



**FERRIS STATE  
UNIVERSITY**  
*IMAGINE MORE*

**MUSKEGON MONTESSORI ACADEMY  
FOR ENVIRONMENTAL CHANGE**

**MID-CONTRACT REVIEW**  
**January 25-26, 2016**

# FERRIS STATE UNIVERSITY Charter Schools Office (CSO)

## Declaration of Intent and Purpose

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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:

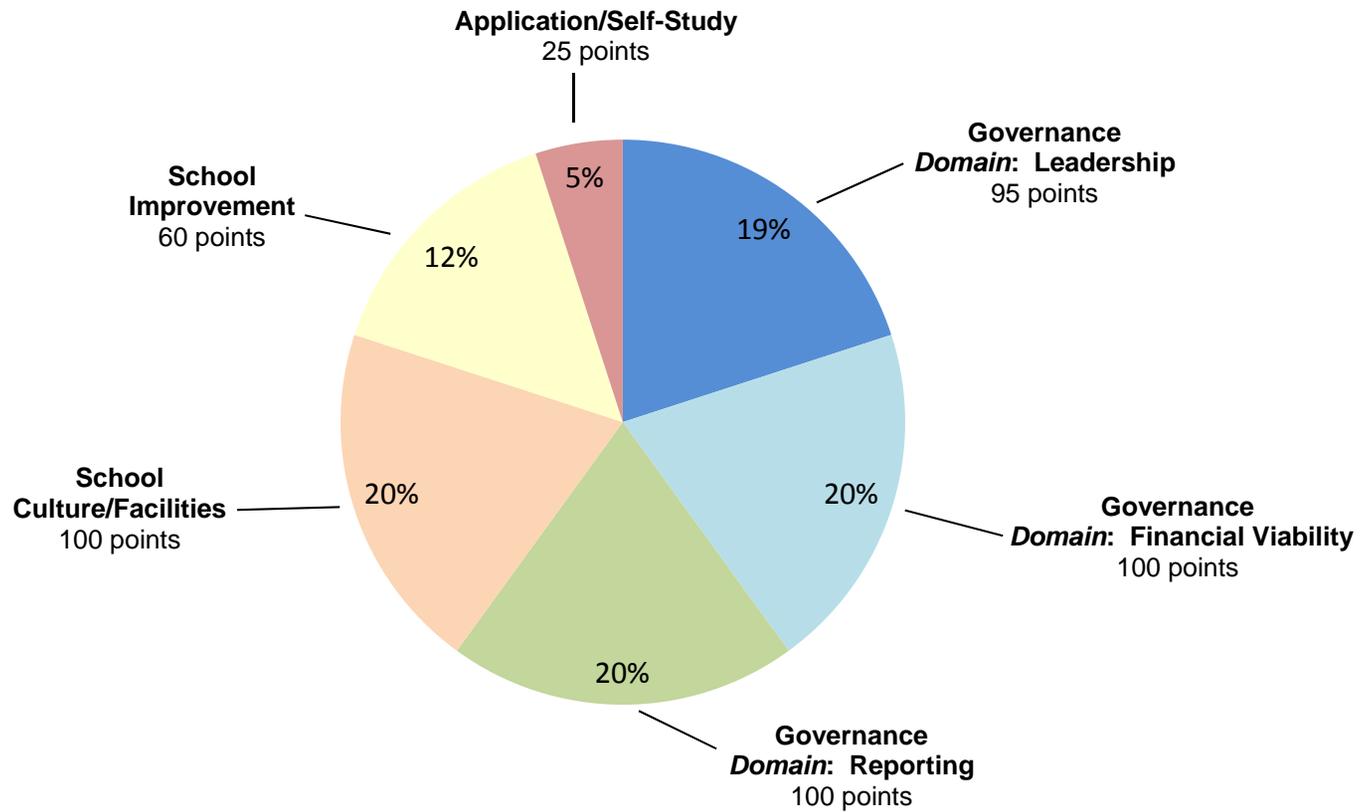
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide 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](http://www.ferris.edu/charterschools).*

# Mid-Contract/Reauthorization Review: Formula 2014-2015

## Visitation Rubric



Total Score		
432 - 480	Exceeding Standards	90%+
360 - 431	Meeting Standards	75% - 89%
288 - 359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-2014

Academy Name: **Muskegon Montessori Academy for Environmental Change** Dates of Visit: **January 25-26, 2016**

