



BRIDGE ACADEMY

MID-CONTRACT REVIEW

April 26-27, 2012

MISSION

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

VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:

Meeting or exceeding State requirements, including AYP

Meeting or exceeding the standard of the Value Added student achievement rubric

Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office Assessment Rubric

Achieving 100% compliance on all reporting requirements (ACIS)

Meeting all contractual obligations and the requirements of law

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

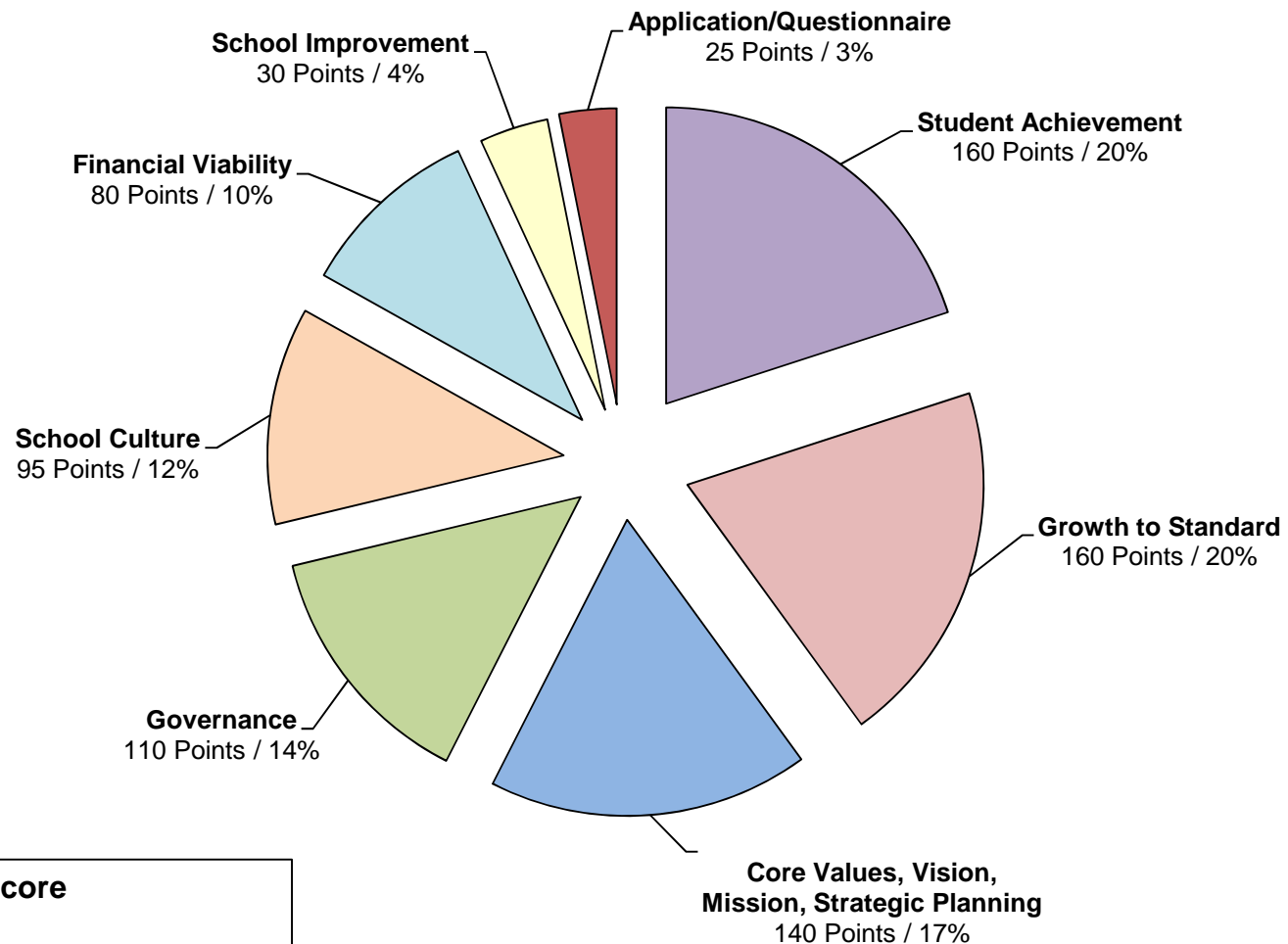
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document as a complete report on the PSA's status either (1) at Mid-Contract Review, or (2) as the Academy is considered for 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.*

A final copy of this report will be provided to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider, if applicable.

If you have any questions about this report, please call the CSO (231-591-5802). Visit our website (www.ferris.edu/charterschools) for more information on FSU-authorized public school academies.

Mid-Contract/Reauthorization Review: Formula 2011-12



Total Score

maximum: 800 points

720 - 800	Exceeds Standards	90%+
600 - 719	Meets Standards	75% - 89%
480 - 599	Needs Improvement	60% - 74%
479 & Below	Deficient	Below 60%

Mid-Contract/Reauthorization Review: Point Tally Sheet 2011-12

Academy Name: **Bridge Academy**

Dates of Visit: **April 26-27, 2012**

Status: **Needs Improvement**

Overall Percentage: **67.5%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Student Achievement	160	120.7	75.4%	Meets Standards
Growth to Standard	160	12	7.5%	Deficient
Core Values/Vision/Mission/Strategic Planning	140	104.2	74.4%	Needs Improvement
Governance	110	90	81.8%	Meets Standards
School Culture	95	95	100%	Exceeds Standards
Financial Viability	80	75	93.7%	Exceeds Standards
School Improvement	30	22.5	75%	Meets Standards
Application/Questionnaire	25	21	84%	Meets Standards
Total Score:	800	540.4	67.5%	Needs Improvement

Visiting Team Members

Name: Art Willick

Signature:



Name: Dr. Ronald Rizzo

Signature:



Name: Dr. Robert Hamet

Signature:



Name: Jim Ridders

Signature:



Team Chair: Art Willick

Total Score

maximum: 800 points

720 - 800	Exceeds Standards	90%+
600 - 719	Meets Standards	75% - 89%
480 - 599	Needs Improvement	60% - 74%
479 & Below	Deficient	Below 60%

Important Note:

An Academy receiving *Needs Improvement* or *Deficient* scores in **both** the Student Achievement and Growth to Standard sections **shall not** receive a *Meet Standards* evaluation regardless of total score

EXECUTIVE SUMMARY

BRIDGE ACADEMY MID-CONTRACT REVIEW

April 26-27, 2012

The Mid-Contract Review Team has compiled the results of its visitation notes and findings. We want to congratulate all stakeholders of the Academy for their commitment to grow as a quality school. The hospitality and preparation for the visit were much appreciated by the Review Team.

The Review Team has reviewed the Academy's performance on all aspects of the review Rubric and has determined a score of **540.5** points out of a possible 800 points. This score falls in the ***Needs Improvement*** category of the Mid-Contract Performance Standards.

While the Review Team found the Academy's operation to be generally good there are a few areas that warrant special attention.

1. **School Culture:** There is obviously a commitment to a culture of respect, trust, communication and support by all of those involved. The efforts for parental involvement have increased and a process is being used to increase the amount of parents showing interest in their child's performance. Many staff still report that they have minimal contact with parents and this is a source of frustration with them.
2. **Financial Viability:** The Bridge Academy Board currently maintains a fund balance more than triple the amount recommended by the Michigan Association of School Boards and the Michigan Association of School Administrators. At the same time, the staff reports a big need for instructional supplies and staffing to handle the large increase in the ESL student population. It was the consensus of the Review Team that Bridge West was opened too soon and appears to be under-staffed, particularly in the area of reading specialists. With all the attention given to the lower level performing students there is a need for some programming for the gifted and talented as well. The children interviewed said, "...school is good for the beginners, but not much for the advanced." Parents interviewed by the team echoed that sentiment as well. A significant finding was that when asked if they would bring their children to Bridge Academy, a majority of the staff members said "NO" due to the above concerns.
3. **Strategic Planning:** While the Strategic Plan is mentioned, the board minutes do not indicate that the board discusses progress towards accomplishing its plan nor does the plan meet the requirements of the Charter Schools Office (CSO) Definition of Quality. The plan also does not follow the Smart Goal Format.

4. **Governance:** Although the review team found it appropriate to award significant points in this Rubric, some areas of concern include: the lack of Board members' participation in the CSO Board Activity Credit Program; the lack of a candidate pool for Board membership; and the lack of attention to CSO contractual issues, such as the submission of insurance policies to the Hylant Group. While the insurance policy error was determined to be the fault of Global Education Excellence, the Board was held accountable and the charter contract was put in jeopardy as a result of this error.
5. **Student Achievement:** While there is some growth occurring in student achievement, there are many challenges to the Academy's continued ability to meet the contractual expectations of Scantron and MEAP achievement. Chief among these challenges continues to be working with the ESL students and providing all teaching staff the appropriate resources as well as training to meet this challenging demographic. The technology equipment improvements are impressive; however, the staff appears to need some instructional help that will help them work in this area.

In conclusion, the Visitation Team thanks everyone at Bridge Academy for their hospitality and help in completing the Mid-Contract Review. We believe there is a high level of commitment on the part of the Board and staff members to "raise the bar". We commend you for your service to children. We believe you are ready and willing to do what's necessary to achieve your dreams for your students.

Art Willick, Visitation Team Chair

Criterion:

Student Achievement and Progress Toward Contractual Academic Goals

Points Possible
160

Points Achieved
120.8

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		10 points	7.5 points	6 points	0 points	
AYP: Achievement	6/10	The Academy exceeded State AYP targets by 10% or more in both Math and Reading in 2 out of 3 years	The Academy met State AYP targets in both Math and Reading in 2 out of 3 years	The Academy met AYP targets in either Math or Reading in 2 out of 3 years	The Academy did not meet AYP targets in either Math or Reading in 2 out of 3 years	
Point distribution		15 points	11.25 points	9 points	0 points	
AYP: Participation	15/15	The Academy tested over 95% of its students in both Math and Reading in 2 out of 3 years	The Academy tested between 93%-94.9% of its students in both Math and Reading in 2 out of 3 years	The Academy tested between 90%-92.9% of its students in both Math and Reading in 2 out of 3 years	The Academy tested fewer than 90% of its students in both Math and Reading in 2 out of 3 years	
Point distribution		10 points	7.5 points	6 points	0 points	
AYP: Other indicators	10/10	The Academy's <ul style="list-style-type: none"> attendance rate was greater than 85% and/or graduation rate was greater than 80% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was 85% and/or graduation rate was 80% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was 80%-84% and/or graduation rate was 70%-79% in 2 out of 3 years 	The Academy's <ul style="list-style-type: none"> attendance rate was below 80% and/or graduation rate was below 70% in 2 out of 3 years 	
Point distribution		15 points	11.25 points	9 points	0 points	
Composite grade as assigned by MDE: <i>Ed Yes!</i>	11.25/15	A	B	C	D or below	
Point distribution		5 points	3.75 points	3 points	0 points	
Relative performance to state: MEAP-Reading	0/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Reading	The Academy met the State MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Reading	
Relative performance to state: MEAP-Math	0/5	The Academy exceeded the State MEAP percent proficient in 2 out of 3 years in Math	The Academy met the State MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met the State MEAP percent proficient in 1 out of 3 years in Math	The Academy has not met the State MEAP percent proficient in any year in a 3-year period in Math	

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	
Relative performance to the Resident district: MEAP-Reading	3/5	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in Reading	The Academy met the District MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met the District MEAP percent proficient in any year in a 3-year period in Reading	Resident District= Hamtramck Public Schools
Relative performance to the Resident district: MEAP-Math	3.75/5	The Academy exceeded the District MEAP percent proficient in 2 out of 3 years in Math	The Academy met the District MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met the District MEAP percent proficient in 1 out of 3 years in Math	The Academy <i>has not</i> met <i>the</i> District MEAP percent proficient in any year in a 3-year period in Math	Resident District= Hamtramck Public Schools
Point distribution		10 points	7.5 points	6 points	0 points	
Relative performance to a Demographically comparable school: MEAP-Reading	7.5/10	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in Reading	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in Reading	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in Reading	The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in Reading	
Relative performance to a Demographically comparable school: MEAP-Math	7.5/10	The Academy exceeded its comparable School MEAP percent proficient in 2 out of 3 years in Math	The Academy met its comparable School MEAP percent proficient in 2 out of 3 years in Math	The Academy exceeded or met its comparable School MEAP percent proficient in 1 out of 3 years in Math	The Academy has not met its comparable School MEAP percent proficient in any year in a 3-year period in Math	
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Status	10/10		The Academy is not identified for improvement		The Academy is identified for improvement	

Progress Towards Educational Goals as Defined by the Definition of Quality (Full Academic Year Students)
Data From Year 2010-2011

Scoring:	Above target 5 points	On target 3.75 points	Below target 3 points
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	Score	Target	Actual	Reviewer Comments
Reading Performance: MEAP				
Grade 3	3/5	76.3	66.7	
Grade 4	5/5	45.1	58.5	
Grade 5	5/5	48.6	54.7	
Grade 6	3/5	68.3	56.5	

	Score	Target	Actual	Reviewer Comments
Grade 7	3/5	80.5	53.5	
Grade 8	5/5	54.7	89.2	
	Score	Target	Actual	Reviewer Comments
Math Performance: MEAP				
Grade 3	3/5	91.1	88.5	
Grade 4	5/5	74.9	80	
Grade 5	3/5	70.6	64.1	
Grade 6	3/5	76.5	72.1	
Grade 7	3.75/5	75.5	75.6	
Grade 8	5/5	48	68.4	

