



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

**BENTON HARBOR
CHARTER SCHOOL**

REAUTHORIZATION REVIEW
September 16-17, 2013

MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement

VISION



CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

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 accomplishes this responsibility in two stages:

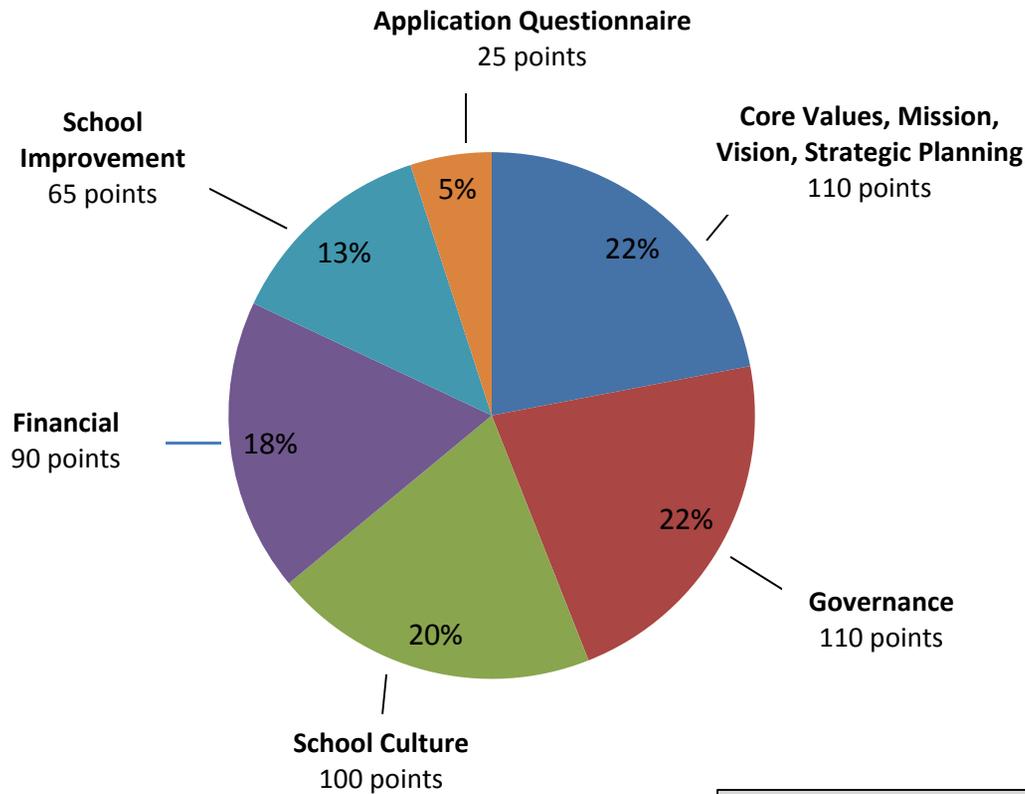
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
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 school 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, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

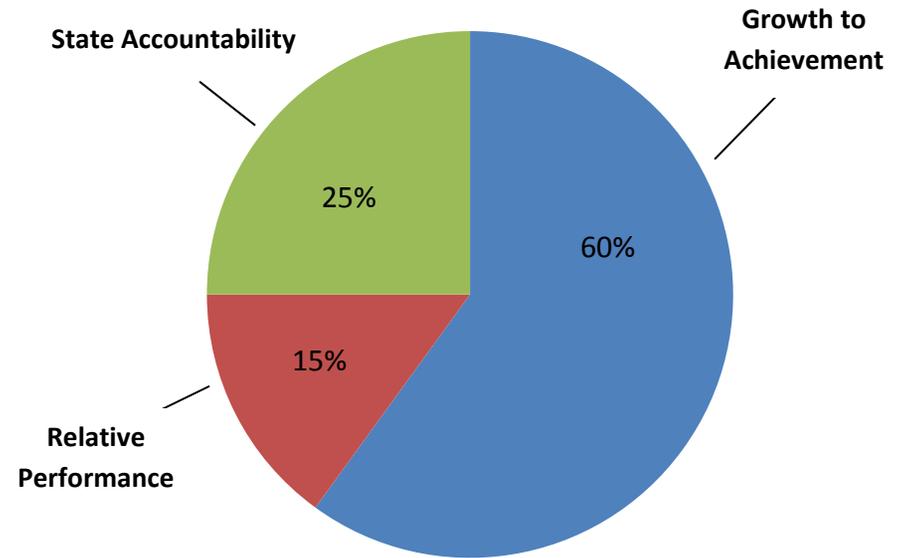
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided 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 2013-14 *A Two-Step Process*

Visitation Rubric



Academic Performance Report



Total Score		
450 - 500	Exceeds Standards	90%+
375 - 449	Meets Standards	75% - 89%
300 - 374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

Academy Name: **Benton Harbor Charter School**

Dates of Visit: **September 16-17, 2013**

Status: **Meets Standards**

Overall Percentage: **77.94%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	51.5	46.81	Deficient
Governance	110	82.5	75	Meets Standards
School Improvement	65	52.25	80.38	Meets Standards
Financial Viability	90*	84	93.33	Meets Standards
School Culture	100*	100	100	Meets Standards
Application/Questionnaire	25	19.49	77.96	Meets Standards
Total Score:	500	389.74	77.94	Meets Standards

*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

Visiting Team Members

Name: Art Willick

Signature:



Name: Don Haist

Signature:



Name: Mindy Britton

Signature:



Name:

Signature:

Team Chair: **Art Willick**

Total Score

maximum: 500 points

450-500	Exceeds Standards	90%+
375-449	Meets Standards	75% - 89%
300-374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: **86% (Meets Standards)**

Monitoring Status: *General Monitoring*

Benton Harbor Charter School Reauthorization Review

September 16-17, 2013

Executive Summary

On behalf of the Ferris State University Charter School Office Reauthorization Team, I am pleased to forward the Executive Summary. The team and I would like to thank the administration, staff, students, parents and the Board of Directors for their input into the evaluation process. The hospitality was great and it was very clear to the review team that all members of the Benton Harbor Team are focused on the creation of quality instruction and programs for the students they serve. It was obvious that the school strives to provide an environment that will foster creativity, promote academic achievement, develop sound character and citizenship and improve each child's self-esteem and self-concepts.

Annual Academic Audit - Although you have demonstrated progress academically there is still a need to show growth to meet the state average as mentioned by the board.

The review team has reviewed the categories of governance, school culture, financial stability, school improvement and core values/vision/mission/strategic plan during our visit. Scores earned in those areas as well as the reauthorization application reveal that the academy earned an overall rubric score of **389.74** out of a possible 500 points. This translates into the meets standards category.

Highlights of our visit include:

- Parent Involvement is and has been a high priority. Everyone knows that if parents are involved in the students learning better results will occur. Power Parenting University online training seems to be closing the gap for parents who work and have difficulty getting to school. The Parent Volunteer Program is well received. Communication is much better this year. Parents are very appreciative of having teacher contact information available and their willingness to readily respond.
- The academy is providing a safe and nurturing environment for all your students. When children assist with the cleaning process of the building it helps foster strong character development which is part of your mission.
- With a clear focus on improving academic achievement, the academy demonstrates a great deal of teamwork in a family atmosphere. This came out very clear in the interviews and our visit.
- The leadership demonstrates a high degree of focus to lead the academy to a high degree of academic success and does so in a very positive and caring manner.
- Your academy utilizes a high level of technology throughout the school. It appeared to the visitation team that the staff use the equipment on a regular basis.

While there are many highlights of our visit, there are also identified areas of concern that need to be addressed.

- The Core Values, Vision, Mission and Strategic Planning section of the scoring Rubric was deficient 2 years ago at the Mid-Contract Review. This area continues to be deficient. Although the minutes reflect a discussion to occur at the August 2013 Board Meeting, there is still no discernible action regarding this deficiency. This is the area that should drive the academy and needs to be addressed ASAP.
- Although the review team was able to award significant points in the governance area some areas of concern include: the board needs to make a commitment to not have to reschedule meetings or cancel them due to a lack of quorum. Additional board members for a candidate pool would be helpful. Compliance reporting to Epicenter needs to meet the authorizers' requirement.
- The desire for a high school was identified by various interview groups. The team and school understand that any future efforts to open a high school are dependent on the academy improving academic results.

In closing, as chair of the Ferris State University Review Team, I want to again thank you for the superb hospitality and organization during our visit. It was a pleasure to meet and interact with the dedicated staff and administration of Benton Harbor Charter School.

