ELA and Math will be compared with the composite district's percent proficient.
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Academy	The Academy will have an MDE Index score of 40 or higher. Based on contractual language, the Academy cannot be in the bottom 5% of Index values.	MDE Annual Index Score
All grades assessed:	The growth values for both ELA and Math must meet or exceed the established State targets stated in the MDE Index.	State determined growth target values are stated in the Growth Component of the MDE Index. The Academy earns a growth value based in the percentage of students attaining their Adequate Growth Percentile (AGP). The Academy’s value in the Growth Component will be compared to the State’s Growth Target.

**What is the Academy’s *College Board* performance? (Achievement/Growth)**

**Contractual Goals & Measures:**

Grades 9-11	<p>The average Spring to Spring Subject Area Scores on State assigned college entrance suite of assessments will increase by 30 points.</p> <p>If average scores are at or above the published benchmark, subject area scores are expected to increase.</p>	<p>Average Spring to Spring Evidence Based Reading/Writing (EBRW) and Math scores on the State provided college entrance suite of assessments will increase by 30 points. (same cohort of students)</p> <p>Average PSAT EBRW and Math scores from 8<sup>th</sup> to 9<sup>th</sup> Grade and 9<sup>th</sup> to 10<sup>th</sup> Grade will increase by 30 points annually.</p> <p>Average EBRW and Math scores from 10<sup>th</sup> Grade PSAT to 11<sup>th</sup> Grade SAT will increase by 30 points.</p>
Grades 8-11	Students’ average achievement levels on the State assigned college entrance suite will be at the 50th percentile.	The national percentile ranking of the average total score for all assessed students in each individual grade (8th, 9th, 10th, & 11th) on the State assigned college entrance suite will be at or above the 50th percentile.

**What is the Academy’s performance relative to the *Resident District and Composite District Comparison?***

**Contractual Goals & Measures:**

Grades 3-8	The percent proficient of all grade levels assessed in ELA and Math as determined by the State identified assessment for each grade will be at or above the resident and composite district.	State Required Assessments-Composite resident district will be determined based on pupil enrollment as submitted to CEPI via MSDS in the fall of each academic year. The Academy’s MSTEP/PSAT 8 percent proficient in ELA and Math will be compared with the composite district’s percent proficient.
Grade 11	The average State Required College Entrance Assessment Scores will be at or above the resident district’s scores.	State Required College Entrance Assessment The Academy’s average SAT Total Score, EBRW Score, and Math Score scores will be compared with the resident district’s average scores.



**Pillar 2 Fiscal Solvency**

14-20	RED
5-13	YELLOW
0-4	GREEN

**Has enrollment been decreasing?**

**1. Enrollment (5 Pts.)** NO=0 YES=Pts. Indicated

- a. Fall Count 10% *below* anticipated target/budget assumptions (2 Pts.)
- b. Overall *downward* trend in enrollment-Fall over 3 years (2 Pts.)
- c. Spring Count 10% *below* Fall count of same academic year (1 Pt)

**Is current fiscal year revenue adequate to offset anticipated expenditures?**

**2. Revenue (5 Pts.)**

a. Anticipated revenue is *sufficient* relative to anticipated costs (3 Pts.)

<b>0</b> =Revenue is sufficient to cover expenditures	<b>1.5</b> =Revenue is mostly sufficient to cover expenditures	<b>3</b> =Revenue is not sufficient to cover expenditures.
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b. Academy is receiving loans/deferments from Management Company (2 Pts.)

<b>0</b> =Academy is receiving no loans/deferments from management company	<b>1</b> =Academy is receiving some loans/deferments from management company	<b>2</b> =Academy relies on extensive loans/deferments from management company
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**Are expenditures stable?**

**3. Expenditures (5 Pts.)** NO=0 YES=Pts. Indicated

- a. Overall *increase* in Debt for the previous 3 years (.5 Pt.)
- b. Overall *decrease* in spending for Instruction for the previous 3 years (.5 Pt.)
- c. Overall *increase* in spending for Business and Administration for the previous 3 years (.5 Pt.)
- d. Overall *increase* in spending for Operations and Maintenance for the previous 3 years (.5 Pt.)
- e. Unpaid vendor invoices 45+ days (1 Pt.)
- f. Identified as a Michigan Department of Treasury Fiscal Stress District (1 Pt.)
- g. Currently on a Budget Deficit Elimination Plan with Michigan Department of Treasury (1 Pt.)

