FERRIS STATE UNIVERSITY
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NORTHRIDGE ACADEMY

REAUTHORIZATION REVIEW
October 7-8, 2014

FERRIS STATE UNIVERSITY
Charter Schools Office (CSO)

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:

1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.

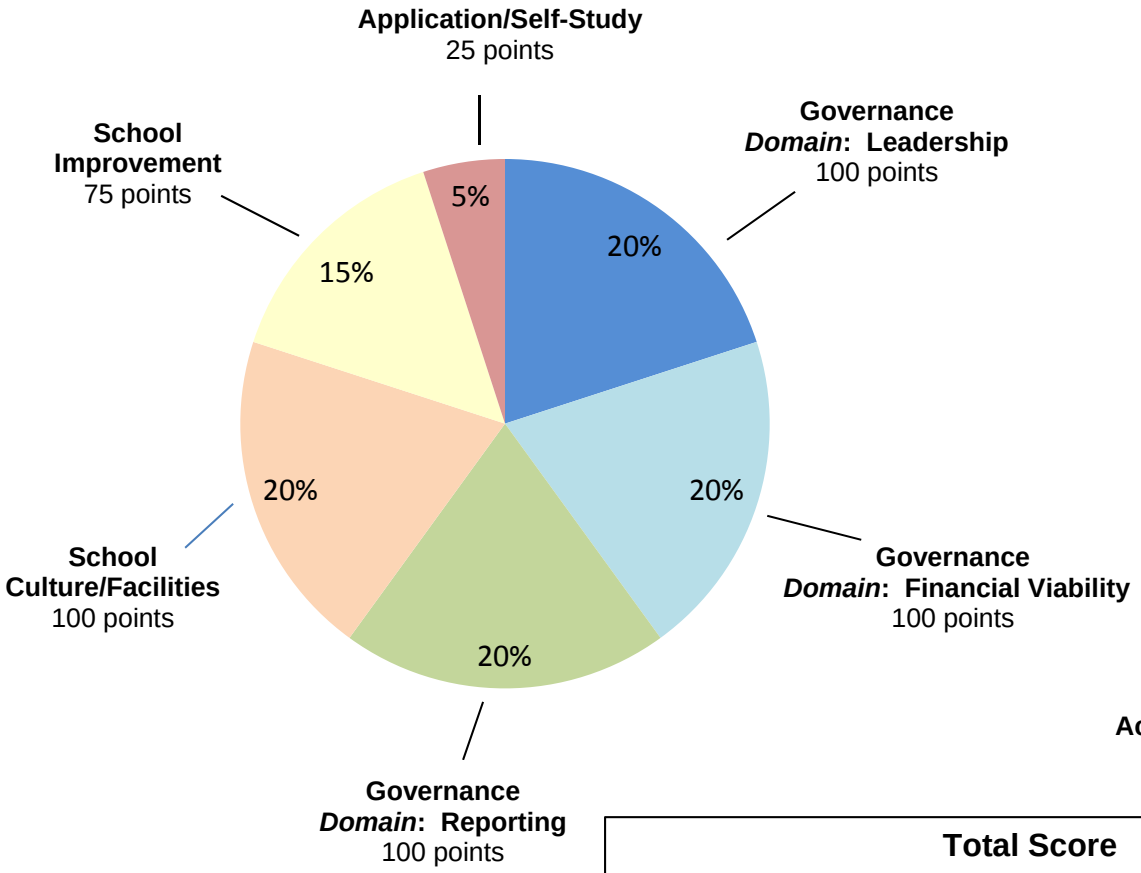
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review,* takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review,* is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

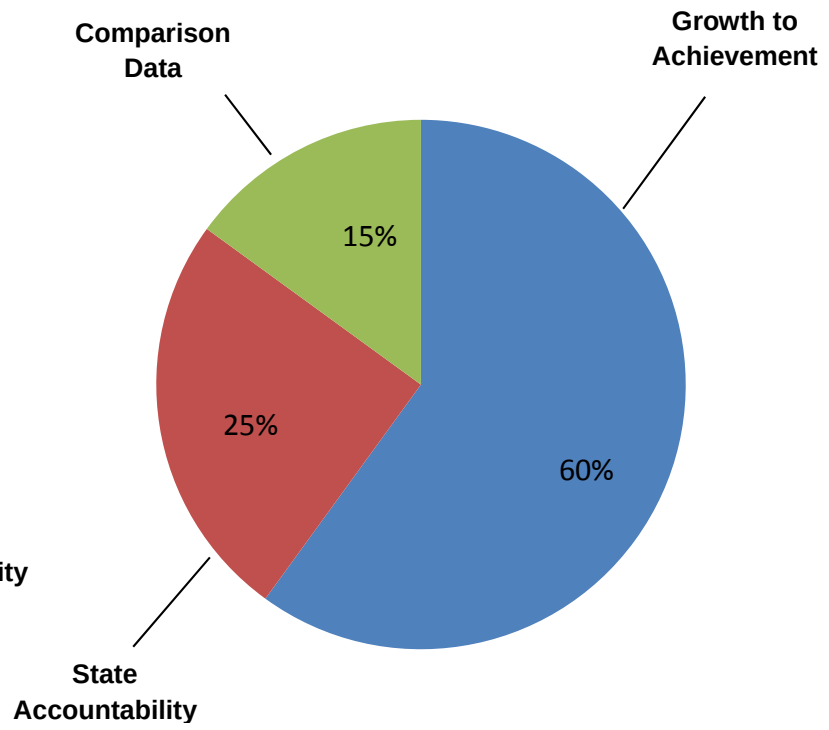
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: www.ferris.edu/charterschools.*

Mid-Contract/Reauthorization Review:
Formula 2014-2015
A Two-Step Process

Visitation Rubric



Academic Performance



Total Score

450 - 500	Exceeding Standards	90%+
375 - 449	Meeting Standards	75% - 89%
300 - 374	Does Not Meet Standards	60% - 74%
299 & Below	Falls Far Below Standards	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2014-2015

Academy Name: **Northridge Academy** Dates of Visit: **October 7-8, 2014**

This is a: __X___Reauthorization Review _____Mid-Contract Review

1. Academic Performance Report

Evaluation Criteria	Invigorating Excellence Placement			Category Achieved
	2011-12	2012-13	2013-14	
Growth to Achievement State Accountability Comparison Data	Phase 2	General Monitoring	General Monitoring	**Meeting Standards**

2. Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance *Domain:* **Leadership**	100	97.5	97.5	Exceeding Standards
Governance *Domain:* **Financial Viability**	100*	100	100	Meeting Standards
Governance *Domain:* **Reporting**	100*	67.5	67.5	Does Not Meet Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	75	67.45	89.93	Meeting Standards
Application/Self-Study	25	21.14	84.56	Meeting Standards
Total Score:	**500**	**453.59**	**90.71%**	**Exceeding Standards**

*It is not possible to *Exceeds Standards* in the Governance *Domain*: **Financial Viability** and **Reporting**, or School Culture/Facilities sections.