Student Achievement: Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	120.7/160	75.4%	Meets Standards	

Criterion:

Growth to Standard (Scantron performance series data)

Notes:

- Based on assessment of cohort groups *only* (Cohort = students attending Academy for 3+ years)
- MI-Access students are *not included*

Points Possible
160

Points Achieved
12

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		40 points	30 points	24 points	0 points	
Growth to Standard student proficiency: Math	0/40	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Math	
Growth to Standard student proficiency: Reading	0/40	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in Reading	
Point distribution		30 points	22.5 points	18 points	0 points	
Growth to Standard student proficiency: ELA	0/30	Students (%) reaching the expected increase exceeds the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls within the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls below (.1-10%) the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	Students (%) reaching the expected increase falls more than 10% below the Margin of Performance (estab. by Academy's goals) in 2 out of 2 years in ELA	
Point distribution		20 points	15 points	12 points	0 points	
Student Cohort Gains: Math	12/20	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		20 points	15 points	12 points	0 points	
Student Cohort Gains: Reading	0/20	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	
Point distribution		10 points	7.5 points	6 points	0 points	
Student Cohort Gains: ELA	0/10	90-100% of students made gains greater than the Standard Error of Measurement (SEM) as defined by the Scantron Performance Series in 2 out of 2 years	75-89% of students made gains greater than the SEM as defined by the Scantron Performance Series in 2 out of 2 years	60-74% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	Less than 60% of students made gains greater than the SEM as defined by the Scantron Performance Series in 1 out of 2 years	

Growth to Standard:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
12/160		7.5%	Deficient	

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 140	Points Achieved 104.2
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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	10/10		<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 discernable Core Values identified 	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	10/10	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	3.75/5	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	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future The Vision Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future The Vision Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernable Vision Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	10/10	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	
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	10/10		<ul style="list-style-type: none"> In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role The Mission Statement is clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role The Mission Statement is not clearly linked to the Academy's stated Core Values 	<ul style="list-style-type: none"> The Board has no discernable Mission Statement identified without links to the Core Values 	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	10/10	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	3.75/5	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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	20 points	12 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	12/20		<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 a continuous 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 discernable Strategic Plan in place 	
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	9/15		<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 	

Core Values, Vision, Mission, and Strategic Planning:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	104.2/140	74.4%	Needs Improvement	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible
110

Points Achieved
90

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	5/5	The Board: • has all relevant policies in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	3.75/5	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	9-16-09 rescheduled to 9-23-09
Leadership: Monthly quorums	3.75/5	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	11-17-10
Point distribution		n/a	5 points	3 points	0 points	
Leadership: Monthly progress reports	5/5		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement • occasionally engages in discussion about these reports	As evidenced by Board minutes the Board: • does not receive detailed monthly reports on student achievement • 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		The Board does not have an active candidate pool	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
		n/a	5 points	3 points	0 points	
Professional participation	0/5		The Board has a strong representation at CSO-sponsored events, such as the Recognition Celebration and Board Professional Development	The Board has some representation at CSO-sponsored events, such as the Recognition Celebration and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Recognition Celebration and Board Professional Development	
Point distribution		n/a	5 points	n/a	0 points	
Administrator Continuing Education Unit(CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	3.75/5	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		
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting AOIS: accurate and complete	3.75/5	All documents submitted to AOIS are marked "accurate and complete" (a blemish-free record)	95-99% of all documents submitted to AOIS are marked "accurate and complete"	90-94% of all documents submitted to AOIS are marked "accurate and complete"	89% or fewer of all documents submitted to AOIS are marked "accurate and complete"	
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting AOIS: rate	5/5		The Academy meets the CSO percentage requirement for AOIS reporting		The Academy does not meet the CSO percentage requirement for AOIS reporting	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Contract with Ferris State University	0/5		The Board is in compliance with all Terms and Conditions of its contract with Ferris State University Board of Trustees		The Board is not in compliance with all Terms and Conditions of its contract with Ferris State University Board of Trustees	Bridge Academy has received a letter of intent to revoke the contract due to failure to comply with Hylant Insurance Review.
Point distribution		n/a	15 points	n/a	0 points	
Academy updates	15/15		Board minutes reflect that the Board receives quarterly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals		The Board minutes do not reflect that the Board receives quarterly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals	
Point distribution		n/a	5 points	n/a	0 points	
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	
Board meetings: Timeliness	5/5		The Board begins its meetings within 15 minutes of the posted time		The Board does not begin its meetings within 15 minutes of the posted time	
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	10 points	6 points	0 points	
Physical facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Technology	10/10		The Board ensures that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan		The Board does not ensure that there is adequate technology, equipment, infrastructure, programs, and staff training to address strategies identified in the Academy technology plan and School Improvement Plan	Bridge West lags behind East in technology. Expectation that it will be corrected in 2012-2013.
Point distribution		n/a	5 points	n/a	0 points	
Special Education/504: Delivery of services (based on most recent SPED audit)	5/5		<ul style="list-style-type: none"> The Academy's special education program meets all state and federal regulations The Academy has a process in place to identify students who may be eligible for Special Education and 504 services 		<ul style="list-style-type: none"> The Academy's special education program is not in compliance with state and federal regulations The Academy does not have a process in place to identify students who may be eligible for Special Education and 504 services 	

Governance:				
Total score for all competencies				
Total Points Achieved	90/110	Percentage Achieved	Category Achieved	
		81.8%	Meets Standards	

Criterion:
School Culture

Points Possible 95	Points Achieved 95
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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	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Safe & orderly environment: Safety plan	10/10		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> • Staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy 		<ul style="list-style-type: none"> • Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline • Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy 	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	10/10		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	31.5% Staff Turnover
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	
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	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		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	95/95	Percentage Achieved 100%	Category Achieved Exceeds Standards	

Criterion:
Financial Viability

Points Possible 80	Points Achieved 75
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	10/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
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	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	5 points	3 points	0 points	
Access to monthly financial statements	5/5		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	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		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		10 points	7.5 points	6 points	0 points	
Fund balance	10/10	The Board maintains a fund balance: <ul style="list-style-type: none"> of at least 10% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> within 3% -9.9% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> within 1% - 2.9% of general revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 1% of general revenue 	
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	0/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	See Executive Summary

Financial Viability:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	75/80	93.7%	Exceeds Standards	

Criterion:
School Improvement – NCA VERSION

Points Possible 30	Points Achieved 22.5
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard I:</u> Vision and Purpose	3.75/5	<p>The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.</p>	
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard II:</u> Governance and Leadership	3/4	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.</p>	<p>The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.</p>	<p>The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard III:</u> Teaching and Learning	3/4	The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.	The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.	The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.	The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.	
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard IV:</u> Documenting and Using Results	3.75/5	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.	The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard V:</u> Resource and Support Systems	3/4	The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	
<u>Standard VI:</u> Stakeholder Communications and Relationships	3/4	The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.	The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.	The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.	The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.	
<u>Standard VII:</u> Commitment to Continuous Improvement	3/4	The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.	The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.	

School Improvement: Total score for all competencies				
Total Points Achieved	22.5/30	Percentage Achieved 75%	Category Achieved Meets Standards	

BOARD INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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, getting there – good parental response and feedback
- Students are gaining – reading is a big one
- Respectful multi-cultural environment
- Students becoming more confident
- Numbers show improvement
- Students are focused on learning
- Parent involvement is much better
- Academics are a challenge because of the population

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?

- Yes, they are improving – big gap range from lowest students to highest academically
- Teachers are working very hard to gain academically
- Making progress – huge range of ability make it a real challenge
- Collaboration is a great asset
- More commitment this year from the staff
- Split of grades and more staff are great

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?

- Based on the insurance issue, need to be “on top of things”

- Held accountable
- Will be more aware of what's going on

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

- Improve on Teacher turnover
- Academically – keeping focused and moving forward
- Honored and proud to be on the Board and have students attend here
- Feels management company is very supportive
- Steps to improve are being implemented
- All channels of communication are open
- Most proud of the recovery process
- They have “humbled themselves” to the process...
- As a Board, could become more focused and educated
- Academically, stay in touch with staff to maintain progress
- This year school improvement

***Other dialog took over here – time was needed for other discussion**

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?*

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

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

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

9. *Anything for our attention?*

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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?*

- This year show increase in student achievement
- Don't have many student behavior problems
- Lucky to have many cultures here
- Feedback from parents and teachers – students are learning
- Stress higher learning skills
- More use of data this year – stressing increasing learning
- No suspensions this year
- Yes, we are on track – lots of improvement
- Character – yes, great improvement on citizenship
- Creative application – very confident and good cross section of cultures
- Scores speak for efforts
- Improved cognitive learning skills

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

- Making a difference for students
- Parents use Bridge when school not in session – open at anytime with staff supervision
- Teachers understand the use of data and use it
- Collaboration
- Technology available
- Cultural diversity
- Good Communication
- Proud of the positive culture and communication

What could be improved?

- Looking at common core and data teams for next year
- Need help raising parent involvement
- Kids need role models (i.e. inviting successful people to speak)
- Asking teachers what they need for assistance
- Parental involvement
- Common core alignment and power standards
- Data team implementation
- Increased instruction hours
- Full day professional development

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?*

- Students below grade level are learning (majority are ESL students or behind)
- New model is working
- With a sense of emergency brings about change
- Feel very confident that present programs in place will make the difference
- GEE feel confident for future
- Scores show they are progressing, and GEE goal of 1.5 years growth per year
- New focus on best practice and data orientation
- Yes, said that they have made huge gains in Scantron
- Yes, there is a plan to take us from where we are to where we want to be

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

- 8 – room for improvement
- 9 – feel very good about progress made – positive informative communication – dedication
- 8 – dedication, buy in by staff, teamwork, participation in decision making equals results

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

- Motivating students, especially for reading
- Educating parents about importance of being present consistently
- ELL reaching goals of academic achievement
- Parent support (academically, uniform, etc.)

- Parents dropping off students late for school
- Trying to emphasize lifelong learning
- Growing number of teachers are reaching out to parents

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

- Student achievement
- Parent involvement
- Maintaining high quality staff

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

- Because of the culture here
- We can communicate to parents in their language
- Feel like students are safe and parents are welcome
- Preserving their own culture while exposing them to others
- Open door policy of administration

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

- More professional development
- More resources
- Smart boards
- Attract and train highly qualified teachers (incentives)
- Maintain follow-up with parents

9. ***Anything for our attention?***

INSTRUCTIONAL STAFF/TEACHERS INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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?*

- Academic Excellence – emphasized
- Appreciation of all cultures
- Students becoming more diverse
- More field trips to appreciate the outside community
- Changed much this year – worked well as a school – acceptance of all cultures rather than Arabic only is an improvement...students now ask more about other cultures
- Guide in right direction
- Having high expectations
- New beginning – working on the “kink” and keep mission in mind and working toward it
- We try to guide them and give respect
- We’re not 100% with the mission, but we’re doing all we can – we believe it will get better

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

- Students want to be here – love the atmosphere here
- More team work among staff
- Proud – students love being here
- Proud of teamwork and knowing other staff
- Looking at data and analysis improved this year
- Proud of student growth
- Overall about being more goal oriented
- All working on doing the same things

- Work well together
- Beginning teacher growth
- Goal oriented – we’re coming together
- We’re better cohesive – we work well as a team

What could be improved?

- Continue to emphasize data
- Get Community more involved
- Curriculum stability – more training
- More teacher feedback on observations - looking at data more – students striving more to be successful
- Professional development could be improved
- Need more specific feedback about improvements
- Most feel like a family but not all the time
- A lot of teachers feel overwhelmed – need more support (i.e. special education paraprofessionals)
- Wide range of students abilities make it hard to reach all of the students
- Sometimes I feel like there is more and more put on us without enough support

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

a. Materials and Supplies

- 5-gym teacher
- 7-books and materials
- 4-need more reading and writing materials
- 9-10
- 7

b. Professional Training

- Professional development days are not always beneficial
- We do not have the most efficient use of time
- 3-professional development could be improved on long-term

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

- Yes, but there is so much sometimes I am not sure – things change on us – not a lot of consistency
- 7-8
- 7-8 yes, quite clear

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

- 7-teachers feel overwhelmed or burned out
- Staff are pretty close
- “New school is an issue and need to build onto what we have”
- 10-much better without the middle school – now have a culture of teamwork
- 8-9 much stress for teachers
- 8-especially since the middle school has left the building – much better behavior
- 6-7 a lot of staff are burned out – people are overwhelmed

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

- Have many “levels” of student achievement
- Language issues
- Not too low-push them
- Yes, for some, but ESL students are compromised – those with zero English
- Home support is an issue
- The GEE 1 ½ year growth is at times not realistic
- Language is a problem – we do not know how to get students to the level they need to be at
- No, there is such a wide level of students

6. Would you enroll your child at this academy?

- Don’t know
- 2 – No’s
- The programs are very important
- No, culture is not acceptable to Caucasian students – beliefs are very different
- No, not a good cultural fit
- Location and other issues are problems
- As a parent I would look at scores, teachers here “are great” parents see more growth this year

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

- Technology
- We need Smart Boards and projectors

- Have one social worker for three buildings
- Need a counselor
- Need a stronger ELL department
- More support for special education students
- Need more social work services
- Playground for more than one class
- Better Reading curriculum/program - continuity
- Reading K-2 should be a supplement rather than curriculum
- Need a gym teacher and a librarian not a paraprofessional
- Need a Technology teacher/person – have a lot of technology, but not one is in charge
- Promote assemblies
- ESL and special education needs help and training

8. *Anything for our attention?*

- More materials for low level students, especially social studies and science
- Students who cannot speak English, there is no help available
- Lack of “Training” on special programs, Accelerated Reader, etc.
- More principal involvement – not a teacher from experience – a business person
- Not much teacher involvement in decision making
- Told to “play the game” – do what you are told
- Have a couple of students that I can’t get help for – need RTI training
- Need more training for Study Island, etc.
- Need more psychologist time – need testing
- Would like to see more involvement of the principal
- Need training on research based Best Practice and how to use the data
- Teachers are not given an opportunity for input (i.e. too much top down – don’t have a voice)
- Don’t feel that the school leader cares and doesn’t recognize their successes enough
- First year school leader and wants to do well – he needs to trust the teachers and being observed more trustworthy
- Feel like teachers are no given opportunity to give discussions – it’s top down from GEE and administration
- We don’t feel we have much voice – we feel like we aren’t appreciated
- Concerns about the way staff are treated – like we have no emotions or that we are cared for
- Principal needs to trust his teachers – staff do not feel they have his trust

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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, kids are excited to come to school
- Children are still getting familiar with West (last year in East)
- This year especially – student take ownership of results – very organized and consistent
- Good collaboration
- Paraprofessionals are used more effectively this year – professional development for paraprofessionals
- Yes, teach ownership and accountability
- Very organized in the testing process
- Scantron testing mentioned many times
- Collaboration used more
- More one-on-one student attention

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

- Staff commitment – efficiency
- Scantron improvement
- Proud of the teachers and knowing their objectives
- Bond made with students

What could be improved?