This is a:  Reauthorization Review  Mid-Contract Review

## Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance <i>Domain: Leadership</i>	95	72	75.78	Meeting Standards
Governance <i>Domain: Financial Viability</i>	100*	84	84	Meeting Standards
Governance <i>Domain: Reporting</i>	100*	87.5	87.5	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	60	53	88.33	Meeting Standards
Application/Self-Study	25	20.5	82	Meeting Standards
<b>Total Score:</b>	<b>480</b>	<b>417</b>	<b>86.87</b>	<b>Meeting Standards</b>

## Visitation Review Scoring Matrix

*maximum: 480 points*

432-480	Exceeding Standards	90%+
360-431	Meeting Standards	75% - 89%
288-359	Does Not Meet Standards	60% - 74%
287 & Below	Falls Far Below Standards	Below 60%

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

**Visiting Team Members**

Name: Don Haist

Signature: *Don Haist*

Name: Dr. Phyllis Robinson

Signature: *Phyllis E. Robinson*

Name:

Signature:

Name:

Signature:

Team Chair: Jim Scholten

Signature: *James K. Scholten*

**EXECUTIVE SUMMARY**  
**Muskegon Montessori Academy**  
**for Environmental Change**  
**Mid-Contract Review**  
**January 25 – 26, 2016**

The Executive Summary is a review of the findings of the Ferris State University Charter School Office three (3) member review team visitation conducted on January 25 and 26, 2016.

The team was able to complete a walkthrough of the academy observing classrooms in session. We were greeted in many classrooms by a “greeter” who welcomed us very nicely. The team was able to complete interviews with board members, The School Improvement Team (SIT), parents, administrators, students, and support staff. Each group was able to share with us their thoughts about the academy in a very clear and open manner. We appreciate the understanding, care, and interest they have in the success of each student who attends the academy.

The review team also completed the mid-contract review rubric. The rubric considers the academy’s progress in the areas of leadership, financial viability, reporting, culture/facilities, and school improvement. The team also considered the mid-contract application. The team is pleased to report that the academy received a total of **417** points out of a possible **480** points for a percent score of **86.87%**. This places the academy at the “Meeting Standards” rating of the review rubric. This is a good score, however it is important to understand that the APR (Academic Performance Report) is also an important part of the review. It is not possible to successfully pass a review with an APR that falls below “Meeting Standards.”

**Following are some positive highlights from our interviews:**

- There is a family culture – with a general feeling that “We’re all in this together.”
- Differentiated instruction is a very good practice that was consistently observed and is fully embedded. The resources to use this practice are also available.
- Students are responsible for pacing, documenting, and completing their work plans.
- Positive Character Traits are being assimilated into the students’ complete life. Parents, staff, and students reported that they observed these traits being used outside of the school setting.
- The environmental focus is being implemented in the school and the community. The parents like this.
- The “Classroom Economy” is a very valuable process. It is very practical – the students are documenting their earned compensation, paying for products and services, and taking responsibility for the outcomes.
- The culture of asking probing questions to help students tap into higher order thinking skills is in place. This helps students to independently “find/discover” answers to their questions by consulting available resources and research materials.
- There is a peer mentoring program in place that is very helpful for mentors and mentees.
- There is a spirit of fairness and equal treatment. “We all get treated the same.”
- The college visits are helpful in promoting college readiness.
- Students feel very safe. There is no bullying.

- The PLC process seems to be working very well. Teachers are learning from each other and they are sharing best instructional practices.
- Special attention is given to new students to help them assimilate to the Montessori way.
- All students know their NWEA scores and targets. The students and staff know that these scores are important.
- Preliminary data shows that gains are being made in NWEA.
- Individual students are the focus – this is part of the mission and part of what is happening every day. This effort is transforming students' lives.
- Students are able to articulate learning goals and character traits.
- There is continual promotion of independent learning and taking responsibility.
- Consistent rigor is required and monitored. High academic standards are in place.
- Students are involved in creating and sustaining a clean and orderly environment. The boots were all lined up in such an orderly manner.
- Service learning is an important part of the expectations.
- Board members are very supportive of the academy's mission.
- Board members appreciate the effort, skill, and sacrifice of staff members.
- The school leader, staff, and students all pitch in to do whatever it takes for the school to operate well.
- There is good collaboration with the Three Oakes Academy and community entities.
- There has been outstanding grant procurement. The grants fully support the mission of the academy.
- Parents are very committed and supportive.