1. Academic Performance Report Scoring Matrix

General Monitoring	Exceeding Standards
General Monitoring	Meeting Standards
Phase 1	State Identified Focus Schools/or Does Not Meet Standards
Phase 2/3	State Identified Priority Schools/or Falls Far Below Standards

2. Visitation Review Scoring Matrix

maximum: 500 points

450-500	Exceeding Standards	90%+
375-449	Meeting Standards	75% - 89%
300-374	Does Not Meet Standards	60% - 74%
299 & Below	Falls Far Below Standards	Below 60%

Visiting Team Members

Name: Art Willick Signature: A. Arthur Willick

Name: John Hackett Signature: John R. Hackett

Name: Joanie Beadle Signature: Joan Beadle

Name: Signature:

Team Chair: Art Willick

Executive Summary
Northridge Academy Reauthorization Review
October 7-8, 2014

The Review Team has complied the results of its visitation notes and findings. We congratulate the stakeholders of the Academy for their commitment to continue to grow Northridge Academy to be a school of excellence. We have also noted that there are some areas of improvement necessary to maintain that status.

The Review Team has considered the Academy's performance on all aspects of the reauthorization rubric and has determined a score of **453.59** out if a possible 500 points. This score falls in the **Exceeding Standards** category of the scoring rubric.

The Review Team found many impressive aspects of the Academy's operations. Among them are the following:

- School Culture - A spirit of support, encouragement and recognition of individual students' needs was evident throughout the interviews. It is obvious that the success of all students is of utmost importance. Positive behavior is strongly emphasized with classroom expectations posted throughout and a low tolerance for disruptive behavior. It was very evident that a true "family atmosphere" of support and mutual commitment is of major importance to the team at Northridge. The building although old is very well maintained. We applaud the school for their accomplishments.

- Student Achievement - The school has made positive growth over the past two years to the extent of being named a reward school by the State of Michigan for the past two years, an accomplishment the school is very proud of. Testing results are posted throughout the halls for all to see. The Academy has developed and implemented an effective plan of action that will enhance their ability and potential to achieve the contractual goals and objectives set forth by the State of Michigan and Ferris State University.

- Governance - The Academy does very well with their collaboration with stakeholders on the Mission, Vision and Core Values. They are posted in numerous places throughout the school and play a major part in their Academy's operations. It was obvious that the board is very proud of their school and focused on building an exemplary school in Flint that will help transform the community.

As With any organization, there are always areas that need further development. The Review Team believes the following areas should be the focus of additional attention:

- Governance - Attention needs to be given to the reporting requirement for Epicenter. On numerous audits Northridge was in level 3 and on one occasion level 4 on the personnel audit. Several points were lost in this area of the rubric. While most board members are on a schedule to meet their professional development activity credits, a couple are very deficient in accomplishing this requirement.

- Financial Viability - The present facility is outgrown. While a plan is pursued to solve this problem a plan also needs to be considered to retain the cohort students that are leaving the system.

- Student Achievement - While the growth and upward trend that has been evident over the last couple years is commendable, the overall proficiency level needs to increase in all subjects. You cannot afford to rest on your past performance but continue to strive for higher scores.

The Charter School Office and members of the Review Team thank all those involved in this review. The hospitality was great and the Review Team was very impressed with the total team effort we saw working toward the success of the Academy.

Sincerely,

Art Willick
Team Chair

1. Governance *Domain:* **Leadership**

Points Possible	Points Achieved
100	**92.5**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Core Values: Foundation **Stakeholders =** Students, Board Members, Parents, Staff, Community at Large **As evidenced by:** Wall Charts, Websites, Newsletters, Board Meeting Minutes	**15/15**		• In collaboration with the Academy's stakeholders, the Board has developed Core Values • The Core Values are the foundation for the Academy's Vision and Mission statements	• The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders • The Core Values do not serve as the foundation for the Academy's Vision and Mission statements	• The Board has no discernible Core Values identified	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	**10/10**		• In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future • The Vision Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future • The Vision Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernible Vision Statement identified or is without links to the Core Values	
Mission: Linked to Core Values	**10/10**		• In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role • The Mission Statement is clearly linked to the Academy's stated Core Values	• In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role • The Mission Statement is not clearly linked to the Academy's stated Core Values	• The Board has no discernible Mission Statement identified or is without links to the Core Values	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders	**10/10**		The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
Written Strategic Plan	**10/10**		The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool	**5/5**		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	See attachment 1
Management Company or Key School Leader (KSL) Evaluation	**5/5**		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	
Professional Participation	**5/5**		The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	**3.75/5**	The Board encourages and supports professional development activities: • Includes funds in annual budget • Each member is on schedule to meet their professional development activity credit requirement	The Board encourages and supports professional development activities: • Includes funds in annual budget • Most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages and supports professional development activities: • Does not include funds in annual budget • Most members are not on schedule to meet their professional development activity credit requirement	The Board does not engage in professional development	See attachment 2
Policies and Procedures **As evidenced by:** The Policies and Procedures Manual at the Board Meetings	**5/5**	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • References appropriate policies/procedures at Board meetings when making decisions	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • Demonstrates familiarity with policies/procedures	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • Does not demonstrate familiarity with policies/procedures	The Board: • Has few policies/procedures in place that are required by state and federal laws • Has not regularly updated its Policies and Procedures Manual	
Meeting Schedule	**5/5**	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	January 1, 2014
Monthly Quorums	**3.75/5**	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	**10/10**		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance *Domain*: **Leadership** Total score for all competencies				
Total Points Achieved	**92.5/100**	Percentage Achieved **92.5%**	Category Achieved **Exceeds Standards**	

2. Governance *Domain:* **Financial Viability**

Points Possible	Points Achieved
100	**100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	**15/15**		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	**15/15**		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	**15/15**		• The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy • Budgeted amounts are consistent with the Board's overall strategic plan	• The Academy's budget appears inconsistent with the school improvement plan • Budgeted amounts are not consistent with the Board's overall strategic plan	• The Academy's budget does not take school improvement into consideration • Budgeted amounts are not consistent with the Board's overall strategic plan	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	**10/10**		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	**10/10**		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	June of 2014

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	**15/15**		During this review period: • the Academy's audit was completed in a timely manner • submitted to the State by or before October 31 • results were shared with the Board of Directors in advance of the public presentation	During this review period: • the Academy's audit was performed within the specified timeframe • the Board of Directors did not receive it in advance of meeting for review	During this review period: • the Academy's audit was not performed within the specified timeframe	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	**10/10**		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	**10/10**		The Board maintains a fund balance: • between 10%-15% of annual revenue	The Board maintains a fund balance: • below 10%	The Board maintains a fund balance: • of less than 5% of general revenue	9.6%

Governance *Domain*: **Financial Viability** Total score for all competencies				
Total Points Achieved	**100/100**	Percentage Achieved **100%**	Category Achieved **Meeting Standards**	

3. Governance *Domain*: **Reporting**

Points Possible	Points Achieved
100	**67.5**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	**15/15**		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement/progress toward contractual goals • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement/progress towards contractual goals • occasionally engages in discussion about these reports	As evidenced by Board minutes, the Board: • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	**15/15**		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	**0/20**		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	During this review period Northridge Academy had 5-Level 3 violations and 1-Level 4 violation at the time of the Personnel Verification Audits
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	**7.5/10**		All documents submitted to EPICENTER are marked “on time”	95-99% of all documents submitted to EPICENTER are marked “on time”	94% or fewer of all documents submitted to EPICENTER are marked “on time”	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	**0/10**		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	**10/10**		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	**10/10**		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	**10/10**		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

Governance *Domain*: **Reporting**
Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
67.5/100	**67.5%**	**Does Not Meet Standards**	