Art Willick, ED.S.
Team Chair

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 110	Points Achieved 51.5
-------------------------------	--------------------------------

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	6/10		<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 	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	3/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	6/10		<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 without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	Improved from last review
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	6/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision 	<ul style="list-style-type: none"> The Board does not have a method in place for evaluating the Academy's Vision 	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	6/10		<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 without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	3.75/5	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	6/10		<ul style="list-style-type: none"> The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission 	<ul style="list-style-type: none"> The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission 	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	0/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	No strategic plan was presented

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	0/10		<ul style="list-style-type: none"> The Board has developed a written comprehensive Strategic Plan and actively pursues it Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has developed a written Strategic Plan However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings 	<ul style="list-style-type: none"> The Board has no discernible Strategic Plan in place 	None provided
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	0/10		<ul style="list-style-type: none"> The Board's written Strategic Plan has been communicated to all stakeholders Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy 	<ul style="list-style-type: none"> The Board's written Strategic Plan has not been well communicated to most stakeholders There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy 	<ul style="list-style-type: none"> There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders 	Are working on they say

Core Values, Vision, Mission, and Strategic Planning: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
51.5/110		46.81%	Deficient	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible 110	Points Achieved 82.5
-------------------------------	--------------------------------

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	3.75/5	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 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 some familiarity with them 	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 the policies 	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 Policy Manual 	
Leadership: Meeting schedule	3/5	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 26, 2012 July 23, 2013
Leadership: Monthly quorums	3/5	The Board has not cancelled a meeting during this review period due to lack of a 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 a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	July 17, 2012 October 16, 2012
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	9/15		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	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	See attachment 1

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Management Company Evaluation OR Key School Leader (KSL)	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately 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(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services	
Administrator Continuing Education Unit (CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
		20 points	15 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	15/20	During this review period 90% or above have 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 75-89% have 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		Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	5 points	3.75 points	0 points	
Professional participation	5/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		See attachment 2
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting Epicenter: On Time and Accurate	3.75/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	Average 96.5% on time 95.5% accuracy
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	0/5		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	2011-2012 100% 2012-2013 93% 2013-2014 To date 95%
Compliance: Transparency Reporting	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Enrollment process	5/5		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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		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	
Point distribution		n/a	5 points	3 points	0 points	
Physical facilities	5/5		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: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	82.5/110	75%	Meets Standards	

Board Members Succession Management

Vacancies and expirations in the next 90 days

Benton Harbor Charter School

Term Expiration	Board Member	Seat	Current Term Candidate	Candidate for Next Term
6/30/2015	(vacant)	1		
6/30/2015	Mason, Betty J.	2		
6/30/2015	Lynch, Sandra	7		
6/30/2016	Nesbitt, Jean (Jean)	3		
6/30/2016	Snyder, Robert	4		
6/30/2017	Bell, Glenda K.	5		
6/30/2017	Mitchell, Willie J.	6		

No Board Candidates

**Benton Harbor Charter School
Professional Development Activity Credits**

Fname	Lname	Begin Date	End Date	# of Credits Required	# of Credits Acquired	Balance	BANKED	Comments
Glenda	Bell	2013	2017	12	9	3		
Sandra	Lynch	2013	2015	6	4	2		
Betty	Mason	2011	2015	12	17	-5	5	COMPLETED
Willie James	Mitchell	2013	2017	12	5	7		
N. Jean	Nesbitt	2012	2016	12	10	2		
Robert	Snyder	2013	2016	9	3	6		

as of September 6, 2013

Criterion:
School Improvement

Points Possible 65	Points Achieved 52.25
------------------------------	---------------------------------

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	5/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i>)	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i>)	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	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		10 points	7.5 points	6 points	0 points	
Data Teams Process	7.5/10	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	6/10	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 5 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority	
School Improvement Goals and Educational Goals	7.5/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement: Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
	52.25/65	80.38%	Meets Standards			

Criterion:
Financial Viability

Points Possible 90	Points Achieved 84
------------------------------	------------------------------

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	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	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		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	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	9/15		<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"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
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	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		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	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <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 	

Financial Viability:						
Total score for all competencies						
Total Points Achieved		Percentage Achieved	Category Achieved			
84/90		93.3%	Meets Standards			

Criterion:
School Culture

Points Possible 100	Points Achieved 100
-------------------------------	-------------------------------

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	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 	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		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	15 points	n/a	0 points	
Staff stability: Administration	15/15		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	One administrative turnover since previous contract
Staff stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	28% teacher turnover since pervious contract

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		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	
Emergency Plan	5/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
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	
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.		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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
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	
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	

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

BOARD INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **September 16-17, 2013**

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?

- No. Not overall. By test scores, communication, routines we're supposed to be doing.
- We are accomplishing the mission, but it's a journey and it takes a while. Need measurements in place, etc.

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?

- Compared to the local district- yes; but need to compare to a larger area so that our school is attractive to many others. State standards should be our baseline.
- Raise the bar and make this school a destination

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?

- Sets out governance, academic standards and compliance at a certain level. Board's job to follow those standards and will be reviewed on performance in these areas.

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

- Students – they're striving to achieve; more disciplined; more participatory; accepting discipline better – understanding the rules
- Academic achievement – coming off the monitoring phase

- We're still in existence in this community. Need to continue and need to continue to do better. Don't become stagnant. 2013 is our baseline year.

What could be improved?

- Board participation; relied heavily on the management company, but it's our responsibility; participate more in Board development.
- Teacher turnover; Board needs to have more contact with the management company regarding that.
- Becoming more financially responsible; teacher salaries; reviewing budgets more intensely

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?

- No.

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

- Better opportunity for their children that they weren't getting elsewhere. Academic achievement, environment of the school – no distractions for learning.
- Reputation that we are good school.

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

- Academic achievement is the first basis – recommendation comes from School Improvement Team

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

- Build a high school
- Smart boards
- Staff – certifications, raises

9. Anything for our attention?

- Renewed dedication to Board responsibilities.

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **September 16-17, 2013**

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?

- In some ways, yes. We're not at 100%, but we're outperforming area schools so we're providing a better option. However, we need to provide the best option. Doable to be the best when all are aligned. Need to expect greatness. The school has a tremendous amount of respect in the community. We have the vehicle to accomplish the mission.

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

- Enrollment
- Culture of the building
- Starting to engage students in conversation
- Way people are coming together – stepping up and taking leadership

What could be improved?

- Facility restraints – lose 25 minutes of instruction every day because of breakfast
- More time on task
- Instruction – make sure it's always quality instruction.

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?

- Some are. Data (test scores and cohorts) are telling us.
- Other community schools (Countryside, etc.) are recruiting our students

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

- 7 at this point. Students aren't accustomed to some of the newer freedoms given to them and some are abusing them. Always modeling/teaching behavior. Always room for improvement. New students are becoming acclimated.

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

- Constantly building relationships – staff, students, schoolwide
- Transitions through the day, especially the cafeteria

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

- Maintain enrollment and retention
- Preschool program – growth
- Facility
- Focus on instruction; supporting students where they are and moving them on

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

- Established culture
- Safe environment
- Good reputation

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

- Design interventions for all students
- Year-round school
- New staffing for new elective courses like dance, music
- Expand facility Pre-K – 12
- Expand preschool to a whole wing
- Athletic programs
- Lunch buddy programs and other similar programs, after school programs, summer program, etc.

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **September 16-17, 2013**

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 – after school tutoring program helps them compete; differentiated by student

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

- All staff have a positive outlook every day. All feel welcome
- Proud of our cohorts. Behavior, academics, etc. are better than the new students
- Volunteer program with parents; helpful to the staff and good to have their presence

What could be improved?

- Differentiation. Using more data, adapting after school program to the data. Constantly trying to improve with pre assessments and data teams

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** - 9; need more books to set up library and level readers
- b. Professional Training** - 8-9
- c. Clear Description and Understanding of The Expectations For Your Work** - 9-10

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

- 7 – because of all the changes this year. Culture is better, but discipline is a bit on the back burner right now.

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

- Yes. Most staff have high expectations no matter what.

6. Would you enroll your child at this academy?

- Absolutely; relationships that kids build; data; resources; staff is a team – big family

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

8.

- Books; classroom library
- Gym
- iPads

9. Anything for our attention?

- Proud of passion, progress; every year we strive to be better and better.