- More prep time
- More parental involvement – value education
- Could use more prep time and collaboration time – if we are efficient, kids will be proficient

- Parent involvement – parenting help
- More consistency – follow through (i.e. discipline not handled timely and/or no action is taken – different punishments for same problem behavior – students don't fear or respect teachers)
- Recently instituted a dress code that isn't totally being followed
- Consistency with discipline and grades
- There needs to be consistency with staff
- There is no respect
- A student was suspended and came to school anyways

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

a. Materials and Supplies

- 10-always get what I need
- 3-technology issues
- 7-we need more supplies – needs going unmet
- 9
- Staff have some issues
- 3-Smart Boards
- 7-8 good use of material
- 7-8

b. Professional Training

- 1-Yes, the rest said no they did not get
- Not much provided
- 3-5 professional training, there is none for paraprofessionals
- Depends on area

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

- 10-clear understanding of what is expected
- 8-9 Yes
- 10-Yes

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

- 8-9 too many channel to go there
- 8-9 lots of give and take

- Need to go through too many people
- 10-students “love it here”
- Staff have some issues
- It depends on the day
- 9

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

- No, the students are all below
- The students are not meeting the schools expectations
- There are only two (2) ELL teachers to 200 ELL students
- Students academically low (i.e. math and reading)
- Need paraprofessionals that speak “their” language
- Some students will never meet all expectations, but expectations are reasonable
- Some expectations will not be reached by all
- Gap is closing in Reading
- Yes, some areas more than others

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

- Probably not – expectations are down
- Difference of teachers – too much pressure on testing
- No, expectations of some teachers is lower
- Yes, if I could choose my teacher
- Testing pressure is affecting the school culture
- Yes, for cultural academy
- No, academically
- Yes
- No
- Don’t know
- No, the academics are too low

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

- More paraprofessionals
- More security after hours
- Safety
- Need to finish the 3rd and 4th floors
- Would make the gym bigger
- Gym lockers
- Paraprofessionals for each class
- Security for when no one is here
- Renovate the 4th floor and the remaining 3rd floor
- More color in the school – sterile environment
- Performing Arts and electives, such as science projects – more hands-on exposure
- Paraprofessionals for more students and ESL, field trips, etc.
- An auditorium
- More field trips to see other events

8. Anything for our attention?

- Most teachers do not understand the culture here – need more training
- Paraprofessionals are from community – most of the teachers are not
- There is a language barrier
- It would be helpful for teachers to receive cultural training
- Kids are going into liquor store
- Students are not where they need to be academically
- Everyone is trying
- The new school with transition issues
- Need more paraprofessionals here
- Too many students do not speak or understand the language
- It's a new school – we're trying hard
- Our principal is trying his hardest – we'll make progress next year
- The paraprofessionals feel that the principal does not give enough positive feedback
- Need a Reading Specialist

PARENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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?*

- 5-like the culture of the school
- 5-like the vision
- 5-convenient
- 8-10 came from ELL
- 10-referred by another parent
- Teachers respect – good
- 7-8 can't get issues heard – could use more advanced programming
- 8.5-three children graduated grade school
- Could do better – could demand more
- Like the culture of Bridge
- 5
- Moved from overseas and wanted a school that could help with the language
- 6
- 7
- 8-open management – takes suggestions (i.e. like respect taught)
- 8-staff are friendly

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

- Relatively prompt on responding
- All complaints resolved quickly
- Very responsive

- Parents are mostly satisfied
- Relatively prompt - they will share other points of view

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.

- 8-9 overall, get the job done
- 8-9 kids are comfortable
- (2) 9-10
- 9-when I ask kids, they know
- Like it
- Staff connect with kids
- Some things need to improve – students need more activities (i.e. science labs are needed and the gym is too narrow)
- 10
- 8-no one is perfect
- 8-9 good communication between students
- Concerns about gym
- 10-student services
- Need more activities for boys and girls

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, my child is ahead of other student in other schools
- Fair, so many different cultures, hard to accommodate all
- School can do better – great effort
- Need a class for those who need more help – get frustrated about the challenge
- School is not preparing for high school – majority of the kids are below grade level, and teaching and learning is not challenging
- Need more support staff and more classes for ESL – good school for ESL, but not for student who don't need ESL
- Yes, very supportive of advanced
- Fair, difficult environment for teachers to in – kids could be learning more (compared to suburbs)
- 8-could do more (happy overall)
- Yes
- The ELL students bring all learning down
- I do not feel like my child is get the proper attention – the work is not appropriate – there needs to be more ESL teachers, not enough

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

- Too many emphasis on the ELL students
- There is not enough rigor here
- Fewer field trips lately
- Teacher turnover of your teachers is a problem
- Most are happy here
- Need more experienced teachers

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

- Teachers are very friendly and helpful
- Everything – likes the teachers, school work because it's easy and not challenging, and likes the building
- Always says good things about the teacher
- Student Services
- Students have a lot of fun with their friends

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

- Adequate – including teacher notes, e-mail at anything going on
- Need more outreach
- Yes, get plenty of communications
- Community is not very responsive

8. *Anything for our attention?*

- Administration reaches out to parents and community
- Language is a big barrier for some
- Need more diversity in the school – more real life
- Concerned about safety – needs more security
- Need something to bring the community and the school closer together
- Parent classes
- Parents need to know what their rights are
- School opening was very poorly don (i.e. poorly organized)
- Mr. Issa reaches out often to the community – need to ask for more from them

- Athletics, etc., would be good
- Need something for the community – Muslim community
- Concerns about the environment – “dark and dangerous” – outside area is “scary”
- The opening of the school was unorganized – the school was not ready – planning was very bad

STUDENT INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

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

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

- Yes, it's #1
- Yes, I don't want to leave it
- Yes, best in Hamtramck
- Six students said, "no" to attending somewhere else
- Would go to a better school if available
- Getting use to school
- More stuff before than now
- Sometimes I don't feel like coming here
- We're just getting used to the school – we don't have everything we had from last year
- So-so, if there was a better school I'd go there

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

- Yes, we have advanced math
- There have been a lot of teachers coming and going – it's frustrating
- They need to address learning levels
- Some teachers are leaving and have left, "curriculum is all messed up"
- Yes
- We need more challenges
- Some
- Yes, Honors Club – Mr. Wheeler – challenge groups are good

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

- Yes, they treat us well - they treat all of the student the same
- Yes, really fair – regardless of nationality
- “No way” , school leader favors girls more than boys and the administration is trying to get “into our lives too much”
- Student feels that the “good” teachers were taken away for the other Bridge
- Our principal is fair to the girls
- No (unanimous)

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

- Going home
- Gym
- Lunchtime to spend with friends
- Not enough time to associate with peers
- I don't like the food, because the only option is peanut butter and jelly
- Gym – fun time
- Math, challenges me
- (2) Science, I like experiments
- All subjects

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

- Sports teams
- (2) More competitions
- (2) Auditorium for plays and assemblies
- Athletics for motivation
- More hands on activities – need more fun
- More field trips
- Do science experiments
- More language classes
- More specials
- Need more space for gym
- Need computer classes
- All we ever hear about is “Scantron”
- More foreign classes
- Don't keep track of books from the librarian

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

- (2) Yes, good environment
- Yes, have Safety Patrol
- Teachers supervise lock down drills/exercises
- No bullies
- (2) Bad area need more security
- Unauthorized people taking students out of school
- (2) Students are bullying other students
- (2) Need more staff safety patrol
- Dress code inconsistencies
- Need more guards

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

- “No” (almost universal)
- For people who need a challenge, this is a good starting school
- Once in hits 3:00 p.m., “you’re not our problem”
- Yes, but people needing a challenge this is not a good school
- Good for a beginning school
- Bus drivers order kids off the bus sometimes
- (6) Yes (all) – 4 of the 6 have close friends here

8. *Anything for our attention?*

- Lunches are good (all students)
- They keep changing the rules with the Dress Code
- Hand sanitizers do not get filled
- Can only use lockers at a couple of times during the day
- Concern about “censorship” of books by administration

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Bridge Academy**

Date: **April 26-27, 2012**

1. What accomplishments make the School Improvement Team most proud?

- Scantron results from fall to winter
- Change in culture of testing – more emphasis
- More teachers sharing ideas
- Shift in culture to student achievement
- Targeted instruction
- Teachers opening their practices to discussion by peers
- Data instruction – instruction based on missing GLCEs

2. What items are recognized by the SIT as needing improvement?

- Parent involvement is needed (not responsive)
 - Have used data base to contact parents
 - E-mail parents
 - Automated phone message to parents
 - Some culture problems – English barrier
 - Language and transportation issues
- Computer and English classes
- Coffee with principal now at 50 minutes – getting much better
- Reading and math

3. Describe and tell us a little about the success of one new program identified and implemented as a result of the SIP.

- Small groups in Reading – guided reading
- Have math re-teaching time
- Common planning time
- More differentiated teaching time and teaching until mastery

4. What is the most important goal of the SIT at this time and why?

- Improve achievement in reading and math
- How to include literacy in all classrooms
- Reading is the greatest challenge
- Cross curriculum approaches to literacy skills
- Additional help – paraprofessionals/aides

5. Students at Bridge Academy have shown significant growth from Fall 2011 to Winter 2012 on the Scantron Performance Series test.

a. Please explain this level of performance.

- Familiarity with test format and scores
- Focused on missing GLCEs
- Students made more aware of testing importance – students took ownership
- Students are creating their own goals
- Teaching test skills
- Staff is more serious on testing – teachers had buy in
- Charts are in halls for students to see – students recognize growth and competition

b. How may this level of performance be improved?

- Monthly educational plan – 5 areas of focus based on GLCEs (i.e. school wide testing on items not scored well and teach until mastered)
- More critical thinking in curriculum
- Summer school is needed

6. Reading and Math for all grades is an area of weakness. What is being done to address this?

***This question was intentionally skipped**

7. What are the three biggest challenges and/or frustrations faced by the SIT in the last two years and how have you addressed those challenges or frustrations?

- Resources are more focused on those that work
- More collaboration among staff

- More understanding of the SIT by entire staff
- More clear strategies on SIP goals
- Accountability on staff much more important
- Accountability – AAP (i.e. Lee Robinson)
- Everyone understands the importance of Scantron
- Practice reading in social studies
- GE helping with resource support

8. The SIP identifies many academic goals aimed at increased student achievement. Name one or two and tell where you are in the accomplishment of those goals.

- Graphing of results has improved results
- By students seeing results of graphs has helped
- Have shown tremendous strides
- No excuses are accepted
- Monthly themes – graphing Scantron scores
- Moving toward goal targets
- Have FSU/GEE/Ste goals – are aligning those and assessing them
- Goals on making state standards
- Spring testing targets – many reached early

9. In seeing the new cut scores in MEAP, how did you deal with them?

- Gee has required a growth increase of 1.5 in one year
- Summer school program should help greatly
- Target instruction

10. In your opinion, are the recommendations of the SIT taken seriously by those in decision making positions at Bridge...Administration, Board and the team itself? Do you feel the recommendations and goals expressed in the SIP drive the allocation of curriculum and instructional dollars during the Budget Development process?