4. School Culture/Facilities

Points Possible	Points Achieved
100	**100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	**10/10**		Academy staff & the Board have developed behavioral expectations and implemented systems that: • create a safe and orderly academic environment • are conducive to learning	Academy staff & the Board have developed behavioral expectations and implemented systems, however: • they are not consistently enforced • the academic environment is not always conducive to learning	Little or no evidence exists that the Academy & the Board: • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning	
Safe & orderly environment: Safety plan	**10/10**		The Academy has: • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations	The Academy has: • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations	The Academy: • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	**10/10**		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	**15/15**		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	**5/5**		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	**5/5**		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	**5/5**		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	**5/5**		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	**5/5**		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	**10/10**		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	One administrative turnover since the last review period
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability; Faculty	**15/15**		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	26% staff turnover since the last review period
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	**5/5**		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

School Culture/Facilities: Total score for all competencies				
Total Points Achieved	**100/100**	Percentage Achieved **100%**	Category Achieved **Meeting Standards**	

5. School Improvement

Points Possible	Points Achieved
75	**67.45**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard 1:</u> Purpose and Direction	**5/5**	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in *Ed Yes!)*	
<u>Standard 2:</u> Governance and Leadership	**5/5**	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in *Ed Yes!)*	
<u>Standard 3:</u> Teaching and Assessing for Learning	**3.75/5**	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in *Ed Yes!)*	
<u>Standard 4:</u> Resources and Support Systems	**3.75/5**	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in *Ed Yes!)*	
<u>Standard 5:</u> Using Results for Continuous Improvement	**3.75/5**	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in *Ed Yes!)*	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	**10/10**		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, *Ed Yes!,* and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.2 points	9 points	0 points	
Data Teams Process	**15/15**	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	**11.2/15**	The Academy has been identified as a Reward School and is in the top 75th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25th to 49th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	53rd
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	**10/10**	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
67.45/75	**89.93%**	**Meeting Standards**	

Attachment 1

FERRIS STATE UNIVERSITY
Charter Schools Office

Board Members Succession Management

Vacancies and expirations in the next 90 days

Northridge Academy

Term Expiration	Board Member	Seat	Current Term Candidate	Candidate for Next Term
6/30/2015	Evans, Authur O.	1		
6/30/2015	Miller-Sims, Cecilia A.	2		
6/30/2016	McLaughlin, Diona	3		
6/30/2016	Winfrey, Charles H.	4		
6/30/2017	**(vacant)**	5		
6/30/2017	Shelley, Dr. James	6		
6/30/2018	Murphy, Rose	7		

No Board Candidates

Attachment

Northridge Academy
Professional Development Activity Credits

Fname	Lname	Begin Date	End Date	# of Credits Required	# of Credits Acquired	Balance	BANKED	Comments
Authur	Evans	2011	2015	12	4.5	7.5		
Diona	McLaughlin	2013	2016	9	4	5		three-year term
Cecilia A.	Miller-Sims	2011	2015	12	3.5	8.5		
Rose B.	Murphy	2014	2018	12	6	6		
James	Shelley	2013	2017	12	6.5	5.5		
Charles	Winfrey	2012	2016	12	14	-2	2	***Completed***

as of September 29, 2014

Terms are up this year – 6-30-15

BOARD INTERVIEW SUMMARY

Academy Name**: Northridge Academy**

Date**: October 7-8, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
    - Dr. Shelley, Dr. Winfrey:
    - #1 Safe- Important to parents
    - #2 Clean facility
    - Informed parents
    - Yes- environment is safe for children- building is kept up
    - Very caring community at school

2. ***Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***
    - Northridge students perform well at other schools
    - Yes, students who leave here go to other schools and are very well prepared

3. ***Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?***
    - Requirements for reauthorization- knowing the importance of academic achievement
    - Academic achievement must be successful. Most important!

4. ***What are you most proud of at this academy? What could be improved?***
    - Overcome the excuses of why some kids can't perform- "beat the odds."
    - Parents know where their children are

- Need parental help
- Next year- experts to conduct parent workshops
- Keep moving forward academically, there is work to be done in science and math
- Do not accept failure- all kids can learn.
- Move forward academically, science and math need improvement
- The culture here is an expectation
- Get parental assistance

5. ***Does your Board have a strategic plan for the next 3-5 years? <u>If yes</u>, what is the main focus of that plan? <u>If no</u>, do you see value in developing such a plan?***
    - Yes- academic improvement
    - Purchase building
    - Parent involvement
    - Facility expansion

6. ***Why do you think parents choose to send their children to this academy?***
    - Safe place
    - "We are not phony?"
    - Caring Staff
    - Safe place to be- staff cares about the children
    - Academic achievement is published

7. ***How does the Board determine the allocation of funds for this academy?***
    - Consolidation of SIP (Primary)
    - Academics is the top priority
    - SIP drives academic expenditures- Most Important

8. ***If money <u>was not</u> an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)***
    - Not satisfied with campus
    - No athletics
    - Opportunity for many community activities

- Campus is not acceptable.
- Need a bigger better facility
- Athletics, arts

9. Anything for our attention?

- Have 6 board members all focused on the school.
- Have a new person in application process
- The board is solid

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **October 7-8, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - We are a safe orderly environment
   - Invite community relationships
   - Parents involved- promote more
   - Providing opportunities to be exposed to things- field trips
   - Yes, moving away from the attitude of "You owe me" Students pay for field trips
   - Community involvement- open door to the members of community (parent involvement is increasing)
   - Providing opportunities to see outside school- exposed to areas in the community (field trips) (F.T. aligned to curriculum)
   - Yes, safe orderly environment
   - Open door policy-community involvement
   - Field trips for exposure- requirement, but tied to curriculum

2. ***What are you most proud of at this academy?***
   What could be improved?
   - School leadership- school has flourished, made teachers better
   - We work hard as a family and team, always communicating
   - People are doing better professionally
   - School culture is transparent
   - I am not happy with scores
   - Leadership/ team/ made people better/ builds us up/ professional portfolio
   - Everything could be improved- not impressed with status, still not good enough
   - Culture of the school- brought their own children
   - Academics/ family atmosphere

- Communication- text, phone calls, emails with all stakeholders
- Most proud of leadership- we have the best- open door policy for all issues
- Culture of the school- transformation was great community is great
- Everything needs improvement, we are not there yet
- Parental involvement

3. ***Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***
    - Positive feedback from other schools
    - Previous students are successful, come back
    - Students show the evidence
    - Buzz about Northridge is the Flint Community, best charter school in the community
    - Students come back and report on successes
    - Phone calls from other feeder schools- see growth with each student (observations)
    - “Buzz" about Northridge
    - Students going to other schools are well prepared
    - College students come back to commend the school
    - Community is buzzing about our school

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
    - 8- over average because of changes made (dress code, positive behavior support)
    - “Our children do not fight.”
    - Do not tolerate bullying
    - Parents send students because of no violence
    - 8- great, can be improved- no physical fights here/ bullying is under control
    - Less push back from parents
    - Keep negativity at a minimum
    - Invite you to leave, immediately address issues
    - 8- always room to grow- our children do not fight
    - Bullying is NOT an issue- 0 tolerance

5. ***What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***
    - Lack of time in the day
    - Get total, consistent buy in from staff

- Time
- Staff to buy in consistently- communicate
- Trusting environment among newer teachers
- Adult behavior
- Not enough time in the day
- Getting staff to buy into the system

6. ***What are the top TWO things this academy needs to do for its long-term health and longevity?***
    - Mindfulness program for staff
    - Minimize transient students
    - BC vision~ mindfulness
    - Minimizing high mobility, Keep the cohorts
    - Mindfulness for faculty and parents