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **September 16-17, 2013**

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; students have left, graduated, and gone on to do great things
- Equipped to compete globally as they advance to the next level
- Still have ways to go to improve, but doing well.
- Parents who take their students out of BHCS for another school and then come back – parents say they should never have left.
- Feedback from parents shows we're accomplishing our mission

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

- Character of the students; how they learn social skills and be respectful.
- Overall standards of the school. This school is a beacon of light in a community where education is suffering.
- Caring of ALL staff. Students know everyone
- Safe environment
- Physical building and technology and transportation
- Used to be the place to dump kids who were problems; now it's the place where parents want their kids to go

What could be improved?

- Add a high school
- Gym/showers
- Test scores
- Communication. New principal providing good communication. Going in the right direction

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** 7; 5; 7;
- b. Professional Training** 4 for support staff; need to have individual training separate from teachers
- c. Clear Description and Understanding of The Expectations For Your Work** 4 but getting better with change of leadership; 3 but improving

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

- 5 – have a lot of new students this year and they don't know the rules yet. Also have new staff members. Takes a while to form relationship with your class
- 6 – correlates from inside to out and message is starting to register that we're a different kind of school from where the new students come from. Certain behavior will not be tolerated here.

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

- Yes, as long as the teacher follow through with expectations. Consistency.
- Most of the seasoned staff are good at differentiated instruction and that works well with the students. By implementing new strategies for aides through review of learning objectives, support staff will be able to help students move up.
- Need to become cognizant of complacency of expectations. Can't lower them because of where the student is from. Need to continue to grow that expectation. Need to maintain that focus.
- Going to be great this year because of the consistency of the support staff.

6. Would you enroll your child at this academy?

- My children are here because of the structure, morals, goals, academics of the school. All staff affect their lives positively.
- Yes. Definitely would enroll them again

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

- Gym and locker room
- Real cafeteria

- Field trips
- More involvement in science fairs, computer program competitions/showcases.
- More specials like music/band
- More of a sports program

8. *Anything for our attention?*

- This is going to be a good year even with changes. Interventions will be school wide, not just early grades; structure/leadership; all going the same direction and goals will be easier to reach; more parents are willing to be involved – parents seem excited this year.

PARENT INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **September 16-17, 2013**

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?*

- 9 - Older family members were doing well here; very happy with this school
- 8.5 - Brought children here because other local schools are not doing as well; children are taking in a lot more here; transition rocky at first academic wise, but now there is a big improvement in their grades.
- 8-9 – Chose BHCS after private school closed. Challenging for children. Good school.
- Like this school for high educational expectations.

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

- So far, very good; last year was a bit shaky, but this year it's better. This principal has an open door policy.
- Teacher receptive to student's individual academic needs – very happy with that.
- Had issues last year with student being suspended for being late; however, it was because of car issues. Also had issues with tardiness. Student was suspended for three days. Appears that policies have changed this year with new principal.

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; Feel very welcomed; children seem to be obedient, no one running in the halls
- Rare to hear teachers raise their voices; everyone seems to know everyone

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.*

- Yes; advanced students are given individual attention/more challenging work to keep them academically motivated.
- Like the fact that teachers are willing to work with my children to get them up to grade level after coming from the public schools

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

- Food; quality

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

- Friends
- Teachers
- Feel safe
- Uniforms

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

- Not always the best communication.
- Really good starting this year. Teachers give us their cell phone # and can text them. New this year. Can also email teachers.
- Newsletters from the classroom as well as school-wide.
- August Open House was a good communication tool.

8. Anything for our attention?

- Issues with policies, etc., last year.
- Positive differences between BHCS and BHPS
- What about adding high school?

STUDENT INTERVIEW SUMMARY

Academy Name: **Benton Harbor Charter School**

Date: **September 16-17, 2013**

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

1. Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?

- All yes!
- Would rather attend here

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

- Just right
- It could be harder.

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

- Yes
- Treat everyone the same

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

- Specials; gym and art
- Art
- Math
- Science

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

- Music

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

- Yes; doors are locked
- Feel comfortable

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

- Cousins are new to this school because we told them about this school
- Students tell family members about the school

8. *Anything for our attention?*

- Too much drama at other schools; don't work hard enough at other schools; lot of bullying at other schools – but not at BHCS

REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A			2,2,2		2/2.5
	B			2,2,2		2/2.5
B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.	<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. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> • Answered well – not sure outstandingly so • Answered, but barely • The school is showing progress in several areas and is out performing the local district significantly. But compared to the state on the MEAP and the Scantron College readiness, the school is significantly below and the rate of improvement is slow 					

		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
2. A. What progress has been made toward meeting the academy's mission?	A			2,2,2		2/2.5
	B			2,2,2		2/2.5
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	<p>What reviewers will look for:</p> <p>What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • How the mission and vision are shared with the stakeholders is suspect • A strength appears to be the school mission of developing character, self-discipline and respect • The academic improvement plans are in place, but we must see improvement in the short term to see the trend line go up a more rapid pace • Well answered 					

ACADEMY MISSION

3. A. Is the academy financially solvent and stable?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score
		0 points	1.5 points	2 points	2.5 points	
	A		1.5	2	2.5	2/2.5
<p>What reviewers will look for:</p> <p>A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Nothing was mentioned about the yearly audit and any possible reportable conditions • The board does allocate funds for training and have provided improved technology • Enrollment has been declining, which will lead to financial challenges 						

S
U
S
T
A
I
N
A
B
I
L
I
T
Y

3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	B			2	2.5,2.5	2.33/2.5
<p>What reviewers will look for:</p> <p>A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Enrollment has a declining trend • Well answered 						

V
I
A
B
I
L
I
T
Y

4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	D E C I S I O N S
		0 points	2 points	3.5 points	5 points		
			2	3.5,3.5		3/5	
<p><i>What reviewers will look for:</i></p> <p>Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy’s academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> • Answers are a little on the “light” side, but some of this information was provided earlier in the document • There is a plan in place for the PLC review of data • I would like to see evidence of the meeting minutes and the strategies implemented and evaluated to see improvements needed. • Did not see how the progress toward the school improvement plan is monitored and measured 							

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?) B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.		Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	Average Team Score	C H A L L E N G E S / O P P O R T U N I T I E S
		0 points	1.5 points	2 points	2.5 points		
	A				2,2,2		
B				2,2	2.5	2.16/2.5	
<p>What reviewers will look for:</p> <p>There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Student scores, stability of staff and enrollment are big challenges • Plans are listed, but need to assure they take place • Well answered 							

**Reauthorization Application
Tally Sheet**

Question	Points Possible	Points Awarded
1	5	4
2	5	4
3	5	4.33
4	5	3
5	5	4.16
Total Points		19.49/25

Appendix B

Reauthorization Application

Reauthorization Application

Introduction

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of an academy are the most important jobs a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes this responsibility seriously and has prepared this guide for the Reauthorization Application as the first step in the PSA's potential reauthorization.

The completed Reauthorization Application is to provide supporting evidence of the Academy's accountability based on responses to the questions asked. The application also provides valuable information about how the Academy views its past performance and its plans for the future.

A Reauthorization Application considered acceptable by the Charter Schools Office will:

- Be complete and succinct
- Not require further explanation or clarification by the Academy
- Identify both strengths and weaknesses
- Include plans to address identified weaknesses if issued a new charter contract

Finally, the Reauthorization Application is not an annual report, nor a compilation of the Academy's past annual reports. Whereas an annual report is primarily a comprehensive presentation of data (*summative*), the Reauthorization Application is an interactive narrative response to questions about the Academy's current performance (*formative*).

Evaluation of Reauthorization Application

A rubric will be used by members of the Visitation Team and/or CSO staff to evaluate the completeness of the Reauthorization Application. Points awarded for the completion the Reauthorization Application will be reflected in the final Reauthorization Review Rubric score. **See Appendix D.**

Please note that above all, the CSO looks at quality of content rather than quantity.

PSA Reauthorization Application

Content

Please provide answers to the following questions:

Academic Program (5 Points)

- *Is the Academy making academic progress?*
- *How does the Academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Global Scholar.*

What reviewers will look for:

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

Academy Mission (5 Points)

- *What progress has been made toward meeting the Academy's mission?*
- *What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?*

What reviewers will look for:

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

Sustainability and Viability (5 Points)

- *Is the Academy financially solvent and stable?*

What reviewers will look for:

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

- *Is student enrollment stable and near capacity?*

What reviewers will look for:

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

Decision Making (5 Points)

- *How does the Academy (staff, administrators, and Board) use assessment data to make decisions?*

What reviewers will look for:

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

Challenges and Opportunities (5 Points)

- *If the Academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the Academy during the new reauthorization period? How does the Academy intend to address those challenges? (What is the Board's long-range plan?)*
- *Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.*

What reviewers will look for:

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.