- Yes, they do take it serious
- Yes, budget does prioritize needs
- Hiring of reading specialists and paraprofessionals
- Yes, do get most important things requested
- Budget development does consider financial support for SIP goals

11. Is there anything else the SIT would like to share at this time?

- Preschool here next year is a reality
- Kindergarten is getting more emphasis
- More parents are getting involved

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

1. Is the academy making academic progress relative to its contractual goals? Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends. Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.	Did Not Answer 0 Pts.	Somewhat Answered 2.5 Pts.	Answered 4 Pts.	Outstandingly Answered 5 Pts.	A C A D E M I C P R O G R A M
			X		
	<p>What reviewers will look for:</p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the Academy for three or more years) have made over time. Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none">• Most criteria have been covered with more discussion needed on full academic year vs. non-full academic year students• The question was well answered – plenty of documentation was provided to verify their position – no excuses were made for poor performance• All aspects of the question were answered – charts were easy to understand• Bridge Academy’s answer to this question is both thorough and honest – they have made no excuses for their performance, and instead, have outlined what they are doing to correct the problems – good use of graphics to illustrate their point				

Total Possible Pts=5

2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S T R A T E G I C P L A N N I N G
	0 Pts.	2.5 Pts.	4 Pts.	5 Pts.	
			X		
<p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy’s Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none">• All criteria were covered in detail - overall, well done• All questions were well answered• The process was clearly described• Illustration of the translation of strategic planning materials into Arabic was helpful• Good job outlining the Core Values, Mission, and Vision; however, it would have been nice to know how much input others (parents/community) from outside the Academy and management company have had					
Total Possible Pts=5					

3. Describe the Academy's process for determining and carrying out professional development for faculty and staff.	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	P R O F E S S I O N A L D E V E L O P M E N T
	0 Pts.	2.5 Pts.	4 Pts.	5 Pts.	
			X		
	<p>What reviewers will look for:</p> <p>How is professional development determined? How is classroom application monitored? Are topics revisited for reinforcement? Is it adequately funded? During the review period, how many new initiatives have been instituted and monitored? Professional development calendars, presenters, and staff check-in/check-out sheets may also be used as evidence of quality professional development practices.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • Good Process in place to determine and implement relevant professional development • Utilizing recorded lesson plans is particularly noted • Not covered – how many new initiative have been instituted? • A thorough explanation of the academies professional development activities was given – the monitoring appears to be available in each classroom • The funding question should have been developed further with specific dollar amounts and examples of specific initiative being implemented • Bridge did a complete job outlining how they handle their professional development (PD) and how that PD is determined – it is impressive that every third Friday the afternoon is devoted to staff PD, and that the sessions are recorded 				
Total Possible Pts=5					

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	S C H O O L C U L T U R E
	0 Pts.	2.5 Pts.	4 Pts.	5 Pts.	
			X		
<p>What reviewers will look for:</p> <p>Evidence that all staff members share the responsibility in caring for student discipline on a daily basis. Do adults model the behavior they insist upon from the students? How does the Academy share its behavior expectations with staff, students, and parents? What behavioral programs have been implemented at the Academy (Character Education, Love and Logic, RTC, etc.)?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none">• Excellent approach and utilization of pertinent programs and resources• The system in place appears to hold students and parents accountable• They said on page 31 that, “responsibility for student discipline begins in the classroom.” They did not expound on this statement and it would have been nice to have a little more description as to what this means• It does appear that the Academy holds a number of expectations regarding student discipline and they communicate those expectations to the stakeholders in a variety of ways					
Total Possible Pts=5					

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?	Did Not Answer	Somewhat Answered	Answered	Outstandingly Answered	C H A L L E N G E S / O P P O R T U N I T I E S
	0 Pts.	2 Pts.	3.5 Pts.	5 Pts.	
			X		
Total Possible Pts=5	<p>What reviewers will look for:</p> <p>There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • “Main challenge” is increasing student achievement – it was well addressed in narrative; further identification of resources and a timetable would be helpful • The Academy certainly has academic issues to contend with – by growing so fast the continuity of students is lost and difficult to overcome academically • Very comprehensive answer, with many initiative already begun • Once again, the Academy was open and honest about the challenges it faces, and the timeline they have to work within – I did not sense any excuses or “crying”, but an attempt to communicate to the Charter Schools Office that they realize the magnitude of the work ahead of them 				

Question	Points Possible	Points Awarded	
1	5	4	
2	5	4	
3	5	4	
4	5	4	
5	5	5	TOTAL SCORE: 21

**Bridge Academy District
Mid –Contract Performance Report
For
Ferris State University
Charter School Office**

**Bridge Academy East
K-5 Grade Levels
9600 Buffalo St
Hamtramck, MI 48212**

**Bridge Academy West
6-8 Grade Levels
3105 Carpenter Rd.
Detroit, MI 48212**

1. Is the Academy making academic progress relative to its contractual goals? Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends. Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.

1. Is the Academy making academic progress relative to its contractual goals?

FSU Contract Goal for MEAP/MME: The Academy will increase student achievement in accordance with state and federal Adequate Yearly Progress (AYP) requirements in the core academic subjects of Reading, mathematics, and Science (5 year MEAP/MME growth trajectory established by FSU-CSO).

<p>BRIDGE ACADEMY - ELEMENTARY (Title)</p> <p>Explain AYP</p> <p>Dr. Naji Jaber Principal jabern@bridge-academy.org http://www.bridge-academy.org</p>	<p>9600 BUFFALO ST HAMTRAMCK, MI 48212-3323 (313) 887-8108</p>
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School Report Card History

School Year	Ed Yes! Composite Grade	AYP Status			NCLB Phase		
		AYP for Reading	AYP for Math	AYP Overall	Phase Reading	Phase Math	NCLB Phase
2004-05	-	-	-	-	0	0	0
2005-06	C	Yes	Yes	Yes	0	0	0
2006-07	C	Yes	Yes	Yes	0	0	0
2007-08	B	Yes	Yes	Yes	0	0	0
2008-09	C	Yes	Yes	Yes	0	0	0
2009-10	C	Yes	Yes	Yes	0	0	0
2010-11	B	Yes	Yes	Yes	0	0	0

As reflected in the chart above Bridge Academy has achieved the goal of making AYP according to the state and federal guidelines in the core academic subjects of Reading and Math. (Science

is currently not measured). The chart above is for Bridge Academy as a district as Bridge West just opened in the fall of 2011 and the data does not reflect the separation yet.

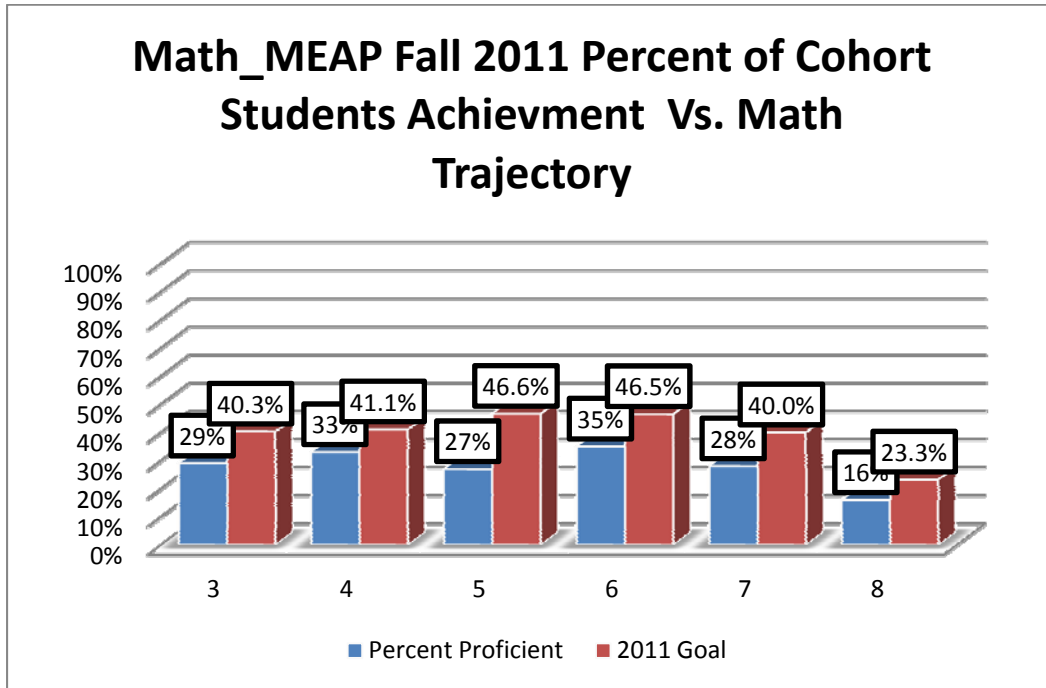


Chart 1

	Percent Proficient	2011 Goal	Above/Below Goal
3	29%	40.3%	-11.3%
4	33%	41.1%	-8.1%
5	27%	46.6%	-19.6%
6	35%	46.5%	-11.5%
7	28%	40.0%	-12.0%
8	16%	23.3%	-7.3%

As reflected in the chart above Bridge Academy did not achieve the math FSU goal for the MEAP/MME trajectory established by FSU-CSO.

Reading_MEAP Fall 2011 Percent of Cohort Students Achievement Vs. Reading Trajectory

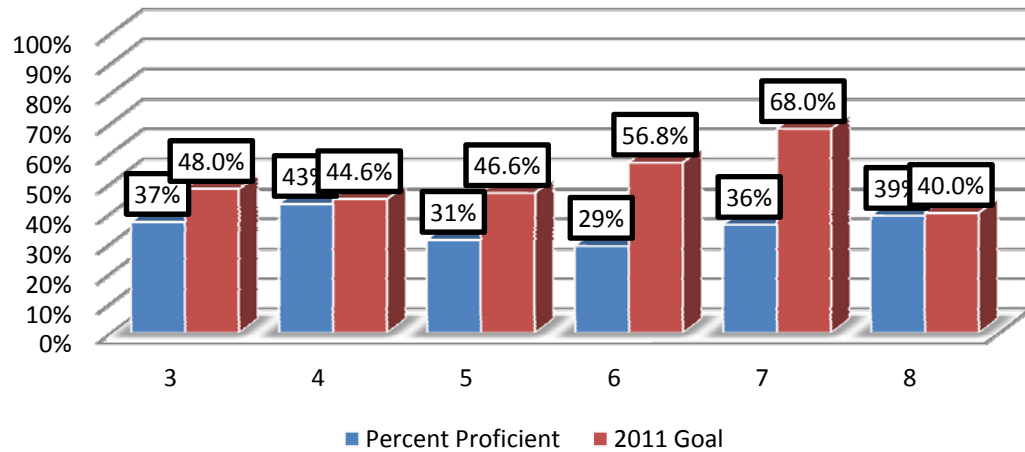


Chart 2

	Percent Proficient	2011 Goal	Above/Below Goal
3	37%	48.0%	-11.0%
4	43%	44.6%	-1.6%
5	31%	46.6%	-15.6%
6	29%	56.8%	-27.8%
7	36%	68.0%	-32.0%
8	39%	40.0%	-1.0%

As reflected in the Bridge Academy did not achieve the Reading FSU goal for MEAP/MME growth trajectory established by FSU-CSO.

Science_MEAP Fall 2011 Percent of Cohort Students Achievement Vs. Science Trajectory

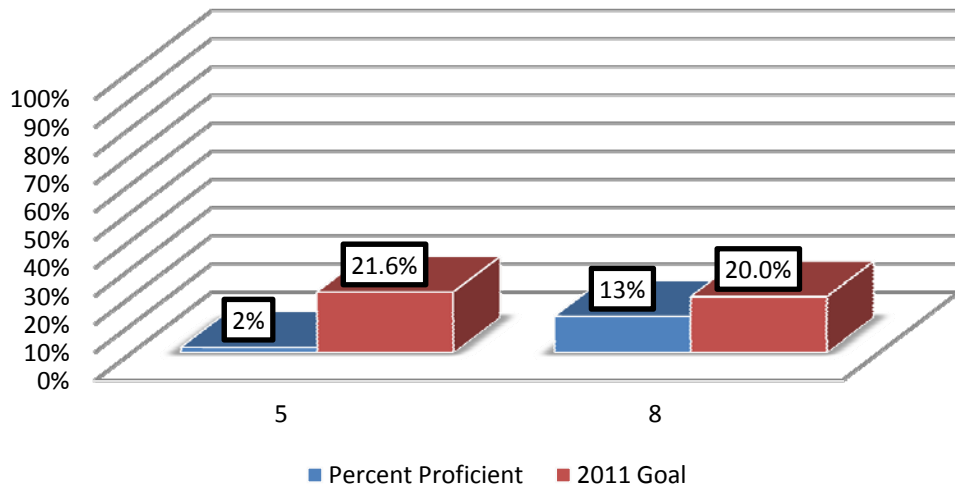


Chart 3

	Percent Proficient	2011 Goal	Above/Below Goal
5	2%	21.6%	-19.6%
8	13%	20.0%	-7.0%

As reflected in the Bridge Academy did not achieve the Science FSU goal for MEAP/MME growth trajectory established by FSU-CSO.