**Is fund balance at 5% or above?**

**4. Fund Balance (5 Pts.)**

- a. Less than 5% Fund Balance (1 Pt.)

1%=1	2%=.75	3%=.50	4%=.25	5%+=0
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- b. Overall *downward* trend of Fund Balance for the previous 3 years (Yes=2 Pts.)
- c. The Academy expended at least 50% of its fund balance during the last Fiscal year (Yes=2 Pts.)



**Pillar 3 Operations**

12.5-20	RED
5-12	YELLOW
0-4	GREEN

**Is there excessive teacher turnover?**

**1. Teacher Turnover (5 Pts)** NO=0 YES=Pts. Indicated

- a. The Academy shows a three-year trend indicating a 33% *average yearly turnover* of teaching staff (2.5 Pts.)
- b. The Academy has had 50% *staff turnover* from previous year (2.5 Pts.)



**Is there excessive *school leader turnover*?**

**2. School Leader Turnover (5 Pts)** *NO=0 YES=Pts. Indicated*

- a. The Academy has had *three or more different School Leaders* within past five years

**Is the Academy operating with current *staff shortages*?**

**3. Staff Shortages (5 Pts.)** *NO=0 YES=Pts. Indicated*

- a. The Academy shows three-year average of *25% or more* long-term substitute teachers or temporary staff

**Is the Academy's *physical plant* conducive to teaching and learning?**

**4. Facility Issues (5 Pts.)** *NO=0 YES=Pts. Indicated*

- a. The facility has conditions that interfere with the learning environment or operations of the Academy



**Pillar 4 *Compliance & Governance***

3-4	RED
2	YELLOW
0-1	GREEN

**Does the Academy meet the Charter Schools Office *compliance* requirements?**

**1. Compliance (2 Pts.)** *NO=Pts. Indicated YES=0*

- a. Did the Academy's most recent *Compliance Percentage* meet CSO standards? (100%)?

**Are there matters for concern regarding *Board Operations*?**

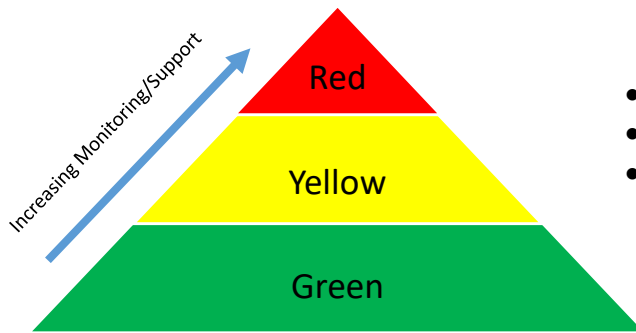
**2. Governance/Board (2 Pts.)** *NO=0 YES=Pts. Indicated*

- a. Did the Board cancel less than 2 meetings during the previous year due to lack of quorum? **(1 Pt)**  
 b. Did the Board at least four members (the minimum number) necessary to constitute a quorum? **(1 Pt)**

# Annual School Color Designation and Support Continuum

## School Support Continuum

The School Support Team (SST) monitors and supports academies using a three-tiered color-coded model. Each successive level represents an increasing amount of monitoring and support based on the Academies' performance on each of the four *Pillars* and as an overall composite representation:



- **Red** (most monitoring needs)
- **Yellow**
- **Green** (least monitoring needs)

## Monitoring Levels

Academies identified for Green Monitoring have one or more of the following characteristics in each *Pillar*:

**GREEN**

### Pillar 1



#### Academics

- \*Meeting or Exceeding most academic goals
- \*NOT identified as a Low Performing/Partnership school by the State of Michigan
- \*Green Monitoring recommendation based on observations, academic data, and reviewed documents

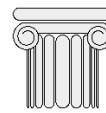
### Pillar 2



#### Fiscal

- \*Enrollment is stable
- \*Revenue is sufficient to cover expenditures
- \*Expenditures are stable
- \*Fund Balance is 5% or above
- \*NOT identified as Fiscal Distress District by MDE

### Pillar 3



#### Operations

- \*No excessive teacher turnover
- \*No excessive school leader turnover
- \*NOT operating with staff shortages
- \*No identified facility issues

### Pillar 4



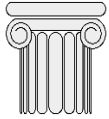
#### Compliance/Governance

- \* Compliance percentage is 100%
- \*No matters for concern regarding Board operations

**YELLOW**

Academies identified as needing Yellow Monitoring have one or more of the following characteristics in each Pillar:

