



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

**BATTLE CREEK
MONTESSORI ACADEMY**

MID-CONTRACT REVIEW
December 9-10, 2015

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:

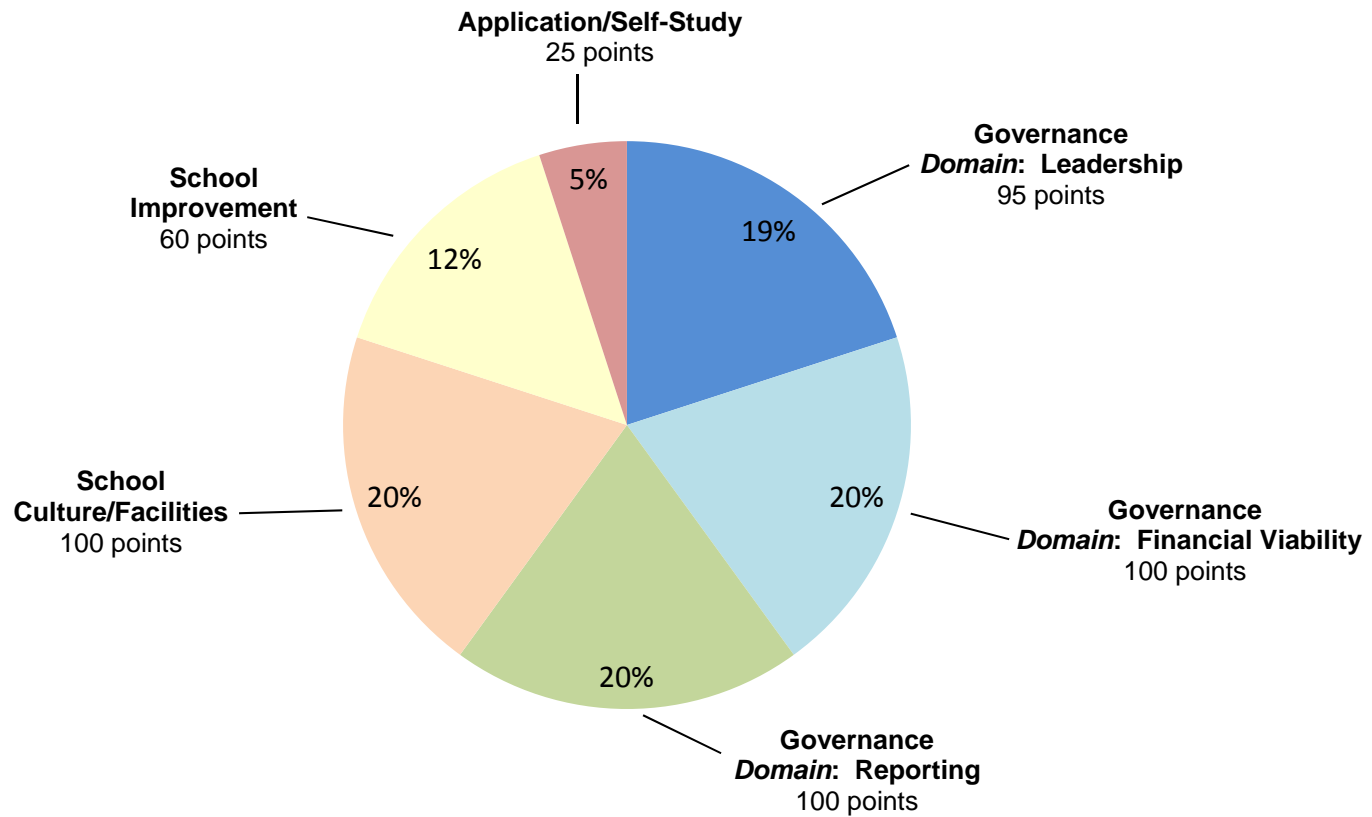
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide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

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 2014-2015

Academy Name: **Battle Creek Montessori Academy**

Dates of Visit: **December 9-10, 2015**

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	64	67.36	Does Not Meet Standards
Governance <i>Domain: Financial Viability</i>	100*	90	90	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	46.25	77.08	Meeting Standards
Application/Self-Study	25	21.5	86	Meeting Standards
Total Score:	480	409.25	85.26	Meeting Standards

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: Art Willick

Signature:

Art Willick

Name: Dr. Phyllis Robinson

Signature:

Phyllis E. Robinson

Name:

Signature:

Name:

Signature:

Team Chair: Jim Scholten

Signature:

James K. Scholten

EXECUTIVE SUMMARY

Battle Creek Montessori Academy Mid-Contract Review

December 9 – 10, 2015

The Executive Summary is a review of the findings of the Ferris State University Charter Schools Office three (3) member review team visitation conducted on December 9-10, 2015.