Math_MEAP Fall 2011 Percent of Cohort Vs. Non-Cohort Students Achievement, New Cut Scores

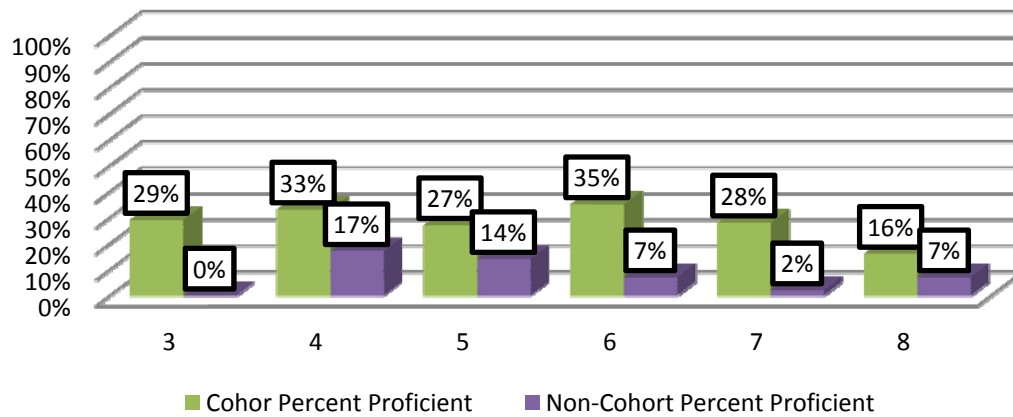


Chart 4

	Cohort		Non-Cohort	
	Students Numbers	Percent Proficient	Students Number	Percent Proficient
3	62	29%	12	0%
4	55	33%	12	17%
5	59	27%	7	14%
6	55	35%	28	7%
7	60	28%	44	2%
8	37	16%	67	7%

As reflected in the chart about the cohort of students who were at Bridge Academy are performing better than the non-Cohort students in all grades in the Math MEAP test.

Reading_MEAP Fall 2011 Percent of Cohort Vs. Non-Cohort Students Achievement, New Cut Scores

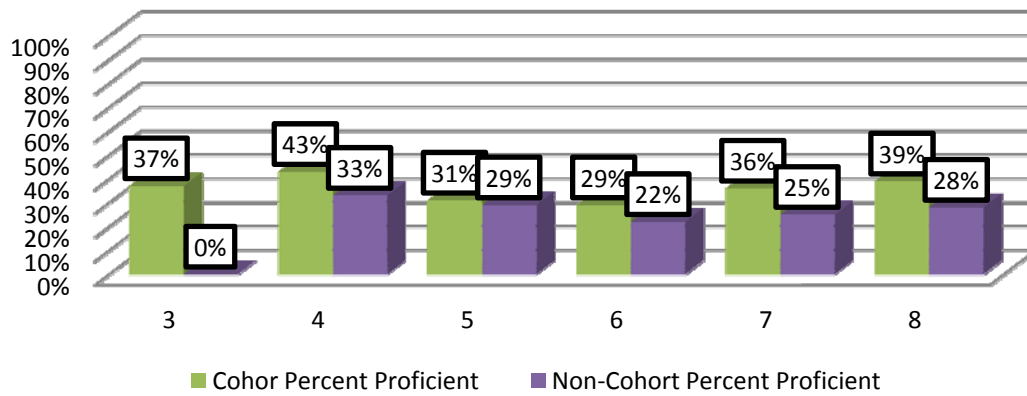


Chart 5

	Cohort		Non-Cohort	
	Students Numbers	Percent Proficient	Students Number	Percent Proficient
3	62	37%	12	0%
4	55	43%	12	33%
5	59	31%	7	29%
6	55	29%	28	22%
7	60	36%	44	25%
8	37	39%	67	28%

As reflected in the chart above the cohort students who were at Bridge Academy are performing better than the non-cohort students in all grades in the Reading portion of the MEAP.

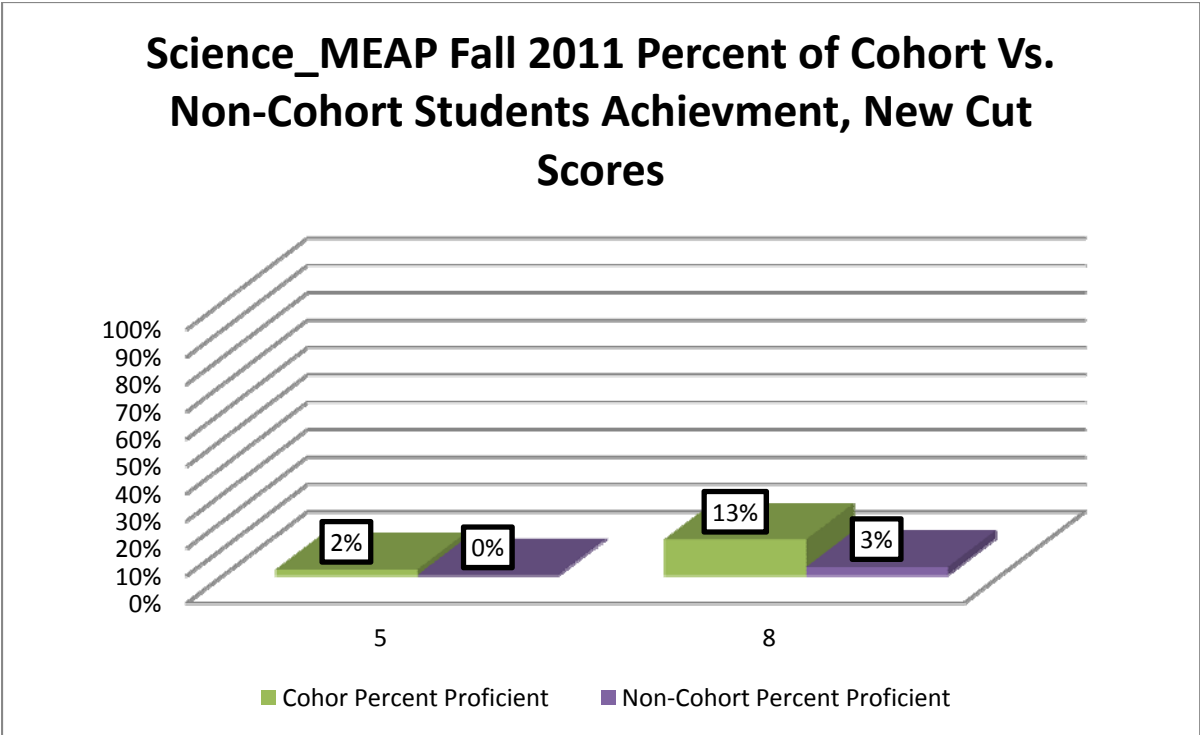


Chart 6

	Cohort		Non-Cohort	
	Students Numbers	Percent Proficient	Students Number	Percent Proficient
5	59	2%	7	0%
8	37	13%	67	3%

As reflected in the chart above the cohort students at Bridge Academy are performing better than the non-cohort students on the Science MEAP.

MEAP Fall 2011_Bridge Math Compared to Hamtramck, Oakland and State Average

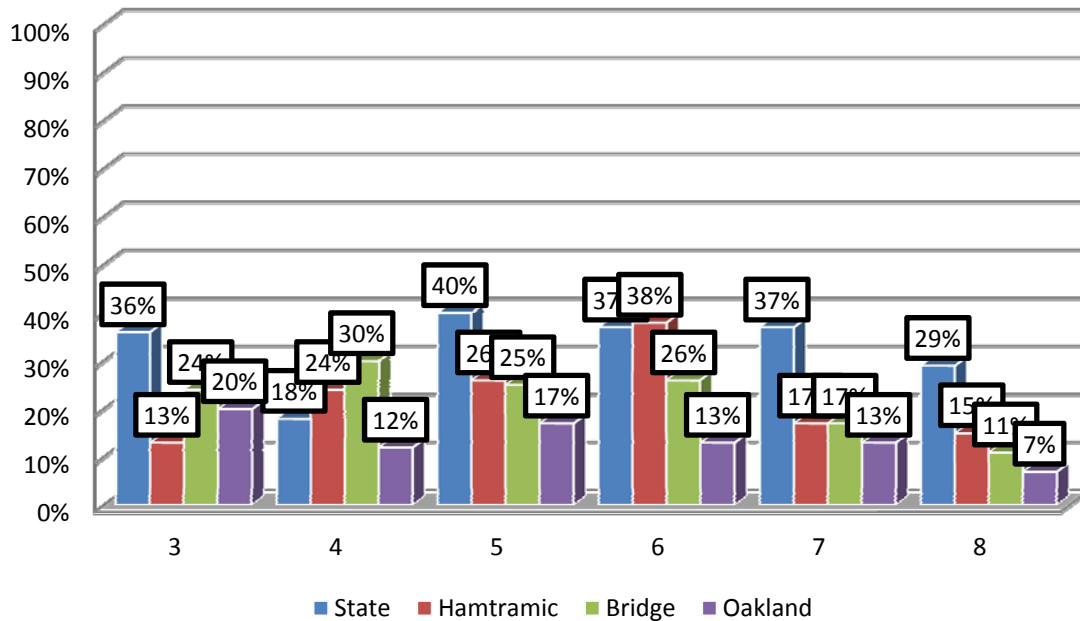


Chart 7

	State	Hamtramck	Bridge	Oakland
3	36%	13%	24%	20%
4	18%	24%	30%	12%
5	40%	26%	25%	17%
6	37%	38%	26%	13%
7	37%	17%	17%	13%
8	29%	15%	11%	7%

Bridge Academy fell below the state averages for Math for all grades on the MEAP test. Bridge Academy did better than the Hamtramck Public schools in Math for grades 3 and 4; they were the same for grade 5 and below Hamtramck Public schools in grades 6, 7, and 8. When comparing Bridge Academy with another PSA which is also located in Hamtramck Bridge Academy did better than Oakland International Academy in all grades.

MEAP Fall 2011_Bridge Reading Compared to Hamtramck, Oakland and State Average

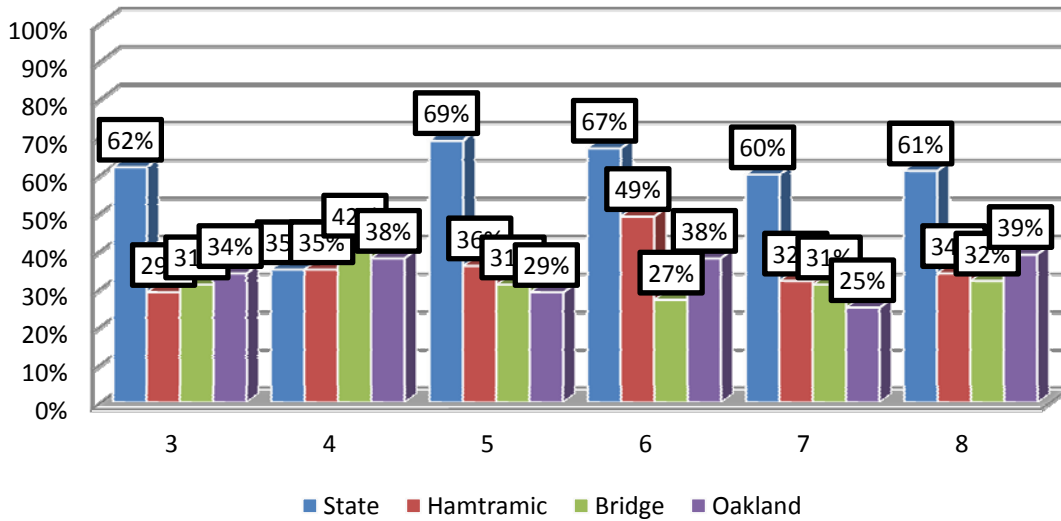


Chart 8

	State	Hamtramck	Bridge	Oakland
3	62%	29%	31%	34%
4	35%	35%	42%	38%
5	69%	36%	31%	29%
6	67%	49%	27%	38%
7	60%	32%	31%	25%
8	61%	34%	32%	39%

Bridge Academy fell below the averages for Reading in all grades on the MEAP test. Bridge Academy did better than Hamtramck Public Schools in Reading for grades 3 and 4: they were the same for grade 7. Bridge Academy was below Hamtramck Public Schools in Reading for grades 5, 6, and 8. When comparing Bridge Academy with another PSA which is also located in Hamtramck Bridge Academy did better than Oakland International Academy in grades 4, 5, 7, and was below in grades 4, 6, and 8.

Scantron Performance Series Value Added Achievement Goal: The Academy will improve student achievement in accordance with the Ferris State University Charter Schools Office 3-year Cohort Value-Added Achievement Trajectory in the core subjects of Reading, Language Arts, and Mathematics as reported on the Scantron Performance Series norm-referenced assessment. The percent of cohort students at or above grade level will meet or exceed the CSO established trajectory.