**Pillar 1**



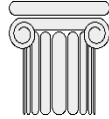
**Academics**

\*Some academic concerns based on MAP and MSTEP (or successor) or College Board data

\*NOT identified as a Low Performing/Partnership school by the State of Michigan

\*Yellow Monitoring recommendation based on observations, academic data, and reviewed documents

**Pillar 2**



**Fiscal**

**\*5-13 Points on Rubric**

\*Instability in enrollment

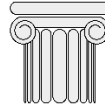
\*Revenue is somewhat insufficient to cover expenditures

\*Expenditures are somewhat unstable

\*Fund balance is between 3%-5%

\*NOT identified as Fiscal Distress District by MDE

**Pillar 3**



**Operations**

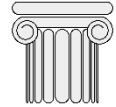
**\*5-12 Points on Rubric**

\*Staff turnover is high and is approaching excessive level

\*Academy has high staff shortages and is approaching excessive level

\*Facility has some conditions that may be interfering with the learning environment

**Pillar 4**



**Compliance/Governance**

**\*2 Points on Rubric**

\* Compliance is at least 95% on-time

\*Some matters for concern regarding Board operations

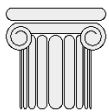
*Additional:*

- Previously identified as a **Red** Monitored Academy that has shown improvement, and is working towards **Green** Monitoring *OR* Previously identified as a **Green** Monitored Academy that has declining performance
- New Academy that has been operating for less than three years
- SST and Visitation Teams recommend Yellow Monitoring based on observations and documents

**RED**

Academies identified as needing Red Monitoring have one or more of the following characteristics in each Pillar:

**Pillar 1**



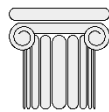
**Academics**

\*Continuing and long-term academic concerns based on MAP and MSTEP (or successor) or College Board data

\*Identified as a Low Performing/Partnership school by the State of Michigan

\*Red Monitoring recommendation based on observations, academic data, and reviewed documents

**Pillar 2**



**Fiscal**

**\*14-20 Points on Rubric**

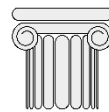
\* Steady decline in enrollment

\*Expenditures far exceed revenue

\*Steadily Increasing expenditures

\*Identified as a Fiscal Distress District by MDE or on Budget Deficit Plan

**Pillar 3**



**Operations**

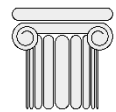
**\*12.5-20 Points on Rubric**

\*Excessive staff turnover

\*Excessive staff shortages

\*Facility has critical conditions that are interfering with the learning environment

**Pillar 4**



**Compliance/Governance**

**\*3-4 Points on Rubric**

\*Compliance is less than 95% on time

\* Numerous matters for concern regarding Board operations

*Additional:*

<ul style="list-style-type: none"> <li>Previously identified as a <b>Yellow</b> Monitored Academy for &gt;three years and is not showing adequate improvement to move to <b>Green</b> Monitoring or the performance has declined</li> </ul>	<ul style="list-style-type: none"> <li>SST and Visitation Teams recommend <b>Red</b> Monitoring based on observations and reviewed documents</li> <li><b>Red</b> Monitoring after review and discussion of the Academy's overall performance and discussions with the field representatives</li> </ul>
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## Academy Responsibilities

### Green

- Meet all contractual requirements: academic, fiscal, operations, compliance/governance
- Continue practices (Data Teams, Professional Learning Communities, School Improvement, compliance, governance, etc.) that lead to continued success in the four Pillars
- Follow all State of Michigan School Improvement mandates
- Review and discuss all SST Recommendations and reminders listed in the *Color Designation Notification Letter*

### Yellow

- Provide Professional Development Calendar to Epicenter
- Form and/or recalibrate Instructional Data Teams, School Improvement Teams, etc.
- Follow all State of Michigan School Improvement mandates
- Address all noted concerns in each Pillar
- Submit a written **Yellow Monitoring Action Plan** to Epicenter addressing the causes for Yellow Monitoring identified in the *Color Designation Notification Letter*. State how the School Improvement Plan supports the Action Plan.
- Review and discuss all SST Recommendations and reminders listed in the Color Designation Notification Letter

### Red

- Administer required Winter NWEA Testing (If not already administered)
- Adhere to all State of Michigan School Improvement requirements and submit all reports/letters to Epicenter (If identified by the State of Michigan as a Low Performing/Partnership school all mandates, timelines, and procedures must be completed)
- Submit a written **Red Monitoring Action Plan** to Epicenter
  - Plan specifically identifies actions to be taken to address causes of Red Monitoring and how the initiatives/measures connect to the School Improvement Plan
- Submit a written year-end reflection document to Epicenter no later than June 30 of the academic year
- Provide Professional Development Calendar to Epicenter
- Form/recalibrate Instructional Data Teams/PLCs
- Show improvement determined by the CSO for each Pillar