Reauthorization Application Format

The Reauthorization Application will become a permanent attachment to the final Reauthorization Review Rubric. Therefore, it is to be submitted electronically as a Microsoft Office document.

- Any attachments should be clearly referenced in the document text and should be relevant to that portion of the text.
- The Reauthorization Application should be free of unnecessary jargon, undefined terms, acronyms, and unexplained and unsupported references.
- Any tables, graphs, and other data must be clearly presented, explained, and should be supported by text.
- Photographs or pictures should not be included unless they are directly relevant to the text.

It is expected that the full Academy School Improvement Team will be the architects of the Reauthorization Application response.

Signatures

The Reauthorization Application is to be signed and dated by the Academy Board President, School Leader, and School Improvement Team designee.

The deadline for receipt of the Reauthorization Application is no later than 5:00 PM the day after Labor Day. Points will be deducted at a rate of one point per business day for late submissions. Reauthorization Applications returned by the CSO due to incomplete information will be docked 5 points. Reauthorization Applications missing the required signatures will be considered incomplete.

Please review meeting dates of the Academy Board of Directors to assure the timely review and signing of the Reauthorization Application prior to the deadline date.

Submit completed Reauthorization Application to: **Epicenter**

An electronic version of this document is available on the CSO website at:
www.ferris.edu/charterschools

Benton Harbor Charter School

Reauthorization Application

INTRODUCTION

The Benton Harbor Charter School Academy Board of Directors is fortunate to be authorized by Ferris State University. The FSU team embraces all children and excellent education for them. More importantly, the FSU team is a genuine partner in education, compliance, and governance responsibilities. While our roles are different, the best possible education for all children is our common ground.

We are on common ground. The reauthorization application attempts to build a better tomorrow for the school children of Benton Harbor community. Our excellence will bring children from all contiguous communities to our school.

2013 was a sad year for Benton Harbor Charter School because the Reverend Walter Brown, one of the two founders, left the Board for family and health reasons. He brought energy to families, faith, and the future and never let die his dream of the Academy including a high school. Who knows, that day may come.

Leadership, beyond the tremendous leadership of the Board, passed through a tempestuous transition this year as the torch was passed from Tim Harris to a transition leadership team of Heather Trapp and Sara Ballinger and now to Vincent Price, who we look to for leadership into the distant future. We welcome Mr. Price and support his leadership into the coming years.

We know that Benton Harbor Charter School's best years lie ahead.

School Improvement Planning Team 2013-14

Vincent Price	Principal
Sara Ballinger	Sixth Grade Teacher
Heather Trapp	Kindergarten Teacher
Rebecca Accoe	Seventh Grade Teacher
Heather Wilt	First Grade Teacher
Kendra Zichterman	Fifth Grade Teacher
Andrew Lawrick	Third Grade Teacher

Questions and Responses

Academic Program (5 Points)

- *Is the academy making academic progress*
- *How does the Academy compare academically relative to the State, resident district, and demographically similar comparable district?*

Academic Progress:

Data indicates that Benton Harbor Charter School (BHCS) is making adequate academic progress. At the beginning of the 2012-13 school year, the Academy was in Intensive Modification based on the previous year's data results. The Academy has moved out of Intensive Modification and anticipates continued positive academic progress.

MEAP Full Academic Year Students (FAY) data, using new cut scores indicate that BHCS maintains an upward trend which shows incremental increases in student achievement. When compared to the Resident District, BHCS consistently outperforms Benton Harbor Public Schools in reading and math. Prior to the new cut scores MEAP data indicates that BHCS fell within 10-15% of State averages and on occasion scoring above the State average. With the implementation of new cut scores data indicates that both growth and percentage of proficiency is less than adequate. Scantron results support MEAP data showing cohort students have consistently outperformed non-cohort students for the past four years. The inability of BHCS to meet the FSU-CSO educational goals in MEAP tells us that the amount of growth is not adequate. Though we are improving, the increase is incremental. BHCS has however, met the goals established for Scantron. The number of students achieving within and above the interquartile range exceeds the growth model set forth through the Authorizer for the past contractual term. As identified in our School Improvement Plans, areas of concern have been reading programs, academic achievement by subgroups, and math. Strategies have also been put in place for science and social studies. The School Improvement Team has used the instructional data provided in the following charts to drive decision making. Over the past four years, BHCS has responded to the less than rigorous increase in student proficiency scores by implementing initiatives that build capacity. BHCS is aware of the incremental growth and continues to strive for learning and teaching to improve in order to accelerate the rate of academic improvement.

Instructional: BHCS has ongoing training and support for staff in Professional Learning Communities. Every staff member participates in the process which is driven by student data generated through teacher created Common Formative Assessments (CFA). Teachers are encouraged to utilize Scantron Skills Connection to aid in the creation of CFA's and classroom reports to help prioritize student needs. To address the achievement concerns in math and reading, BHCS continually provides training and professional development to staff in a variety of areas including instructional strategies and making data driven decisions. BHCS believes that investing in staff by providing training in researched based instructional strategies and best practices will build capacity along with providing supplemental programs to support classroom instruction. BHCS

continues to align curriculum to ensure that standards are prioritized and taught in addition, alignment between the written and taught curriculum is monitored. Staff is provided with professional development on instructional practices to meet the needs of all student learners. Enhanced daily differentiated instruction is given to low performing subgroups in all subjects. Supplemental programs such as Study Island continue to be provided.

Staffing: Continue to maintain and develop current effective and highly effective educational staff.

Culture and Climate: Provide staffing to achieve small pupil:teacher ratio in classrooms where students engage in academic rigor that supports each student’s individual learning style and needs. Individual character is developed by caring, passionate staff members through high expectations both academically and socially. Students are provided with a safe, secure, supportive learning environment that is clean and well equipped with learning technology.

Parental Involvement: Encourage parent-teacher communication and good study habits through Power Parenting University online training. Provide opportunities for parents to learn differentiated strategies to use with their children in supporting math and reading instruction at home. Encourage the allocation of 10% of Title IA funds to community services programs.

**Benton Harbor Charter School
Full Academic Year Students (3-8)
4-Year Comparison**



2009-10 MEAP reading data indicates that grades 5 through 8 scored above the resident district, while grades 3 and 4 score with 10% below the resident district.

2010-2011 MEAP reading data indicates that all but one grade outperformed the resident district in reading and all but two grades scored within 10% of the State average.

2011-12 MEA reading data indicates the use of new cut scores identified by the State of Michigan. Data shows that the lower grade levels met or slightly exceeded the district averages however; upper grades exceed the district averages. No grade met or exceeded state averages.

2012-13 MEAP reading data indicates that for the fourth consecutive year BHCS exceeded the resident district scores. Additionally, grades 6 and 8 met State averages.

MEAP Reading				
Student Groups / All	Year	Percent Proficient	State Percent Proficient	Resident District
Grade 3	2009-10	73	93	83
	2010-11	58	87	76
	2011-12	30	62	32
	2012-13	38	67	35
Grade 4	2009-10	64	84	70
	2010-11	74	84	63
	2011-12	36	68	34
	2012-13	37	68	32
Grade 5	2009-10	70	85	56
	2010-11	85	85	68
	2011-12	43	69	43
	2012-13	52	70	28
Grade 6	2009-10	81	88	55
	2010-11	60	84	59
	2011-12	36	67	36
	2012-13	68	68	28
Grade 7	2009-10	65	82	53
	2010-11	67	79	30
	2011-12	36	60	36
	2012-13	39	62	18
Grade 8	2009-10	64	83	59
	2010-11	85	82	44
	2011-12	38	60	38
	2012-13	67	66	27

Please note: Resident district was used for composite resident district (CRD). CRD was not provided until Aug. 2013

Please note: Old cut scores were used for comparison in 2009-10 and 2010-11

2009-2010 MEAP math data for all students indicates all grades at Benton Harbor Charter School outperformed the resident district in Math and scored within 10% above or below the State average in all grades with the exception of grade 6. Data indicates that grade 6 scored 12% below State averages.

2010-2011 MEAP math data for all students indicates that all grades outperformed the resident district all but grade 5 in math achieved within 15% below or above the State averages.

2011-212 MEAP math data for all students uses the new cut scores identified by the State of Michigan the data indicates even with the academic bar raised BHCS still outperformed the resident district. However, BHCS did not meet State averages.

2012-13 MEAP math data for all students indicates that all grades exceeded the district averages and grade 6 exceeded State averages.

