



FERRIS STATE
UNIVERSITY

Imagine More

HOPE OF DETROIT 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

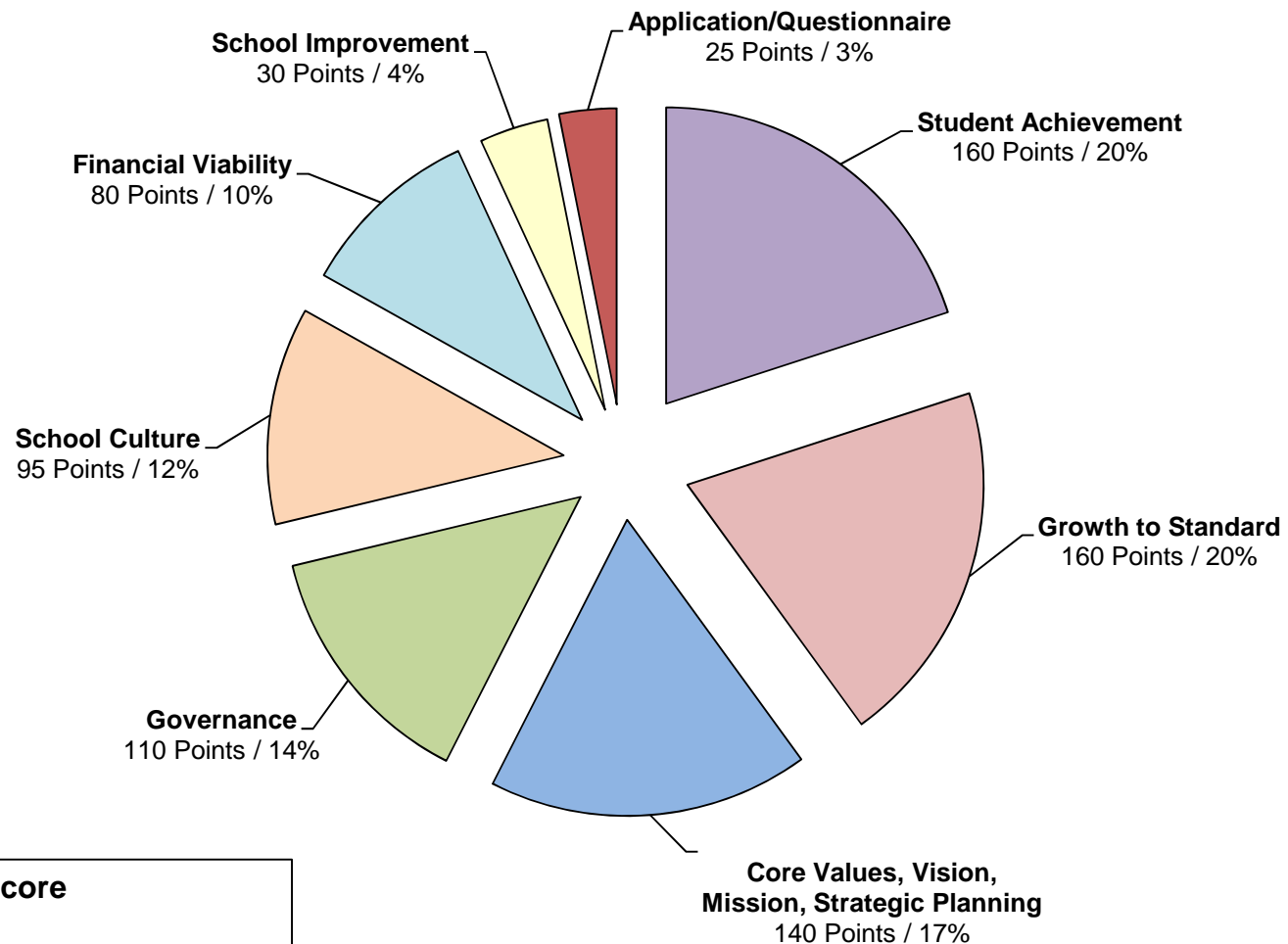
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document 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: Hope of Detroit Academy





Dates of Visit: April 26-27, 2012

Status: Needs Improvement

Overall Percentage: 80.9%

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Student Achievement	160	116.7	72.9%	Needs Improvement
Growth to Standard	160	106.5	66.5%	Needs Improvement
Core Values/Vision/Mission/Strategic Planning	140	105.5	75.3%	Meets Standards
Governance	110	101.7	92.5%	Exceeds Standards
School Culture	95	95	100%	Meets Standards
Financial Viability	80	80	100%	Exceeds Standards
School Improvement	30	21.7	72.5%	Needs Improvement
Application/Questionnaire	25	20.5	82%	Meets Standards
Total Score:	800	647.6	80.9%	Needs Improvement

Visiting Team Members

Name: Lee Robinson	Signature: 
Name: Dr. Ed McKeehan	Signature: 
Name: Mindy Britton	Signature: 
Name: Joan Beadle	Signature: 
Team Chair: Lee Robinson	

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

HOPE OF DETROIT ACADEMY MID-CONTRACT REVIEW

April 26-27, 2012

On April 26-27, 2012, the Ferris State University Charter Schools Office (FSU-CSO) Mid-Contract Review Team had the privilege to conduct a Mid-Contract Review at Hope of Detroit Academy. A summary of the highlights and recommendations are listed below:

Highlights:

- 1) Hope of Detroit Academy is housed in a very well maintained and beautifully refurbished Catholic school. The pride of the children, staff, and Board of Directors is evidenced throughout the building.
- 2) The students appeared to be very happy about being Hope of Detroit Academy students, and all students interviewed stated that they would not attend any other academy. Clearly, it is a student-centered Academy.
- 3) The staff, students, administration, and board made the CSO Mid-Contract Review Team feel very welcome.
- 4) Hope of Detroit Academy is truly a “neighborhood school,” and the parents are appreciative of the staff, Board, and administration.
- 5) The recent addition of a new curriculum coach is greatly appreciated by the teaching staff.

Recommendations:

- 1) At the present time, Hope of Detroit Academy is not meeting all of its contractual educational goals. Although trending upward in the past year, improved student achievement must continue to be the main focus of staff, administration, students and Board of Directors. Accordingly, all appropriate resources and strategies need to be utilized to insure that the Academy meets its contractual educational goals. In addition, the staff and administration need to put together a transition plan to prepare the students and staff for the new common core assessment. Although the common core assessment will not be administered until 2014-15, the staff and administration need to begin immediately to transition to this challenging required assessment.
- 2) The Strategic Plan needs to be reviewed and updated to insure alignment with the FSU Charter Schools Office Definition of Quality and written in SMART goal format.

- 3) Although the Academy is to be commended for having many staff members who are bi-lingual, the need for additional English Language Learner (ELL) support appears to be an Academy issue. The high number of non-English speaking students, especially at the student entry Kindergarten level, warrants an Academy review of ELL practices and staffing.
- 4) Some staff members stated that the transition from new programs and initiatives to instructional or building practice has been very challenging. Staff development needs to include the initial staff development, ongoing professional development, and implementation evaluation.
- 5) New programs and initiatives, in order to become the standard instructional or building practice, need staff alignment. It appears that not all staff (including support staff) have aligned with some of the new programs and initiatives.
- 6) The need for additional space (especially for the “specials”) appears to be a significant academy issue. The need for a gym is also an issue with all interviewed groups.
- 7) The parents and students stated that they do not feel welcome at Consortium College Preparatory High School. Steps should be taken to address this issue with the administration & the Advisory Board of Directors at Consortium College Preparatory High School.

Again, the CSO and Mid-Contract Review Team wishes to extend sincere thanks for the warmth and hospitality shown to us on our visit to Hope of Detroit Academy.

Lee C. Robinson, Team Chair

Criterion:

Student Achievement and Progress Toward Contractual Academic Goals

Points Possible
160

Points Achieved
116.7

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>	9/15	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	3.75/5	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	
Relative performance to the Resident district: MEAP-Math	5/5	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	
Point distribution		10 points	7.5 points	6 points	0 points	
Relative performance to a Demographically comparable school: MEAP-Reading	6/10	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	10/10	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	91.4	66.7	
Grade 4	3/5	78.0	72.7	
Grade 5	5/5	64.6	73.9	
Grade 6	3/5	73.0	54.3	

	Score	Target	Actual	Reviewer Comments
Grade 7	3/5	62.8	57.8	
Grade 8	3/5	77.4	60.0	
	Score	Target	Actual	Reviewer Comments
Math Performance: MEAP				
Grade 3	5/5	91.1	98.0	
Grade 4	3/5	82.2	77.8	
Grade 5	3/5	75.3	63.0	
Grade 6	5/5	55.5	76.1	
Grade 7	3/5	79.2	68.9	
Grade 8	3/5	72.8	65.0	

Student Achievement: Total score for all competencies				
Total Points Achieved	116.7/160	Percentage Achieved 72.9%	Category Achieved Needs Improvement	

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
106.5

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	30/40	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	30/40	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	22.5/30	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	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	
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	
106.5/160		66.5%	Needs Improvement	

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible 140	Points Achieved 105.5
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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 	<i>It appears that the Board's core values are the Belief Statements listed in the School Improvement Plan. It so, then the Board should incorporate these into their Strategic Plan as their core values.</i>
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	7.5/10	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	<i>See comments above.</i>
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	5/5	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	5/5	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	5/5	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	
105.5/140		75.3%	Meets Standards	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible
110

Points Achieved
101.75

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	5/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
Leadership: Monthly quorums	5/5	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	
Point distribution		n/a	5 points	3 points	0 points	
Leadership: Monthly progress reports	3/5		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	<i>Board minutes don't reflect monthly discussions</i>
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	5/5		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	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		
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	5/5		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	
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	
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	101.7/110	Percentage Achieved 92.5%	Category Achieved Exceeds 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	
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		Percentage Achieved	Category Achieved	
	95/95	100%	Meets Standards	

Criterion:
Financial Viability

Points Possible
80

Points Achieved
80

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	It was clear to the review team that the Board has a timeline; however, it would be helpful if the timeline were published.
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	5/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	

Financial Viability:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	80/80	100%	Exceeds Standards	

Criterion:
School Improvement – NCA VERSION

Points Possible 30	Points Achieved 21.7
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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	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.	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.	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.	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.	
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard II:</u> Governance and Leadership	3/4	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.	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.	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.	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.	