- If the CSO assigns “Bottom Line Metrics” to the Academy, the Board will need to sign the documents
- Review and discuss all SST Recommendations and reminders listed in the Color Designation Notification Letter

## Authorizer Responsibilities

### Green

- Send *Color Designation Notification Letter* no later than October 1<sup>st</sup> of the academic year
- Assign Field Representative
- Provide Seasonal Academic Progress/Summary Reports
- Provide Professional Learning Opportunities (academic, compliance, governance, leadership, etc.)
- Distribute the *Contract Performance Report (CPR)*

### Yellow

- Send *Color Designation Notification Letter* no later than October 1<sup>st</sup> of the academic year
- Assign Field Representative
- Provide Seasonal Academic Progress/Summary Reports
- Provide Targeted Professional Learning Opportunities, as needed/requested
- Provide Data Team/PLC support and coaching as requested by the Academy
- Distribute the *Contract Performance Report (CPR)*
- Review and re-evaluate Pillar performance deficiencies
- Review the *Yellow Action Plan* submitted by the Academy to Epicenter
- Assign a SST contact for the Academy

### Red

- Send *Color Designation Notification Letter* no later than October 1<sup>st</sup> of the academic year
- Send *Breach of Contract Letter* within 15 days of State notification if identified as a Low Performing/Partnership school by the State of Michigan
- Determine if Academy will be assigned “Bottom Line Metrics” and if so, explain process to the Board of Directors
- Assign SST contact person to the Academy
  - Initial planning meeting arranged no later than October 30<sup>th</sup> of the academic year
- Assign Field Representative
- Provide Seasonal Academic Progress/Summary Reports
- Provide Targeted Professional Learning Opportunities, as needed
- Provide Data Team/PLC support and coaching
- Distribute the *Contract Performance Report (CPR)*
- Review and re-evaluate Pillar performance deficiencies

## Outcomes

**Yellow**

If the SST determines an academy is **showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives may recommend a change in Color Designation. The Academy may:

- Be changed to **Green** Monitoring

**If under consideration for Reauthorization, options are:**

Reauthorization or Contract Extension

If the SST determines an academy is **not showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives **may** recommend a change in Color Designation. The Academy may:

- Remain in **Yellow** Monitoring
- Move to **Red** Monitoring if performance drops or remains stagnant for three years

**If under consideration for Reauthorization, options are:**

Reauthorization, Contract Extension, Reconstitution, or Non-Renewal of contract

**Red**

If the CSO School Support Team determines an academy is **showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives **may** recommend a change in Color Designation. The Academy may:

- Move to **Yellow** Monitoring

**If under consideration for Reauthorization, options are:**

Reauthorization or Contract Extension

If the SST determines an academy is **not showing adequate improvements in Key Performance Indicators** under each Pillar, Visitation Teams and field representatives **will not** recommend a change in Color Designation. The Academy may:

- Remain in Red Monitoring for two more years, unless the State mandates closure.

**If under consideration for Reauthorization, options are:**

Contract Extension, Reconstitution, or Non-Renewal of contract

# Color Designation Notification Process

Each fall, usually by early October, each FSU authorized school will receive a School Support Team *Color Designation and Support Plan letter*. This letter will include color designations for each of the four Pillars (Academic Progress, Fiscal Solvency, Operations, and Compliance/Governance) used in the Color Designation Protocol.

All academy stakeholders are advised that color designation in a particular area **may be adjusted** throughout the academic year depending on changing data and fluctuations in the Academies' *Key Performance Indicators* (KPIs). In all cases, the Academy Board of Directors shall be apprised of any alterations to the Academy's school color designation by letter and by representatives of the CSO.

Depending on each individual analysis, academies with either a **Yellow** or **Red** status in any area may be required to complete an Action Plan and will receive the assistance of the CSO School Support Team (SST) in enacting that plan.

*It is the goal of the SST to work with the Academy to help resolve the issues indicated. It is not the intent of the CSO to take over the operations or governance of the Academy to remedy deficiencies.*

Below is a sample **School Support Team Colors Designation and Support Plan Letter**. Notice that Pillars that are designated "Green" do not list the Key Performance Indicators, concerns, recommendations, reminders, or specific supports.