**Following are some opportunities for continued growth:**

- There is a need for additional financial support to fund operational functions that are being attended to by educational staff.
- There is a need to continue to explore opportunities for enrollment growth. This will obviously generate greater financial stability and attract more resources.
- There is need to consider suggestions from several staff and students to construct walls around classrooms to help reduce noise levels and distractions.
- There is a need to develop a strategic plan. This must address a plan for growth in enrollment, facilities, and academic achievement.
- The board needs to regularly consult its newly developed strategic plan. Greater effort is needed to avoid cancelling regularly scheduled board meetings. Additional board members would help in this area. It is also important for all board members to be on track with their professional development. The budget development process that is being implemented is a helpful practice.
- There is a need to expand the budget capacity so that necessary educational staff can be added when needed.
- There is a need to continue to standardize the curriculum. The initiative by MIChoice seems to be on the right track.
- It is important to clearly design ways to define and promote the academy's core values, mission, and vision by prominently posting and disseminating them through varied mediums. Examples might include a display and dissemination of posters, newsletters, updates, and electronic promotional materials, and communiqués.

In closing, the team thanks everyone for your warm welcome. We appreciate your preparation and planning for our visit. The materials you provided helped us to better understand your programs and efforts. We appreciate your hospitality and the opportunity to be a part of for family for a short time.

We wish you the very best.

A handwritten signature in blue ink that reads "James K. Scholten". The signature is written in a cursive style with a large initial 'J'.

Jim Scholten, Reauthorization Team Chair

# 1. Governance *Domain: Leadership*

Points Possible <b>95</b>	Points Achieved <b>72</b>
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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	
<p>Core Values: Foundation</p> <p><b>Stakeholders =</b> Students, Board Members, Parents, Staff, Community at Large</p> <p><b>As evidenced by:</b> Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	<b>15/15</b>		<ul style="list-style-type: none"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Core Values identified</li> </ul>	Even though all stakeholders recognized and articulated core values (Montessori Model) the academy needs to clarify and publish their core values in a variety of formats
Point distribution		n/a	10 points	6 points	0 points	
<p>Vision Statement: Linked to Core Values</p>	<b>10/10</b>		<ul style="list-style-type: none"> <li>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</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Vision Statement identified or is without links to the Core Values</li> </ul>	
<p>Mission: Linked to Core Values</p>	<b>10/10</b>		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role</li> <li>The Mission Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role</li> <li>The Mission Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Mission Statement identified or is without links to the Core Values</li> </ul>	

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	<b>6/10</b>		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	Need written documentation of core values shared in a variety of ways
Written Strategic Plan	<b>0/10</b>		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	<b>5/5</b>		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	Not holding accountable this year because of difficulty identifying candidates
Management Company or Key School Leader (KSL) Evaluation	<b>NA/NA</b>		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	Not required this year
Professional Participation	<b>5/5</b>		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	<b>3/5</b>	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> <li>Includes funds in annual budget</li> <li>Each member is on schedule to meet their professional development activity credit requirement</li> </ul>	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> <li>Includes funds in annual budget</li> <li>Most members are on schedule to meet their professional development activity credit requirement</li> </ul>	There is little or no evidence that the Board encourages and supports professional development activities: <ul style="list-style-type: none"> <li>Does not include funds in annual budget</li> <li>Most members are not on schedule to meet their professional development activity credit requirement</li> </ul>	The Board does not engage in professional development	2 out of 4 members are not on schedule
Policies and Procedures  As evidenced by:  The Policies and Procedures Manual at the Board Meetings	<b>5/5</b>	The Board: <ul style="list-style-type: none"> <li>Has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>References appropriate policies/procedures at Board meetings when making decisions</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>Demonstrates familiarity with policies/procedures</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Has all relevant policies/procedures in place in accordance with state and federal laws</li> <li>Does not demonstrate familiarity with policies/procedures</li> </ul>	The Board: <ul style="list-style-type: none"> <li>Has few policies/procedures in place that are required by state and federal laws</li> <li>Has not regularly updated its Policies and Procedures Manual</li> </ul>	
Meeting Schedule	<b>0/5</b>	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	April 29, 2014 March 3, 2015 June 3, 2015 July 21, 2015
Monthly Quorums	<b>3/5</b>	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	October 22, 2013 June 3, 2015
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	<b>10/10</b>		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	<b>72/95</b>	Percentage Achieved <b>75.78%</b>	Category Achieved <b>Meeting Standards</b>	
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## 2. Governance *Domain: Financial Viability*