MEAP Math				
Student Groups / All	Year	Percent Proficient	State Percent Proficient	Resident District
Grade 3	2009-10	95	95	82
	2010-11	98	96	88
	2011-12	15	36	8
	2012-13	19	41	12
Grade 4	2009-10	87	93	85
	2010-11	100	92	79
	2011-12	6	40	6
	2012-13	17	45	9
Grade 5	2009-10	81	80	55
	2010-11	69	80	63
	2011-12	19	40	19
	2012-13	16	46	7
Grade 6	2009-10	69	82	47
	2010-11	57	85	57
	2011-12	11	37	11
	2012-13	48	40	8
Grade 7	2009-10	84	82	52
	2010-11	79	85	43
	2011-12	25	37	25
	2012-13	13	39	5
Grade 8	2009-10	69	70	36
	2010-11	56	78	78
	2011-12	18	30	17
	2012-13	7	33	3

Please note: Resident district was used for composite resident district (CRD). CRD was not provided until Aug. 2013

Please note: Old cut scores were used for comparison in 2009-10 and 2010-11.

2010-11 Full Academic Year Students met the necessary reading MEAP targets (4 out of 6) created by FSU-CSO (using old cut scores).

2011-12 Full Academic Year Students did not meet the necessary growth targets set forth by the Authorizer in reading

2012-13 Full Academic Year Students did not meet the necessary growth targets set forth by the Authorizer in reading.

FSU Goals: MEAP Reading				
Student Groups / All	Year	Percent Proficient	Goal	Met Target
Grade 3	2009-10	Baseline Established	Baseline Established	
	2010-11	58.1	69	N
	2011-12	40.6	48.7	N
	2012-13	50	56.7	N
Grade 4	2009-10	Baseline Established	Baseline Established	
	2010-11	78.3	65.7	Y
	2011-12	40.7	55.8	N
	2012-13	40	63.8	N
Grade 5	2009-10	Baseline Established	Baseline Established	
	2010-11	90.6	73.8	Y
	2011-12	59.3	54.9	N
	2012-13	47.8	62.9	N
Grade 6	2009-10	Baseline Established	Baseline Established	
	2010-11	71.4	93	N
	2011-12	45.5	69.3	N
	2012-13	65	72.3	N
Grade 7	2009-10	Baseline Established	Baseline Established	
	2010-11	72.7	70	Y
	2011-12	43.8	46.4	Y
	2012-13	33.3	54.4	N
Grade 8	2009-10	Baseline Established	Baseline Established	
	2010-11	80	76.9	Y
	2011-12	43.8	54.7	N
	2012-13	71.4	62.7	Y

2010-11 Full Academic Year Students met the necessary math MEAP targets (4 out of 6) created by FSU-CSO (using old cut scores).

2011-12 Full Academic Year Students did not meet the necessary growth targets set forth by the Authorizer in math.

2012-13 Full Academic Year Students did not meet the necessary growth targets set forth by the Authorizer in math.

FSU Goals: MEAP Math				
Student Groups / All	Year	Percent Proficient	Goal	Target Met
Grade 3	2009-10	Baseline Established	Baseline Established	
	2010-11	100	95	Y
	2011-12	21.9	29.4	N
	2012-13	26.7	39.4	N
Grade 4	2009-10	Baseline Established	Baseline Established	
	2010-11	100	92.3	Y
	2011-12	3.7	31.7	N
	2012-13	20	41.7	N
Grade 5	2009-10	Baseline Established	Baseline Established	
	2010-11	75	94.3	N
	2011-12	25.9	28.8	Y
	2012-13	13	38.8	N
Grade 6	2009-10	Baseline Established	Baseline Established	
	2010-11	80	78	Y
	2011-12	13.6	23.3	N
	2012-13	50	33.3	Y
Grade 7	2009-10	Baseline Established	Baseline Established	
	2010-11	81.8	83	Y
	2011-12	31.3	23.6	Y
	2012-13	16.7	33.6	N
Grade 8	2009-10	Baseline Established	Baseline Established	
	2010-11	46.7	76.9	N
	2011-12	31.3	10	Y
	2012-13	14.3	20	Y

Ferris State University Charter Schools Office Academic Goals

The most recent FSU report of Annual Academic Review (August 2013) provides evidence that the Academy is making significant progress in addressing the Academy's contractual goals:

2012-13 Annual Academic Review

Status: Meets Standards

Overall Percentage: 86%

Reinvigorating Excellence Monitoring Status: General Monitoring

(Source: Joan Beadle, Ferris State University Charter Schools Office)

Data indicate that for the past three years Benton Harbor Charter School has met the required amount of goals for cohort students achieving within interquartile or above.

Scantron Cohort Data							Goals Met
Cohort Students	Reading		Math		Language Arts		
Year	Goal	% Interquartile and above	Goal	% Interquartile and above	Goal	% Interquartile and above	
2009-10	Baseline Established	7	Baseline Established		Baseline Established		
2010-11	64.5	68	70.4	72	75.2	82	3/3
2011-12	69.5	74	73.4	72	78.2	81	2/3
2012-13	72.5	74	76.4	80	81.2	86	3/3

Cohort (3+ years students) vs. Non-Cohort Scantron Data

Data indicates that BHCS cohort students have consistently outperformed the non-cohort students.

Percentage of cohort and non-cohort students achieving within or above the interquartile range						
Year	Reading		Math		Language Arts	
	Cohort Students	Non-cohort Students	Cohort Students	Non-cohort Students	Cohort Students	Non-cohort Students
2009-10	72		88		77	
2010-11	68	57	72	51	82	63
2011-12	74	58	72	60	81	69
2012-13	74	66	80	68	86	72

Weaknesses that have been identified in student MEAP and Global Scholar Scantron Performance Series test scores have been analyzed and individual student learning plans were created in past years and are being created for the current school year based on identified deficiencies.

MEAP score data indicates that our science and social studies curriculum and instruction must be overhauled and time must be allocated for quality instruction in those subjects. We participate in the Battle Creek science kits program at considerable costs. We are evaluating that decision to determine if there is a better hands-on science program for our students.

Stated goals reflect sufficiently high standards. Our 2013-14 School Improvement Plan (attached) states the following goals:

1. All students at Benton Harbor Charter School Academy will become proficient in reading.
 2. All students at Benton Harbor Charter School Academy will become proficient in mathematics.
 3. All students at Benton Harbor Charter School Academy will become proficient in language arts.
 4. All students at Benton Harbor Charter School Academy will become proficient in science.
 5. All students at Benton Harbor Charter School Academy will become proficient in social studies.
- (Source: 2013 AdvancEd, Single Building District Improvement Plan, Benton Harbor Charter School, page 49)

Benton Harbor Charter School Board of Directors, faculty and staff, and management company are committed to the original standard of 100% proficiency. We do not believe that any child should be left behind.

The 2013-14 School Improvement Plan provides a plan of action to continuously update curriculum materials and objectives. The Academy subscribes to the Kent ISD Curriculum Crafter model and works independently and with other Choice Schools and MIChoice like-program schools to customize curriculum, instructional objectives, and assessments to the educational needs of its students.

Instructional pacing guides are developed and followed, again within the Choice family and customized to the student's specific instructional needs. CCT formative assessments are used periodically to determine the efficacy of teacher made assessments of student progress toward meeting Common Core Standards.

The Academy actively participates in the "Data Teams" initiative of the FSU Charter Schools Office. The faculty incorporates "Data Teams" respective information of groups of students into its Professional Learning Communities. Please note that an Individual Student Learning Plan is developed for all students at the Academy, most notably for students whose summative assessments report that they are below grade level or are low proficiency.

Updating of curriculum materials is an ongoing process based on both summative and formative assessments as well as pushdown changes from the Michigan Department of Education. Choice Schools/MIChoice sustains ongoing curriculum improvement user groups.

Academy Mission (5 Points)

- *What progress has been made toward meeting the Academy's mission?*
- *What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?*

Mission Statement:

Benton Harbor Charter School strives to provide an environment that will foster creativity, promote academic achievement and develop sound character and citizenship while maintaining and improving each child's self esteem and self-concept. Our mission is to ensure that all students who graduate from the school are prepared to compete successfully, academically and socially, with their peers.

The Academy has seen an improvement in its Global Scholar performance and parent involvement. We have implemented an Ambassador Program that consists of staff, students, parents, and members of the community which strives to share the Academy's Vision, Mission and Belief Statement with the community. Parents, as well as staff, are encouraged to attend the Power Parenting University online program.

The Academy will continue to implement the teacher evaluation process to improve the quality of classroom instruction, provide staff with ongoing academic support to enhance teaching strategies and continue to pursue high levels of quality parental involvement in all aspects of students' education.