The team was able to complete a walkthrough of the academy building observing classrooms in session and interviews with a board member, the SIT (school improvement team), parents, administrators, teaching staff, students and support staff. Each group was very open and honest. We appreciate their understanding of the academy and their interest in the success of 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 academy's mid-contract application. The team is pleased to report that the academy received a total of **409.25** points out of a possible **480** points for a percent score of **85.26%**. This places the academy at the "Meeting Standards" rating category of the review rubric. This is a good score, however it is important to understand that the APR (Academic Performance Report) is also a very important part of the review.

Following are some positive highlights from our interviews:

- Staff members, parents and the board member were all very supportive of the Montessori philosophy and school model. They all recognize that the implementation of this model requires a great deal of effort.
- The staff is very proud of the character development of the students. They have seen amazing growth. The Montessori philosophy requires students to develop intrinsic motivation for behavior and learning.
- Per our observation the school's open classroom and multiage configuration seems to be working very well. Students appeared to be engaged. They were willing to share what they were working on.
- The staff believes they are developing a community of learners.
- There is a very positive sense of community and family. Everyone is helping each other.
- The staff is appreciative of the new math resource IXL.
- There is clear understanding that math and reading achievement needs to be improved.
- The administration is working to complete a curriculum analysis with teachers which will help to target areas of learning that have been successfully met and also those areas in need of improvement.
- The students liked their school and believe they are learning. They feel safe. They feel that the adults care about them, are fair, and helpful. They would like monkey bars on the playground and an art program.

Following are some opportunities for continued growth:

- It is clear that there is a need to add additional Teacher Assistants in order to be able to successfully implement the Montessori model.
- The staff will need to continue to develop ways to work with the somewhat conflicting philosophies regarding how to recognize student

success. The state is emphasizing student achievement goals related to test results. The Montessori model emphasizes student learning goals.

- It is recognized that the budget is strained. This is a result of lower than expected student enrollment. It is clear that all efforts must be made to increase student enrollment.
 - o Transportation is being considered.
 - o Better marketing of the academy's Montessori model is being worked on.
 - o Reaching out to diverse neighborhoods is being considered.
 - o Signage and promotional materials should better highlight that the academy is "tuition free." Based on staff comments, one impediment to recruitment and enrollment may be the persistence of the community's perception that the academy is for more affluent residents who can "pay the tuition."
 - o An increase in student success is recognized as a necessary component of increasing student enrollment.
- We would suggest that you continue working on your plan to add additional bathroom facilities. This will be good for your current students and may open opportunities to use your gym area more often.
- It is critical that the Montessori model of behavior and learning be fully developed in all students. This is difficult if students are not with the academy for extended academic years. It is important to do whatever you can to retain students and find ways to quickly adapt new students to the culture and expectations of the academy.
- It is very important to implement with fidelity the processes and strategies to improve teaching and learning. The "curriculum analysis" process appears to have promise. It is also important to fully develop data teams in order to maximize efforts to make sure each student and teacher is being successful.
- The academy staff indicated that the concept of Professional Learning Communities has been adopted. However, as you move forward, it will be important to become very intentional about how you use data to drive the teaching and learning process – especially as new staff and students join the academy family. This will help build and reinforce consistency across the board.
- It is important that the academy's mission, vision and core values are communicated to all stake holders. It is also important that these guiding principles are imbedded in all decisions. The board must be a model of this process. Consider adding discussion of these at your board meetings and referencing them when appropriate.

In closing, the team thanks everyone for your open welcome. We appreciate your preparation and the materials you made available to us. We appreciate your hospitality and the opportunity to learn about your academy and to be part of your family for a short time.

We wish you the very best.



Jim Scholten, Reauthorization Team Chair

1. Governance *Domain: Leadership*

Points Possible 95	Points Achieved 64
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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>Stakeholders = Students, Board Members, Parents, Staff, Community at Large</p> <p>As evidenced by: Wall Charts, Websites, Newsletters, Board Meeting Minutes</p>	15/15		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The Board has no discernible Core Values identified 	Core Value has been in collaboration with stakeholders; however, very little efforts to share within the Academy
Point distribution		n/a	10 points	6 points	0 points	
<p>Vision Statement: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The Board has no discernible Vision Statement identified or is without links to the Core Values 	However, there is little evidence of the Vision being published and shared
<p>Mission: Linked to Core Values</p>	10/10		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The Board has no discernible Mission Statement identified or is without links to the Core Values 	This is little evidence of the Mission being published and shared