Points Possible <b>100</b>	Points Achieved <b>84</b>
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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	<b>15/15</b>		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	Evidenced only in the 2014-2015 school year
Opportunity for input	<b>15/15</b>		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	<b>9/15</b>		<ul style="list-style-type: none"> <li>The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget appears inconsistent with the school improvement plan</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>The Academy's budget does not take school improvement into consideration</li> <li>Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	Budget does support SIP but not strategic plan because it does not yet exist
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	<b>10/10</b>		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	<b>10/10</b>		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	

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	<b>15/15</b>		During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was completed in a timely manner</li> <li>submitted to the State by or before October 31</li> <li>results were shared with the Board of Directors in advance of the public presentation</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was performed within the specified timeframe</li> <li>the Board of Directors did not receive it in advance of meeting for review</li> </ul>	During this review period: <ul style="list-style-type: none"> <li>the Academy's audit was not performed within the specified timeframe</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	<b>10/10</b>		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	<b>0/10</b>		The Board maintains a fund balance: <ul style="list-style-type: none"> <li>between 10%-15% of annual revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>below 10%</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 5% of general revenue</li> </ul>	

Governance Domain: Financial Viability						
Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
<b>84/100</b>		<b>84%</b>	<b>Meeting Standards</b>			

### 3. Governance *Domain: Reporting*

Points Possible <b>100</b>	Points Achieved <b>87.5</b>
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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	<b>15/15</b>		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>receives detailed monthly reports on student achievement/progress toward contractual goals</li> <li>regularly engages in discussion about these reports</li> </ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>periodically receives detailed monthly reports on student achievement/progress towards contractual goals</li> <li>occasionally engages in discussion about these reports</li> </ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> <li>does not receive detailed monthly reports on student achievement/progress towards contractual goals</li> <li>rarely discusses student academic achievement</li> </ul>	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	<b>15/15</b>		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	<b>20/20</b>		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	Level 1 status
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	<b>7.5/10</b>		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"	2012-2013 93% 2013-2014 91% 2014-2015 100% Overall 98%

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	<b>0/10</b>		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	<b>10/10</b>		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	<b>10/10</b>		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	<b>10/10</b>		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		
	<b>87.5/100</b>	<b>87.5%</b>		<b>Meeting Standards</b>		

## 4. School Culture/Facilities

Points Possible <b>100</b>	Points Achieved <b>100</b>
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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	<b>10/10</b>		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	
Safe & orderly environment: Safety plan	<b>10/10</b>		The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	The Academy has: <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	The Academy: <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	<b>10/10</b>		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	<b>15/15</b>		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)	<b>5/5</b>		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	<b>5/5</b>		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	<b>5/5</b>		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	<b>5/5</b>		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	<b>5/5</b>		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	<b>10/10</b>		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	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability: Faculty	<b>15/15</b>		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	30% Teaching staff turnover since beginning of contract
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	<b>5/5</b>		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	<b>100/100</b>	Percentage Achieved <b>100%</b>	Category Achieved <b>Meeting Standards</b>	
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## 5. School Improvement

Points Possible <b>60</b>	Points Achieved <b>53</b>
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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 (Teaching for Learning— Standards 1 &2)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 2:</u>  Governance and Leadership (Leadership for Learning)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 3:</u>  Teaching and Assessing for Learning (Professional Learning Culture)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 4:</u>  Resources and Support Systems (School, Family, & Community Relationships)	<b>3.75/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	
<u>Standard 5:</u>  Using Results for Continuous Improvement (Strand I, Standard 3)	<b>3/5</b>	The Academy has implemented most School Improvement Framework (SIF) rubrics to “Exemplary”(sustained) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Implemented”(full) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Partially Implemented” (partial) level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to “Getting Started”(beginning) level (defined by MDE; documented in <i>Ed Yes!</i> )	

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	<b>10/10</b>		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , 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	11.25 points	9 points	0 points	
Data Teams Process	<b>15/15</b>	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	<b>NA/NA</b>	The Academy has been identified as a Reward School and is in the top 75 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 <sup>th</sup> percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 <sup>th</sup> to 49 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	<b>10/10</b>	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	<b>53/60</b>	Percentage Achieved	Category Achieved	
		<b>88.33%</b>	<b>Meeting Standards</b>	

# BOARD INTERVIEW SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

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 – have come very far from first year – growing every month
- It is fulfilling mission – environmental and Montessori – I've seen continued learning

**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?**

- I look at growth – young school and they are growing
- Hard to tell – few students have come through the school
- My own kids have been making good progress
- Quality instruction
- Young school students are showing tremendous growth – test scores are increasing