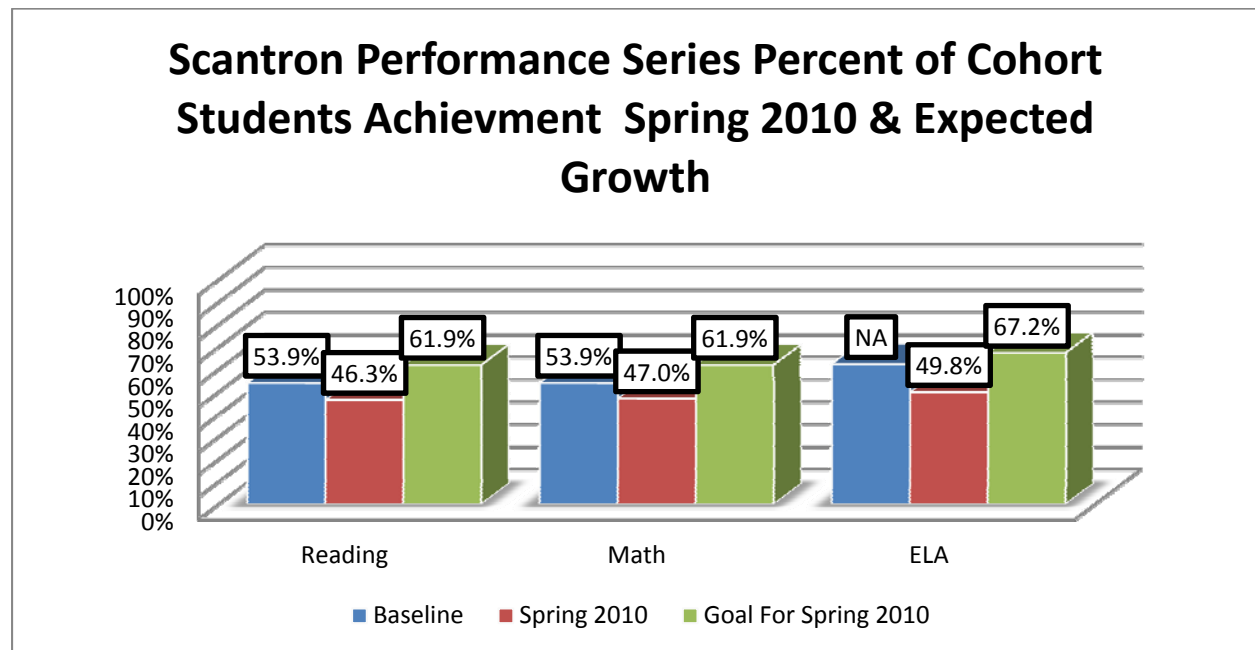


Chart 9

Scantron Performance Series Percent of Cohort Students Achievement Spring 2011 & Expected Growth

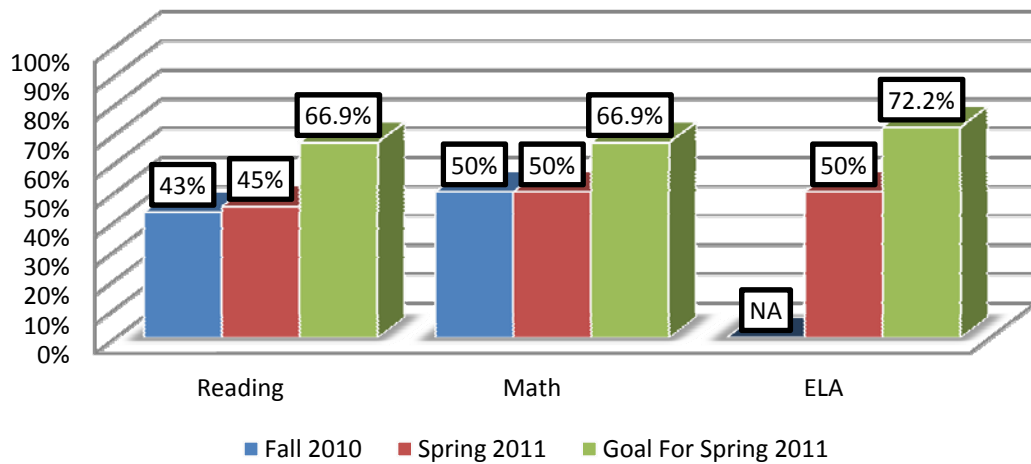


Chart 10

Scantron Performance Series Percent of Cohort Students Achievement Spring 2011 & Expected Growth

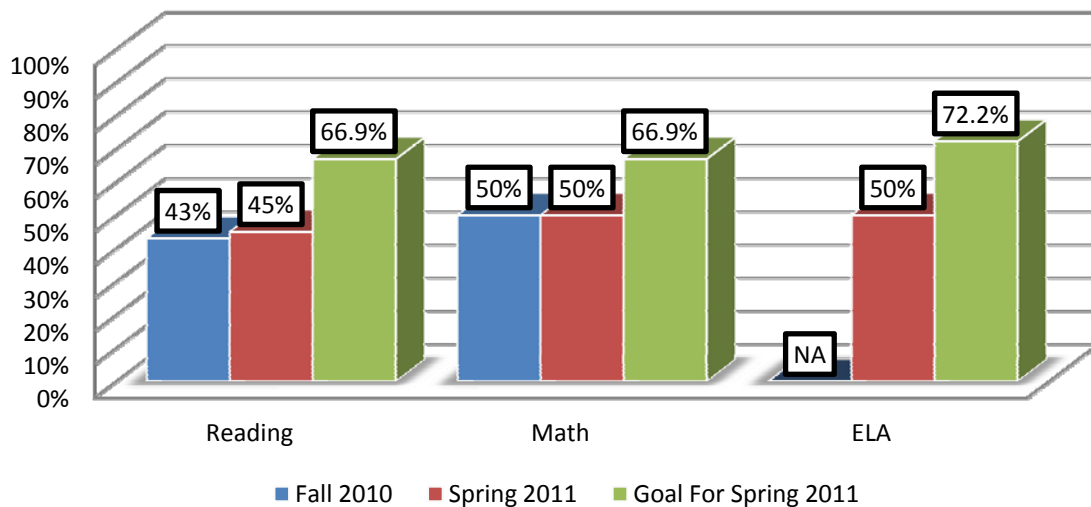


Chart 11

As reflected in the above 3 charts the students at Bridge Academy did not meet the FSU-CSO goals for Scantron Performance Series test for the 2009-2010 and 2010-2011 school years. Nor did they demonstrate academic growth from the fall to the spring in any of the academic categories for either school year. The chart for the fall 2011 to winter 2012 shows Bridge Academy student very close to achieving the Scantron Performance Series Expected Growth for the winter goals. The chart also reflects academic growth for students from fall to winter in all subjects.

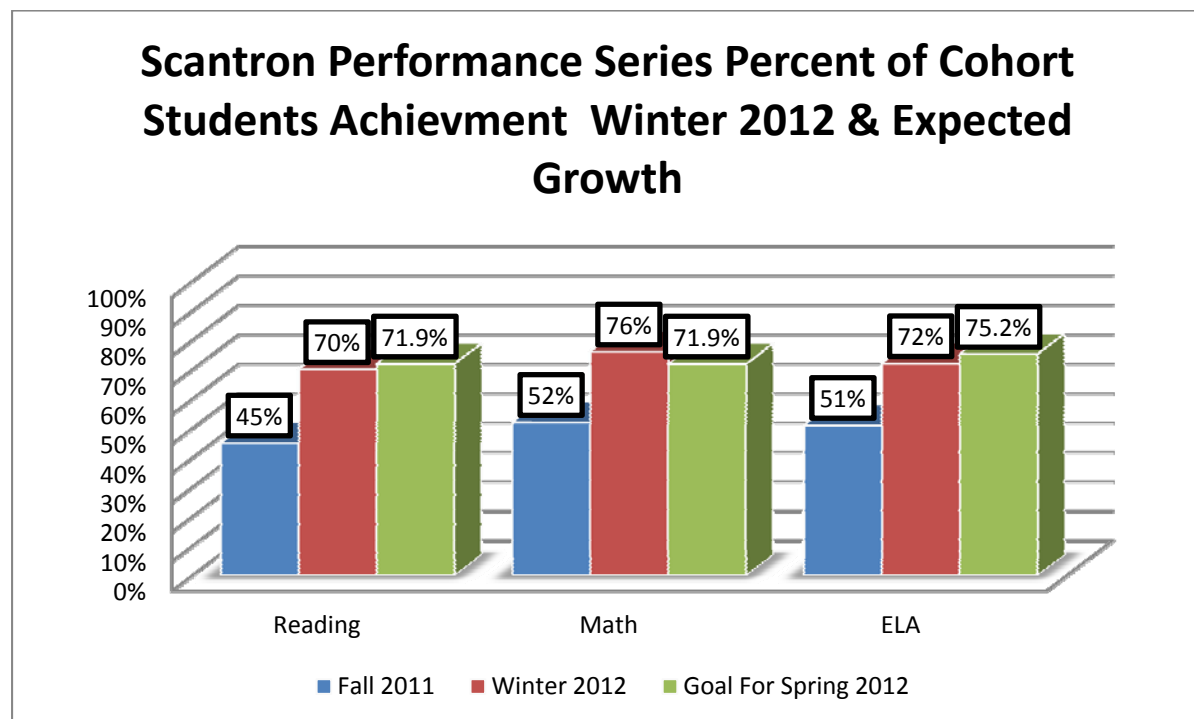


Chart 12

As reflected in the chart above the students at Bridge Academy have shown significant growth from fall 2011 to winter 2012 on the Scantron Performance Series Test. The students have exceeded the winter expected growth in Math and are very close to the expected growth in both Reading and ELA.

Scantron Performance Series Percent of Cohort Vs. Non-Cohort Students Achievement Spring 2011

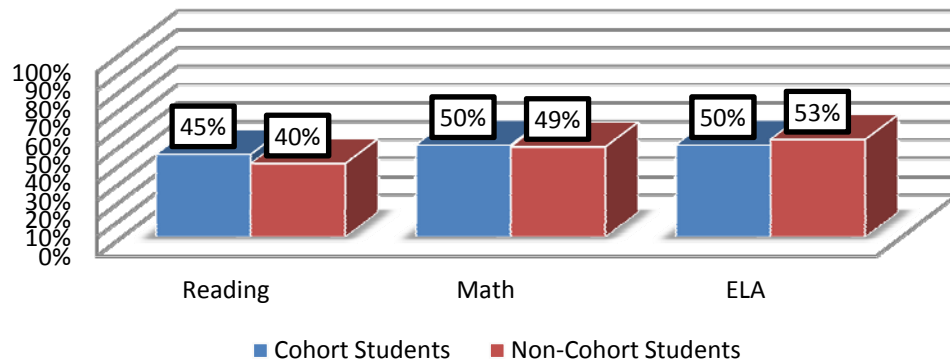


Chart 13

Scantron Performance Series Percent of Cohort Vs. Non-Cohort Students Achievment Winter 2012

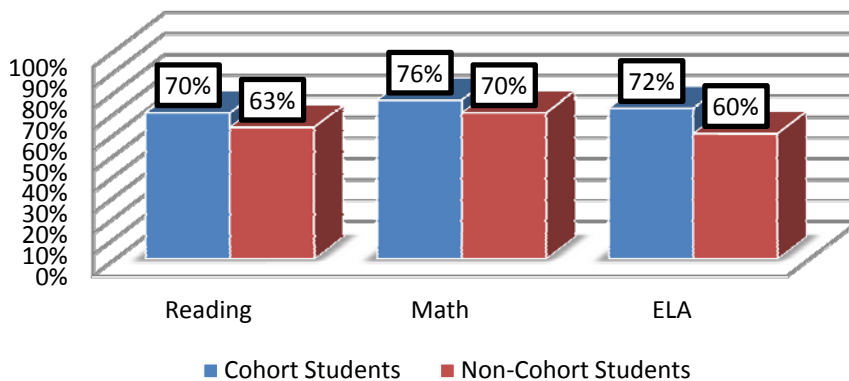


Chart 14

The above two charts reflect the cohort of students at Bridge Academy vs. the Non-Cohort students at Bridge Academy. For 2011 the cohort and non-cohort students were very close and in ELA the non-cohort students outperformed the cohort students. Both groups of students in 2011 performed either slightly above 50% proficient or below. For 2012 the cohort students outperformed the non-cohort

student slightly in all categories. In 2012 all student performed at or above 60% proficient. The chart for 2012 used the fall to winter testing as this is data that is available at this time.

What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress?

Student achievement at Bridge Academy has been stagnant at best. Bridge Academy students have not met the goals set by FSU-CSO for either MEAP or the Ed-Performance Series Tests. There have been small gains some years but other years or testing cycles there have been no signs of growth or there have been declines in students achievement. Because of this Bridge Academy has been working diligently with all staff, students, and parents towards improving the academic progress of all students. A rededication of all staff to clearly using data to drive daily instruction, to identify professional development areas, to identify students who struggle certain concepts and need re-teaching has shown great progress in improving student achievement for the 2011-2012 school year. This is reflected on the chart titled Scantron Performance Series Percent of Cohort Students Winter 2012 Expected Growth. The students at Bridge Academy have shown growth from fall 2011 to winter 2012 and have met the goals for the spring testing or are very close to meeting the goals for spring testing.

As stated above the academic achievement has been stagnant at Bridge Academy in the past, the slight gains in some areas that were made were often overshadowed by the decline in other areas. The change has come with the current school year (2011-2012) where there have been significant gains in the Ed-Performance Series Testing from Fall 2011-Winter 2012.

Have any specific weaknesses been identified? How have those weaknesses been addressed?

The data reflected that in the areas of reading and math for all grades is an area of weakness. The students at Bridge Academy are below the FSU-CSO growth trajectory for all grade levels in both reading and math for the MEAP testing period of 2011. The data also reflected that the students at Bridge Academy were below the FSU-CSO growth trajectory for all grade levels in both reading and math for the Ed-Performance Series test in both spring of 2010 and 2011.

The areas of weakness in both reading and math have been addressed after extensive review of the data to identify the exact areas of weakness. (Identifying what GLCE's have not been mastered.) The following plans have been put in place for the 2011-2012 school years and have shown increases in student achievement already.

- Professional Development (PD) to teach all teachers and support staff to use data to drive instruction was implemented during the summer and at the beginning of the school year.
- Grade level meetings main focus is now on data and what is happening directly in the classrooms.
- Use of formative assessments throughout the lessons to provide immediate feedback to the teachers to check for understanding.
- Rescheduling the Para-professionals under the direct direction of the Reading Specialist and the ELL teachers to enable them to work directly with the students who are most at risk in these areas.

- Increase use of technology programs like Study Island, Accelerated Reader, and Learning A-Z programs that can be used to target each student individually to strengthen their areas of weakness.