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	6/10		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	Very little communication with stakeholders
Written Strategic Plan	0/10		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	There is evidence the Board is working on a strategic plan, but it is not completed
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	All Boards receive 5 points because of difficulty in identifying candidates
Management Company or Key School Leader (KSL) Evaluation	NA/NA		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	0/5		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	3/5	The Board encourages and supports professional development activities: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	Most members are not on schedule to meet their professional development activity credit requirement
Policies and Procedures As evidenced by: The Policies and Procedures Manual at the Board Meetings	5/5	The Board: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Demonstrates familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> Has all relevant policies/procedures in place in accordance with state and federal laws Does not demonstrate familiarity with policies/procedures 	The Board: <ul style="list-style-type: none"> 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	0/5	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	July 29, 2013 September 8, 2013 September 9, 2013 December 5, 2013
Monthly Quorums	0/5	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	December 5, 2013 May 12, 2014 August 11, 2014 March 9, 2015 July 13, 2015 November 9, 2015
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	64/95	Percentage Achieved 67%	Category Achieved Does Not Meet Standards	
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2. Governance *Domain: Financial Viability*

Points Possible 100	Points Achieved 90
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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	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		<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> 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	

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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	0/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Governance Domain: Financial Viability

Total score for all competencies

Total Points Achieved	90/100	Percentage Achieved	90%	Category Achieved	Meeting Standards
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3. Governance *Domain: Reporting*

Points Possible 100	Points Achieved 87.5
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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	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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: <ul style="list-style-type: none"> 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	20/20		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	
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"	2012-2013 96% 2013-2014 95% 2014-2015 98% Currently – 100%

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	Did not meet 100% requirement
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 <i>Domain: Reporting</i>						
Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
87.5/100		87.5%	Meeting Standards			

4. School Culture/Facilities

Points Possible 100	Points Achieved 100
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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	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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	
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	14.66 % Teaching staff turnover since contract beginning
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	Percentage Achieved	Category Achieved	
100/100	100%	Meeting Standards	

5. School Improvement

Points Possible 60	Points Achieved 46.25
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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)	3.75/5	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)	3/5	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)	3/5	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)	3.75/5	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)	3.75/5	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	10/10		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	9/15	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	NA/NA	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25 th to 49 th 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	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	46.25/60	Percentage Achieved	77.08%	Category Achieved	Meeting Standards
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BOARD INTERVIEW SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

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?

- Realize it needs to be emphasized more
- Board is passionate about staff and children are successful
- Character education is important
- Board worked to recently update the mission statement
- The board is passionate about the school and students being successful – want them to be great human beings – improvement in overall performance
- The board talked about the mission and vision this summer and decided they were good and didn't need to change
- We want the kids to be successful – not sure if accomplishing, but we're trying

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?

- Testing has shown gains
- Yes, summer school was very successful by moving students up
- Yes, one thing that stood out was the school leaders' reports
- Sometimes over time occurs, some students with outstanding performance
- I think they are – one thing that stands out – received summer school report and it was good – hard to rate measures of success – when I see results, I'm pleased with how groups are growing

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?

- Knows little about the contract – follow state guidelines and work towards academic goals
- Management company works for the Board
- Financial status is very important
- Student Achievement is a high priority

- Don't know the ins and outs – some expectations are built in – I know there are achievement expectations and financial expectations – MIChoice helps us to understand
- Friday reports/activity updates
- Hot Topic – compliance issues on laws and information
- I look for the following – where we are at financially and student achievement at each board meeting – also any compliance items

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

Most Proud:

- How far we have come in three (3) years with a new school
- Character Education program
- Proud of how everyone pulled together to get doors opened and how much we've grown
- Love interaction between students and moral focus on education the "Whole" child

Improvement:

- Building updates
- Specials (art music, etc.)
- Enrollment numbers
- Improvement needed for numbers – growth needed
- Getting younger kids to help progress

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

- Not a strong emphasis – but needs more work
- There is value and needs attention
- We've talked about it, but we've had a lot of turnover – we need to work on it
- We do have a shared vision – not sure we have it written out – need to focus more
- Have worked on core values

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

- Different approach to education – building a foundation – more student participation in their lesson
- Independent thinking – builds independence and resolve their own problems
- Safe environment – community atmosphere
- Montessori takes a different approach to schools – self lead and make decision – not just passing a test – but there is understanding

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

- Jen (Treasurer) works close with the management

- Look at special requests and needs
- Rely on building leader to bring ideas and the Board evaluates options

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

- Teacher training time
- Supplies
- Natural playground
- Continue focus on PD training opportunities
- Supplies and materials
- Facility upgrade – windows and lights
- Great things already in place – teaching staff is dedicated to training

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

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?