**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?**

- Goals and expectations need to be monitored
- Get regular reports at board meetings

**4. What are you most proud of at this academy? What could be improved?**

- **Most Proud:**
  - Caring staff – all in this together
  - Development of program
  - Science/technology
  - They sacrifice from school
  - Genuineness of staff – making sure every student is getting what they need – all love what they do

- **Improvement:**
  - Need to do strategic planning
  - Model of growth – need enrollment

**5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus on that plan? If no, do you see value in developing such a plan?**

- Just starting to develop
- Need a guideline/goals/measure our success
- Define roles
- Help administrators know what goals are
- Enrollment is key
- More focus on environmental

**6. Why do you think parents choose to send their children to this academy?**

- Focus on each child
- Smaller school option to excel at own pace
- Conform to the child
- Hands on learning
- Science and environmental focus – all kids different

**7. How does the Board determine the allocation of funds for this academy?**

- Right now a growing school
- Look at comparable size
- We talk to administrator about needs
- Debt reduction plan to state for general fund to be clear by June 30, 2016

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

- Bigger facility to accommodate growth – don't want enrollment caps
- Adequate compensation and training for staff – keep dedicated staff
- Keep up with technology and Montessori model – greenhouse is an example

**9. Anything for our attention?**

- Appreciate what FSU does for us

# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

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 work in progress – always working to get better – we are making great strides – students/parents comments support what is happening
- Making great strides/environmental character- we are a team

**2. What are you most proud of at this academy? What could be improved?**

• **Most Proud:**

- Grant has provided opportunities – technology/science/greenhouse
- Population stabilizing – 90% retention of students
- Excited about the grant and opportunities that it brings – without hitting the general fund (MacBooks, Chromebooks, etc.) will allow for more longevity
- Authentic parent support with marketing

• **Improved:**

- Academics – math – need more than one year growth in a year
- Enrollment – we can grow more

**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?**

- I want students to be ready for high school – academically and character/emotionally – emotionally kids are making better starts
- It will take time for all kids to be at the ideal readiness target
- If here for years we should have them at grade level or above – need to grow 1.3 to 1.6 for those behind
- College readiness per NWEA

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
  - 8-9, the restructuring hurt us this year
  - Teacher feedback is very good
  - Mid-year evaluation is very positive by supervisor
5. ***What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***
  - Being small – trying to get everything done – covered – I would like to be in the classroom more
6. ***What are the top TWO things this academy needs to do for its long-term health and longevity?***
  - Consistent rigor – needs to be monitored regularly – need to be high yet attainable
  - The enrollment – need adequate – it is challenging
7. ***Why do you think parents choose to send their children to this academy?***
  - Environmental, Montessori, and small classes
  - Personal tour for each parent
  - Family atmosphere
8. ***If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)***
  - Walls
  - Would like an open area for activities – common space, gym
  - I would like to have a teacher and teacher assistant in every classroom, and an environmentalist

# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

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?**

- Individual students is our focus (it really is)
- Each month a different theme
- We have different projects - recycling/composting, etc. – being carried over into the homes
- Good at meeting individual student needs

**2. What are you most proud of at this academy? What could be improved?**

- Family
- Individual student focus
- Environmental

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

- Family
- It's natural
- Parent comment "my son picked up trash at gas station"

**4. Would you enroll your child at this academy?**

- Yes

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

- Larger classrooms – more staff – more restrooms – general maintenance – more classrooms (old garage) – gym – new HVAC system



# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

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

**1. What do you think the goals of the school are?**

- Environmental theme is happening – gardening compost/recycling
- Community service that the kids do
- Kids are demonstrators
- Independence of children and responsibility

**2. What are you most proud of at this academy? What could be improved?**

- Kids have an opportunity to take charge and be responsible
- Kids are prepared for tests
- Time management
- Work plan

**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**

- 10 – lots of materials – grants have helped – maybe short on some materials

**b. Professional Training**

- 10

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

- 10

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

- 8-9 – people happy, kids smiling – parents chose us
- 9-10 – smaller school – everyone knows everyone
- 9 – staff is strong and close
- I'd like to see better parent engagement/follow through
- Very little bullying – “peace corner” in each classroom (not always in a corner)

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

- At level they need to be
- Yes – maybe a little ahead of other school
- Students are able to move faster or slower depending on the children's readiness

**6. Would you enroll your child at this academy?**

- Yes – some already have their kids here

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

- Real walls in middle school area – noise level/regular voice
- Bigger classrooms
- Full-time teaching aids
- Math and reading interventionist