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

The cohorts of students who have been with Bridge Academy have outperformed the non-cohort student in all areas for both MEAP and Ed-Performance testing. The largest gap between cohort and non-cohort students is in the area of Math MEAP testing for the fall of 2011. (Reflected in chart in the other areas of MEAP Reading, MEAP Science and Ed-Performance the cohort students have outperformed the non-cohort students only slightly. (10% or less as reflected in graphs 5, 6, 13, 14)

Discussion of the continuous updating curriculum materials, objectives, and School Improvement Plans should be included.

The school leadership team along with the teacher reviews the data to make sure that the curriculum meets the needs of driving student achievement. The main curriculum is not changed often but supplemental materials, technological programs, and professional development to use the curriculum effectively are updated as needed. If it is discovered that there is a wide gap in what the school is currently using and a lack of student achievement is found then new curriculum is researched and added to what the school has. This took place during the fall of 2012 when Lucy Calkins Writing Workshop was added to the K-5 grades. Programs like Study Island and Accelerated Reader were added in 2010-2011 school year to provide the teachers with additional resources to work with the at-risk students. Before changing curriculum the school leadership ensures that all teachers and staff are properly trained on the delivery of the curriculum and how it should drive instruction. An example is PD on the Accelerated Reader program to drive reading comprehension for all students in all grades.

The objectives that are identified in the School Improvement Plan (SIP) are reviewed yearly. This process allows the staff to review how the school is progressing towards the goal of academic achievement for all students. The programs that are identified in the SIP are reviewed to see if they are successful, to identify what if anything needs to be changes to again drive the academic achievement of all students. The SIP committee meets each month to review progress and to make the necessary changes. The SIP goals, objectives are made know to all staff and students to ensure that the SIP is a living, breathing document that will drive instruction and student achievement.

2. Outline the process all stakeholders within the Academy utilize to develop long- and – short term strategic planning.

The strategic planning process at Bridge Academy over the past three years has involved the stakeholders from the school administration, school board, staff, students and parents. The workshops listed in Attachment A occurred over a year period and the results are in the attached strategic plan in Attachment B. The current strategic plan has been in existence for the past three years and will be revisited the school year 2012 – 2013 with the addition of Bridge West.

In the development of the strategic plan the vision statement was written as the ultimate goal of Bridge Academy based on best practices and is reflected and adjusted on a yearly basis by the school improvement team.

Vision –

“Bridge Academy seeks to create a challenging learning environment that encourages high expectations for success through development appropriate instruction that allows for individual differences and learning styles. Our school promotes a safe, orderly, caring and supportive environment. Each student’s self-esteem is fostered by positive relationships with students and staff. We strive to have our parents, teachers, and community members actively involved on our student’s learning.”

The vision statement has then been developed into a Vision Framework in a structure to keep the vision in stakeholder’s hearts and minds. (Attachment C) This framework is displayed in the Academy for all stakeholders to view.

- Highly Qualified Teachers and Effective Teaching
- Transformational Leadership
- Family Involvement and Community Collaboration
- Updated Curriculum and Resources Aligned with State Standards
- Positive School Climate and Clear School Culture
- Formative and Summative Assessments

The detailed strategic plan is housed in the board document site as well as the Academy office. This is reviewed by the stakeholders on a yearly basis; and any modifications are approved by the board at a board meeting. The approved strategic plan is put in to effect and monitored by the board as well as the school administration and SIP team.

The school board and School Improvement team use the plan as the foundation for the school improvement plan which is the foundation for the development of the school budget as approved by the school board.

Attachment A

STRATEGIC PLANNING WORKSHOPS

BRIDGE ACADEMY

Group Topic: Belief statement

Group members: Principal, teacher(s), board member

Task: Create concise belief statement that reflects the ideas from staff, school leaders, parents and board members.

Needed: staff recommendations for belief statements, samples from other schools

Group Topic: Academic Achievement

Group members: school improvement leaders/members, board member, academic coordinator

Task: Review academic achievement outcome and make recommendations to use it as is or make changes.

Write out the strategies to accomplish the outcome and the ways the board will evaluate progress using information from reports and documents that are available.

Documents Needed: School Improvement Plan, LEA Planning Cycle, EdYes report (NCA Self-Assessment), Annual Education Report (from last year), and any budget planning documents that are available.

Group Topic: Curriculum and Instruction Outcome

Group members: school improvement leaders/members, board member, principal, academic service coordinator

Task: Review outcome for curriculum and instruction and make recommendations to use it as is or make changes.

Refer to curriculum development timelines and curriculum mapping plan to accomplish the outcome and evaluate progress to write it out.

Documents Needed: School Improvement Plan, six year curriculum review cycle, curriculum mapping plan.

Group Topic: Professional Development Outcome

Group members: school improvement leaders/members, board member, principal, academic service coordinator

Task: Review outcome for pd and make recommendations to use it as is or make changes.

Refer to school improvement plan and any other individual pd plans to write out how the academy will accomplish the outcome and evaluate progress.

Documents Needed: School Improvement Plan, pd reports and plans

Group Topic: Interventions Outcome

Group members: school improvement leaders/members, board member, principal, academic service coordinator

Task: Review outcome for interventions and make recommendations to use it as is or make changes.

Refer to school improvement plan, RTI plan, child study team planning, special education documents and reports (CIMS) and ESL self-assessment report to write out how the academy will accomplish the outcome and evaluate progress.

Documents Needed: School Improvement Plan, RTI Plan, CIMS report, CST processes, and any other documents that focus on interventions.

Group Topic: Technology Outcome

Group members: school improvement leaders/members, board member, principal, technology teacher

Task: Review outcome for technology and make recommendations to use it as is or make changes.

Refer to school improvement plan, and Educational Technology Plan to write out how the academy will accomplish the outcome and evaluate progress.

Documents Needed: School Improvement Plan, RTI Plan, CIMS report, CST processes, and any other documents that focus on interventions.

Group Topic: Community and Family Involvement Outcome

Group members: school improvement leaders/members, board member, principal, student services coordinator

Task: Review outcome for community and family involvement and make recommendations to use it as is or make changes.

Refer to school improvement plan, parent perception surveys, and parent committee information to write out how the academy will accomplish the outcome and evaluate progress.

Documents Needed: School Improvement Plan, notes from parent meetings and survey results

Group Topic: Facilities and Financial Outcomes

Group members: GEE financial representative, board member, principal

Task:

Propose outcome for facilities and financial.

Refer to budgets/ budgeting procedures and facility information to write out how the academy will accomplish the outcome and evaluate progress.

Documents Needed: budgeting procedures, budget information and procedures in place to meet auditing requirements, plans for facility updates and changes.

Attachment B

Bridge Academy Belief Statement

The foundational beliefs that the board holds which drive the mission and vision for the school are;

- *All students are entitled to reach their highest potential through a meaningful educational experience*
- *It is important that the academy provides a respectful, safe, orderly, and positive learning environment providing a school climate that is welcoming for staff, students and the community at large*
- *Parents are partners in the learning process and educational success is most often achieved when schools provide opportunities for parental involvement and support*
- *Learning is a lifelong process that empowers individuals to succeed and contribute to society*
- *All employees have the right to have a safe and supportive environment to work effectively*
- *Although it is important for staff to be highly qualified on paper, it is equally important for staff to be highly qualified in their practice*
- *High expectations for students from parents, from teachers and from administrators will help students to succeed*
- *Well-defined goals and objectives are essential to a quality educational program*
- *Each and every employee functions as an integral member of the school personnel team and makes a highly significant contribution to the educational program*

➤ ***Bridge Academy Strategic Plan***

➤ ***Academic Outcomes***

- *The overarching goal held by the Bridge Academy School Board is to;*
- *Provide all learners with a solid foundation of skills, knowledge, and understanding that are necessary for their continual growth and success as students within the school setting, and as adults of society.*

- *As a result of sound K-8 education based on well-defined educational outcomes, students at the Academy will:*
- *Apply knowledge in diverse situations*
- *Communicate effectively in written, visual and spoken language*
- *Demonstrate concern, sensitivity and flexibility in their interactions with others*
- *Value creativity and innovation*
- *Value and be capable of learning over a lifetime*
- *To this end, the Academy focuses on five subjects in its curriculum: social studies, math, science, language arts, and foreign language. These five subjects shall be the means for attaining the lofty goals to which the Academy and its students aspire.*

Community and Family Involvement

The academy will seek and facilitate meaningful participation of families and the community as supportive and informed partners in the education of students.

The strategies used to achieve this outcome will include the six areas of involvement from Joyce Epstein's framework.

- 1. Parenting: Help all families establish home environments to support children as students***
- 2. Communicating: Design effective forms of school-to-home and home-to-school communications about school programs and children's progress.***
- 3. Volunteering: Recruit and organize parent help and support.***
- 4. Learning At home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.***
- 5. Decision making: Include parents in school decisions, developing parent leaders and representatives.***
- 6. Collaborating with Community: Identify and integrate resources and services from the community to strengthen school programs, family practices and student learning and development.***

The evaluation of the Community and Family Involvement Outcome will follow the evaluation process in the School Improvement Plan using process and perception data. The school administrators and School improvement Team will write out the evaluation process that will be used by the board.

Curriculum and Instruction Outcomes

Curriculum development will be consistent with the belief statements and goals of the academy board. This development process will be ongoing and be based on units of study that follow the state benchmarks and standards.

There will be master curriculum maps that include all units of instruction and common assessments that are aligned to state standards and benchmarks.

Classroom instruction will align to the units of study in the master curriculum maps to insure that all students will receive the instruction needed to meet and exceed state standards.

To assure that the curriculum and assessments are tightly aligned with state benchmarks and standards the academy will participate in a six year curriculum review cycle that incorporates curriculum mapping.

The curriculum review cycle is attached and will be one of the means for evaluating the curriculum and instruction outcomes.

The teacher mentoring program, professional development planning, and academic coaching will also be used as the means to achieve and evaluate the curriculum and instruction outcomes. These are written by school administrators in collaboration with school improvement team and GEE.

Intervention Outcomes

All resources and programs are integrated to meet the needs of every child.

The special education program will provide the required services for identified students and will ensure that all students who need services receive the proper referrals.

English Language Learners are given support through the ESL programs and services as well as the Sheltered Instruction Observation Protocol model used in every classroom.

Bilingual education is provided as needed under the supervision of the certified bilingual teacher utilizing all available resources including paraprofessionals who speak the first language of the students.

Mastery of state standards in reading and writing is essential to the success of all students, so to that end the school will employ reading specialists who will work with students who are struggling with English Language Arts.

The needs of all students will be met through the Child Study Team process which follows the Response to Intervention model. The special education personnel works with the ESL/ELL program to assist the classroom teachers in assessing the needs of each student and providing support in meeting those needs.

Strategies to accomplish these outcomes will be written out by the school administrators and school improvement leaders in collaboration with GEE.

Special Education will use state indicators from CIMS and MARS reports to measure outcomes and overall program quality. The Special Education Program will maintain a positive ranking.

The ESL Program outcomes are stated in the ESL Program Handbook which is attached. The ESL program will use ELPA test scores to measure outcomes for ELL students in addition to portfolio information collected by classroom teachers and ESL staff. The ESL program goal to meet AMAO targets set by MDE, demonstrates that English Language Learners are making adequate progress in English acquisition.

Measures for each of these groups of students will be written out and will follow the procedures and protocols in the school-wide school improvement plan, the mandates from the state and the authorizer.

Strategic Plan

Strategies to Achieve and Evaluate Academic Outcomes

Apply knowledge in diverse situations

Application of learning will be cross-curricular.

Comparisons and relationships between the past and the present will be explored

Real life applications will be used in teaching and learning

Evaluated using common rubrics based on the benchmarks and standards

Communicate effectively in written, visual and spoken language

Instruction in effective communication will be integrated into the ELA instruction

Effective communication will be practiced in all academic areas

Evaluated using common rubrics based on the benchmarks and standards

Demonstrate concern, sensitivity and flexibility in their interactions with others

Conflict mediation programs, character development curriculum, peer mediators, and mentors will be used to model and instruct students in this area

Measured by information from perception surveys and discipline records

Value creativity and innovation

Science fairs, art shows, drama, technology, and projects will be used to demonstrate learning and creativity

Evaluated using common rubrics designed for the specific projects based on the benchmarks and standard, but including evaluations based on the creativity and innovation of the project.

Value and be capable of learning over a lifetime

Opportunities will be provided for exploring learning as a continual process

This will be evaluated using exit surveys that measure how many students go on to some form of higher education beyond high school, including trade schools and community colleges.

Technology Outcome

Technology will be used to support curriculum by full integration into the teaching and learning process. The clear goals and realistic strategies for using telecommunications and information technology to improve education are stated in the academy's Educational Technology Plan. The academy will follow a progress monitoring process that will enable them to make updates and corrections in response to new developments and opportunities.

The strategies for achieving the outcomes will be written out by the school administrators, SIP team and the Tech Team and will follow strategies in the School Improvement Plan and the Educational Technology Plan.

The measures that the board will use to evaluate the technology outcome will be written out by the technology team and will follow the measures in the Educational Technology Plan.

3. Describe the Academy's process for determining and carryout professional development for faculty and staff.

Here at Bridge Academy, professional development is determined and selected in various ways.