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	3/5	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		Percentage Achieved	Category Achieved	
	21.7/30	72.5%	Needs Improvement	

BOARD INTERVIEW SUMMARY

Academy Name: **Hope of Detroit 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?

- It's on its way to accomplishing it. As we go on, the mission changes. Test scores are improving – one measurement.
- Direction of the school is based on the community. When we focus on the community, we're going in the right direction.
- School is much better managed than years past...things are on a much more even keel. Very few issues.

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?

- School is organized, etc., which helps students learn and carries the organization with them as they move along.
- 8th grade grads come back with their high school report cards with As and Bs.

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?

- Academic goals...if we don't meet those or strive to meet those, we're not servicing our students/parents.
- FSU oversees who we are and what we are as a school.
- Responsibility falls on the Board.

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

- Leadership; daily function; clean; students well mannered; professionalism of the staff - beautiful building
- Proud to be affiliated with FSU.
- "My kids"....the students, their advancements

Improvements

- Air conditioning; could expand the school year if we had it

- Gym
 - More training on new core curriculum
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?***
- Have a strategic plan...
 - Main focus – improving student achievement
6. ***Why do you think parents choose to send their children to this academy?***
- Hispanic population – feel welcomed, family oriented – feel comfortable.
 - Board members are partners in the community
7. ***How does the Board determine the allocation of funds for this academy?***
- ESP, Board President and School Leader meet to determine needs; ESP puts needs into a budget form; brings to Board who reviews it; at the next Board meeting, Board reviews/discusses it again; the budget is then either finalized/approved or sent back for changes.
 - Board manages the ESP...not the other way around.
8. ***If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)***
- Air conditioning
 - gym
 - Training for staff on core curriculum
9. ***Anything for our attention?***
- Hope of Detroit Academy parents/students don't feel welcome at Consortium

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Hope of Detroit 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?*

- Made the mission very visible. On the right track to accomplishing it. Graduation rates/college acceptance rates from Consortium show us we're accomplishing the mission.
- Getting students ready for the 21st century with STEM.
- Getting teachers ready/trained with technology. One thing to have technology, but another to actually use it. The way we're heading with technology is all good.
- Stay very current/trend oriented based on our data. Look at data, observe and look at students needs and then build on our programs. Want our students to be viable – college, trade, etc. The Edge – program to visit other high schools. Needed more writing – made it a point to retrain teachers and scores increased.

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

- Serve our community. Lot of chaos/turmoil in this area, but we're a beacon. Truly a neighborhood school – half of the students walk to school. Parents do our advertising for us.
- Our students, our parents – overcoming the language barrier. Likes how students stop in the hall and express their feelings. The character we add to our parents/students' lives.
- Students, parents and our teachers. We really work as a team

Improvements

- Student achievement. Make gains with students, drive down with the data, teachers own the data. Change the philosophy of teaching as needed. Get strategies in place to get them to grade level or above.
- Work with teachers on analyzing the data and how to use it. Giving them ideas, strategies, PD.

- 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?**
- Believe in preparing them for high school – leave here being able to do 9th grade work. Many students come back and visit us and tell us how they're achieving in high school. Teachers in middle school know where those students are at academically and where they need to be.
 - For the majority, they are performing at a high level. Students are able to compete in a selective process high school, which are some of the highest performing schools.
- 4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
- 9.98; have lots of fun. Try to have bonding experiences which transfers to the students. Lots of opportunities to build relationships. When students know you care for them, they perform better.
 - Skip to work every day – love the job. Great working environment...
 - 8; Grade level meetings are very helpful – but challenge is to cover the entire K-8. Need to integrate the entire staff.
 - 8 – with lots of State expectations, some teachers are resistant. Those teachers need to understand these are State mandates.
- 5. What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?**
- Not enough space. Small groups, therapists, etc. need space. Staff are flexible with it.
 - Managing time: meeting with staff, observations, provide feedback, communication.
- 6. What are the top TWO things this academy needs to do for its long-term health and longevity?**
- Student achievement – would like to have classes for gifted/talented in the future. High achievers get shuffled aside rather than continuing the challenge.
 - ESL population – targeting more strategies with S.I.O.P. model. Show staff how everything integrates.
 - Recruit and develop staff/teachers. A school is only as good as the teachers. Recruit/develop those ready for common core/new standards that are coming.
 - Continue to be multi-cultural and insure that one culture doesn't dominate.
 - Marketing plan for students.
- 7. Why do you think parents choose to send their children to this academy?**
- No issues – no break-ins, vandalism. Parents know their children are safe – they're told they're OUR children while they're here.
 - They trust us – they know we care.

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

- New gym
- More classrooms so music/art can be in their own rooms
- More staff – full-time librarian
- More support staff to help with interventions
- Larger facility for high school that has our culture, etc.
- More field trips; more real world experiences.

9. *Anything for our attention?*

- Appreciates the family atmosphere of the authorizer/FSU, as well as the feedback, putting us on the right track.
- Want that train to move forward. Working our tails off.

INSTRUCTIONAL STAFF/TEACHERS INTERVIEW SUMMARY

Academy Name: **Hope of Detroit 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?*

- Diverse students and staff; always room for improvement, we do a good job. See progress with the kids. Everyone's focus is the students.
- High expectations – sometimes difficult getting them to achieve because of ELL issues, but we get them there.
- See individual progress after testing. Shows in their face when they see they've made progress. Easier to get them to the next level when they see the gains.
- Preparing them for college even in first grade. Want them to have focused goals. Academy gets them ready for the outside world.
- Key focus is student achievement.

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

- Students – they want to achieve, they have the drive to achieve.
- Atmosphere – like a family.
- Love students coming back when they're getting ready to graduate from high school – I had a part in their education/achievements. (holds alumni tutoring program).

Improvements

- Program changes – stressful on teachers. We're getting there, but still a lot to work on and being able to adjust.
- Staff learning to adapt and change in the classroom – different from what they're used to or taught in college.
- More time to see if programs are really working, be able to prove it out. See what's beneficial or not – work it all together.
- So much PD. Gets a little overwhelming because trying so many different programs. False starts? Intentions are good. We're there with what you want us to do, but administration needs to tell us what the best practice is. Let's implement a few at a time rather than a whole lot at once.
- Core curriculum – almost there. Started out with lots of pieces and hard to put them all together, but getting there.
- Curriculum, behavior, intervention – lots of programs.

- What's driving this change/stress? Administration or TLG? A little bit of both. School Leader is very aware of what teachers are going through. Pressure comes from top down.
3. **On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**
 - a. **Materials and Supplies** all 10s – no problem;
 - b. **Professional Training** 10 – if we suggest, we get it
 - c. **Clear Description and Understanding of The Expectations For Your Work** - Rely on colleagues a lot; also get help when needed. New instructional coach is a positive sign that they understand we need support and reinforcement for new common core. Need more support for new teachers who are struggling. Need mentoring in grades 6 -7.
 4. **On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
 - 9-10; Students love us. Created a family within a family – safe environment. Respect us.
 - 10 - Staff – teachers – 10;
 - 7-7.5 - bit of a disconnect with ALL staff – used to be 10; pressure, staff changed, majority of the staff are focused on the students, however
 5. **Do you feel the academic expectations here are appropriate for the students who attend this academy?**
 - Some kids are behind before they even start Kindergarten because of language barriers
 - Very high expectations for our students.
 6. **Would you enroll your child at this academy?**
 - Yes, if I wasn't a staff member here.
 - If I lived in the neighborhood, yes;
 - If I were a 2nd language learner, yes.
 7. **If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**
 - Separating elementary/middle school
 - Space
 - Air conditioning
 - Support staff – for special ed and ELL
 8. **Anything for our attention?**
 - Why aren't you/FSU more in the schools to help us? You want student achievement, but why don't we see you more than a few times a year?
 - Passion can't be taught, but it can be addicting!

INSTRUCTIONAL STAFF/SUPPORT INTERVIEW SUMMARY

Academy Name: **Hope of Detroit 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?

- Definitely think we are – mission to develop multicultural learners. Make them college bound. Definitely striving toward achievement.
- Try to lay out a plan to go to college right from the beginning

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

- Academics – seen many children who came in who talked only Spanish. Now we see them turn into wonderful children who have made great gains.
- Proud of students – work so hard...coming from this community/background, not knowing English. Seeing the gains and their faces when they realize they've made those gains. To be able to instill that excitement in the students is what makes me proud.
- Our use of technology – pride ourselves on being technology-driven school. Our technology exceeds most charter schools...iPads, nooks, etc. Our kids benefit greatly from this.

Improvements

- More support from the teaching staff. Some are having difficulty with all the changes. If support staff is completely on board with the vision, then we need support from the teachers. Start with small steps - integrate little by little.
- More parent involvement. Many parents don't speak English so they don't feel comfortable.
- Need more room so we can offer more for parents, etc. Working with the parish center for some room for parent classes.

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

a. Materials and Supplies all 10's. "absolutely"

b. Professional Training all 10's. Professional Development every month; staff are allowed to attend outside professional development. Very supported.

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

- Had a mentor in my first year of my job – very clear, very helpful.
- Have a job description with a list of what's expected....along with additional duties.
- We all feel comfortable to jump in and help wherever it's needed. Lot of team work here...

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

- 10

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

- Yes; receive support from Wayne RESA.

6. Would you enroll your child at this academy?

- Yes – if I wasn't a parent and staff member

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

- Bigger building
- Air conditioning
- More variety in the library and in the classrooms. Classrooms' library is only grade level appropriate.
- It's not always about the money – the nurturing and caring is important. But a better gym or walking track outside.

8. Anything for our attention?

PARENT INTERVIEW SUMMARY

Academy Name: **Hope of Detroit 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?*

- Relatives attended here; for convenience at first, but found it to be a good school so kept children here.
- Curriculum – like what they have to offer compared to area schools; comfortable with staff
- Closer; clean; teachers are good; good communication with parents
- Knew other kids here; good recommendations. Likes progress at the school; small class size.
- 10;
- receive a lot of help – 10
- 9—for growth
- 9 – need a real gym
- 8 some works in progress – all good, but needs to keep going

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

- Need to go to the right person – but complaints are handled.
- Always have opportunity to go to the next level. School leader is always available as well as Mr. Tom. Mr. Abdel will have a meeting with you and those involved.
- Love the open door atmosphere.