**8. Anything for our attention?**

- This school is amazing – I'm here because I love this school

## PARENT INTERVIEW SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

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?**
  - Had previous experience with Montessori, so when the school opened closer to home we visited it and liked it
  - Highly recommend to others
  - When we moved here I was very nervous about where to send my kindergarten child
  - I had some information about Montessori program
  - Liked smaller school
  - School is addressing student needs – child has sensory disorder
  - Moved here in July and thought that I couldn't afford Montessori, then found out it was a free public school -
- 2. How responsive is the school administration, board, or teachers to concerns or complaints?**
  - Very good – son is very tall and competitive – he was having some issues – we were able to work it out with the teacher and principal
  - Teachers communicate very well
  - Teachers very understanding to child's needs
- 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.**
  - 9 – they know my child – very warm and welcoming
  - 9 – very good – sometimes a little bit disorganized – total communication with parents could be improved - evolving
- 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.**
  - My son is very quiet teachers have helped him grow in confidence – would have trouble in a large classroom – teacher is bringing out his skills – learning really
  - I'm satisfied – I like the character choices – younger child really gets it
  - New to Montessori, "it is working for my child"

**5. What is the number one complaint your child has about attending school here?**

- Day is too long
- Doesn't like rest time

**6. What is the number one thing your child really seems to enjoy?**

- I hear a lot about recess – likes to be social
- Likes reading time at beginning of day – they can share with others
- When they have earned computer time

**7. Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?**

- We are given school calendars
- Sometimes event information doesn't get home
- Find out on Facebook works well
- Some teachers have individual Friday folders
- Use "Robo Calls" to notify parents of snow days or emergencies
- Newsletter is posted on bulletin board at school entrance

**8. Anything for our attention?**

- Possibly more teachers or teacher assistants in each classroom
- Ali has done an amazing job!!!
- My son helps other grade levels and he is learning as he supports others as well
- Love "Reading Buddies" – little kids love it, and so do older ones

# STUDENT INTERVIEW SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

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?**

- Yes – I like it – don't have to sit at one desk, I can move around
- Yes – sugar free – I can pick what I want to
- I like it – teachers/learning process
- I can choose my work

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

- Yes – right amount
- Learn a lot here
- I'm good at math
- I think it is just right
- We have individualized math, and if not successful teacher reteaches
- Work plan – self-monitoring – earn money – economy class

**3. Do you feel that overall, the adults here at this school are fair to students?**

- Yes – all treated the same

**4. What is your favorite part of the school day? Why?**

- Recess
- Like to get here and get started – self-motivated
- I like the math

**5. Is there anything (classes, activities, etc.) you wished this school offered that they do not currently offer?**

- Everything is fine

- Just right
- Currently we have “Girls on the Run” and then run a 5K

**6. *Do you feel safe at this school?***

- Yes – they all feel safe in school
- Some kids play too much

**7. *Would you recommend this school to other friends or family?***

- Yes – everyone is kind here
- My friend is coming next year
- All my friends are in this school
- Would invite some friends who are ready

# SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Muskegon Montessori Academy  
for Environmental Change**

Date: **January 25-26, 2016**

- 1. *What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?***
  - Kindergarten letter sound problems – found solution – working with Study Island and it is working well – gave immediate feedback
  
- 2. *What strategies and/or programs are in need of immediate attention in order to be effective?***
  - Science – want to do a spring science fair – bring parents in
  - Add math – added math because students needed to learn more about using steps to solve – daily math reinforcers
  - My time – intervention time had to reduce because of budget and now doing different – 45 minutes
  
- 3. *What is the most important goal you have set for your students? Why?***
  - I strive to have students meet NWEA goal
  - Make school culture a positive academic achievement norm – success – learn from other students
  - Want students to meet their goals
  - Positive school culture between all character Ed
  - Procedures – “Ho to ask questions” – to help others – rather than just “give the answer”
  
- 4. *Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you set any of your goals?***
  - Focus of NWEA individual scores and we show them their progress
  - Sub group goals are set
  - It's okay to realize – they need to grow
  - It is individualize not comparing to others
  - Data check list
  - Tracking goals – even kindergarteners can tell how much they've gained
  - Data checklist is set up for students and parents to review

**5. You have listed improved use of the PLC process for several of your goals. What have you learned and implemented regarding PLCs that is positively impacting learning in math and reading?**