The mission statement articulates the essence of why we exist: that our graduates are prepared to compete successfully, academically and socially, with their peers.

Our overall mission statement is aspirational in that it brings us together as a community of individuals who partner to provide our students with the foundation for success:

Foster creativity

Evidence:

- Emphasize creative expression through creative writing, the Arts, after school programs, and community participation in theatre and dance,
- Create partnerships with the Arts community.

Promote academic achievement

Evidence:

- Offer Science Fair with participation of all middle school students,

- Offer effective interventions to assist below grade level students,
- Implement accelerated learning to assist students at or above grade level,
- Encourage inclusive classrooms for special needs students,
- Hold teachers, instructional assistants, and leadership accountable for ongoing improvement of student achievement.

Develop sound character and citizenship

Evidence:

- Centerpieces of the education program are academic rigor in core subjects and Character Education with its nine themes embedded in the curriculum and student activities,
- Continue to review the alignment of the Board's core values with the character education program (See Attached)
- Develop a recognition and rewards program for students and employees who demonstrate sound character and citizenship, such as the Power of One monthly.

Maintain and improve each child's self-esteem and self-concept

Evidence:

- Provide inclusive classrooms for all students unless pullout specified by an IEP,
- Offer all students full opportunity to participate in all programs regardless of gifts, talents, and disabilities,
- Strengthen cooperative relationships with FIA, Community Health, and area churches

"That all students who graduate from the school are prepared to compete successfully, academically and socially, with their peers" is auditable through performance measures, such as the following:

Measures and Evidence:

1. Our graduates are now highly recruited by area schools, i.e., Countryside Academy did not recruit our students five years ago and now aggressively recruits our students; our graduates are the "cream" of Benton Harbor High School ninth graders; Dream Academy aggressively recruits our students.

2. Our students outperform Benton Harbor Area Schools on Reading and Math MEAP tests at the eighth grade level, the entry grade into high school;
Reading: 66.7% to 27.1%
Math: 6.7% to 2.5%
Our students outperform BHAS on the 6th grade Social Studies MEAP test by 32% to 2.3%

The Board will review and revise its Vision, Mission Statement, Core Values, and Goals as it jumpstarts the strategic planning process in the fall 2013. The Board began discussion of the process to revise the current Mission Statement to become more succinct and measurable at its August 20, 2013 regular Board meeting. The Board will continue discussion at each succeeding Board meeting until its Vision, Mission, Core Values, and Goals have been reviewed. Once review is completed, the Board will hold a Strategic Planning retreat, with monthly follow-up at its regular meetings.

The Academy's mission and vision is shared with all stakeholders by placement on the web site, in student and faculty handbooks, on the main bulletin board as you enter the building, and in marketing and recruiting publications.

Sustainability and Viability (5 Points)

- *Is the Academy financially solvent and stable?*

The Academy is financially solvent and stable. The Board utilizes a Finance Committee model for additional oversight of financial management. The Finance Committee (Board Treasurer, Willie Mitchell, and Board External Consultant, Errol Goldman) meet with Choice Schools representatives monthly and more often if needed and openly communicate on matters concerning finances. The Committee presents a financial report at each regular Board meeting, which includes its recommendation to approve or not approve the monthly financial report pending annual audit.

Additionally, the Board utilizes a methodical budget development calendar that begins in January and ends in May or June with budget adoption. Included in the budget development calendar and process is a Board budget workshop on a Saturday to provide sufficient time for budget and long range planning. An important factor to budget planning is the fact that the City of Benton Harbor has lost 22% of its school aged children from the 2000 census to the 2010 census.

The Board's philosophy of fund balances is to sustain a minimum 10% fund balance while not compromising the educational program.

Fiscal Year	2009	2010	2011	2012	2013
Fund Balance	25%	25%	19%	16%	12%

The five-year fund balance report directly corresponds to the 22% loss in students. The Board will sustain a minimum of 10% fund balance into the future.

- *Is student enrollment stable and near capacity?*

Student enrollment has fluctuated over the five-year period from a high of 472 students in 2009 to 399 students in 2013.

Year	2009	2010	2011	2012	2013
Blended	472.43	403.51	424.03	404.47	399.3

Student demand and turnover appear to be directly related to the changes in the community. The causes range from a (1) significant decrease in school age children living in Benton Harbor, which is the primary location from which students enroll, (2) to discipline and attendance enforcement practices deployed at the school in 2012-13, (3) more aggressive recruiting of

academically and athletically capable Benton Harbor students within the Schools of Choice, and (4) increase in number of charter schools in the region that aggressively recruit school age children of Benton Harbor, most notably Mildred C. Wells Academy and Countryside Academy. Mildred C. Wells Academy has the direct elementary-middle-high school connection with the Dream Academy. Countryside Academy is grades K-12.

Benton Harbor Area Schools Superintendent, Leonard Seawood, points out that “\$19 million a year leaves this district and goes elsewhere...” (Herald Palladium, August 16, 2013) due to the decline in district enrollment from 5,127 in 2002-03 to 2,810 in October 2012, which is a decline of 45% or 2,317 students. He estimates that 2,700 students who live in the district go to school elsewhere.

US Census data provides demographic profile data for Benton Harbor.

Age Range	2010	2000
5 to 9 Years	945	1,345
10 to 14 Years	967	1,259

Out of 2,012 children between 5 and 14 years old, Benton Harbor Charter Schools enrolls approximately 400 of those students, or 19.8%, each year.

Staffing and staff turnover is an ongoing problem for the Academy. Demographic data provides indicators that grant insight into the problem.

People Facts	Benton Harbor	Berrien County	Michigan
White Alone	7.0%	79.7%	78.9%
African-American	89.2%	15.6%	14.2%
All Other Races	3.8%	4.7%	6.9%
High School Graduates 25+	69.0%	86.7%	88.4%
Bachelor’s Degrees 25+	5.8%	23.7%	25.3%
Per Capita Income	\$9,568	\$24,490	\$25,482
Persons Below Poverty Level	47.6%	16.7%	15.7%

(Source: US Census, State and County Quick Facts for Benton Harbor (City) and Berrien County)

Additional notable facts reports are that the percentage of Black Owned Firms is suppressed and the women own 54.6% of the total firms of 959 in

Benton Harbor. Over a ten-year period of time, approximately half of the residents move at least once.

The Chronicle of Higher Education, July 12, 2013, article "Top Colleges Discourage Students from Careers in Teachers", Nicole Hewes, summarizes the problem when it reports the following:

"While many have suggested that the lack of financial incentives deters students who can pursue more-lucrative positions, I propose that elite students get the message, loud and clear, that teaching, and especially elementary teaching, is not for them. That is, our top colleges and universities reinforce the notion that teaching is not for exemplary students...

Of the 20 best universities, defined by U.S. News and World Report 2013 rankings, only one offers a major in elementary education, four offer a minor in elementary education, and just six offer elementary certification."

neatoday (April 2008) article, "Why They Leave," summarizes the reason our teachers give for leaving and they follow.

NCLB Mandates (testing, unfunded accountability standards)
Too Little Support
Student Discipline (parents that are indifferent or blatant animosity)
Underfunded and Underpaid (teachers have to be able to afford to teach)
Lack of Influence and Respect (teachers want to be valued)

Choice Schools has stated to the BHCS Board of Directors that we must jointly commit ourselves to more diversity in the classroom and to more stability of teachers through improved pay and improve working conditions. These topics will be included in development of the strategic plan.

Challenges facing the Academy in student achievement are incorporated into the School Improvement Plan (attached). The timetable and resources are identified in the SIP. The School Improvement Plan is monitored through monthly reports on student achievement to the Board by the Principal and Choice Schools. The School Improvement Plan is monitored by the Chief Instructional Officer of Choice Schools in cooperation with the Principal.

Challenges facing the Academy in fiscal stability and teacher turnover are being addressed in the strategic planning process. The first step began in the summer 2013 when the Board reallocated \$25,000 toward improvement of the teacher pay scale for teachers who have been at the Academy for one or more years. The funds will provide a 2.5% pay increase for returning

teachers. The Board approved an aggressive recruiting and image plan at its April 2013 retreat. Strategic plan development was rejuvenated at the August 20, 2013 Board meeting.

Decision Making (5 Points)

- *How does the Academy (staff, administrators, and Board) use assessment data to make decisions?*

The Academy Board, staff, and administrators use assessment data to make decisions.

The Academy Board makes finance and budget decisions based on assessment data. Those decisions include the following:

Staffing: The employee to position ratios are the following:

Principal: No Ratio

Assistant Principal: 1 per 400 plus students (provided funds are available)

Teachers: 1 per 25 students

Instructional Aides: Availability of grant funds; lower elementary grades

Secretarial: No Ratio

Bookkeeper: 350 plus students

Custodial: 1 custodian per 22,000 sq. ft.