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.*

- Kids are happy here; like the interracial aspect of the school. Teachers care about the kids
- Kids love the field trips.
- Overall child happy – likes some teachers more than others. Sometimes child unhappy, but it's because the teachers are doing their job...teaching and discipline.

- Good communication in this school.
 - Overall teachers are doing their job.
- 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...tests show the results
 - Yes...work is challenging. Teachers make sure students are learning.
 - Like the way they teach our kids. Like that teachers send home tests scores.
 - We're satisfied. Like the process – teachers involved with parents in the teaching process. Follow up with notes, make sure parents know
 - Parent portal...like it.
- 5. *What is the number one complaint your child has about attending school here?***
- A specific teacher child wasn't fond of....basically the teacher was being stern with the child.
 - No specific complaint – just don't want to go to school – typical teenager.
 - No specific complaints
- 6. *What is the number one thing your child really seems to enjoy?***
- Very comfortable with teachers; if the teachers push them to their limits, the students will do it.
 - Motivation to achieve goals.
 - Reward systems – PBIS.
 - Math; computer science; gym
 - New equipment in gym so they can do more things
- 7. *Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?***
- Receive lots of communication; excellent!
- 8. *Anything for our attention?***
- One specific teacher who is always on top of everything/on top of the kids. All teachers are great, but one goes over and beyond.
 - What can you/FSU do to help us?
 - Loves the discipline here – appreciates it for students
 - Good place for our neighborhood – safe, nice

STUDENT INTERVIEW SUMMARY

Academy Name: **Hope of Detroit 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?*

- Here – used to being here; wouldn't want to change
- Stay here -
- Like being here. Show us a lot. Brother got higher grades here than another school – started paying more attention.
- If we work hard, we're rewarded.
- Like the tutoring program; before and after school. Teachers stay as long as you need them to.

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

- They push us – if we understand the lesson, then they push us even more by giving more challenging work.
- Grades are going up.
- Teachers are very aware if we're not getting it; they go step by step to help us understand it.

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

- Yes – when they see you're in trouble and if they know you didn't do it, they help us/defend us.
- Yes – they help you if you get in trouble. Give second chances.
- New discipline system is working.

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

- Gym – get to go outside, play games. Taught about alcohol – used a scooter activity on what it's like to drive drunk.
- Art – have art twice a week
- All like math
- Don't like social studies – so many things to learn about our history. Teacher says it's important to know those things. Seems like we learn the same thing over and over again in social studies. Learn much more about one culture than others.

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

- Offer more sports than just basketball – like soccer, volleyball, baseball.
- Had lots of clubs last year, but not as many this year. Wish we had more electives this year.

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

- Yes. We have security – he used to be in the navy – he protects us
- Teachers try their hardest to enforce the rules so we don't get hurt
- Have drills – fire drills, tornado drills, lock downs.
- Have a rule about telling teachers if we're walking home if our parents said it's ok. Most have rides.
- Have had a few teachers watch me walk home and a teacher took me home one time.
- Everyone watches out for everyone else.

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

- Yes – I have before. Because teachers work and help students learn. Teachers don't let us move on until we understand the lesson.

8. *Anything for our attention?*

- Don't like the lunch – like prison food. Likes the pizza.
- Would like to go here for high school.
- It is a very good school and the teachers really help you.

NOTE: This is probably the most articulate group of students ever interviewed.

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Hope of Detroit Academy**

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

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

1. What are you doing to prepare for the new Common Core requirements?

- Reviewed the requirements
- Will be working more comprehensively in 2012-2013
- All staff will need to adjust to the new requirements

2. What kind of support are you receiving as you prepare for the Common Core requirements?

- ESP has an academic vice president who assists us with curriculum
- Extensive training is being developed and planned prior to the implementation
- All new textbooks purchased from here on out will be aligned with the common core curriculum

3. What other tools are used in grades K-3 to improve academic standards?

- Currently in the process of purchasing STARS Reading and Math
- Used DIBELS in the past
- DRA is used in the entire academy
- Scantron used to determine specials assistance

4. What do interventions look like? What are best practices?

- Tier 1 in place; working on Tier 2; will work on Tier 3 next year
- Need to determine if interventions are working
- RTI – both pushing in and pushing out; use Word Their Way

5. Do you hold grade-level meetings? If so, how often?

- PLCs meet weekly; work on lesson plans
- Common planning time

- Hold monthly professional development
- Work regularly with grade-level partner
- Common classroom discipline

6. Is there data tracking for RTI?

- Use SWIFT discipline data tracking monthly; getting better at sharing it regularly with staff; share with Board monthly
- Data is shared with individual staff when patterns evolve.
- Behavior matrices in place. Stop sign, green, red.... When there is a need, students receive review.
- When the School Improvement Plan is reviewed/revised, it's based on data, as well as the need for additional training.

7. Has there been training in differentiated learning?

- Consultant has been here for 1) classroom observation; and 2) talked w staff on what was seen.
- Training is revisited in certain areas; helpful because staff pick up new items or reminded of certain items. The training assists in taking staff to the next level. Also practice peer-to-peer training
- Small groups are used all day long, along with technology. Some staff put struggling students with groups who are doing well. Math uses more project based items.

8. Any other items?

- Paradigm shift with different types of students
- Hiring more bilingual staff.
- Giving it our best shot.
- Want more help with data teams - how to use data and what to do with the data.

MID-CONTRACT SELF-PERFORMANCE REPORT SCORING RUBRIC

<div>1. Is the academy making academic progress relative to its contractual goals?</div> <div>Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.</div> <div>Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.</div> <div>Total Possible Pts=5</div>	<div>Did Not Answer</div> <div>0 Pts.</div>	<div>Somewhat Answered</div> <div>2.5 Pts.</div>	<div>Answered</div> <div>4 Pts.</div>	<div>Outstandingly Answered</div> <div>5 Pts.</div>	ACADEMIC PROGRAM
			X		
	<div>What reviewers will look for:</div> <div>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.</div> <div>Reviewer Comments:</div>				

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><i>What reviewers will look for:</i></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><i>Reviewer Comments: There is a difference between a SIP and a Strategic Plan. Although evidence was found that indicated long range planning, a specific Strategic Plan was not found.</i></p>					
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><i>What reviewers will look for:</i></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><i>Reviewer Comments:</i></p>					
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><i>What reviewers will look for:</i></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><i>Reviewer Comments:</i></p>					
Total Possible Pts=5					



*Hope Of Detroit
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www.hopeofdetroit.com

Mission Statement:

It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who are college bound and strive for excellence, determination, and achievement.

Vision Statement:

The vision of Hope of Detroit Academy is to produce students who compete in a global world and become successful leaders.

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Budget - School Improvement Plan



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Title I

125	After-school tutoring: 7 tutors, \$20-30/hour, 2 days per week, 1.5 hours per day, 22 weeks	462	\$	8,845					\$	8,845		\$	8,845
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125	Study Island online site license		\$	8,000					\$	8,000		\$	8,000
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212	Career-Cruising online subscription		\$	500					\$	500		\$	500
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221	1 Instructional Coach, salaries \$59,000 and benefits \$16,903	1.0	\$	75,903					\$	75,903	\$	75,903	\$ -
Ja'fri, Fatimah		1.0							\$	75,903			

331	1% parent involvement - required carryover from 2010-11 = \$1,231								\$	-		\$	-
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331	Detroit Parent Network: Training (including computer skills class) for parents and childcare during parent trainings, 1 meeting per month, \$440/meeting, 10 months		\$	4,400					\$	4,400	\$	5,940	\$ (1,540)
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12/23/2011 Detroit Parent Network: Contractual fees for DPN to conduct 6 educational parent workshops and 20 computer classes for parents

331	Refreshments/educationally based incentives for parent participation at parent meetings.				\$	1,000			\$	1,000		\$	1,000
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Title – 2A

111	Performance-based merit pay, estimating 4 teachers, \$2500 each			\$	10,000					\$	10,000	
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112	Performance-based merit pay, estimating 2 teachers, \$2500 each			\$	5,000					\$	5,000	
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221	Michigan Reading Association Annual Conference for 3 staff members, \$185/registration, 4-day conference, travel and lodging estimated at \$1,150			\$	1,705					\$	1,705	\$ 2,707
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1/21/2012 Michigan Reading Association: Registration for MRA 56th Annual Conference, 3/10-3/11/12, Grand Rapids MI, Dorian Robert \$ 1,086
1/26/2012 Marriot Grand Rapids: Hotel for MRA 56th Annual Conference, 3/8-3/11/12, Grand Rapids MI, Dorian Roberts, Jacki Ragonesi \$ 1,621

221	2 MDE-sponsored workshops throughout the year, 3 people, OEAA testing conference, School Improvement Conferences, \$100/registration plus travel expenses			\$	1,081					\$	1,081	
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221	Consultant fees for DRA Training, 40 staff members, \$1000/day, 5 days of training			\$	5,000					\$	5,000	\$ 10,000
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1/21/2012 Sturrock & Associates: Consulting fees for DRA and ML/P training, on-site, 10 days - 1/17, 1/23, 1/30, 2/6, 2/13, 2/17, 3/5, 3/1 \$ 10,000

221	Refreshments for 2 days of DRA Training, 40 staff @ \$12.00			\$	960					\$	960	
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221	Subs for classroom coverage during II-A trainings, 20 sub days, \$125/day			\$	2,500					\$	2,500	\$ 508
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2/8/2012 Unified Staffing: 2 subs for coverage on 1/23 DRA training with Sturrock & Associates
 2/8/2012 Unified Staffing: 2 subs for coverage on 1/17 DRA training with Sturrock & Associates

217.5
 290

221	Consultant fees for MLPP Training: \$1,000/day, 25 staff, 7 days, of training throughout the year.		\$ 7,000					\$ 7,000	
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221	Refreshments for MLPP Training, 25 staff @ \$12.00			\$ 1,500				\$ 1,500	
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221	Formative assessments: 30 staff, 2 days, \$1000/day		\$ 2,000					\$ 2,000	\$ 220
10/28/11	Voyageur Academy: Registration for RTI & DI instruction that is low-prep, high-impact, presenter Jim Grant, 10/7/11, 4 staff r							\$	220