Name of School:

EXAMPLE

School Year: 2019-20

School Leader(s):

Dear School Leader:

The Ferris State University Charter Schools Office has a School Support Team (SST) that includes office staff, field representatives and the possible use of independent professionals. The SST reviews the *Key Performance Indicators* (KPIs) such as: academic assessment data, financial stability, compliance records, governance issues, performance indicators, field representative updates, and information from Mid-Contract and Reauthorization Visits for each FSU authorized school. The SST then assigns colors (Red, Yellow, and Green) for the following criterion: **Academic Progress, Fiscal Solvency, Operations, and Compliance/Governance**. These four colors will determine the CSO's supports and expectations for each academy. The School Support Process for all four criterion is described on the CSO website. Click on the "Resources" tab and then "School Support Protocol." Please consider this document as your **School Support Team Colors Designation and Support Plan Letter**.

**Your academy has been assigned the following colors for 2019-20:**

**ACADEMIC PROGRESS- RED**

**FISCAL SOLVENCY- GREEN**

**OPERATIONS- YELLOW**

**COMPLIANCE/GOVERNANCE- GREEN**

*Please review and discuss with your team the sections of the School Support Process on our website that match your colors. There are descriptions and information for all four Pillars on our website.*

The SST determined your RED or YELLOW support color based on the following performance indicators or concerns:

**ACADEMIC PROGRESS**

- **EXAMPLES** - MAP Average Proficiency Percentiles were 38 for ELA and 33 for math (below 50)
- MSTEP Student Growth in Math was 30 points lower than the MDE Index target
- Solid growth in MSTEP ELA last year but Proficiency rates remain well below State averages

**Recommendations/Reminders:**

- Review and discuss data and collaborate with stakeholders to initiate activities that address bullet points above
- Investigate the need for modification of curriculum map or instructional practices
- Discuss intervention protocols to increase the number of students demonstrating skill mastery



## **OPERATIONS**

- 8-10 current staff vacancies
- Administrative turnover

### **Recommendations/Reminders:**

- Work with your ISD Human Resources to increase number of applicants
- Interview current and recent staff members to identify retention issues

Your responsibility is to discuss causes and issues that led to the bulleted indicators or concerns and then, **if you have been assigned “Red” or Yellow” colors in any criteria**; create an Action Plan that clearly states local goals that address the issues and should result in improved performance in that area(s). Please use bullet points that indicate goals, who is responsible for each goal, timelines, and indicators of success. Make sure your Action Plan aligns with your School Improvement Plan, Strategic Plans, ESP initiatives, and other annual goals. All items in the Action Plan should be supported by the Academy budget.

**You must submit your Action Plan to Epicenter by October 19, 2019.** Schools with a “Red” designation will review the results of their Action Plan and submit a year-end reflection document in Epicenter by June 30<sup>th</sup>. **If you have been assigned all “Green” colors, you do not need to take any further action.**

**Please note: If the State of Michigan identifies your school as a low-performing school (bottom 5% based on the Index, Comprehensive Support, low A-F grades, etc.), the CSO will reassess your support needs and possibly adjust your Color Designations, Action Plan expectations, and SST supports provided. If your school has a current Partnership Agreement with the MDE, that Agreement is your Red School Action Plan and you do not need to create a separate document.**

After a complete review of your school’s performance data and input from your field representative, the SST has created the following Individual School Support plan for your academy:

**RED/YELLOW Lead FSU School Support Contact for your Academy: Ron Schneider**

### **Key elements of the SST’s support plan for your Academy:**

- SST contact will schedule initial school meeting to discuss and prioritize school support needs
- Multiple SST members may schedule periodic school visits
- Visits will focus on: classroom visits, progress with new initiatives, updates with building leader
- Visits will include observations of procedures that connect to the Academy’s Action Plan
- Field Rep involvement
- SST will review RED/YELLOW Action Plans
- Assist ESP and Board to determine causes and possible solutions to the staffing issues

In closing, you need to view this procedure as focused technical assistance based on overall data, both current and recent. The SST needs to work with your academy as a team that will lead to improved outcomes. Your SST Contact will be communicating with your building leader to schedule the initial visit. Please contact Ron Schneider at 231-349-1459 or [ronaldschneider@ferris.edu](mailto:ronaldschneider@ferris.edu) if you have questions or concerns.

cc: Academy Board Members; ESP Representative; FSU Field Rep; ELT