- A work in progress – culture diversity is much needed
- Students becoming more aware – encouraging others to make the world a better place
- New initiatives will help with character and academics
- Culturally diverse needs to be improved
- More education needed with community – need more outreach
- Christmas tree of gloves, mittens for homeless and needy – students taught to help the needy

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

- **Most Proud:**
 - Social piece of character education
 - Teaching and learning has changed – attitude towards school and community
 - The way we're teaching kids and helping them learn social awareness
- **Improved:**
 - Focusing on academics
 - A free education of caring people (staff)
 - Challenge with academics
 - Need to grow enrollment – this should be first choice

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?

- Using NWEA data to track – many not reaching College Readiness , especially in middle school
- Elementary are doing better at College Readiness goals/benchmarks
- Working on standardize reading and math levels for all teachers and students

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

- 4-5 – leadership change – catching up – must rebuild with new leadership emphasis on others – improved, open minded, ready to listen, good intentional changes
- 7-8 – much progress is being made
- Focus to pull parents back in
- Look at students – seems to be a good climate

5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?

- Are we meeting all the objectives – common core
- Resources available
- Making sure the staff are meeting all the students' needs everyday – do they have what they need – academic, social, etc.

6. What are the top TWO things this academy needs to do for its long-term health and longevity?

- Enrollment and recruitment – Money – urgency to exist
- Get legacy students' scores up – academic and social skills
- Become a Title I school for funding will help – now can use Title I money to help where needed – schoolwide status
- Maintaining invested staff
- Continue staff development
- Teachers invested in the curriculum
- Getting base of invested Montessori trained staff
- Need students
- Need teacher assistant in every class
- Need professional development in Montessori to align to the common core
- We need students and we need them to stay, this will help with teachers request

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

- Parent who know the Montessori way
- Parents looking for a change
- Parents with children with LD of some sort
- Last resort
- Some parents hear about Montessori and come to visit and fall in love with the Montessori concept

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

- A bus – transportation
- More professional development and time for it
- More specials offered
- More community activities

- Teacher assistants in every class
- Offer families more support

9. *Anything for our attention?*

- Looking forward to our report and ways to improve – feedback from FSU Review Team
- Practical use of resources for PLC's
- FSU staff coming to schools for resource help
- How to dig deeper into NWEA data – how to use for own data – help using the data
- Grants available for special projects – still needed
- Impact of testing fatigue on scores – adjustments in timing

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

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, big change in the character – have seen amazing growth
- Have strong parent investment in school
- Developing a community of learners
- Yes – but not able to articulate precise mission statement
- Yes – we have grown from putting out fires to students vested in their learning and behavior – kids establish a community in the classroom

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

- **Most Proud:**
 - Students taking responsibility for their own learning
 - Community atmosphere established here – amazing growth in community of learners
 - Every once in a while there is a coming together of caring and wanting to help each other – community
- **Improved:**
 - Stability of staff and students/enrollment

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:

- Interactive experiences/education in Study Island/Reading A-Z

a. Materials and Supplies

- 8-9
- Some good grants

b. Professional Training

- 9,9
- We do well

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

- 7 – lots of work involved – difficult because of transitional state
- It is a shock for teachers coming in – quite a work load
- Shocked and overwhelmed – but a lot of support

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

- 8-9 – room for improvement
- 8-9 – multicultural in some areas – good balance of various groups working together
- Overall an 8 – room for improvement

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

- State expectations (K-1, 3rd) are not developmentally appropriate, they are too steep – the academy works hard at handling this

What's changed in the last 2 years?

- Data teams, math teacher has stabilized, data coaches and interventionists pushing in

6. Would you enroll your child at this academy?

- 3 – yes (all)

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

- Playground
- Classroom configuration (lower ceilings, more electrical outlets, and better lighting)
- Support staff for each classroom
- Transportation - busses
- More Montessori training – visit other Montessori academies
- More field trip opportunities

8. Anything for our attention?

- We appreciate the attention – civil conversation

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

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?*

- Diversity of population is getting better but still needs work
- Try to be more accommodating to parent's wishes
- Heavy on character education – more responsible choices
- Environment where kids can thrive and grow – trying to help “square pegs” fit into “round” hole
- Want kids to be responsible citizens – to think critically
- Work to understand needs and accommodate them
- Culturally our diversity is not there yet
- More needs to be done to incorporate diversity into promotional materials and billboards – need to target neighborhoods (i.e. Hispanic) and give them the materials in language friendly, and is nurturing to the entire family

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

- **Most Proud:**
 - The staff all work to educate and help all children
 - Promote the sense of a community
 - How we work with and interact with kids
- **Improved:**
 - Support from MIChoice – classroom divisions
 - It feels like we don't get all we need from MIChoice- materials for classrooms – some classes didn't have materials at the beginning of the year
 - Lisa Key never introduced to staff
 - Lack of materials at beginning of year
 - Very little communication with MIChoice leadership