221	Classroom management training for 5 staff members, \$325/registration, 1-day conference, travel expenses estimated at \$50/person		\$ 1,875					\$ 1,875	
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221	TLG & School Use: Response to intervention training: using data to inform RTI, how to progress monitor with curriculum based measures, selecting appropriate interventions, integrating positive behavior support into the RTI process: 30 staff, 4 days, \$1000/day consulting fee plus		\$ 4,830					\$ 4,830	\$ 11,913
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11/17/2011 Ali Abdel: Travel to SL/C meeting, 11/10/11, Planning effective RTI systems 84.36
 11/17/2011 Theresa Perry: Travel to SL/C meeting, 11/10/11, Planning effective RTI systems 83.69
 9/14/11 Bureau of Education and Research: Registration for RTI: Strategies for Tier 1 & 2 in reading, Leticia Maldonado, 11/7-11/8/11, \$ 395
 9/14/11 Bureau of Education and Research: Registration for RTI: Strategies for Tier 1 & 2 in reading, 11/7-11/8/11, Livonia MI, Theresa: \$ 1,975
 10/14/11 Bureau of Education and Research: Registration for RTI: Strategies for Tier 1 & 2 in reading, 11/7-11/8/11, Livonia MI, Erica D: \$ 790
 10/31/11 Wayne RESA: Registration for Aligning RtI: Series for SW-PBIS Schools (white), 11/2, 12/20/11, 3/1, 5/1/12, Theresa Perry, Do \$ 80
 1/4/12 Wayne RESA: Registration for Aligning RtI: Series for SW-PBIS Schools (Green), 12/1/11, 2/6, 4/3, 5/7/12, Stephanie Palmer, v \$ 40

2/5/2012 TLG: Registration for October - December 2011 School Leader meetings \$ 200
 2/8/2012 Staff Development for Educators: Consulting fees for RTI training with Gretchen Goodman, 1/12, 1/13/12, on-site \$ 8,265

	TLG & School Use: Continuous school improvement training: how to use data to inform efforts and how to align instructional processes to ensure implementation: 2 days of on-site training for 40 staff, \$3250/day consulting fee								
221			\$ 6,498					\$ 6,498	\$ 10,284

11/2/2011 TLG: Registration for July - September 2011 School Leader meetings \$ 100
 11/2/2011 TLG: Registration for July - September 2011 Instructional Coach meetings \$ 100
 1/26/2011 EB Educational Consultants: Consulting fees for understanding why improvement is necessary and roles of staff in the process \$ 10,000
 1/26/2011 Ali Abdel: Travel to SL meeting, 1/19/12, Using design teams to analyze student data and make instructional decisions \$ 84

	TLG & School Use: Differentiated instruction training: 30 staff, 2 days, \$1500/day consulting fees								
221			\$ 3,000					\$ 3,000	\$ 6,857

12/5/11 Staff Development for Educators: Consulting fees for Differentiated Instruction training, presenter Michael Shackelford, on-site \$ 6,091
 1/17/12 Staff Development for Educators: Registration for Differentiated Math, 3/8/12, Livonia MI, Silvia Vargas \$ 199
 2/8/12 Staff Development for Educators: Registration for Designing a Differentiated Lesson Plan, 5/9/12, Livonia MI, Andrew Wright, \$ 567

	TLG: Using Marzano strategies training: 2 staff, 1 day, \$100/day registration plus travel expenses								
221			\$ 366					\$ 366	

	TLG: Training on understanding the common core standards, integrating them into the curriculum, and creating rigor and relevance in instruction: 2 staff, 3								
221			\$ 1,098					\$ 1,098	\$ 384

12/7/2011 Ali Abdel: Travel to SL/C meeting, 12/1/11, Continuous School Improvement & CCSS \$ 84
 2/5/2012 TLG: Registration for October - December 2011 Instructional Coach meetings \$ 300



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Title -2D

Title II-A funds transferred to Title I-D

125	1 tutor to do after-school technology enrichment classes, \$30/hour, 2 hours/day, 1 day per week, 18 weeks	36.00	\$ 1,199					\$ 1,199	\$ 1,199
Vacant		36.00						\$ 1,199	

125	STAR Math and Reading site licenses for after-school technology enrichment classes		\$ 5,000					\$ 5,000	
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111	Discovery Education streaming license		\$ 6,000					\$ 6,000	
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125	Flash drives, report covers, blank invitations, mouse pads, headsets, choice saver personal PA, wireless mouse and pointer for after-school technology enrichment classes			\$ 2,000				\$ 2,000	\$ 1,992
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1/17/2012 The IDEA People: 30 flash drives \$ 296
 1/17/2012 Customs Plus: 50 mouse pads \$ 90
 1/17/2012 School Specialty: 30 headsets, report covers, invitation cards, wireless mouse, laser pointer, etc. \$ 1,607

284	Annual subscription for Orange Grove data warehouse used for school improvement		\$ 5,000					\$ 5,000	\$ 5,000
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1/26/2012 OrangeGrove: Annual subscription for online data warehouse, 7/1/11 - 6/30/12 \$ 5,000

111	40 iPad's, \$500 each with a cart, \$2000			\$ 22,000				\$ 22,000	\$ 23,080
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2/8/2012 Apple: 40 iPad's with covers \$ 23,080

111	Educational apps and Microsoft Office for the iPads		\$ 8,000					\$ 8,000	
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*Hope Of Detroit
Academy*

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Fax: 313.897.5142
www.hopeofdetroit.com

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The vision of Hope of Detroit Academy is to produce students who compete in a global world and become successful leaders.

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Title III

125	Summer 2012 ESL tutoring - English language instruction, 4 staff, \$35/hour, 30 days, 4 hours/day plus benefits	272	\$	18,648					\$	18,648	
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125	2 ESL Teachers doing one-on-one and small group language instruction during the school day, salaries \$43,076 and benefits \$11,465	1.08	\$	54,541					\$	54,541	\$ 54,541
-----	---	------	----	--------	--	--	--	--	----	--------	-----------

Vacant 0.54 \$ 27,270
 Vacant (budget plug) 0.54 \$ 27,271

125	After school ESL tutoring Program- English language instruction, 2 staff, \$25/hour, 2 days/week, 2 hours/day, 24 weeks plus benefits	192	\$	5,328					\$	5,328	
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125	30 books on CD, \$30 each			\$	900				\$	900	
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125	Book downloads for the Nook readers purchased with prior year Title III dollars, \$15/title, 10 titles, 20 Nook readers		\$	3,000					\$	3,000	
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221	MI Assoc. of Bilingual Educators Conference, 8 staff members, \$250/registration plus travel		\$	2,120					\$	2,120	
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Save the date! May 10-11, 2012



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31A

	Summer school tutoring 2012: 7 teachers, \$35/hour, 4 hours/day, 25 days plus benefits	700	\$	27,195						\$	27,195		\$	27,195
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119	Summer school tutoring 2012: 2 paraprofessionals, \$25/hour, 4 hours/day, 25 days plus benefits	200	\$	6,757						\$	6,757		\$	6,757
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125	4 Instructional aides, salary \$76,744 and benefits \$23,647	0.0	\$	100,391						\$	100,391	\$	-	\$	100,391
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125															
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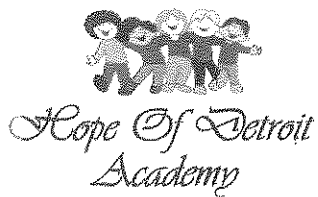
125	Saturday tutoring, 2 staff, \$30/hour, 3 hours/day, 17 days plus benefits		\$	3,397						\$	3,397		\$	3,397
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125	Consumable workbooks, notebooks, pencils			\$	1,000					\$	1,000		\$	1,000
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	Contractual fees paid to Detroit Parent Network to provide adult education programming on Look up in manual Saturdays (staff, materials, etc.)		\$	5,000						\$	5,000		\$	5,000
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266	Initial installation and annual lease of security cameras		\$	12,000						\$	12,000		\$	12,000
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125	Early childhood programming, 2 teachers, \$30/hour, and 2 paraprofessionals, \$20/hour, 4 hours/day, 5 days/week, 4 weeks plus benefits		\$	8,880						\$	8,880		\$	8,880
-----	---	--	----	-------	--	--	--	--	--	----	-------	--	----	-------



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*Hope of Detroit
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committed
to student control
and innovation*

Budget Development Timeline

BUDGET TIMELINE

The purpose of the budget is to forecast and monitor the financial well-being of the academies. In most cases actual numbers are difficult, if not impossible, to determine, therefore the best estimate available at the time of preparation is used.

There are two types of budgets prepared throughout the year. The first is the "Proposed" Budget. This budget is prepared once each year in the spring of the current year for the following school year and usually presented to the Board in May or June. The "Revised" Budget is usually prepared twice during the current year. The first is after the Fall pupil count is confirmed. This budget is usually prepared for the Board's approval at their November or December meetings. The second revision is generally prepared after the February pupil count is in. This budget is usually presented to the Board in May or June.

There may be a necessity to prepare additional interim budget revisions to align the budget more closely with revenue and expenditures. An example would be if an Academy had much higher than budgeted expenditures in one function that exceeded the acceptable percentage of overage in that function.



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Budget – Fund Balance Report – Long Range Plans



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The fund balance long-range plan is to continue to use the money to invest in an expansion plan for a 6-12 site, increase student achievement, upgrade technology, improve equipment and school facility.