7. ***Why do you think parents choose to send their children to this academy?***
    - Academics
    - High expectations
    - Teacher involvement
    - Safety
    - Academics Structure
    - Parents appreciate the positive phone call
    - Transportation
    - Structure
    - Parents appreciate positivity, comments about students

8. ***If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)***
    - Different facility
    - Building ~ larger facility
    - Library
    - Arts, band
    - Building issue
    - Increased offering for students

9. Anything for our attention?

- Roll of an authorizer
- Extra level of oversight

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **October 7-8, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Making progress-growth using Scantron/MEAP.
   - High expectations for all students.
   - Preparing them for the real world.
   - Safety-first
   - Word of mouth is a testament for the progress of N.A.
   - Tested for growth
   - Safety first- take it serious, parents keep students here or return if they leave.
   - Teachers have high expectations for all students
   - Create a safe environment

2. ***What are you most proud of at this academy? What could be improved?***
   - Family culture, village concepts
   - Special classes
   - Field trips connected to learning
   - Materials needed (school library)(research using other sources than computer)
   - Parent involvement needs to increase
   - "Family approach" (special classes kids enjoy)
   - More variety of books at different levels
   - More parent involvement
   - Teachers help each other, take ownership for all students
   - Need a school library

3. ***On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:***
    a. ***Materials and Supplies-***
        - (5-7) Access to a good copy machine/current one breaks down. MS math manipulatives and science. However, when asked I have received the supplies.
        - (5) A copy machine, high grade math manipulatives, teacher buys own materials, school leader is fair
    b. ***Professional Training-***
        - ID
        - (10) absolutely
    c. ***Clear Description and Understanding of The Expectations For Your Work-***
        - ID- Loud and clear/ fair/ explanations
        - (10) absolutely

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
    - (10) Family concept, friendly, established a relationship/ upbeat attitude/ students help with new students- positive peer pressure
    - Easier this year
    - How are behavior problems dealt with?- In the classroom- contact home as much as possible, parent comes in
    - Think desk- not used often
    - Resource room- if needed for C1
    - "911" support is immediate w/ Walkies (every teacher has a call system)
    - Established relationships with parents/staff/students
    - Students adopt to culture/climate expectations
    - Last year was a challenge

5. ***Do you feel the academic expectations here are appropriate for the students who attend this academy?***
    - Yes, 100%
    - Parents and students take ownership and know
    - Absolutely- students know expectations
    - Students want to see their scores, know their targets and care about their progress

6. ***Would you enroll your child at this academy?***
    - None have children attending currently, but would.
    - Several staff members do have children enrolled at N.A.

7. ***If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***
    - Classroom computers
    - Playground
    - Sports for MS students
    - Band
    - Bigger gym
    - Science lab
    - Field trips
    - Personal busses, not contracted
    - Instrumental band
    - More field trips
    - Bigger facility
    - Science labs/teachers

8. ***Anything for our attention?***
    - Bigger gym
    - Science lab

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **October 7-8, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
    - Yes- Reaching out to community to get them involved
    - Technology available to instruct children
    - Test scores are moving up
    - Reaching out to the communities-extending hand to parents-good communication about academic expectations
    - Academics are improving
    - Family atmosphere
    - Using technology
    - Offer resources

2. ***What are you most proud of at this academy? What could be improved?***
    - Academic growth of students
    - Attitude changes, positive
    - Structure of the school, universal
    - Parental involvement, more of it
    - Academic growth, understanding, and working with students
    - Student's attitudes
    - Structure- consistency with students and staff, universal with all classrooms
    - (-) Parental involvement- more

3. ***On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:***
    a. ***Materials and Supplies-***
        - All 10's

b. Professional Training-

- 11- unanimous “See a need- meet a need.”

c. Clear Description and Understanding of The Expectations For Your Work-

- All 10’s Needs are addressed immediately
- 10- if you do not know, someone will tell you

4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.

- All 10’s
- Great improvements- ongoing
- 10- New staff last year too
- Family oriented organization
- Welcoming environment

5. Do you feel the academic expectations here are appropriate for the students who attend this academy?

- All yes want kids to know the sky is the limit
- They know their goal, they want to succeed
- Yes- We want our kids to know the sky is the limit.
- They know their goals and take ownership of the results

6. Would you enroll your child at this academy?

- Yes if had children
- Grandchildren- Yes they would
- Nieces and nephews
- Little sisters

7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)

- More space
- Sports program
- Technology
- Playground
- More manipulatives for special education (accommodations)
- Secondary grades

PARENT INTERVIEW SUMMARY

Academy Name**: Northridge Academy**

Date**: October 7-8, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?***
    - 10- Beatrice S.D. not going well, no learning/behavior- started at Northridge, evidence of learning
    - Parent likes curriculum and parent engagement current materials
    - Flint Schools younger children involved with older students
    - Flint closing and didn't want to bounce around. Accelerates the learning
    - Good Special Ed program, push all students towards excellence
    - Individualized learning
    - 10- Wasn't learning in previous school. Northridge, reading more
    - Staff participation, all were very positive
    - Son was in special education. Now doing very well
    - Looked at other charters, negative
    - Challenged, not bored, up to date materials/textbooks

2. ***How responsive is the school administration, board, or teachers to concerns or complaints?***
    - Very responsive, all staff are available, accommodating, clear lines of communication, email, and parent/teacher conferences.
    - Parent Committee can respond to the job of the teachers, safe environment, good lunch, teacher's cell phone numbers, text or mood, feel at home.
    - All, very
    - Parent committee- welcome parent input
    - Cell phone numbers, provide feedback

3. ***On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.***
    - Sense of comfort, good behavior, very controlled, students are not "jumping off the walls"
    - Lunch time is very well run

- Staff is respected- teachers really do care here- very personable
- Clear understanding of respect and expectations.
- Pleasant, well natured staff- they like the structure of discipline
- Comfort
- Majority of teachers care
- Like the structure, like uniforms
- Keeps students in line, show respect
- Lunch supervision

4. ***Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.***
    - Pushed, “it’s a good thing.” Rigorous educational program
    - Special Ed has one to one instruction
    - Small special education classes, great tutors, (para pros)
    - Pushed above their potential
    - One on one attention to focus on areas of academic need
    - Great before/after school program

5. ***What is the number one complaint your child has about attending school here?***
    - Black shoes
    - Uniforms, khaki and enforced
    - School doesn’t necessarily communicate the expectations
    - New Schools
    - Park (playground)
    - K-3 dance
    - Total participation
    - Uniforms every day

6. ***What is the number one thing your child really seems to enjoy?***
    - Friday popcorn sales
    - Early dismissal (last year)
    - Dress down day
    - Great activities (Spirit week)
    - Dance was for older (K-3)

7. ***Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?***
    - Classroom Newsletter
    - Telephone numbers, texts
    - Weekly homework

8. ***Anything for our attention?***
    - K-3 rewards

STUDENT INTERVIEW SUMMARY

Academy Name: **Northridge Academy**

Date: **October 7-8, 2014**

The following is a summary of responses, and is not intended to be all-inclusive.

1. ***Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?***
   - All- yes
   - All- no

2. ***Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?***
   - More challenged
   - Yes

3. ***Do you feel that overall, the adults here at this school are fair to students?***
   - Yes
   - Teachers make it better
   - All- yes. The teachers are great!