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

- Now – 7-8
- 6

b. Professional Training

- 9-10
- Montessori training is good

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

- 7-8
- Clear – hard to meet
- Secretary overwhelmed by scope of work and constant interruptions
- Parent and community relationships – transportation is an issue
- Parents hang-up

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

- 5-6 – upper grades are tougher
- 5 – with some kids
- 5 – hard to older kids, if new, to adapt to Montessori model
- Working to a 10

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

- Middle School students are not ready for High School
- Elementary students are in better shape academically
- It depends on which classroom you're in – 8th graders are not getting adequate preparation to transition to high school
- Lower elementary has appropriate expectations, more experienced teacher
- Not being challenged

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

- Stairway/overpass from the building over the parking lot to the playground – to have kids safe as they come and go from the playground
- Do have strangers walking thru parking lot (undesirable) – concern about people passing through school property -safety
- High School building – Montessori based
- Teacher assistant in every classroom to make Montessori process work – coverage very low

- Need to improve our product in order to increase enrollment
- Lots of distractions – Special Ed especially
- Signage – some people walk onto the playground
- Some higher partitions with doors – classroom separations (especially Middle School students and Special Ed class)

7. *Anything for our attention?*

- Understanding of need to increase enrollment
 - Busing could be a positive – it could help increase enrollment
 - City busses might work
- Stretched staff

PARENT INTERVIEW SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

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?

- 10,10,10
- Recommended by someone – child has autism, did not like public school efforts – Battle Creek Montessori Academy (BCMA) has been a tremendous asset
- Son was stressed out at other school – on medicine for behavior – came to BCMA and he is off the medicine and is doing great here
- Growth in math and reading “all” schools should be Montessori
- Individualized
- My son was struggling in Pre-K – came to an open house and fell in love

2. How responsive is the school administration, board, or teachers to concerns or complaints?

- Very friendly and positive
- Good communication from school
- Really good
- Friendly communications and up-to-date – e-mails and phone calls
- Absolutely feel we are kept informed

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.

- 10,10,10
- Like the hands off policy
- Responsibility = opportunity
- Communication is good
- Teachers are about safety/hands-off policy
- Big family atmosphere
- Younger kids got together and wrote a letter to complain to Ms. Jen who notified teachers about an older kid’s noisiness, rude word, etc., and it was resolved – kids listened too.
- Climate is great

- 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.**
- Not just academically, but socially and in everyway
 - Yes!
 - Montessori was a game changer for us
- 5. What is the number one complaint your child has about attending school here?**
- No complaints – very happy
 - Love school
 - No anymore, in the beginning he did not yet like the Montessori model for math, because he liked to do the math in his head, but now it works out for him
- 6. What is the number one thing your child really seems to enjoy?**
- Likes new work it is challenging – likes to read
 - Teachers give students responsibility
 - Encouraged students to do research and ask questions
 - Teachers delegate “helping” tasks for children to do – gives them responsibility
- 7. Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?**
- Good communications
 - Each of the parents have tried to inform friends and family about the good quality of the school

STUDENT INTERVIEW SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

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 – nice to see kids all day
 - No – don't want to move
 - Yes – all enjoy attending this school
 - No – all to not want to attend anywhere else

- 2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?**
 - Yes – we're learning
 - In the middle school – just right – subjects that are easiest is math, writing is the hardest
 - Yes – all feel they are learning at this school

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

- 4. What is your favorite part of the school day? Why?**
 - Lunch – because of the free time – no free time during the day
 - No sugar, no Trans-fat, etc.

- 5. Is there anything (classes, activities, etc.) you wished this school offered that they do not currently offer?**
 - Playground
 - Art class (art was at the end of day, but now it is only on Friday)
 - Monkey Bars are my favorite

- 6. Do you feel safe at this school?**
 - All yes – too protective – kids cannot touch each other – too much safety
 - No playing “poking” each other – too over protective – we can't play fight

- Pinching is a problem
- Had a “real” lockdown

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

- Depends on which friends or family members
- I have four (4) cousins here
- Just don't want “annoying” people around
- Yes – all would recommend this school

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Battle Creek Montessori Academy**

Date: **December 9-10, 2015**

- 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?***
 - Teaching assistance implemented for teaching differentiation
 - IXL – math program is an internet (on-line) program that can be done at school or at home
 - Must read with students to move them along – teacher assistance really helps
 - New reading program for Pre-K-1st with color coded system – is working well and resulting in good advancement

- 2. *What strategies and/or programs are in need of immediate attention in order to be effective?***
 - Curriculum analysis – digging deep into data to develop plans – committee is working on this
 - Practice test online