For example the academy has used the fund balance:

- Purchased property for staff/parent parking
- Land acquisition for future expansion 6-12 site
- Hire additional support teachers
- Materials and resources such as textbooks
- Student furniture such as desks
- Technology upgrades (I pads, desktops computers & smart boards)

HOPE OF DETROIT ACADEMY
FISCAL YEAR 2012 - GENERAL FUND INFORMATIONAL DETAIL

Acct. Number	Description	Audited 2010-2011	Board Approved 11-22-11	Revised 2011-2012
451	SITE ACQUISITION SERVICES			
11-1-451-6110-000-0000-08722	Land		250,000	275,000
SUBTOTAL		0	250,000	275,000
452	SITE IMPROVEMENT SERVICES			
11-1-452-6310-000-0000-08722	Improvements Other Than Building		25,000	25,000
SUBTOTAL		21,165	25,000	25,000
455	BUILDING ACQUISITION AND CONSTRUCTION SERVICES			
11-1-455-6220-000-0000-08722	Expenditures for Alterations Performed by Contractors		250,000	250,000
SUBTOTAL		23,587	250,000	250,000



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Budget — Replacement / Updating Technology Maintenance

HOPE OF DETROIT ACADEMY
FISCAL YEAR 2012 - GENERAL FUND INFORMATIONAL DETAIL

Acct. Number	Description	Audited 2010-2011	Board Approved 11-22-11	Revised 2011-2012
125	COMPENSATORY EDUCATION			
11-1-125-3450-000-6012-08722	Copyright Fees and Software Licenses		8,000	8,000
11-1-125-3450-000-6842-08722	Copyright Fees and Software Licenses		-	-
11-1-125-3450-000-7662-08722	Copyright Fees and Software Licenses		-	5,000
11-1-125-5110-000-3062-08722	Teaching/Testing Supplies and Materials		-	1,000
11-1-125-5110-000-6011-08722	Teaching/Testing Supplies and Materials		-	4,026
11-1-125-5110-000-6371-08722	Teaching/Testing Supplies and Materials		16,575	16,863
11-1-125-5110-000-6842-08722	Teaching/Testing Supplies and Materials		900	1,050
11-1-125-5110-000-7662-08722	Teaching/Testing Supplies and Materials		-	2,000
SUBTOTAL		590,917	541,996	554,867

HOPE OF DETROIT ACADEMY
FISCAL YEAR 2012 - GENERAL FUND INFORMATIONAL DETAIL

Acct. Number	Description	Audited 2010-2011	Board Approved 11-22-11	Revised 2011-2012
225	TECHNOLOGY ASSISTED INSTRUCTION			
11-1-225-3450-000-0000-08722	Copyright Fees and Software Licenses		3,500	3,500
11-1-225-5990-000-0000-08722	Miscellaneous Supplies and Materials		5,000	6,500
SUBTOTAL		4,150	8,500	10,000

HOPE OF DETROIT ACADEMY
FISCAL YEAR 2012 - GENERAL FUND INFORMATIONAL DETAIL

Acct. Number	Description	Audited 2010-2011	Board Approved 11-22-11	Revised 2011-2012
284	SUPPORT SERVICES TECHNOLOGY			
11-1-284-3190-000-0000-08722	Other Professional and Technical Services		29,500	29,500
11-1-284-3190-000-0000-08722-1590	Other Professional and Technical Services - Tech Support		15,350	11,808
11-1-284-3190-000-0000-08722-2830	Other Professional and Technical Services - Benefits		6,461	4,804
11-1-284-3450-000-0000-08722	Copyright Fees and Software Licenses		14,430	14,430
11-1-284-3450-000-7662-08722	Copyright Fees and Software Licenses		-	5,000
11-1-284-3450-000-8012-08722	Copyright Fees and Software Licenses		1,500	1,500
11-1-284-5990-000-0000-08722	Miscellaneous Supplies and Materials		3,975	3,975
11-1-284-6410-000-0000-08722	New Equipment and Furniture		5,025	5,025
SUBTOTAL		43,688	76,242	76,042



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Special Education Audits



Monitoring Activities Report

Hope of Detroit Academy (82957)
December 15, 2011 — Part B

Data Point	Item	Activity	Date Due
Educational Entity Master (EEM)	Update Information	Please ensure that your local's authorized user maintains current information for the local's special education contact by going to: http://cepi.state.mi.us/EEM/	ASAP
Data Collection	MSDS	Please work with your local's MSDS superuser to ensure that accurate data for the Spring 2012 student count are submitted for Child Find and discipline.	FYI
Winter 2012 Focused Monitoring	B-4-A/B (Suspension/Expulsion)	The OSE will notify locals who are identified for a winter focused monitoring activity in early January 2012. Locals will be selected based on submitted discipline data for 2010-2011. Monitoring will take place from January 31 - March 5, 2012.	FYI
MI School Data	Reminder	MI School Data (www.mischooldata.org) is a portal to a variety of education data – including the Special Education Inquires. In anticipation of the April Workbook and the Strand Report, log-in and see how your local is performing on SPP indicator B-3 (Statewide Assessments). Need a username and password? Contact the D4SS Technical Contact in your ISD to request access.	FYI

Continuous Improvement & Monitoring System (CIMS)

CIMS Workbook

[Home](#) [Reports](#) [Compliance](#) [Progress Reports](#) [Results](#) [Workbooks](#) [Data](#) [Focused Monitoring](#)[Reports](#) | [Organization\(s\)](#) | [Profile](#) | [Logout](#) [Back](#)Document Information: [B Report Dec2011-HopeDetrtA-82-82957](#) [Details](#)**You are
here:**> [B Report Menu](#) > [Forms Menu](#)

REPORTS

Instructions: Click on a link below to view a PDF version of your report and review with the appropriate team members. To acknowledge your reports, click on the blue "Acknowledge Reports" button in the upper right corner.

Monitoring Activities Report: [B-2011-3-MAR-82957-rnd1329865-20111205.pdf](#)

Focused Monitoring:

Fall 2011 Report of Findings	N/A	N/A
Fall 2011 Report of No Findings	N/A	N/A
Closeout Report	N/A	N/A
Report of Non-closeout (UNC)	N/A	

SPP B-11 (Child Find):

2010-2011 Letter of Findings	N/A
Closeout Letter	N/A
Letter of Non-closeout (UNC)	N/A


SPP B-12 (Early Childhood Transition):

2010-2011 Letter of Findings	N/A
Closeout Letter	N/A
Letter of Non-closeout (UNC)	N/A

SPP B-13 (Secondary Transition):

2010-2011 Letter of Findings	N/A
Closeout Letter	N/A
Letter of Non-closeout (UNC)	N/A

58946

 [Top of the Page](#)

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Parent Involvement

HOPE OF DETROIT ACADEMY

Parent Involvement Strategies and Success Indicators

2011-2012

Overview

Hope of Detroit Academy believes that parent involvement is key to student academic success. Parent involvement can be demonstrated in a variety of fashions such as attending parent teacher conferences, participating in monthly parent meetings, enrolling parenting classes to role model self development and volunteering at the school. Hope of Detroit partners with various community organizations to assist in comprehensive delivery of parent involvement services and parent promotion. The narrative below describes the components of our parent involvement strategy that includes community partnership, communication, engagement, services, leadership training and recognition.

Involvement Strategies

Community Partnership

Hope of Detroit Academy's vision is to offer a resource rich environment for student and parents. Developing community partnerships that specialize in parent services increase the resources available to school stakeholders. One key community partnership is Detroit Parent Network, DPN, who mission for parents is to "get involved, get connected and get powerful." DPN provides many value-added services and expertise for Hope of Detroit parents. In addition, DPN is the bridge to other community organizations and universities such as Urban Neighborhood Initiative and the University of Michigan. Another partner is the local adjacent church.

Communication

Communication with parents is vital to understanding parent and student needs and strengths. Thus, Hope of Detroit utilizes several forms of communication with parents. First, teachers and the school administration send written material home with students. The school's website promotes communication by encouraging parent to access their children's grade and view school announcements. Automated phone messages are another communication strategy that reaches all parents with phones. All parent service promotions (flyers, registration forms, etc) are translated into Spanish so limited English speaking parents can participate. Finally, school and parent leadership make themselves visual before and after school during drop off and dismissal times. The school leaders and the parent safety team manage vehicle traffic and are available to parents at school the curb side.

Engagement

Parents are invited to participate in school and student activities in a variety of forms. First, Hope of Detroit conducts a volunteer interest survey to gauge parent's needs and talents. Parents are engaged during the monthly parent meetings where activities and parent services are discussed. Neighborhood outreach and parenting class promotion is done by posting flyers at laundromats, Vista Nueva Head Starts, area churches and other local schools. Hope of Detroit prioritize parents services to student

parents, but then include other neighborhood parents, so the community can access Hope of Detroit parent services. Parents from other schools are welcome because Hope of Detroit embodies our name and envisions the school as a beacon for the entire community.

Services

Parenting services are offered to meet the needs of the parents. Thus there are a variety of classes and workshops offered every week. Those classes are English as a Second Language, Computer and GED. In addition, monthly workshop themes are provided during the monthly parenting meetings such as everyday math, bullying, Understanding MEAP scores, summer academic activities. Parents from the ESL class have weekly homework to become involved at the school. Their final exam is a parent involvement activity/show for the kindergarten.

Leadership Training

Parents need the opportunity to serve and grow in leadership. Hope of Detroit has partnered with Detroit Parent Network to train new officers of the school parent organization. Some of the training topics are listed below.

Developing an agenda
Meeting Minutes
Financial Reports

Meeting Facilitation
Roles of Officers
Conflict Resolution

Recognition

All people need encouragement especially parents. Thus, Hope of Detroit leadership acknowledges parent leaders during the monthly parent meeting for volunteering. Parents on the Safety Committee are publically acknowledged with special apparel of embroidered jackets. Finally, parents are recognized at the year end parent celebration where participating parents in self improvement classes (ESL, computer and GED) are awarded certificates. Parent leaders are also celebrated at this dinner.

Success Indicators

The parent participation in the Detroit Parent Network classes services are a concrete indicators of success. The chart below lists the parent enrollment per class.