4. ***What is your favorite part of the school day? Why?***
   - Scantron- higher score
   - Specials- art, drama, PE
   - Writing
   - Math
   - Global scholar- can see how well we are learning

5. ***Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?***
    - Volleyball- sports
    - Field trips
    - Bigger gym
    - Sports- bigger gym
    - More field trips

6. ***Do you feel safe at this school?***
    - Yes
    - Teachers
    - Locked doors
    - Respect the teachers
    - Nothing stolen
    - Shoes
    - All- yes! Teachers help
    - Doors locked at all times

7. ***Would you recommend this school to other friends or family?***
    - Yes
    - Disciplined
    - Uniform complaints
    - Yes, but others do not like the discipline and uniform code

8. ***Anything for our attention?***
    - Shoes are the biggest complaint

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Northridge Academy**

Date: **October 7-8, 2014**

1. ***What accomplishments make the School Improvement Team (SIT) most proud?***
    - Depend on each other (cohesiveness) collaboration
    - Flexible, adaptable, staff works hard to get students where needed
    - Hard working staff- dedicated parents
    - Team collaboration- sense of urgency- team takes job seriously

2. ***What items are recognized by the SIT as needing improvement?***
    - Teachers
    - Classroom management
    - Instruction
    - Rigor
    - Teacher pedagogy
    - Engagement- knowledge- classroom management
    - Investing in teachers
    - Building

3. ***Describe and tell us about the success of one new program identified and implemented as a result of the SIT.***
    - Success for all Reading program (K-8)- test scores improved immediately
    - PD every August

4. ***Tell us what you feel is instrumental in your ability to maintain your Reward School Status with such a big influx of new students?***
    - "No Blockers!"
    - Alignment

- Data Walls
- Cohesive alignment
- Buy-in by staff
- Use of resources- data is very important to students
- Behaviors
- Academics
- System
- Culture and Climate

5. ***Tell us about your reward system that rewards both students and staff for positive behavior.***
    - The Board reward two teachers a month that are chosen by the staff
    - PBIS and Tier program allow students to get extra privileges
    - Social assembly

6. ***What are the two biggest challenges and/or frustrations faced by the SIT in the last 2 years and how have you addressed those challenges?***
    - Retention of students in this area- families are moving away
    - Implement with fidelity
    - We do what we have to do day to day
    - Transit students/families

7. ***Do you feel the recommendations and goals expressed in the SIP drive the allocation of curriculum and instructional dollars during the budget development process?***
    - Very good board support
    - Take core of the curriculum
    - Yes- SIP takes president when developing the budget.
    - Curriculum materials/upgrades are a president

8. ***Is there anything else the SIT would like to share with us?***

FERRIS STATE UNIVERSITY
Charter Schools Office

REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?

B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.

	Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
A			2	2.5,2.5	**2.33/2.5**
B			2	2.5,2.5	**2.33/2.5**

What reviewers will look for:

In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.

Reviewer Comments:

- What changes were made to accommodate the increase in special education students?
- Very well answered with clear evidence provided.
- Many charts and comparisons are provided.

ACADEMIC PROGRAM

2. A. What progress has been made toward meeting the academy's mission?

B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

	Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
A			2,2,2		**2/2.5**
B			2,2	2.5	**2.16/2.5**

What reviewers will look for:

What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.

Reviewer Comments:

- Not sure if the data is linking student outputs to the mission statement is provided.
- There may be enough data from question one to support.
- Added staff/resources.
- With their big increase in family and community involvement they do feel that their mission and vision are sell know to all stakeholders.

ACADEMY MISSION

3. A. Is the academy financially solvent and stable?		**Did Not Answer** **0 points**	**Somewhat Answered** **1.5 points**	**Answered** **2 points**	**Outstandingly Answered** **2.5 points**	**Average Team Score**	**SUSTAINABILITY**
	A		1.5	2,2		**1.83/2.5**	

What reviewers will look for:

A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.

Reviewer Comments:

- With the big increase in student numbers the Academy is able to provide the necessary needs of the Academy.
- Could have provided specific numbers for fund balance, PD, etc.

3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score	VIABILITY
	B			2,2,2		**2/2.5**	

What reviewers will look for:

A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.

Reviewer Comments:

- Enrollment is down for the 2014-2015 school year – why?
- Enrollment is stable and the building is full – with waiting families as space will allow.

4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	Average Team Score
				3.5,3.5	5	**4.0/5**

What reviewers will look for:

Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?

Reviewer Comments:

- Data Teams definitely appear to drive the learning. No mention of how the Board is informed or how they can use data information for decision making.
- Missing detail.
- Data is used for determining instructions – like after school programing.
- Formative Assessments?

DECISIONS

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?

B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.

	Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
A			2, 2	2.5	**2.16/2.5**
B			2	2.5,2.5	**2.33/2.5**

What reviewers will look for:

There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

Reviewer Comments:

- Space is their biggest problem and the Board has a plan to accommodate that problem. The Board is leading in a drive to relocate so they can accommodate more children.

CHALLENGES / OPPORTUNITIES

Reauthorization Application

Tally Sheet

Question	Points Possible	Average Points Awarded
1	5	4.66
2	5	4.16
3	5	3.83
4	5	4.0
5	5	4.49
Total Points		**21.14/25**

Northridge Academy
FSU Reauthorization Application 2014-2015

Northridge Academy is making academic progress. With leadership change in 2012-2013, the academy is now recognized by the State of Michigan as a "Reward School" for two consecutive years since 2012-2013, and again in 2013-2014. According to the State of Michigan's District and Schools Accountability and Scorecards, in 2012-2013, Northridge Academy achieved a percentage of 82.61%, yielding a global point average of 38 out of 46. In 2013-2014, the academy achieved a percentage of 65.22%, yielding 30 out of 46. In 2013-2014, the academy's student population gained a massive increase of both general and special education students from failing schools in Flint, Michigan that closed because of poor student learning and achievement. Our special education student population increased from 15 to 48 students who hold Individual Education Plans (IEP'S). In spite of Northridge Academy's increase from 244 students to 452 students, we continue to maintain our "Rewards School" status.

Northridge Academy clearly recognizes and appreciates the massive growth in student population. Students continue to enroll into our academy emerging from schools in the Flint area that have closed or will close due to poor academic achievement. This massive growth in student population, more specifically students who we receive into our academy are performing low or below grade level. Northridge Academy does not allow this as an excuse for failure on our part to grow such students. In our efforts to create and maintain substantial learning, growth and academic achievement, we have put solid measures in place to coagulate academic success.

The Academy is making consistent academic progress comparative to its authorizer's contractual goals. In 2011-2012, contractual goals were as follows: reading-66.8%, ELA-66.8%, and math-64.7%. By the spring of 2012, assessment results specified the following: reading-66%, ELA-59%, math-54%. From Fall 2011 to Spring 2012, there was a substantial increase of 27% in reading. Northridge Academy met its contractual goal in reading. There was an increase of 59% in ELA. There was an increase of 18% in math. Data indicates that the Academy's cohort students out performed its non-cohort students. In reading, cohorts attained 66% in contrast to non-cohort students who achieved 60%. There is a 6% gap in achievement in favor of the academy's cohort students in reading. ELA cohort students achieved 59% in contrast to non-cohort students who achieved 54%. There is a mere 5% distinction in achievement in favor of non-cohorts. Data results for math indicate that cohorts achieved 54% in contrast to non-cohorts achievement of 55%. The achievement gap in math between cohorts and non-cohorts is 1%, in favor of non-cohorts. The Academy anticipated that it would reach its contractual goals for the 2012-2013 Academic Year.