- 3. *What is the most important goal you have set for your students? Why?***
 - To help them be ready to move on – make one (1) year of growth or 1.6 if behind
 - Building smart goals – working with these in PLC meetings
 - Reach academic goal – growth as needed
 - Smart goals for math- PLC's work as teams
 - Reading goal – the basis for all academics – reading goal is the most important

- 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?***
 - Now we tell students what their goal is
 - This is a hot issue – traditional Montessori is not to share scores
 - Middle school students are told if they went up
 - Students are given learning goals
 - Some know and some do not – have a “data” folder individualized “learning goals” rather than “achievement goals”
 - Students are told of improvement, but do not know others

- 5. The student perception data indicated that students are concerned with inadequate information with regard to standardized testing. What do you think this means? What is being done to change this perception?**
- Goal is 50% an increase of 32% percentage points on NWEA
- 6. In the Demographic section of the SIP you included the challenge of behavioral issues which causes students to leave the academy. You also stated the problem of tardiness. What have you been able to do to help these challenges?**
- Tardiness – sending notes home, teachers speaking with parents
 - Emphasis on Character Education program
 - Intrinsic motivation – notes go home
 - Use “peace corner” to help resolve issues – a place for children to go to and cool down
 - Montessori modes is to develop intrinsic motivation which is a process we use to help resolve issues (i.e. “peace corner”)
 - Character Education – books and videos available
- 7. In the SIP math strength were numbers and operations and operations and algebraic thinking. The challenges for math are measurement and data, geometry, and statistics and probability? How were you able to make corrective action specifically? How will you know if you are having success prior to a standardized test?**
- The PLC process is part of the “How” piece
 - Math is most challenging
 - Curriculum analysis and achievement analysis is needed
 - We’ve ordered the curriculum to help students
 - Grades K-2nd - STEM grant provided a lot of new materials being delivered
 - Curriculum analysis starts in January
 - To help teachers know if teaching correctly
 - Past resources did not have the materials that covered the areas of challenges – now we have new resources that cover these area
- 8. What is your process for looking for holes in your curriculum? How do you address a hole when it is discovered?**
- Using curriculum analysis – MIChoice is coordinating
- 9. What are the biggest challenges that you will be facing over the next three (3) years?**
- Student turnover – keeping a consistent student body – tuition free
 - Marketing the Montessori program
 - Enrollment
 - Need to define Montessori to parents and explain it is “Free”
 - Need to educate parents and the community
 - Hitting enrollment numbers – have a marketing plan
 - Looking at how to use public transportation – busing

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

- I feel they have been
- Yes
- Yes – when funding available – Title funding is small – charter implementation money is tight

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

- Grant opportunities for academic program with possible renewals

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	A C A D E M I C P R O G R A M
	0 points	2.5 points	4 points	5 points	
<p>1. Is the academy making academic progress relative to its contractual goals?</p> <p>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</p> <p>Discuss Cohort versus Non-Cohort student achievement as it relates to GlobalScholar Performance Series and provide rationale for any notable trends.</p> <p style="color: red; margin-top: 20px;">Total Possible Points=5</p>				X	
<p><i>What reviewers will look for:</i></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><i>Reviewer Comments:</i></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
<p>Total Possible Points=5</p>			X		
<p>What reviewers will look for:</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>Reviewer Comments:</p> <ul style="list-style-type: none"> • No mention of where the strategic plan is housed • There is no mention of how the board is appropriating resources to fulfill the strategic plan 					

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	
			X			
<p>What reviewers will look for:</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>Reviewer Comments:</p> <ul style="list-style-type: none"> There is no mention made of how the classroom application of professional development is monitored <p>Total Possible Points=5</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>What reviewers will look for:</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>Reviewer Comments:</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
<p>Total Possible Points=5</p>			X		
	<p>What reviewers will look for:</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>Reviewer Comments:</p> <ul style="list-style-type: none"> The marketing plan addresses how the enrollment challenges will be met 				

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

Question	Points Possible	Points Awarded
1	5	5.0
2	5	4.0
3	5	4.0
4	5	5.0
5	5	3.5
Total Points		21.5/25

Battle Creek Montessori Academy 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. Grades 2-8 showed 33% of the students met the College and Career Readiness Benchmarks from NWEA and 18% of the students met the benchmark in Math.

The new Fall Assessment Summary from Ferris State University indicates that the academy is closing the gap between achieved scores and the Norm Group and Ferris Fall Targets. (Section 1)

Have gains outweighed any lack of progress?

In grades 2-8 77% of the students met their growth targets in Reading and 40% of the students met them in Math.

Have any specific weaknesses been identified?