Food Service: 1 per 100 students served

Transportation: 1 per 55 students who use busing

Instructional Goals: The Board receives reports at each Board meeting on instructional effectiveness. Student achievement progress reports are provided one month after Global Scholar/Scantron Performance Series testing is concluded.

Administrators and teachers use assessment data in all decisions related to curriculum and instruction. Examples include the following:

Curriculum revision

Instructional pacing guides

Formative and summative assessments to validate teacher made tests

Professional Learning Communities (Data Teams) to answer the four questions:

- What are students supposed to know and be able to do?
- How do we know when our students have learned?
- How do we respond when students haven't learned?
- How do we respond when students already know the content?

Individual Student Learning Plans (ISLP) for students at, below, and above grade level

After school Skill City program providing interventions related to the ISLP

Tech Prep interventions during the school day

Summer School interventions for students below or on grade level

Differentiated instruction in the classroom

Professional development

Administrators, teachers, and instructional aides use assessment data to encourage student attendance, which is 86% and needs to exceed 90% as the minimum acceptable attendance. Data suggests that alternatives are being explored to reduce attendance related discipline decisions while maintaining integrity of the learning environment.

The Board recognizes the impact of nutrition on student achievement and the fact that many students receive their primary food through the school lunch program. As a result, the Board funded free breakfast and lunch for all students for some ten years.

Challenges and Opportunities (5 Points)

- *If the Academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the Academy during the new reauthorization period? How does the Academy intend to address those challenges? (What is the Board’s long-range plan?)*

Biggest Challenges During Reauthorization Period	Strategies to Address Challenges
Attract and retain highly qualified teachers	Hold Choice Schools accountable for building greater stability of teaching staff. Support Choice Schools in its initiatives to recruit and employ a more diverse teaching staff that reflects the community.
Build sense of community with goal of becoming the traditional Neighborhood School for the region.	Develop parent outreach programs such as Power Parenting University and the Power of 7. Work with parents to find meaningful work in the region. Use social media and establish a “class reunion” site on Classmates.com with a link on the school web site to get the word out to former Benton Harbor natives that high quality education is available “back home” and to keep in touch with our graduates and former students. Publicly make sure that the total community is aware that BHCS is not associated with Benton Harbor Area Schools in any way. Publicly make the community aware of our partnerships with Community Health, FIA, Lake Michigan Catholic HS for athletics, and other community agencies and businesses. Study Money magazines factors to determine the best places in America to live and find ways to establish those factors we can control or influence to make BHCS attractive to be called home.

Increase parental involvement	Train employees in the knowledge, skills, and practices to build an inclusive school where parents are welcome and are genuine partners, for example, the Bill Purkey “Welcoming School” model. Develop job descriptions for the services that parents can assist the school staff, for example, Reading Assistant, Clerical, Cafeteria Aide, Bus Monitor, General Instructional Aide, etc.
Complete the strategic planning process begun in 2012.	Review the Vision, Mission, and Goals (additional to contract goals required by FSU). Resubmit the resolution seeking FSU approval for the Revised Vision, Mission, and Goals. Develop the Action Plan to attain goals set by FSU and the Board. FSU requires additional goals to include the following: Student Achievement Growth to Standard Mission, Vision, Core Values Governance School Culture Financial Viability School Improvement Two additional goals established by the Board are the following: Parent and Community Engagement Facility Management

- *Describe how the Board has demonstrated growth as a governing body during this contractual period.*

Inherent to growth as a governing Board is stability of membership and purpose. Four of the six Board members have been on the Board since the beginning with a brief hiatus by Willie Mitchell. The Reverend Walter Brown, one of the original founders, moved to be with family. His legacy still causes the Board to grow its thinking in terms of service to students in grades K-8 and on into high school.

The Board has grown to six members with the addition of Robert Snyder and Sandra Lynch. Their acceptance of the opportunity to join the Board broadens the Board's perspective and offers new knowledge, experience, and ideas. Their membership also adds diversity to the Board.

Board members are actively engaged in the FSU Board development program through group meetings for the Webinars, through attending Board development seminars away from home, and through presence at FSU events such as the Back to School Event on August 29, 2013.

**Benton Harbor Charter School
Board of Directors
Alignment of Core Values with Character Education Program
2013**

Honesty

To consistently seek and speak the truth, having a lifestyle without lying, cheating, or stealing.

- Academic integrity
- Trustworthiness
- Compliance with school rules

Respect

Having regard for yourself and others, lawful and just authority and diversity within our society and accepting the right of others to hold different or opposing views.

- Acceptance
- Integrity
- Obeying school rules

Learning

The acquisition of knowledge or skills through experience, practice, study, or by being taught.

- Innovation
- Finding solutions for a problem
- Perseverance
- Academic excellence

Responsibility

Being accountable for your individual and community's actions towards yourself, others and the environment

- Self discipline
- Modeling expected behaviors
- Accountability

Character

Moral qualities, ethical standards, or principles. Distinctive qualities that make one recognizable as a person differentiated from others

- Citizenship
- Caring
- Fairness
- Good judgment

2013-2014 School Improvement Plan

Overview

Plan Name

2013-2014 School Improvement Plan

Plan Description

Single Building District Improvement Plan

Benton Harbor Charter School

Goals Summary

The following is a summary of the goals encompassed in this plan. The details for each goal are available in the next section.

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Benton Harbor Charter School Academy will become proficient in reading.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$102500
2	All students at Benton Harbor Charter School Academy will become proficient in mathematics.	Objectives: 1 Strategies: 1 Activities: 6	Academic	\$35000
3	All students at Benton Harbor Charter School Academy will become proficient in language arts.	Objectives: 1 Strategies: 1 Activities: 5	Academic	\$0
4	All students at Benton Harbor Charter School Academy will become proficient in science.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$4500
5	All students at Benton Harbor Charter School Academy will become proficient in social studies.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$0

Goal 1: All students at Benton Harbor Charter School Academy will become proficient in reading.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in reading, in English Language Arts by 06/13/2014 as measured by Global Scholar and MEAP.

Strategy 1:

Daily 5 Reading - Daily 5 is a classroom management program which focuses on reading, writing and vocabulary skills.

Research Cited: Gail Boushey and Joan Moser

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/09/2013	06/06/2014	\$2500	Title I Part A	All Staff

Activity - Tech Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on GlobalScholar reading data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program	09/30/2013	06/06/2014	\$0	No Funding Required	Teachers and Instructional Aides

Activity - Skill City	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that fall in the lower two quartiles in reading based on GlobalScholar or failing in reading based on classroom performance will attend Skill City, an after school tutoring program.	Tutoring	09/30/2013	05/30/2014	\$56000	Title I Part A	All teachers and Instructional aides

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Technology	09/09/2013	06/12/2014	\$6000	Title I Schoolwide	All teachers 2nd - 8th and Instructional aides

Activity - Project Based Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/20/2014	\$3000	Title II Part D	All staff and instructional aides

Single Building District Improvement Plan

Benton Harbor Charter School

Activity - Title I Reading Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Reading specialist will engage in small group intervention instruction for all students falling in the bottom two quartiles on GlobalScholar performance assessments.	Academic Support Program	09/30/2013	06/06/2014	\$35000	Title I Part A	Reading Specialist

Goal 2: All students at Benton Harbor Charter School Academy will become proficient in mathematics.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the area of mathematics by 05/30/2014 as measured by GlobalScholar.

Strategy 1:

Daily 5 Mathematics - Daily 5 is a classroom management program which focuses on reading, writing and vocabulary skills in the area of mathematics.
Research Cited: Gail Boushey and Joan Moser

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/30/2013	05/30/2014	\$0	Title I Part A	All staff

Activity - Tech Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Based on GlobalScholar math data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program	09/30/2013	06/06/2014	\$0	No Funding Required	All teachers and instructional aides

Activity - Skill City	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that fall in the lower two quartiles in math based on GlobalScholar or failing in math based on classroom performance will attend Skill City, an after school tutoring program.	Tutoring	09/30/2013	05/30/2014	\$0	Title I Part A	All teachers and instructional aides

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Benton Harbor Charter School

Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Academic Support Program	09/09/2013	06/12/2014	\$0	Title I Schoolwide	All teacher 2nd- 8th and instructional aides
Activity - Project Based Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/20/2014	\$0	Title II Part A	All teachers and instructional aides
Activity - Math Specialist	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Math specialist will engage in small group intervention instruction for all students falling in the bottom two quartiles on GlobalScholar performance assessments.	Academic Support Program	09/30/2013	06/06/2014	\$35000	Title I Part A	Math Specialist

Goal 3: All students at Benton Harbor Charter School Academy will become proficient in language arts.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the area of language arts in English Language Arts by 05/30/2014 as measured by GlobalScholar.