For 2012-2013, contractual goals increased by 5% for the academic year: reading-71.8%, ELA-71.8%, and math-67.7%. Fall 2012 assessment results indicate the following: reading- 53%, ELA-47%, and math- 39%. Data indicates that the Academy's cohort students out performed its non-cohort students in the area of language arts. In reading, cohorts achieved 71% in contrast to non-cohort students who achieved 74%. There is a 3% gap in achievement in favor of the academy's non-cohort students in reading. In ELA, cohorts achieved 73% in contrast to non-cohort students who achieved 69%. There is a 4% difference in achievement in favor of 5 cohorts achievement of 72%. The achievement gap in math between cohorts and non-cohorts is 8%, in non-favor of cohorts. By the Spring of 2013, the academy did indeed reach its goals in

reading and language arts. In reading an achievement level of 71% was obtained. In language arts, a level of 73% was achieved. In math, a level of 64% was achieved. Growth indicators were 18% increase in reading, 26% increase in language arts, and in math a 25% increase resulted.

By October 2013-14 Academic Year goals were changed from percentages to achievement targets per grade level. The 2013-2014 academic year, data indicates that Northridge Academy continues to achieve consistent academic growth. For the 2013-2014 academic year data is as follows:

Northridge Academy Cohort Students

Grade	Fall 2013	Winter 2014	Spring 2014	Achievement Target
	Reading			
2nd	1910	2222	2544	**2265**
3rd	2115	2301	2597	**2504**
4th	2254	2616	2683	**2691**
5th	2572	2964	2872	**2843**
6th	2616	2889	2921	**2921**
7th	2481	2816	2948	**2948**
8th	2697	2934	3012	**3012**
	Math			
2nd	1950	2060	2394	**2191**
3rd	2005	2130	2502	**2380**
4th	2222	2196	2524	**2497**
5th	2411	2538	2624	**2615**
6th	2454	2483	2714	**2733**
7th	2390	2528	2719	**2800**
8th	2553	2606	2830	**2890**

Global Scholar Achievement Targets 2013-2014
Northridge Academy All Student Growth

Grade	Fall 2013	Winter 2014	Spring 2014	Spring Target	70% Minimum Change
	Reading				
2nd	1879	2225	2426	2265	**2153**
3rd	2108	2413	2575	2504	**2383**
4th	2258	2491	2625	2691	**2559**
5th	2519	2681	2807	2843	**2744**
6th	2551	2753	2790	2921	**2807**
7th	2598	2709	2888	2948	**2849**
8th	2708	2884	2943	3012	**2921**
	Math				
2nd	1936	2033	2223	2191	**2113**
3rd	2102	2167	2284	2380	**2290**
4th	2226	2307	2489	2497	**2415**
5th	2378	2447	2593	2615	**2545**
6th	2410	2456	2667	2733	**2633**
7th	2427	2518	2683	2800	**2688**
8th	2527	2620	2765	2890	**2781**

Schools	3rd	4th	5th	6th	7th	8th
Northridge Academy	57.1	36.7	37.5	27.6	7.7	6.7
International	28.3	26.3	29.1	26.7	28.1	20
New Standard	15.4	23.2	36.4	33.3		
Flint Schools	16.7	21.8	19.5	21.5	<10	<10
Beecher	18	30.8	13.7	<10	11.9	<10
State	40.1	45.3	45.2	41.5	39.2	34.5
Northridge Annual Target	23.42	23.42	23.42	23.42	23.42	23.42

Table 1.1 Student proficiency comparison of Northridge Academy with resident district and demographically comparable districts in Math. (All figures are percentages)

Table 1.2 Student proficiency comparison of Northridge Academy with resident district and demographically comparable districts in Reading. (All figures are percentages)

Schools	3rd	4th	5th	6th	7th	8th
Northridge Academy	69.6	54.2	68.8	62.1	17.3	76.7
International	55.9	72.6	68.4	68	58.4	69.2
New Standard	39.1	50	58.5	49.1		
Flint Schools	35.7	41.6	45.2	45.2	17.6	34.4
Beecher	43	66.7	52.7	50.9	14.3	29.2
State	61.3	70.0	71.7	71.5	60.4	72.7
Northridge Annual Target	39.19	39.19	39.19	39.19	39.19	39.19

Table 1.3 Student proficiency comparison of Northridge Academy with resident district and demographically comparable districts in Writing. (All figures are percentages)

Schools	4th	7th
Northridge Academy	42.9	11.5
International	66.3	64.0
New Standard	22.1	
Flint Schools	25.1	15.5
Beecher	33.3	18.6
State	50.5	53.0
Northridge Annual Target	18.86	18.86

Table 1.4 Student proficiency comparison of Northridge Academy with resident district and demographically comparable districts in Science. (All figures are percentages)

Schools	**5th**	**8th**
Northridge Academy	<10	<10
International	<10	12.1
New Standard	<10	
Flint Schools	<10	<10
Beecher	<10	<10
State	16.8	19.8
Northridge Annual Target	17	17

Table 1.5 Student proficiency comparison of Northridge Academy with resident district and demographically comparable districts in Social Studies. (All figures are percentages)

Schools	**6th**
Northridge Academy	21.2
International	13.2
New Standard	<10
Flint Schools	<10
Beecher	<10
State	26.5

Table 1.6 Northridge Academy student proficiency averages by subject and grade

Subject	3rd	4th	5th	6th	7th	8th	Average
Math	57.1	36.7	37.5	27.6	7.7	6.7	28.9
Reading	69.6	54.2	68.8	62.1	17.3	76.7	58.1
Writing		42.9			11.5		27.2
Science			<10			<10	0
Social Studies				21.2			21.2
Average	63.3	44.6	35.4	37.0	12.2	27.8	

Northridge Annual 2013-2014 State Targets

Subject	Target	Northridge	Met/Not Met
Reading	39.19	58.1	Met
Math	23.42	28.9	Met
Science	17	0	Not Met
Writing	18.86	27.2	Met

Table 1.7 Northridge Academy Global Scholar All Student Achievement

Subject	Fall 2013	Spring 2014
Reading	24	51
Math	27	45
ELA	27	30

Table 1.8 Northridge Academy Global Scholar Cohort Student Achievement (80)

Subject	Fall 2013	Spring 2014
Reading	17	63
Math	22	69
ELA	31	31

Northridge Academy has adopted Success for All (SFA) as its School-Wide Reform Strategy. As a result reading scores in both Global Scholar and MEAP have continued to increase. Before 2012-2013, our adoption of SFA, Northridge Academy's reading scores in 2011-2012 in Global Scholar increased from 39% to 66% from fall to spring.

MEAP data is provided below:
Michigan Educational Assessment Program (MEAP) data for 2012-2013 indicates that Northridge Academy has reached the following:

2012-2013
Reading
MEAP Reading Targets—33.47%
Northridge Academy Achieved—70.44%

2012-2013
Math
MEAP Math Target—15.73%
Northridge Academy Achieved—45.57%

2013-2014
Reading
MEAP Reading Targets—39.19%
Northridge Academy Achieved—76.16%

2013-2014
Math
MEAP Math Target—23.42%
Northridge Academy Achieved—53.42%

Overall trends demonstrate that Northridge Academy students are performing well in both reading and ELA. We attribute this continuous increase academically to the inclusion of SFA.