- We do whole school PLC's – we learn how another teacher may be having success, then adopt to our class – “Hey what's working with you?” – “How do you do that?”
- Focus on math other content areas more effective with trying new ideas
- PLC – three times a month – SIT on Mondays

**6. The Montessori Model has specific protocol for student behavior. What has been your experience in embedding these practices into your academic day?**

- Getting used to MAP test – it's all new to us
- Older kids expect awards, not self-motivated – lack of personal accountability
- Over the next few years they expect as the younger grow into middle school age they will practice the appropriate behavior
- Excellent parent comments on how this is happening at home
- Kindergarten first month is about expectation on curtesy/respect
- Self-motivation is good, but difficult to put in place – personal accountability is hard to put in place

**7. What are the biggest challenges that you will be facing over the next three years?**

- Cuts that were made this year – am I next
- Employment – past restructuring
- Growth – If we get too many kids we'll have to turn students away
- Math achievement
- Math integration of science and environmental

**8. In your opinion are your recommendations for improvement considered appropriately and are they supported?**

- Yes
- Shared with stake holders
- Grant
- Yes – open takes new ideas that staff have shared on goal to achieve SIP are items teachers wanted
- Principal has open door – school leader is wonderful

**9. Is there anything you would like to add that has not been addressed? How can Ferris State University help/support you with your goals?**

- We are a family here
- All the kids know all of us
- I appreciate people coming it
- “A type of self-audit”
- Really want the APR – it is helpful – some special grants from FSU-CSO to support good projects

## MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

	<b>Did Not Answer</b>	<b>Somewhat Answered</b>	<b>Answered</b>	<b>Outstandingly Answered</b>	A C A D E M I C  P R O G R A M
	<b>0 points</b>	<b>2.5 points</b>	<b>4 points</b>	<b>5 points</b>	
<p><b>1. Is the academy making academic progress relative to its contractual goals?</b></p> <p><b>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</b></p> <p><b>Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.</b></p> <p style="color: red; margin-top: 20px;"><b>Total Possible Points=5</b></p>			X		
<p><b><i>What reviewers will look for:</i></b></p> <p>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. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><b><i>Reviewer Comments:</i></b></p>					

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points	S T R A T E G I C  P L A N N I N G	
		X				
<p><b>What reviewers will look for:</b></p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy’s Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p><b>Reviewer Comments:</b></p> <ul style="list-style-type: none"> <li>• Planning is beginning, some planning has been done to get the school started, but there is no written strategic plan.</li> </ul> <p>Total Possible Points=5</p>						

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points.	P R O F E S S I O N A L  D E V E L O P M E N T
<p>Total Possible Points=5</p>			X		
	<p><b>What reviewers will look for:</b></p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p><b>Reviewer Comments:</b></p>				

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer 0 points	Somewhat Answered 2.5 points	Answered 4 points	Outstandingly Answered 5 points	S C H O O L  C U L T U R E	
				X		
<p><b>What reviewers will look for:</b></p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p><b>Reviewer Comments:</b></p> <p>Total Possible Points=5</p>						

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	C H A L L E N G E S / O P P O R T U N I T E S	
				X		
<p><b>What reviewers will look for:</b></p> <p>There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, 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.</p> <p><b>Reviewer Comments:</b></p>						
<p>Total Possible Points=5</p>						

**Mid-Contract Self-Performance  
Tally Sheet**

<b>Question</b>	<b>Points Possible</b>	<b>Points Awarded</b>
1	5	4
2	5	2.5
3	5	4
4	5	5
5	5	5
<b>Total Points</b>		<b>20.5/25</b>

# **Muskegon Montessori Academy for Environmental Change Mid-Contract Self Report**

## **Academic Program (5 Points)**

### **What has the trend for student achievement been during the current contract period?**

School-wide student achievement is varied. In 2014/2015 school year 31% of students met the FSU reading College and Career Readiness Benchmarks on NWEA, and 21% met the identified benchmark in math.

### **Have the gains outweighed any lack of progress?**

In reading 76% met their NWEA growth target and 62% made their math growth target.

### **Have any specific weakness been identified?**

Upon review of the data, math has been identified as the weakest subject for our school. The team worked together to create a math improvement plan.

### **How have those weaknesses been addressed?**

The math improvement plan and test score improvement plan have addressed the need for math interventions and have been in place since winter 2015. Continued monitoring of the interventions is a component of the plan to ensure that the most effective practices are being utilized.

### **Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time?**

Our cohort students who have been with MMAEC 1-2 years are showing increased percentages in growth and achievement.