Yes. After reviewing the fall NWEA data we identified a significant weakness in Math. The school leader worked with staff and the curriculum department to develop a Montessori Math Improvement Plan. (Section 2)

How have those weaknesses been addressed?

The plan has been in place for two years and legacy students are showing increased percentages in growth and achievement as shown in the next question. Our whole school math data is inconclusive due to the change from Scantron to NWEA and increased enrollment.

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 have attended since the opening of the school in 2013/2014. Over the two years those students have improved by a whole school average RIT score increase of 10 points per grade level in ELA and Math. (See below and Section 1)

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

M-Step 2015 Proficiency Scores - BCMA								
Grade	Math	State	ELA	State	Science	State	Social Studies	State

3	8%	48.8%	38%	50.1%				
4	6%	41.4%	41%	46.6%	6%	12.4%		
5	6%	33.4%	19%	48.7%			0%	22.2%
6	0%	33.3%	24%	44.7%				
7	0%	33.3%	33%	49.1%	17%	22.7%		
8	0%	32.2%	20%	47.6%			20%	29.7%

MEAP 2013/2014 Proficiency Scores - BCMA								
Grade	Math	State	ELA	State	Science	State	Social Studies	State
3	0%	40.2%	56%	61.3%				
4	15%	45.3%	69%	70.0%				
5	0%	45.2%	75%	71.7%	0%	16.8%		
6	0%	41.5%	25%	71.5%			11%	26.5%
7	0%	39.2%	33%	60.4%				
8	0%	34.5%	33%	72.7%	0%	19.8%		

MEAP 2013/2014 Proficiency Scores - Battle Creek Public Schools								
Grade	Math	State	ELA	State	Science	State	Social Studies	State
3	23.7%	40.2%	36.2%	61.3%				
4	20.9%	45.3%	46.5%	70.0%				
5	27.2%	45.2%	49.3%	71.7%	<10%	16.8%		
6	17.4%	41.5%	45.3%	71.5%			<10%	26.5%
7	10.2%	39.2%	36.9%	60.4%				
8	<10%	34.5%	50.6%	72.7%	<10%	19.8%		

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

During the 2014/2015 school year 33% of the students met the college and career readiness benchmarks in Reading and 18% met the benchmark in Math.

Do stated goals reflect sufficiently high standards?

BMCA sets the achievement standard for students based on the College and Career Readiness benchmarks of NWEA obtained through Ferris State University. MIChoice requires teachers to set achievement goals based on 1.3 to 1.6 years growth depending on student's fall NWEA scores. Our goal is that every child who attends BCMA will be on grade level within three years in both Reading and Math.

A new curriculum, Learning Management System and Montessori training program has been implemented at BCMA. (Section 3). Teachers will also be completing their own Curriculum Analysis to make sure that what is being assessed in NWEA and on the M-Step (Common Core) is being taught with fidelity in the classrooms.

Strategic Planning (5 Points) □

The Academy Board invited stakeholders to participate in meetings where strategic planning was discussed. Over the year, strategic planning was addressed at the following meetings (Also see Section 4):

Feb 9, 2015□; April 13, 2015; □May 22, 2015; □June 8, 2015; □Aug 10, 2015; and □Sept 14, 2015.

The academy used a Strategic Planning Process (Section 5) after completing a SWOT analysis (Section 5). On June 1, 2015 the Academy Board held a Strategic Planning meeting where stakeholders began to develop Battle Creek Montessori's 5 Core Values: Learning, Respect, Integrity, Citizenship, and Responsibility (Section 5). The next step is for the Academy Board to work with stakeholders in developing targets and matrices to measure outcomes related to the 5 Core Values.

On October 12, 2015 the Academy Board unanimously scored the Ferris State University Charter School's Governance Matrix (Section 5) to further evaluate successes and growth opportunities. The Academy Board will use this information moving forward to develop targeted Strategic Planning goals in addition to aligning Strategic Planning efforts to the Academy's Mission, Vision and School Improvement Plan.

Parent/Family Surveys were also completed in an attempt to get stakeholder feedback. (Section 5)

Professional Development (5 Points)

Using data such as district and state assessment scores, Battle Creek Montessori aligned professional development opportunities with the identified needs. For example, over the previous two years academic achievement in the area of math was very low. Therefore during professional development time staff developed a Math Intervention Plan (Section 2) with the MIChoice Curriculum Department. Staff was then provided various

professional development opportunities and the support needed in order to implement the plan.

Professional Development is also aligned with various School Improvement Plan goals (Section 6) which were developed utilizing a specific School Improvement Process (Section 6). Fiscally, Title 2A funds are aligned with the identified areas of need and Professional Development was planned accordingly.