Northridge Academy purchased new curricular programs and textbooks beginning in 2012. The Academy realizes that the educational process is a continuum. Curriculum, instruction, and assessment must be in alignment to meet the demands of both state and Common Core Standards, and to satisfy authorizer goals and standards. Beyond meeting the standards of the state and authorizer, we feel a sincere obligation to promote our students' success.
In 2012-2013, Northridge Academy began reinventing itself and continues to update its brand. The administrative team decided to thoroughly research, elect and transition the Academy into the adoption of Success For All (SFA) for grades K-8 as its reading program. Success For All is a

reform strategy, which is aligned with both state and Common Core Standards and utilizes current and best practices that engage teachers and students. Class contains for 90 minutes per day and is void of any distractions and interruptions. Success For All utilizes the inclusion of all genres of literature, manipulatives, and technology. By design Success For All is a program that influences vertical alignment. At the beginning of every eight weeks students are placed in classes depending upon the level in which they test. Northridge Academy integrates use of Scholastic Reading Inventory (SRI) to assess, and tier (group) students based upon academic ability level. Each class is designed to meet students where they are academically. Lessons begin by providing a foundation for concepts, standards, and strategies that must be developed and mastered by students. Students are assessed weekly based upon what has been taught from week to week. Finally at the conclusion of the quarter students are assessed on strategies, standards and concepts that they have been taught throughout the course of the eight weeks. It is the goal of SFA for students to increase reading levels by at least one whole grade by the end of the eight weeks. As a result of the adoption of SFA into our academy reading scores in both Global Scholar and MEAP continue to increase. (Please see data results above for reading for both MEAP and Global Scholar)

Grades K-8 utilize Progress in Math, a supplemental math program to enhance the math curriculum. Progress in Math incorporates the eight mathematical practice standards to fully implement the shifts in math. Within each standard the focus includes an emphasis on focus, coherence, and rigor. Through use of this program, teacher rigor and student retention is ostensible. Progress in Math is aligned to Common Core Standards and includes the daily use of technology, educational websites, cooperative learning and use of manipulatives for constructivist type teacher scaffolding that includes real-world applications. Finally, Progress in Math prepares the Academy's students for the rigor they face on all assessments, such as Global Scholar, MEAP, and curricular based assessments. As an added benefit to our students' academic learning, growth and development, Northridge Academy assesses its students every eight weeks using Scholastic Math Inventory (SMI) to assist the academy in determining math academic ability levels for individual students. Such data further determines math tiers (grouping) of our students.

In 2012-13 Northridge Academy purchased and began the use of Social Studies Alive, an interactive K-8 program that exposes the students to the four themes of geography, exposure to global and local communities including the community in which they live. This social studies program exposes students to various cultures, economics, and a global world of public service. Social Studies Alive includes CD'S, videos, interactive maps, guest speakers, technology, web-based educational sites and other interactive hands-on activities. With the use of Social Studies Alive, teaching rigor and student retention is clearly perceived.

The Academy purchased Delta/FOSS Science and began using the hands-on science kits in September 2012-2013. Delta/FOSS is an interactive science program that uses science manipulatives from kits that contain both science literature and workbooks along with manipulatives for interactive building activities.

Our leadership team realizes that with every curricular program there is a level of incoherence present between both Michigan State GLCE's and Common Core Standards. The Academy's leadership team completes a full evaluation of every curricular program that we purchase so

that we are aware of areas that we need to embed concepts and lessons so that our teachers meet both state and Common Core standards.

As a staff, we have met and identified many obstacles that have or could impede academic growth and success at Northridge Academy. The academy has made great increases in the area of math. We even met MEAP annual targets in grades third through sixth. The only two grades that we did not meet MEAP targets were both 7th and 8th grade students. In reading and writing, 7th grade did not meet reading targets. Neither 5th nor 8th grade made their science targets. (see data in the above table.)

In regards to Global Scholar, cohort students in grades 6th, 7th, and 8th did not meet assessment targets. Sixth graders missed the math target by 19 points, 7th graders missed the assessment target by 81 points, and 8th graders missed the assessment targets by 60 points.

We have developed and implemented an effective plan of action that will enhance our ability and potential to achieve contractual goals and objectives set for us by the State of Michigan and FSU. Most importantly, we have realized that as a team we must establish and maintain confidence in our ability as professionals possessing limitless abilities among us to accomplish the work at hand. With this positive belief in ourselves, we set an example each day for our students and families to adopt this same belief system and keep it in their minds and hearts. The standards that Northridge has in place are intensified and thrust us into further action. The following is a brief but detailed summary of the systemic routines and procedures that we are implementing within our school.

We have developed an effective Response to Intervention (RtI) plan, which is built into our daily schedule. Highly qualified tutors are employed specifically to aid in the implementation of Response to Intervention (RtI). RtI is implemented Monday through Friday for grades K-8 for 55 minutes each day. RtI is inclusive for students who have been identified as Tier 1, 2 and 3 in the areas of reading, ELA, and math. Data results from Global Scholar, KC4 Assessments and MEAP are used to determine the placement of our students.

Teachers in grades 1-8 incorporate and implement Marzano vocabulary synonymously as a team. Teachers utilize the same vocabulary across grade levels within their lessons Monday through Thursday, and Friday is Marzano vocabulary assessment day 6-8. All teachers utilize and teach Marzano strategies and differentiated activities. Strategies are included in teachers' lesson plans and implemented with fidelity within their daily lessons.

Global Scholar teaching and review time is built into our daily schedule a total of 50 minutes. Every Tuesday is allotted specifically for teachers and paraprofessionals to use Global Scholar objectives, study guides and vocabulary in tiered groups. The data team provides training on how to utilize Global Scholar for printing study guides for building tiers, reviewing and printing individualized objectives. As with Global Scholar, the data team also reviews, discusses and distributes MEAP data results. Teachers consistently put MEAP objectives on lesson plans, further utilizing time within the daily schedule to teach/review MEAP-like questions and activities.

To maximize student achievement, the following preventative, directive and supportive measures continue to take place:

*A daily sequence of instruction is created, and posted on the walls of each classroom.
*The lesson plan template has been updated through collaboration between the instructional coach and lead teachers and now includes Marzano's Differentiated Activities -- this template has been well-accepted by the academy team and is consistently in use.
*Lesson plans are completed and emailed to the instructional coach every Sunday by 6:00 p.m. The coach then reviews lesson plans and provides a narrative of constructive feedback as well as ongoing encouragement and support to teaching staff. After-school professional developments have been facilitated by the Lesson Plan Committee to provide effective lesson plan writing for the teaching staff. The school leader, instructional coach, and data coach observe teaching on a regular basis. Feedback and modeling are provided in support of teaching staff. The Essential Elements Profile (EEP) is utilized at least three times per year, providing feedback in addition to the teacher evaluation tool.

Our Positive Behavior Intervention Support (PBIS) team continues to develop and strives to be highly functioning and effective. This team refines and implements procedures that continue to increase positive behavior and improve relationships among our students and their peers. Currently the team has established character education classes for students in grades K-8. This class is added as part of our daily schedule. It is commonplace to hear student in grades K-8 mention that they are "on green," or that they realize only behavior that is positive will earn their way into the PBS dance or movie day. Students have begun to analyze and own their own behavior, further redirecting their actions into acceptable behavior. Regular PBIS team meetings continue with more ideas for improved student behavior, instilling the critical value of intrinsic decision-making. The PBIS team utilizes School-Wide Information System (SWIS) to maintain track of the number of referrals that teachers are writing on a daily, weekly, and monthly basis. Data is posted visibly on display boards throughout the building and discussed with staff for areas of improvement.

In our efforts to involve parents and identify new and unconventional ways to engage their support as they maneuver difficult times and challenges, we hold parent workshops for both reading and math, working closely with our parent committee. This parent committee was also instrumental in orchestrating our Math Family Fun Night, which involved teaching parents and students how to use manipulatives to play math games at home and reinforcing math concepts learned in school. Math Fair with a Flair consisted of students creating interactive games and manipulatives along with written reports that explain their game and/or object.