### **Where does the Academy stand in comparison to the State, local district, and demographically comparable district?**

M-Step scores are still under an embargo.

MEAP 2014 Proficiency Scores - MMAEC									
Grade	Number of Students	Math	State	Reading	State	Science	State	Social Studies	State
3	7	14%	40.1%	43%	61.3%				
4	5	20%	45.3%	20%	70.0%				
5	4	0%	45.2%	25%	71.7%	0%	16.8%		
6	10	10%	41.5%	70%	71.5%			0%	26.5%
7	N/A	N/A%	39.2%	N/A%	60.4%				
8	N/A	N/A%	34.5%	N/A%	72.7%		19.8%		

**What specific progress has been made in addressing the Academy’s contractual educational goals?**

In 2014/2015 school year 31% of students met the FSU reading College and Career Readiness Benchmarks on NWEA, and 21% met the identified benchmark in math.

**Do stated goals reflect sufficiently high standards?**

MMAEC sets the achievement standard for students based on the College and Career Readiness Benchmarks of NWEA obtained through Ferris State University. MIChoice requires teacher to set achievement goals based on 1.3 to 1.6 years growth depending on student’s fall NWEA scores if they demonstrate one or more grade levels behind. Our goal is that every child who attends MMAEC will be on grade level in math and reading within three years of enrollment at MMAEC.

**Strategic Planning (5 Points)**

Parent/Family Surveys were completed to get stakeholder feedback. Strategic Planning was discussed in several board meetings and a formal strategic plan must be adopted.

**Professional Development (5 Points)**

Using current data from local and state assessments, along with our value and mission statements, MMAEC aligned professional development opportunities with the areas of identified

need. We meet two weeks before school to review expectations of MIChoice as well and FSU and MMAEC. During this time, staff is also reviewing and/or developing interventions for their incoming students. Other professional development opportunities are also available in an effort to build our staff of professional and life-long learners.

Professional Development is also aligned with our School Improvement Plan goals which were developed utilizing the School Improvement Plan Process. Title 2A funds were aligned with the identified areas of need and professional development was planned accordingly.

#### **2013-2014**

- Boot Camp
- Staff participated in a week long Montessori Training with Carey Wendell
- Choice University
- Teachers participated in weekend Montessori training throughout the year
- Curriculum Crafter

#### **2014-2015**

- Boot Camp
- Choice University-Chick Moorman
- TRIG training
- NWEA training
- Montessori training

#### **2015-2016**

- Boot Camp
- Choice University
- Special Education training
- Child Study training
- School Improvement training
- PLC training

- Edify training
- MAPP training

## **School Culture (5 Points)**

Muskegon Montessori Academy for Environmental Change is establishing a safe and orderly environment by using the Character Choices program to teach positive character traits and by using the Positive Discipline Support Plan to prevent behavioral problems with a school wide tiered behavioral intervention system.

The Character Choices program focuses on a positive character trait each month, like respect, and provides lessons, books, and videos that teachers can use to help kids understand how to be respectful. This program has been well received by both staff and parents. The program includes corresponding posters to use around the school building as well as in the classroom.

Likewise, the Positive Discipline Support Plan used a PBIS style system to promote positive behaviors throughout the building. The school has developed a behavior matrix that address the expectations to students throughout the building and works to acknowledge positive behaviors and teach self-discipline. Overall, the Muskegon Montessori Academy for Environmental Change staff, students, and parents have supported these initiatives.

## **Challenges and Opportunities (5 Points)**

### **Enrollment**

Target is 125 K-8, our current enrollment is 121. We also have a preschool program where we have 9 students enrolled. We have not met the target enrollment.

### **Plan of Correction-See Marketing Plan (Section 11)**

### **Academic Achievement:**

- 2014-2015 M-Step proficiency scores for MMAEC demonstrate a significant gap between the academy's percentage of students proficient and the state of Michigan's percentage of students proficient.

### **Plan of Correction:**

We are currently working as a team on a test score improvement plan that addresses our weakest subject, which is math. Reading will be addressed within the classroom curriculum, but Title I support will focus most of the effort on math.

Study Island was purchased and was implemented this fall. The program aligns to NWEA scores and is available for 3rd-8th graders in the subject of reading and math. Access can also be gained from home, so all parents were given their child's login information to help encourage academic support at home.

Edify learning systems will be used to create online learning opportunities for students to work on at their pace, with supplemental materials offered for extra support.

*Renae Hesselink*

Renae Hesselink, Board President

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