COMPUTER CLASS

Numbers

of Parents : 7 – 10

of Children: 6

Successes

- Using Word for events flyers, have created email, facebook, can search on google & yahoo
- Can navigate school Page – to see child's class and grades
- Each parents has own lab tops because since an extension cord is being used to charge computer during class
- Teacher is enjoying class and parents are so happy and learning so much

Duration: 10 weeks

ESL CLASS

Numbers

of Parents : 4-6

of Children: 1

Successes

- Parents are enthusiasm to do a end of the year program for kindergarten and 1st grade Program
- Students are comfort with asking questions to teachers
- Using Vocabulary expander books
- Using Song books and Arts
- Parent homework included reviewed MEAP score and one teacher being replaced

Duration – 18 weeks

GED CLASS

Numbers

of Parents Attending : 11-20

of Parents Registered: 27

of Children: 2-8

Successes

- Partnership between Urban Neighborhood Initiative, St. Francis Church, DPN & Hope works as a team
- Team teaching is working and some parents are very engaged, want to learn and dedicated
- Curriculum is custom built based on each parent's level
- Program launched
- Teachers are very flexible and focus on individual parent academic needs

Duration: 12 weeks

APPENDIX

Parent Involvement Strategies

SAMPLES

2011-2012



**HOPE PARENT OFFICER SUPPORT
APOYO PARA LOS PADRES LIDER DE HOPE**

February 24, 2012 / 24 de Febrero de 2012

I. Introduction and Purpose /Presentacion y Proposito

2. Parent Leader Training / Entrenamiento para de Lider de Padres

- A. REVIEW - Finance Report / Repaso- Reporte de Finanza
- B. REVIEW Taking Meeting / Repaso - Reporte de la Reunion
- C. How to Increase Parent Involvement -
Como mejorar la participacion de los padres?
 - 1. Comunicación - Comunicación
 - 2. Reconacimiento de esfuerzo pequeño y grande - Recognition
 - 3. Actividades con su niños - Actividades with their own child

**3. Monthly Parent Meeting Review
Reunion Mensuales para Para Padres/Madres**

- A. March Agenda / Agenda para el Marzo

4. Otra Asuntos / Other Matters

- A. Final Training / Entrenimiento Final

5. Next Steps / Pasos Siguientes

Schedule next training meeting date for 2-3 hours?
Other

**HOPE PARENT OFFICER SUPPORT
APOYO PARA LOS PADRES LIDER DE HOPE**

February 1, 2012 / 1 de Febrero de 2012

- 1. Introduction and Purpose / Presentacion y Proposito**
- 2. Parent Leader Training / Entremiento para de Lider de Padres**
 - A. Finance Report / Reporte de Finanza
 - B. Taking Meeting / Reporte de la Reunion
- 3. Monthly Parent Meeting Review
Reunion Mensuales para Para Padres/Madres**
 - A. Friday's Agenda / Agenda para el Viernes
- 4. Otra Asuntos / Other Matters**
 - A. GED class
 - B. Safety Coats
- 5. Next Steps / Pasos Siguientes**
 - Schedule next training meeting date for 2-3 hours?
 - Other

**HOPE PARENT OFFICER SUPPORT
APOYO PARA LOS PADRES LIDER DE HOPE**



January 18, 2012 / 18 de Enero de 2012

**1. Introduction and Purpose
Presentacion y Proposito**

**2. Parent Leader Training Topic List - What do you want to get better at?
Lista de Entrenamiento para de Lider de Padres - Que quieren para mejorarse?**

How to develop an Agenda

How to take minutes

Roles of Parent Leaders – Job Description of president, Vice President, Secretary and Treasurer

Budget - How account for and plan for money

How to increase parent Involvement

How to Run a meeting

Title I requirements

Decision Making

How to build a team and increase communication

Roberts rules of order

Record Keeping

**3. Monthly Parent Meeting Workshop Review - Student Academic Themes only?
Talleres Mensuales para Para Padres/Madres - Enfoque de Temas Academicos solamente?**

December 2, 2011 - Moving from a Involved Parent to a Parent Leader

January 20, 2012 – Report Cards and Understanding MEAP

Feb 3, 2012 - Grade Level Expectation – Is you child at grade level?

March 2, 2012 - Every Day Science for the whole family

April 20, 2012 – Successful Math Activities for the whole family

May 4, 2012 – Summer Reading Activities

**4. Course Schedule Review
Repasar el Horarios de los Cursos**

ESL Course

Computer Course

Literacy for Parents

Monthly workshop

5. Next Steps / Pasos Siguientes

Schedule next training meeting date for 2-3 hours?

Other



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Business / Community Partnership



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Community Involvement

Hope of Detroit Academy and Wayne State University are working on a research project that includes lead testing and how it relates with body movement for the second and third graders. The school is also partnering with Wayne State University, Eastern Michigan University and University of Detroit Mercy for college students to do field work and student teaching under our staff members.

The school received a grant from the Great Lake Fisheries and Eastern Michigan University in 2009, which is known as the Southeastern Michigan Stewardship Coalition (SEMIS). Through this grant several projects have been completed at the school, working with many new community partners such as Southwest Detroit Environmental Vision (SDEV), Matrix Theatre Company, CASS Community Social Services and The Ann Arbor Leslie Science Center. Some of the projects include the school recycling program, the annual tire sweep, water awareness programs and plans to create an outdoor classroom.

Hope of Detroit Academy partners with the City of Detroit Health Department and Mobile Dentist. The Health Department comes to give students in grades K, 3, 5 and special needs vision and hearing testing. They also give lead testing to students in grades K-1. Mobile Dentist offers teeth cleaning to students.

Hope of Detroit Academy has a variety of business partners and community service agencies that are locally based that assist the school with additional resources. The El-Gigante Super Mercado and Marathon Gas Station make donations to the school on a yearly basis. Hope of Detroit Academy and The Detroit Public Library work together to inform students of the inner workings of the library system. The Parent Action Teacher team (PATT) works in conjunction with the school to sponsor programs for students and parents that promote family learning.



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Hope of Detroit Academy has a partnership with Wayne County Community College (WCCC), The Latino Press, Detroit Parent Network (DPN), The Boys and Girls Club and Wayne State University (WSU). WCCC conducts workshops for the students at the school on topics such as bullying, self-esteem, gang awareness and study habits. The Latino Press assisted the school with marketing advertisement as well as a writing contest for the eighth grade. Hope of Detroit has collaborated on a yearly basis with DPN and has conducted workshops and classes for parents and community members. Workshops include literacy, computer classes, adult education and parenting skills. Hope of Detroit and Wayne State are working a research project that includes lead testing and how it relates with body movement for the second and third graders. The Boys and Girls Club has been instrumental in assisting the school with a facility to have our students participate in extracurricular activities such as basketball, baseball and memberships for the students.

S.W.D.I.A

(SOUTHWEST DETROIT IMPROVEMENT ASSOCIATION)

PRESENTS

CHRISTMAS FANTASY LAND



BRING THE KIDS TO SEE SANTA CLAUS!!
HE WOULD LOVE TO SEE THEM!!

WHERE: SW NEIGHBORHOOD CITY HALL
7744 W. VERNOR

WHEN: December 18, 2010

TIME: 10:00A.M UNTIL 3:00 P.M.

PICTURES ARE AVAILABLE FOR \$3.00 EACH!!
EACH CHILD WILL RECEIVE A SMALL GIFT.

S.W.D.I.A
(SOUTHWEST DETROIT IMPROVEMENT ASSOCIATION)
PRESENTA

**TIERRA DE LA
FANTASIA NAVIDENA**



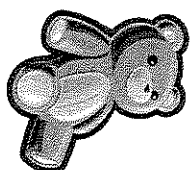
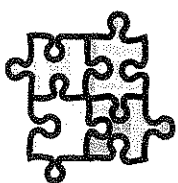
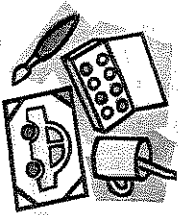
**TRAIGA A SUS HIJOS,
A PAPA NOEL LE ENCANTARIA VERLOS!!**

**DONDE: 7744 W. VERNOR- OFFICINA DE
CUIDAD.**

CUANDO: Diciembre 18, 2010

HORA: 10:00AM TO 3:00 PM

**LAS FOTOS ESTARAN DISPONIBLES CON UNA
DONACION DE \$3.00.
REGALOS PARA LOS NINOS.**



The **GAF - HEIRSS/HEIRS**
will serve as a registration and distribution location for

U.S. Marines

Toys for Tots Registration

*In order to qualify for Toys for Tots you must have personal identification, your child's identification, and proof of income. Children must be 12 years of age or under to qualify. You must have at least one **COPY** of the following from each category to register.*

Personal Identification

- Michigan Driver's License
 - The address on your driver's license must match the address on your other legal documents.
- Michigan State I.D.

Child Identification (Proof of relationship to child is mandatory)

- Birth Certificate (or verification/ affidavit of birth letter from the hospital)
 - FIA award letter with name of the parent and identifying all children in the home.
 - Child picture I.D. with parent name.
- **Social Security cards, Bridge Cards, and Medicaid cards can not be used for proof of child)**

Foster parents and grand parents must have a copy of legal court document or custody papers.

Proof of Income (for entire household)

- FIA Medicaid Card
- Pay check stub from current pay period
- Income Tax Statement or W-2's
- Bridge Card
- SSI Award Letter
- Unemployment Letter

Dates of Registration

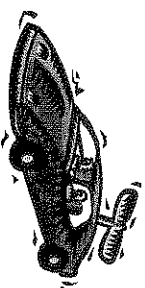
Saturday, November 6th

3:00 P.M - 6:00 P.M

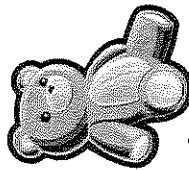
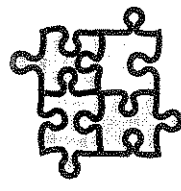
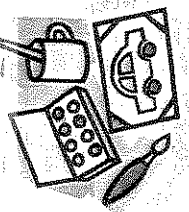
Saturday, November 20th

10:00 A.M - 2:00 P.M

In lower level of the church



**Greater Apostolic
Faith Temple
4735 W. Fort St.
Detroit, MI 48210
(313) 843-3660
Bishop Lambert W. Gates,
Sr. Senior Pastor**



La GAFT - Heredera y Herederos

Servirá como una posición de distribución y registro para

U.S. Marines Juguetes para Niños/as

En orden para calificar tiene que traer pruebas de su relación con el niño y también traiga prueba de salario. Solamente para hijos debajo doce años de edad. Tenga una copia de su documento de cada sección.

Información Personal

- Licencia de conductor de Michigan
 - La dirección en su licencia de conducir debe de tener la misma dirección en todos documentos legales.
- Identificación del Estado de Michigan

La Identificación de niño/a (la Prueba de la relación al niño es obligatoria)

- Certificado de Nacimiento (o papeles legales de nacimiento)
- FIA carta de consideración con el nombre del padre e identificando a todos los niños en la casa.
- Identificación del niño/a con una foto y con el nombre paternal.
 - ** Las tarjetas de seguro social, las Tarjetas de Puente, y las cartas medica del no pueden ser usadas para prueba de niño)

Los padres prohijadores y los abuelos deben tener una copia de documento de tribunal legal o papeles de custodia.