Beginning of the School Year

Before the beginning of each school year, teachers are given a survey to help select professional developments that are recommended from administration. Teachers are also given the opportunity to suggest which professional developments would benefit their growth and their students' progress throughout the year. Through communication, teachers are also aware of professional development courses offered through different universities and several programs in which their committees are based (such as SIP, RtI, and PLC). Teachers and administrators also receive professional development during the summer on various resources and instructional methods as driven by the School Improvement Plan.

During the School Year

Administration collaborates to determine which professional developments will benefit the staff and students as a whole according to student achievement. Most professional developments are focused on data analysis, best teaching practices to attain school wide success to maintain Ferris State and GEE's goals and expectations, classroom management, etc. Early dismissal on the third Friday of each month is given so the staff may meet for professional development. Professional development is usually scheduled from 12:45-3:30 PM each and every scheduled third Friday. Each professional development requires a submission of an agenda to GEE by the Monday prior to the Friday. Minutes are recorded for each PD session and are submitted to the GEE office by Wednesday of the following week.

Monitoring of Classroom Application

To ensure the application of these professional developments is being utilized in the classroom, administration completes classroom walkthroughs as well as coaching/mentoring throughout the school year. Teachscape Reflect, a 360 degree camera, is utilized in the classrooms to capture teaching moments that can be later reflected upon. The camera is commonly used for PLC upon grade levels. Monthly, teachers are asked to share a lesson with their grade level colleagues. During this time, student engagement is often discussed as it pertains to professional developments.

Revisiting for Reinforcement

Topics of these professional developments are revisited on Friday half-days as well as discussed during Grade Level Meetings that are scheduled one weekly. Grade Level Minutes are recorded and sent to administration on a weekly basis. Feedback is frequently given and questions promptly answered pertaining to grade level concerns. As required through PLC Committee, each grade level meets approximately once a month to observe a captured lesson through the camera. During this time, teachers benefit from one another as different elements of teaching are discussed. Recorded lesson plans are also sent to Michigan State University to

be viewed and critiqued using the Danielson Framework. This opportunity is funded through a grant received by MAPSA that Bridge Academy is in consortium with. The Danielson Framework is also used as a guideline through administration for our teaching evaluations. After a formal classroom observation, teachers sit with the principal to discuss the progress of the students and any areas of concern as well as teachers progression in mastery of the domains as defined by Charlotte Danielson.

Adequate Funding

Professional development training is funded through federal grants and general funding through the district. As a part of the SIP process, Bridge Academy is always looking for new initiatives to adopt and utilize to engage student learning and meet the needs of our students.

New Initiatives

Upon receiving adequate training, support staff is on hand and follow up meetings (whether grade level or whole staff) are scheduled for the following programs: Accelerated Reader, Study Island, Lucy Calking Curriculum for Reading and Writing, and an Introduction to the Common Core Standards.

** Professional Development calendars, presenters and staff check in/check out sheets are on site for review in the building **

4. Describe how the Academy has established a safe and orderly environment that is conducive to student learning and high academic expectations.

Staff Responsibility for Student Discipline

Teaching Staff

The responsibility for student discipline begins in the classroom. Staff models behavior by following the Danielson model for establishing a culture for learning under Domain 2: *The Classroom Environment*. Staff is evaluated on the components – *Creating a Classroom of Response and Rapport, Establishing a Culture for Learning, Managing Classroom Procedures, Managing Student Behavior and Organizing Physical Space*.

Staff establishes classroom management and consistent procedures that result in following up with any issues that arise. Each teacher has a classroom management plan with stages that eventually could lead to office referral. Classrooms have behavior charts to help students stay on track and teachers communicate often with parents regarding both positive and negative behavior. The students are accountable for their actions and are aware of the school's policies and fill out a Behavior Pledge Form at the beginning of the school year.

School Administration

The teachers at Bridge Academy use a discipline referral form when sending students to the office. The student service coordinator enters the disciplinary action and consequence into the school's Student Information System, NextK12. This keeps a running record of the student's behavior that can be followed from year to year. At the middle school levels, in school detentions and in school suspensions are consequences for behavior issues that occur.

Adult Behavior Modeling

Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy through observations by administrative and GEE staff. It is expected that staff follow the expectations for staff behavior as set forth in the Employee Handbook (page 9).

Sharing Behavior Expectations

To guide our cultural beliefs we have our Vision, Mission and Belief statements which are available to any of the stakeholders within our school handbook and on posters displayed throughout the building. Rules and expectations are listed in the Student and Family Handbook, on posters displayed around the school, and within classrooms. Expected behavior is shared with parents and students through the handbook. The handbook outlines the consequences for any issues that arise concerning student misbehavior. Parent communications and student policy forms are signed by parents; we have translators in order to communicate with parents who speak other languages. All school letters that are sent home to parents are translated into Arabic and Bengali. NextK12 also serves as a way to communicate with parents because the behavior and grades are posted online.

Behavioral Programs

At Bridge Academy, we as a staff strive to instill positive character traits in our students by modeling what are desired behaviors, discussions on the effect of positive and negative behavior, as well as rewarding those students who possess and demonstrate positive behavior. Through our PBS program (Positive Behavior Support), we encourage student to do their best and even to go above and beyond. Reasons for rewards range from displaying good behavior, using good manners and overall positive character and attitude.

Character traits are taught alongside the standard curriculum. Each month, a new trait is focused on within the classroom and school-wide. While traits are taught individually in the classroom, they can be observed as a whole throughout the school.

5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?

Bridge Academy has encountered numerous obstacles and challenges since the last authorization but has worked diligently with staff, parents and stakeholders to meet the goals as established in the charter contract. There has been a lot of progress over the past years but there are still opportunities for improvement. The main challenges facing the Academy over the past years have been increasing student achievement for all subgroups.

To address some of the challenges the following opportunities were implemented this year at Bridge Academy;

- Addition of the New Campus (Bridge Academy West) for Grades 6-8
- New Administration for Middle School
- MAPSA Teams Grant

The addition of the new campus. Bridge Academy West, allowed for the middle school students to have their academic and social needs met by a campus and schedule tailored to their needs. It had been a challenge in the past in a K-8 building to meet the needs of both elementary and middle school students. The opportunity of the separate campuses created a quality learning environment for all student levels and the results are showing in the current EdPerformance Scantron scores.

In addition to the new campus a new administration team was hired specifically with the needs of the middle school student in mind. Khalid Almasnaah, the Academy principal, came to Bridge Academy this year with over ten years' experience working with middle school students in a charter school setting in a variety of roles from teacher to administration. Ms. Stephanie Stergiadis has worked for Bridge Academy for three years in the role as middle school English Language Arts teacher, team leader and served on the district wide curriculum development team. Ms. Stergiadis experience in those roles allowed for an easy transition to the Academic Service Coordinator role. Mujahed Elhady, the Academy Student Service Coordinator, is new to Bridge Academy with experience in public administration. This team was hired over the summer and used the summer months to plan for the operation and academics of a new building. This created a unique opportunity for Bridge Academy West to start not as a new school but with a smooth transition to a new site.

In 2011 Bridge Academy was selected to be part of the TEAMS grant, The Teacher Excellence & Academic Milestones for Students (TEAMS) project was approved as part of a national evaluation project with some modifications to the original proposal with MAPSA as the primary grant manager. MAPSA chose to work with 20 Detroit-area charter schools for the TEAMS project. This projects purpose is to demonstrate that in an under-performing environment performance-based models can work to increase student achievement.

Using the TEAMS model, MAPSA will work to achieve many goals to increase overall teacher quality. We will create an environment that is conducive to understanding data and use data within Professional Learning Communities (PLCs) to communicate and innovate within a school culture. This will be achieved through implementation and accomplishment of many goals, including;

- Increasing student achievement, with in each classroom and schools as a whole,
- Increasing the number of new-hire teachers in high-need areas retained each year,
- Establishing PLCs in each school,
- Filling leadership and additional responsibility roles in each participating school,
- Adopting a working-plan and budget for school governing boards to ensure long-term sustainability, and
- Ensuring school leaders and other key staff are proficient at using the performance management system for continuous improvement in all aspects of school operations.

Based on the progress and opportunities the following school improvement plan goals were developed and implemented during the 2011-2012 school year to address the challenges facing Bridge Academy. These goals and implementation plans are part of the School Improvement Plan and are evaluated/revised each year.

Bridge Academy School Improvement Goals:

1. All Bridge Academy students will be proficient in English Language Arts
2. All Bridge Academy students will be proficient in Mathematics.
3. Overall Bridge Academy students will increase achievement in Science by 10% as measured by local assessments (pretests and posttests) and Ed-Performance. Overall 5th and 8th grade MEAP score will increase by 10% by the end of 2011/2012 school year.
4. All Bridge Academy students will learn appropriate grade level skills and content in Social Studies and demonstrate an increase in academic achievement.

How Challenges are incorporated into the School Improvement Plan:

Our data indicates that we need improvement in our core subject areas and we believe that this data achievement plan in addition to our salient instruction will assist with narrowing the achievement gap that we are currently facing. We must exhaust all efforts to ensure our students are achieving and obtaining established Ed Performance and MEAP goals set by Ferris State University and Global Educational Excellence. To assist with planning short and long term goals with our students we established baseline data for students and teachers by administering the following assessments during the first 3 weeks of the school year; 2011-2012.

- ELPA (K-8th)
- Ed Performance (2nd -8th)
- NWEA (K &1st)

- DRA (K-8)

By completing these assessments and analyzing the data carefully, we were able to development explicit objectives and effective strategies to narrowing the achievement gap with our students.

Plan for 2011 – 2012 School Year to Address Challenges and Opportunities as developed by the School Improvement Team:

- Professional Development
 - During our 1st Professional Development (PD) meeting teachers analyzed the baseline reading data from norm-reference assessment that our students took in September. Teachers identified 5-7 learning objectives that their class showed significant deficiencies and planed strategies and implemented teaching methods to mastering the objectives that were identified.
 - During our 2nd Professional Development (PD) meeting teachers analyzed the baseline math data from norm-reference assessment that our students took in September. Teachers identified 5-7 learning objectives that their class showed significant deficiencies and plan strategies and implemented teaching methods to mastering the objectives that were identified.
 - This process continued through the year with monitoring by the administration.
- Administration
 - Lesson plans are being monitored to ensure teachers are planning accordingly to narrowing the achievement gap.
 - Implemented School –wide Non–negotiable Student Achievement Plan for each student in the building for math and reading. Teachers use the assessment data and create 5-7 goals for each student to meet base from the deficiencies that have been identify through their analysis. Teachers are using a variety of different educational tools (Study Island, Ed Performance, teachers made test etc...) to assist them with monitoring the progress of their students and improvement of their monthly Goals.

- Through the use of MEAP and Scantron data, we have begun using targeted instruction logs to identify students' areas of need and begin to bridge the gap. Targeted instruction logs include mini-lessons based on most missed questions from 2011 MEAP and Scantron data which allow teachers to better cover missing GLCEs individually and in small groups to raise student achievement. Teachers identified the top 10 missed GLCE's per subject area that were missed on MEAP; re-teaching and re-assessing the students who missed these objectives
- Word of the day is a school wide vocabulary activity that focuses on assessment vocabulary
- Teaching Staff
 - Grade level meetings (45 min.) are productive with the main focus being on data and strategies that teachers are using with their students to improve skills.
 - Teachers are constantly using formative assessments throughout their lesson to get immediate feedback and a true understanding if their students are absorbing the information that is being delivered by the teachers.
 - Reading is embedded in all content areas. Teachers are developing cross-curriculum lessons with a high focus on literacy to ensure a deeper understanding and comprehension of the material.
 - Teachers are communicating with parents and keeping them abreast of what is going on in the classroom and having serious dialogue about their child's strengths and weaknesses in the core subject areas.
 - Teachers have diligently worked with each student and have taken time to explain to their classes what the numbers of achievement mean on these tests that they are taking throughout the school year. This is a very powerful tool for the teachers to use when setting goals for the students. The student actually knows what their target score is, which forms a sense of accountability for the student to achieve that goal.

- Teachers have set Winter and Spring goals for each of their students based off the fall baseline data and have discussed with each individual the importance of reaching these goals. Teachers have created various different images for each student so they can visibly see their scores and have a concrete idea of what they have to accomplish.
- Teachers and administrators closely identified at-risk students according to the data; these students are being monitored by the RTI team. The RTI team then collaborated to find best practices and teaching strategies that will bridge the gap. Differentiation and flexible grouping are being implemented in all classrooms.
- Teachers created individual Scantron packets and created mini-lessons according to the learning objectives that were not mastered.
- Teachers identified, planned, monitored and re-evaluated the re-teaching of the missed learning objectives by keeping track of progress on a log.
- Teachers use MEAP practice books within their lessons.
- Teachers are intentionally adding more critical thinking and higher order questions within their lesson plans.
- Support Staff
 - Paraprofessionals are working in small groups of identified student to assist teachers in improving skills.
 - At-risk students have one on one paraprofessional support during the school day and attend the after school program (or 21st Century program) to build the academic skills they are missing.

- Our Reading Specialists are working with our underachieving reading students to provide supplemental instruction outside of their own schedule reading blocks to ensure they get additional strategies and practice in a non-threaten environment.
- Students who are identified as part of the Special Ed Department are receiving accommodations per their IEP. These students are receiving their one on one service and are being monitored quarterly with progress reports in order to be compliant.

Finally, Bridge Academy staff has established a culture that is data driven, goal oriented with realistic objectives for our students to reach. We have set the proper foundation and implemented strategies, pedagogy and methodologies in our quest to narrowing the achievement gap here at Bridge Academy.