In summary, Northridge Academy will continue to increase student achievement, while serving our children and their families, and demonstrate that we will consistently meet and exceed the established goals.

The Academy's mission is to provide learning experiences in a safe, caring and respectful environment that is second to none. The academy will employ best practices to produce well-educated, compassionate students ready to compete in a global society. We assure that our mission is implemented daily. Our building is safely secured with the installment of security cameras throughout the inside and outside of our building. A buzzer is situated right on the outside of the main entry door. All staff and visitors must be allowed entry into the building by being buzzed in by designated staff. Every visitor must stop in the main office to sign in and

present proper identification before conducting any business. Northridge Academy has an "Open door" policy. This encourages our visitors to feel welcome when they enter into our campus. All staff is friendly and the number one rule of our school is for everyone to speak first. This ensures that everyone in our building is greeted with a friendly hello and smile.

Northridge Academy's vision is to provide an exciting learning environment that utilizes the entire community as its classroom while successfully preparing students for current and emerging 21st century opportunities. To ensure implementation of our vision, we have established the following partnerships within our community:

-The Ruth Mott Foundation; Applewood, The Whiting, Farmer's Market
-Catholic Charities
-The McCree Theatre
-University of Michigan-Flint
-Diplomat Pharmacy
-Genesee Intermediate School District
-Troubadours
-Mass Transit Authority (MTA)
-Saints of God Baptist Church
-Urban Builders
-Bridge Academy
-Air Zoo Science Museum (Portage, Michigan)

Such partnerships have been exposed through use of technology (Skype, actual visits, building guests, and correspondence through mail.

In addition to the purchase of updated curricular program materials and manipulatives, a total of 21 new Promethean Boards, 30 laptops with a cart, two mimio's, and six projectors have been added and over one dozen white boards, 35 netbooks, 21 bulletin boards were donated to Northridge Academy by a closing school.

Finally, the massive increase in family involvement in parent conferences, honors assemblies, PBIS assemblies, graduation for both Kindergarten and 8th grade (85 to 90% participation) family and curriculum nights, science fair, math fair, Scholastic Book-fair that yielded over $800 in four days, parent empowerment night, mom/son dance, daddy daughter dance, parent appreciation dance, muffins for moms, doughnuts for dads, and board members read to students day, Kappa League (Kappa Alpha Psi Fraternity, Inc.) and Kudos (Phi Delta Kappa) (with 88% participation) which is a large increase from just three years ago. As a result of the large amount of family involvement, physical fighting and other disruptive behaviors have been minimized down to under 20% for the year. In addition to the above initiatives, Northridge Academy will implement "Watch Dog Dads". Watch Dog Dads consists of the fathers of Northridge Academy's students and they will arrive at the academy at 7:30am and will remain on campus until 4:30 pm. Fathers will serve in our building in the parking lot, lunchroom, and the classroom for the 2014-2015 Academic Year.

Further to ensure that all stakeholders are aware of and follow our mission, and vision, we include our mission, vision and core value belief statements.

Northridge Academy is solvent and stable. The academy is able to afford all of the instructional programs and equipment needed for its continued growth and academic success. Further, the Academy is able to operate without cash-flow issues. Currently the academy has a healthy fund-balance. Consistent improvements have been made to the facility at the cost of the Academy. The board invests in the development of staff. A professional development calendar has been developed for 2014-2015. Professional developments are synonymous with the needs of the Academy. Curricular books, technology, educational websites, software, manipulatives and other materials are as current as the 2012-2013 Academic year.

Before 2012-2013, enrollment was below 250. By the end of 2012-2013, student enrollment was 244. By the end of 2013-2014, student enrollment was 420. Student enrollment fluctuates but has not dropped below 400. The building that we currently reside, our enrollment will be forced to stagnate. At this point limits are placed on the amount of students beyond 450 that we can accept because of building capacity limits. Families want to enroll by droves, however due to the lack of space; we are unable to accommodate the enrollment beyond 450 students. Ferris State University approved Northridge Academy to proceed with the start of a pre-k program that we are unable to proceed with because of space limitations.

Data teams are guided by the data coach and meet twice per month to disaggregate and analyze data taken from both state and district-wide assessments. Common Core Standard skill deficiencies are identified and discussed during data team meetings. Further this information is discussed at grade level team meetings where teaching staff receives the information. Areas that are identified as weaknesses or deficiencies are put on lesson plans and teaching of those areas are implemented in class as donows, lesson closures, enrichment activities such as printed materials from Edperformance.com, tutors push-in classes for small group tutoring, and one day per week is designated as the day in which teachers teach Global Scholar learning goals and objectives. For our state-wide assessment, which has been MEAP, we begin preparation thereof on day one of our school year. Data teams disaggregate and analyze MEAP data using item analysis to determine areas of weakness and deficiencies. Deficient areas are embedded into daily lessons, donows, lesson closures, enrichment activities, and tutors provide small group instruction. The external assessment that Northridge Academy uses is the Michigan Education Assessment Program, (MEAP) the internal assessment is Global Scholar. Both assessments are in alignment to the Academy's goals and mission. The School Improvement Team monitors the school improvement plan on a monthly basis during school improvement meetings and modifications are made as needed. The SIP is measured by the success or failure of the goals outlined in the school improvement plan. With any failure to meet goals outlined in the school improvement plan, changes are made in problems areas to turn failure into success in our ability to meet and or exceed our goals.

At this point, the biggest challenge the Academy is facing is the lack of space. We are quickly outgrowing the amount of space that we need to accommodate students wanting to enroll into our academy. Lack of space to have an adequate gymnasium to hold PE classes is a problem. PE is a requirement of the State of Michigan. Also because the academy does not have a gymnasium, families either withdraw from the school or avoid enrolling into the Academy altogether.

The Academy has addressed the notion of purchasing a larger facility. A representative from FSU met with the board, toured the proposed facility to purchase. FSU required a written proposal from Northridge Academy. Northridge Academy completed a very detailed Property Purchase Proposal by the deadline date. The proposal was submitted to FSU's CSO. The Academy has more than enough of a fund balance to pay the asking price for the facility outright. At this point the Academy is awaiting an answer from FSU Charter School's Office.

Northridge Academy's Board of Directors demonstrates continuous growth as a governing body. Board members are present in our school on a daily to weekly basis. They attend and engage in functions such as Northridge Academy's Reading Month to read to our students, Curriculum nights, Muffins for Mom's, Mother Son Dance, Parent Appreciation, Annual Title I Open House, Graduations for both kindergarten and 8th grade, they attend field trips with our students, and even donate money for those students who are unable to afford trips. In addition, members of the board attended our Scholastic Book-fair and donated money to pay for books for students who could not afford to purchase books. On the first day of school and throughout the year, board members meet and greet parents and students extending conversation to families. As required by FSU, the board attends all meetings and retreats, one of them being Seven Habits of Highly Effective Leaders. Northridge Academy's board attends FSU's Annual Spring Briefing and all other meetings facilitated by FSU. Most importantly the board led the charge to relocate from the location at 5306 North Street to its current location at 530 W. Pierson Road. They are now leading the Academy through the purchase of a new location.

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:

Name	Date
	08/21/14
	08/21/14
	8-21-14
	8/21/14
	8/21/14
	8/21/14

Date of Board meeting review 8/21/2014

***Mid-Contract Review Self Study:**
Due to Epicenter no later than 5:00 pm, 15 business days prior to scheduled visitation