Prueba de Salario (para casa entera)

- FIA Medica Carta de estado
- copia de sueldo pago a partir del periodo de paga corriente
- SSI Conceden la Carta
- Tarjeta de Puente
- Carta de Pajo
- Declaración de Impuesto sobre Ingresos o W-2's

Las fechas de Registro son

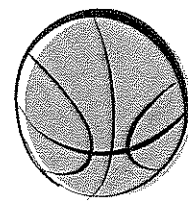
Sábado, 6 de Noviembre

3:00 P.M - 6:00 P.M

Sábado, 20 de Noviembre

10:00 A.M - 2:00 P.M

En el sótano de la iglesia



Gran Templo
Apostólico de Fe
4735 W. Fort St.
Detroit, MI 48210
(313) 843 - 3660
Obispo Lamber W. Gates,
Sr. Pastor Principal



4443 North Campbell • Detroit • Michigan • 48210 • (313) 897-8720
www.hopeofdetroit.com
2009-2010

Flu Season is HERE!
It's time for your family to get the H1N1 Flu Shot...
at Hope of Detroit Academy

***Bring your WHOLE family* and get vaccinated
against the H1N1 flu, no prescription needed!***

***Our clinic date is Thursday, February 4, 2010
2:00 p.m. – 7:00 p.m.***

***Sign up before February 1st by returning the consent fully filled out, should anyone
else in your household want a vaccination shot please see the main office for
additional form.***

***Consent form(s) and information on the H1N1 vaccine will be available for you and
others at no cost, beginning on Monday, January 25, 2010 in the main office
from 9 a.m. – 3 p.m.***

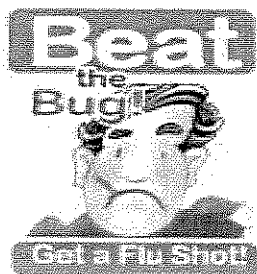
***(For questions regarding registration, please contact John Herrington, our Flu
Busters representative, at 770-512-8566, Ext. 511 or call the school at 313-897-8720.***

BOTH the H1N1 shot and the H1N1 nasal mist will be available...

- Shot \$0 for Pre-Registered (\$0 for Walk-Ins)
- Mist \$0, MUST be Pre-Registered (NO Walk-Ins available)

******ATTN: HAPPY'S PIZZA WILL PROVIDE A FREE PIZZA PARTY TO ALL
CLASSES RETURNING **80%**OF THERE CONSENT FORMS..FREE,FREE
SO STUDENTS MAKE SURE YOU DO YOUR PART AND STAY HEALTHTY

****A Parent/Guardian should (but is not mandatory) accompany minor children at the
clinic. Consent forms are available from your school to be return promptly for allocation
of your family members H1N1 vaccine.***



4443 North Campbell • Detroit • Michigan • 48210 • (313) 897-8720
www.hopeofdetroit.com
2009-2010

***La temporada de gripe está aquí!
Es hora de que su familia para obtener la vacuna
contra la gripe H1N1 ...
en la Academia Hope of Detroit***

***¡Traiga su familia ENTERA* y sea vacunado contra la gripe H1N1, ninguna
prescripción necesitó!***

***La fecha de la clínica es el 4 de Febrero 2010
2:00 p.m.- 7:00 p.m.***

***¡Inscríbase antes de el 1 de Febrero volviendo el consentimiento llenado
completamente. Si alguien más en su casa desea una vacunación por favor venga a la
oficina principal de la escuela.***

***Forma de consentimiento y información de la vacuna H1N1 será disponible para usted
y para otros sin ningún costo, comenzando el Lunes, 25 de Enero del 2010 en la
oficina principal de 9:00 .am. – 3:00 p.m.***

***Para mas información sobre la registración por favor de contactarse con nuestro
representante John Herrington de Flu Busters al número 770-512-8566 ext. 511 o
llame a la oficina de la escuela al 313-897-8720.***

El H1N1 disparó y el H1N1 niebla nasal estará disponible...

- Shot \$ 0 para pre-inscritos (\$ 0 para el Walk-Ins)
- Mist \$ 0, deben ser previamente registrados (NO Walk-ins disponibles)

*******ATTN: HAPPY'S PIZZA PROPORCIONARA UN PARTIDO LIBRE DE PIZZA A
TODAS CLASES QUE DEVUELVEN EL **80%** DE LAS FORMAS DE
CONSENTIMIENTO. GRATIS, GRATIS ENTONCES ESTUDIANTES ASEGURAN
PONER DE SU PARTE Y MANTÉNGANSE SALUDABLE******

****Un Padre/Guardián debe (pero no es obligatorio) acompañar a niños menores de edad
en el día de la clínica. La forma de consentimiento está disponible en la escuela para ser
regresada inmediatamente para asignación de su vacuna de H1N1 para miembros de su
familia.***

KOHL'S

Trauma Related Injury Prevention

at the Children's Hospital of Michigan

Dear Parent or Caregiver,

Children's Hospital of Michigan Trauma Center, Injury Free Coalition for Kids of Detroit, Safe Kids Metro Detroit, and FedEx has placed an injury prevention program, called Kohl's TRIP (Trauma Related Injury Prevention) Program, in your child's school. As part of that program, your child's school will be participating in the International Walk to School Day on October 7th, 2009. This program encourages parents and caregivers to walk their child to school and assess the environment that their child must walk through every day in order to get to school.

In a week a survey sheet will be sent home with your child. You are asked to fill out the survey, so as a community we can look at how we can affect change to make your child safer. Please add any comments that you believe will give us needed information. Please return the survey before or on October 7th in order to be entered into a drawing for prizes.

A few plans for the October 7th Parent meeting are as follows:

- **Arrive on time for a safety rally and refreshments for parents.**
- **Share ideas about how to make your child's walk to school safer.**
- **Education provided by Children's Hospital of Michigan and FedEx.**

Always remember before crossing the street to:

Stop, Look left, look right, look left again and listen to make sure no cars are coming!

Children under nine should never cross the street without an adult.

If you have any questions or would like to volunteer to help on October 7th please contact:
Children's Hospital of Michigan at (313) 745-0072.

Together we can make a difference.

Thank you,

Kohl's TRIP Program
Children's Hospital of Michigan



Proud Program Sponsor



**Children's Hospital
of Michigan**

DMC DETROIT MEDICAL CENTER



**Injury Free Coalition
for Kids**

KOHL'S

Trauma Related Injury Prevention

at the Children's Hospital of Michigan

Estimado padre o tutor,

Hospital de Niños de Michigan, Centro de Trauma, Injury Free Coalition for Kids de Detroit, Safe Kids metropolitana de Detroit, y FedEx ha puesto un programa de prevención de lesiones, denominado VIAJE Kohl (trauma relacionado con la prevención de lesiones) del Programa, en la escuela de su hijo. Como parte de ese programa, la escuela de su hijo estará participando en el Día Internacional de Caminar a la Escuela el 7 de octubre de 2009. Este programa alienta a los padres y cuidadores a caminar a su hijo a la escuela y evaluar el medio ambiente que su hijo tiene que caminar a través de todos los días con el fin de llegar a la escuela.

En una semana en una hoja de encuesta será enviada a casa con su hijo. Se le pedirá que rellene la encuesta, así como una comunidad que puede ver cómo podemos afectar el cambio para hacer que su niño este más seguro. Por favor, añada cualquier comentario que usted cree que nos dará la información necesaria. Por favor devuelva la encuesta antes o el 7 de octubre con el fin de inscribirse en un sorteo de premios.

En algunos planes para el 7 de octubre Reunión de Padres son los siguientes:

- Llegue a tiempo a una reunión de seguridad y refrescos para los padres.
- Compartir ideas sobre cómo hacer caminar a su hijo a la escuela más segura.
- La educación impartida por el Hospital de Niños de Michigan y FedEx.

Recuerde siempre antes de cruzar la calle:

Detenerse, mirar a la izquierda, busque la derecha, mirar a la izquierda de nuevo y escuchar a asegurarse de que no vienen carros!

Los niños menores de nueve años nunca deben cruzar la calle sin un adulto.

Si usted tiene alguna pregunta o desea ser voluntario para ayudar el 7 de octubre por favor contacte: Hospital de Niños de Michigan (313) 745-0072.

Juntos podemos hacer una diferencia.

Gracias,

Kohl's TRIP Program
Children's Hospital of Michigan

Proud Program Sponsor

FedEx

**Children's Hospital
of Michigan**

DMC DETROIT MEDICAL CENTER





Detroit Metropolitan Bar Association

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FRANCISCO J. VILLARUEL

DANNETTE R. DURON-WILNER

To All Metro Detroit Community Service Organizations!

The Hispanic Bar of Michigan and the Detroit Metropolitan Bar Association will be hosting a Pro Bono Law Day.

This event is open to the public and will give all in attendance the ability to meet with a local attorney for 20-30 minutes to discuss any legal issues they may have FREE of charge.

Details of the event are as follows:

Date: Wednesday October 7th, 2009

Time: From 10am-7pm

Location: Detroit Hispanic Development Corporation

Address: 1211 Trumbull Detroit, MI 48216

Free Parking Available to All in Attendance (Limited to Availability)

For questions or more information, please contact Roseanne Cerqua at rcerqua@allenbrotherspllc.com or at (313) 962-7777 ext. 109

Bay 8



4443 N. Campbell St.
Detroit, MI 48210
Tel: 313.897.8720
Fax: 313.897.5142
www.hopeofdetroit.com

Mission Statement:

It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who are college bound and strive for excellence, determination, and achievement.

Vision Statement:

The vision of Hope of Detroit Academy is to produce students who compete in a global world and become successful leaders.

*Hope of Detroit
Academy is
accredited
by North Central
Association*

Vision, Mission and Strategic Plans

Hope of Detroit Academy
4443 N. Campbell
Detroit, MI 48210

SPECIAL MEETING / BOARD RETREAT

LOCATION: Westin Book Cadillac Hotel
1114 Washington Boulevard
Detroit, MI 48226

Saturday, August 13, 2011

Approved 9:15 am
PROPOSED MINUTES

I. Call to Order and Roll Call

Tom Rys, Board President, called the meeting to order at 9:18 a.m.

Present: Tom Rys, Erin Irwin, Joe Gappy, Roslyn Love, Patricia Ouellette, and Danielle Jackson.

Absent: Luis Ceballos (Excused)

Others Present: Mr. Hubbard (TLG), Ms. Roberts (HDA), Mrs. Jafri (HDA), Mr. Rosales (HDA), Mr. Younger (HDA), Mr. Abdel (HDA), Mrs. Ceballos (HDA), Mr. Atkins (CCPHS), Ms. Foster (Guest), Ms. Washington (Guest), and Ms. Cadwell

II. Public Comment* (limited to agenda items only) - NONE

III. Approval of Agenda

Moved by Jackson, supported by Irwin, carried 6-0 to amend the agenda.