Strategy 1:

Daily 5 Reading - Daily 5 is a classroom management program which focuses on reading, writing and vocabulary skills.

Research Cited: Gail Boushey and Joan Moser

Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/30/2013	06/06/2014	\$0	Title I Part A	All staff and instructional aides
Activity - Tech Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Single Building District Improvement Plan

Benton Harbor Charter School

Based on GlobalScholar language arts data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program	09/30/2013	06/06/2014	\$0	No Funding Required	Teaching staff and instructional aides
Activity - Skill City	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All students that fall in the lower two quartiles in reading based on GlobalScholar or failing in reading based on classroom performance will attend Skill City, an after school tutoring program.	Tutoring	09/30/2013	05/30/2014	\$0	Title I Schoolwide	All teachers and instructional aides
Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Academic Support Program	09/09/2013	06/12/2014	\$0	Title I Schoolwide	All 2nd - 8th grade teachers and instructional aides
Activity - Project Based Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/20/2014	\$0	Title II Part A	All teachers and instructional aides

Goal 4: All students at Benton Harbor Charter School Academy will become proficient in science.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the area of science in Science by 05/30/2014 as measured by GlobalScholar.

Strategy 1:

Battle Creek Science - The Battle Creek Science program is grades K-7 that uses high interest hands-on instruction in science that relates to the real world.
Research Cited: www.bcamsc.org

The BCAMSC is one of 33 regional centers in the Michigan Mathematics and Science Centers Network. These centers provide leadership, curriculum support, professional development, and student services to educators in local school districts. The centers also serve as a resource clearinghouse for educational materials and information, and work to foster community involvement in the areas of math and science. Michigan Mathematics and Science Centers Network supports the delivery of high quality mathematics and science education for the students of Michigan.

Single Building District Improvement Plan

Benton Harbor Charter School

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Technology	09/09/2013	06/05/2014	\$0	Title I Part A	All teachers and instructional aides
Activity - Project Based Lesson Plans	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/19/2013	05/20/2014	\$0	Title II Part A	All teachers and instructional aides
Activity - PLCs	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/30/2013	05/20/2014	\$0	No Funding Required	All staff and instructional aides
Activity - Discovery Streaming	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments. Discovery Education Techbook™, a series of dynamic all-digital textbooks in science, social studies, and math, brings learning alive.	Technology	09/09/2013	06/13/2014	\$4500	Title I Part A	All staff and instructional aides

Goal 5: All students at Benton Harbor Charter School Academy will become proficient in social studies.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

A 10% increase of All Students will demonstrate a proficiency in the area of social studies in Social Studies by 06/06/2014 as measured by Curriculum Crafter.

Strategy 1:

Houghton Mifflin Social Studies Curriculum - Explore programs as diverse as your students and designed to meet their ever-evolving needs. Our research-based programs include proven classroom practices and exceptional learning materials that make outstanding instruction highly effective and manageable.

Research Cited: Houghton Mifflin Harcourt

Single Building District Improvement Plan

Benton Harbor Charter School

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Technology	09/09/2013	06/12/2014	\$0	Title I Part A	All teachers and instructional aides
Activity - Project Based Lesson Plans						
All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/23/2014	\$0	Title II Part A	All teachers and instructional aides
Activity - PLCs						
All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Academic Support Program	09/30/2013	06/06/2014	\$0	No Funding Required	All teachers and instructional aides
Activity - Discovery Streaming						
Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments. Discovery Education Techbook™, a series of dynamic all-digital textbooks in science, social studies, and math, brings learning alive.	Technology	09/09/2013	06/13/2014	\$0	Title I Part A	All teachers and instructional aides

Single Building District Improvement Plan

Benton Harbor Charter School

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
PLCs	All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/30/2013	05/20/2014	\$0	All staff and instructional aides
Tech Time	Based on GlobalScholar math data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program	09/30/2013	06/06/2014	\$0	All teachers and instructional aides
Tech Time	Based on GlobalScholar language arts data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program	09/30/2013	06/06/2014	\$0	Teaching staff and instructional aides
Tech Time	Based on GlobalScholar reading data, all teachers will implement at least 30 minutes of Tech Time, twice a week.	Academic Support Program	09/30/2013	06/06/2014	\$0	Teachers and Instructional Aides
PLCs	All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Academic Support Program	09/30/2013	06/06/2014	\$0	All teachers and instructional aides
Total					\$0	

Title II Part D

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Lesson Plans	All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/20/2014	\$3000	All staff and instructional aides
Total					\$3000	

Single Building District Improvement Plan

Benton Harbor Charter School

Title I Schoolwide

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill City	All students that fall in the lower two quartiles in reading based on GlobalScholar or failing in reading based on classroom performance will attend Skill City, an after school tutoring program.	Tutoring	09/30/2013	05/30/2014	\$0	All teachers and instructional aides
Study Island	Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Academic Support Program	09/09/2013	06/12/2014	\$0	All teacher 2nd- 8th and instructional aides
Study Island	Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Academic Support Program	09/09/2013	06/12/2014	\$0	All 2nd - 8th grade teachers and instructional aides
Study Island	Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Technology	09/09/2013	06/12/2014	\$6000	All teachers 2nd - 8th and Instructional aides
Total					\$6000	

Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Project Based Lesson Plans	All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/20/2014	\$0	All teachers and instructional aides
Project Based Lesson Plans	All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/23/2014	\$0	All teachers and instructional aides
Project Based Lesson Plans	All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/19/2013	05/20/2014	\$0	All teachers and instructional aides
Project Based Lesson Plans	All teachers and instructional aides will be instructed on how to develop, implement and assess project based lessons that will aid in student learning.	Professional Learning	09/16/2013	05/20/2014	\$0	All teachers and instructional aides
Total					\$0	

Single Building District Improvement Plan

Benton Harbor Charter School

Title I Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Skill City	All students that fall in the lower two quartiles in reading based on GlobalScholar or failing in reading based on classroom performance will attend Skill City, an after school tutoring program.	Tutoring	09/30/2013	05/30/2014	\$56000	All teachers and Instructional aides
PLCs	All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/09/2013	06/06/2014	\$2500	All Staff
Study Island	Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Technology	09/09/2013	06/05/2014	\$0	All teachers and instruction aides
PLCs	All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.	Professional Learning	09/30/2013	06/06/2014	\$0	All staff and instructional aides
Skill City	All students that fall in the lower two quartiles in math based on GlobalScholar or failing in math based on classroom performance will attend Skill City, an after school tutoring program.	Tutoring	09/30/2013	05/30/2014	\$0	All teachers and instructional aides
Discovery Streaming	Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments. Discovery Education Techbook™, a series of dynamic all-digital textbooks in science, social studies, and math, brings learning alive.	Technology	09/09/2013	06/13/2014	\$4500	All staff and instructional aides
Math Specialist	Math specialist will engage in small group intervention instruction for all students falling in the bottom two quartiles on GlobalScholar performance assessments.	Academic Support Program	09/30/2013	06/06/2014	\$35000	Math Specialist
Title I Reading Specialist	Reading specialist will engage in small group intervention instruction for all students falling in the bottom two quartiles on GlobalScholar performance assessments.	Academic Support Program	09/30/2013	06/06/2014	\$35000	Reading Specialist
Discovery Streaming	Discovery Education is committed to improving teaching and learning by transforming traditional classrooms into engaging digital learning environments. Discovery Education Techbook™, a series of dynamic all-digital textbooks in science, social studies, and math, brings learning alive.	Technology	09/09/2013	06/13/2014	\$0	All teachers and instructional aides

Single Building District Improvement Plan

Benton Harbor Charter School

PLCs		Professional Learning	09/30/2013	05/30/2014	\$0	All staff
	All staff will engage in PLC meetings monthly. Three times a month staff will engage in small group PLCs where staff will gather and analyze student data to create and/or modify individual student learning plans and differentiate instruction. Once a month there will be a school wide PLC meeting when all staff will discuss/analyze classroom data and share teaching strategies.					
Study Island	Study Island is an on-line tool in which students prior knowledge and gained knowledge can be assessed and teaching can be enhanced.	Technology	09/09/2013	06/12/2014	\$0	All teachers and instructional aides
Total					\$133000	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
------	------	--------	----------	------------	------------