In addition to the monthly opportunities for Professional Development, Battle Creek Montessori has two weeks of “Boot Camp” prior to the start of each school-year (See below and Section 7). Each day of Boot Camp staff participate in various Professional Development opportunities and/or are introduced to new initiatives and focus areas for the upcoming school year.

Examples of new initiatives for the 2015-16 School-Year include Edify (A new Curriculum and Assessment Data Base – Section 2), Positive Discipline Support Plans (PDSP Section 8) and Character Choices (Section 9) and Standards Based Report Cards.

Battle Creek Montessori Academy
Professional Development
2013-2015

2013-2014

- Staff participated in a week long Montessori Training with Carey Wendall
- Choice University
- Staff participated in weekend trainings for Montessori Training.
- Staff attending two different Montessori conferences
- Curriculum Crafter
- Power Parenting
- PLC Training
- Child Study Training

2014-2015

- Boot Camp
- Choice University, Chick Moorman
- TRIG Training
- NWEA Training
- Montessori Training
- Teaching Assistant Training
- Brain Gym
- Staff attended two different Montessori conferences
- Montessori Math Training

2015-2016

- Boot Camp

- Sensory Disorder Training
- Edify Training
- CISD Training
- MAPP Training (Appendix P)
- Choice University
- Chick Moorman

School Culture (5 Points)□

Battle Creek Montessori Academy is establishing a safe and orderly environment by using the Character Choices Program (Section 10) to teach positive character traits and by using the Positive Discipline Support Plan (Section 8) to prevent behavioral problems and decrease suspensions and/or school disruption 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 (Section 8) that address the expectations to students throughout the building and works to acknowledge positive behaviors and teach self-discipline. Overall, the Battle Creek Montessori staff, students, and parents have supported these initiatives

Challenges and Opportunities (5 Points)□

Our greatest challenges at Battle Creek Montessori Academy is enrollment and our test scores, specifically math scores. Retaining students also continues to challenge us as a school.

Enrollment:

- Target 225, current enrollment is 172.
- Enrollment does not reflect the current demographics of the community. Area school indicate 90% or more low socio-economic rates. BCMA is about 57%.
- Retention has been a challenge.

Plan of Correction – *See Marketing Plan (Section 11)*

Academic Achievement:

- Current projections have 14% of our students as proficient or advanced in math, 21% partially proficient, and 65% not proficient. (NWEA Fall 2015).
- 2014-15 M-Step Proficiency Scores for the academy demonstrate a significant gap between academy's percentage of students proficient and the State of Michigan's percentage of students proficient. (Section 2)

Plan of Correction:

We are working the Math Intervention Plan (Section 2) to support teachers in the classroom; that includes items such as focused math instruction all morning in the classroom and support staff focusing on operation review with students.

IXL Math software has been ordered and is in process of being activated so each student will have access to additional math support online during the school day.

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.

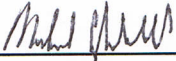
School-wide, classroom-wide, small group (Tier 2) and individual goals (Tier 3) will be developed from Fall 2015 NWEA and 2014-15 M-Step scores. Battle Creek Montessori Academy will work closely with the MIChoice Curriculum and Instruction department to develop these plans, goals and appropriate interventions at all levels.

Each teacher will complete a RaMP score chart (Section 12) with 15% increase targets for students below the state proficiency levels. Steps will be taken to support students with test taking strategies and test anxiety. Supports and interventions will be put in place that help support students in reaching their prescribed targets. This includes:

- Normalizing computer assisted assessments processes in an effort to reduce test anxiety through weekly opportunities and exposure.
- SMART times will be integrated in the daily schedule to allow students to have extended learning opportunities
- All teachers will complete a Curriculum Analysis (Section 12) to make sure that the taught curriculum and assessed curriculum matches and guides instruction with intentionality and integrity.
- Each student will have their own Individual Student Learning plans targeting their specific level of intervention at Tier 1, Tier 2 and/or Tier 3 in the academy's Response to Intervention process.
- The School Leader will be present in the classrooms weekly to ensure that the curriculum and data driven daily instruction and formative assessment opportunities are instituted fidelity.

Reauthorization/Mid-Contract Review Application Signature Page*

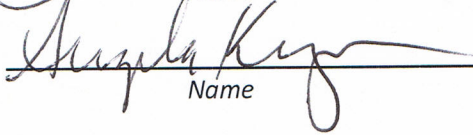
Board Signatures:


Name

11-9-15
Date


Name

11-9-15
Date


Name

11-9-15
Date

Name

Date

Name

Date

Name

Date

Name

Date

Date of Board meeting review 11/9/15

***Reauthorization Applications:**

Due to Epicenter no later than 30-calendar days prior to the review