Moved by Jackson, supported by Irwin, carried 6-0 to reverse items (1) Introductions & Housekeeping Matters and (2) Approval of MHSAA Membership Resolution 2011-2012 under section IV – New Business.

Moved by Jackson, supported by Irwin, carried 6-0 to approve the agenda as presented.

IV. New Business

1. Approval of MHSAA Membership Resolution 2011 – 2012 – Tom Rys

Overview provided by Cadwell. Requested the approval of MHSAA Membership Resolution for the 2011-2012 school year. This resolution pertains to the athletic program at CCPHS. Moved by Jackson, supported by Love, carried 6-0 to approve the

MHSAA Membership Resolution for the 2011-2012 school year. (See attached – Handout I)

2. Introductions & Housekeeping Matters - Roslyn Love

Overview provided by Love. Reviewed the items that will be addressed at the meeting and thanked individuals for attending the board retreat. Introduced Ouellette as the newly sworn in HDA Board member.

3. Scrabbles (Shared Vision & Planning) – Roslyn Love, Vonda Brown

Overview provided by Love. Board members and guests participated in an activity by playing Scrabble in relationship to shared visions and planning for board's charter school.

4. Board Governance & Financing – Sabrina Philson ✓

Overview provided by Philson. Provided presentation on board governance and financing. Governance pertains to developing the vision, guiding with mission, setting policy, creating measurement, and enforcing accountability. A vision is long term while a mission is an action, what is happening from day to day. Board should be inquiring about viewing a fiscal policy and asking how it is adhered to. It was also recommended to have student involvement with the board of directors. A suggestion was given to have a student representative provide a student report monthly to the board of directors.

Writing a white paper to share experiences with other school boards is an effective means of communication among various school boards. School boards need to utilize the score card processing for academic and financial reports. HDA also needs to increase its public relations. Philson also strongly suggested that school boards do self appraisals on a consistent basis. Governance is about being effective, and this is accomplished by evaluating ourselves and others more frequently. Other items that were discussed and might be of interest for HDA board of directors to implement in the near future include the following:

A.) Board Member Mentor Program/Buddy System

B.) Improve on publishing school and student accomplishments thru school newsletter, Leona Group news, posting, etc.

C.) Continue to have mission & Vision statement on board agenda & minutes as well as explore putting the mission statement on correspondence we send home. ✓

D.) Quarterly or bi-annually board in-service training

E.) Minimum quarterly review of strategic plan and our goals

F.) Quarterly or bi-annual review of by-laws (See attached -- Handout II)

5. Wrap Up -- Roslyn Love

Overview provided by Love. Thanked everyone for attending the board retreat and presented the board members and guests with gifts.

V. Extended Public Comment* (items not on agenda only) - NONE

V. Comments from the Board * (items not on agenda only) - NONE

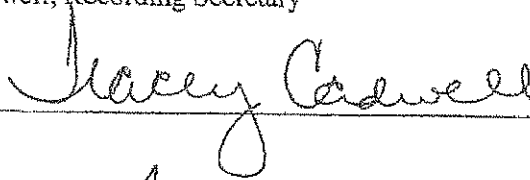
VI. Confirmation of Next Regular Meeting: Tuesday, September 27, 2011 at 5:00pm.

VI. Adjournment

Moved by Jackson, supported by Love, carried 5-0 to adjourn the meeting at 4:10p.m.

Tracey Cadwell, Recording Secretary

Signature

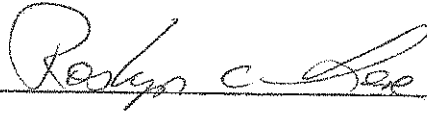


Date

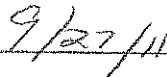


Roslyn Love, Board Secretary

Signature



Date



Hope of Detroit Academy

4443 N. Campbell
Detroit, MI 48210

BOARD RETREAT
Saturday, August 16, 2008
8:30am

LOCATION:
Double Tree Hotel
5801 Southfield Road
Detroit, MI 48228
313.336.3340

Approved
PROPOSED MINUTES

I. Call to Order and Roll Call

Tom Rys, Board President, called the meeting to order at 9:20a.m.

Present: Tom Rys, Joe Gappy, Roslyn Love, Luis Ceballos, and Danielle Jackson.

Absent: Erin Irwin (excused)

Others Present: Mr. Sweeney (Croskey, Lanni, & Co.), Ms. May (Croskey, Lanni, & Co.), Mr. Cruz (HDA), Mr. Abdel (HDA), Mr. Hubbard (TLG), Mr. Rosales (HDA), Ms. Jager (HDA), and Ms. Cadwell.

II. Public Comment* (limited to agenda items only) - NONE

III. Approval of Agenda

Moved by Jackson, supported by Gappy, carried unanimously to approve the agenda as presented.

IV. Old Business

A. Bus Purchase Update

Overview provided by Abdel. Abdel contacted Kim Hooper from Wayne Resa regarding the state regulations on school mini-buses; however the contact person is out of the office until this upcoming week. School informed board that they have lost two opportunities to purchase buses thus far. The in-state company that sells buses only sells new buses.

TLG uses a company in Illinois to purchase used buses. School is requesting approval to

move forward with having a dealer research bidding on a bus. By purchasing a bus, the school would have limited liabilities and save costs for transportation. Moved by Love, supported by Jackson, carried unanimously to have HDA proceed with the bidding and purchasing process for a school bus that is in compliance with the state regulations and under the competitive bid threshold of \$19,000, and funds for the purchase will be obtained from the school board's fund balance.

V. New Business

A. Board Retreat (See attached – Handouts)

Presentations made by various individuals (see board retreat agenda).

B. FSU Re-Authorization

Overview provided by Abdel. Site-review is being performed for reauthorization of HDA. FSU will review reauthorization application which is due on September 2, 2008. Reauthorization can be approved for three, five, or seven years. HDA is requesting to have the board make comments on the contract reauthorization application by August 22, 2008.

XI. Comments from the Board * (items not on agenda only)

Rys – Thanked board for attending the board retreat, and informed board that they will be reviewing three treasurer's report at the next board meeting. He also requested that board members inform the school of any questions regarding the checking register prior to the next meeting.

Love – Informed the board she will be attending the Fall Conference given by FSU.

Ceballos - Informed the board he will be attending the Fall Conference given by FSU.

Gappy – Informed the board that next year's board retreat will be held at the Book Cadillac Hotel.

XII. Confirmation of next Regular Meeting: *Tuesday, September 23, 2008 at 5:00pm*

XIII. Adjournment

Moved by Jackson, supported by Gappy to adjourn the meeting at 2:40p.m.

Tracey Cadwell, Recording Secretary

Signature

Tracey Cadwell

Date

8/22/08

Roslyn Love, Board Secretary

Signature

Roslyn C.

Date

Hope of Detroit Academy
4443 N. Campbell
Detroit, MI 48210

SPECIAL MEETING / BOARD RETREAT

LOCATION: Westin Book Cadillac Hotel
1114 Washington Boulevard
Detroit, MI 48226

Saturday, August 21, 2010
9:15 am

PROPOSED MINUTES

I. Call to Order and Roll Call

Tom Rys, Board President, called the meeting to order at 9:18 a.m.

Present: Tom Rys, Erin Irwin, Danielle Jackson, Joe Gappy, Roslyn Love, and Luis Ceballos.

Others Present: Mr. Rosales (HDA), Ms. Roberts (HDA), Dr. Rizzo (FSU), Mr. Abdel (HDA), Mr. Atkins (CCPHS), Mr. Rush (VA, Board President), and Ms. Cadwell.

II. Public Comment* (limited to agenda items only) - NONE

III. Approval of Agenda

Moved by Irwin, supported by Jackson, carried unanimously to approve the agenda as presented.

IV. New Business

A. Discussions Items

1. Student Handbook Addendum**

Overview provided by Abdel. Informed the board that the addendum does not need to be placed into the student handbook, because the special education information was already submitted into the student handbook.

2. School Improvement Plan**

Overview provided by Abdel. Briefly discussed the school improvement plan and the educational goals for the upcoming school year. Educational goals for ELA, math, social studies, and science will be specifically focused upon for HDA students for this

upcoming school year. Informed the board that the SIP (School Improvement Plan) is a living and breathing document that will be readjusted periodically throughout the school year to address the needs of the students. Moved by Ceballos, supported by Gappy, carried unanimously to approve the School Improvement Plan as presented. (See attached – Handout I)

3. House Keeping Matters – Roslyn Love

Overview provided by Love. Reviewed the items that will be addressed at the meeting and thanked individuals for attending the board retreat.

4. What Do You Want To Be When You Grow Up – Ron Rizzo

Overview provided by Rizzo. Provided a presentation to assist the board with developing generative thinking about their role and responsibilities, and to think and plan longitudinally about the future and direction of Hope of Detroit Academy. (See attached – Handout II)

5. Team Building Activity – Roslyn Love

Overview provided by Love. Due to time restraints, unable to conduct team building activity. Provided gifts to board members and guests.

6. Standardized Tests & Assessments - Danielle Jackson

Overview provided by Jackson. Provided a presentation on standardized tests and assessments. (See attached – Handout III)

7. Mission Statements - Ali Abdel & Committee✓

Overview provided by Abdel and committee. Committee discussed the mission and vision statement for Hope of Detroit Academy. The suggested mission statement is:

“It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who are college bound and strive for excellence, determination, and achievement.” The suggested mission statement is: *“The vision of Hope of Detroit Academy is to produce individuals (people) who compete in a global world and become successful leaders.*

V. Extended Public Comment* (items not on agenda only) -NONE

VI. Comments from the Board * (items not on agenda only)

Rys – Informed board that Jackson will present in October on testing and Rizzo will present in November on the future and direction of Hope of Detroit Academy.

Love – Thanked everyone for attending the board retreat. Special thanks to Rosales and Mrs. Ceballos for the assistance with preparing for the board retreat.

VII. Confirmation of Next Regular Meeting: Tuesday, September 28, 2010 at 5:00pm.

VIII. Adjournment

Moved by Irwin, supported by Ceballos, carried unanimously to adjourn the meeting at 2:18pm.

Tracey Cadwell, Recording Secretary

Signature Tracey Cadwell

Date 8/26/10

Roslyn Love, Board Secretary

Signature _____

Date _____

Hope of Detroit Academy
4443 N. Campbell
Detroit, MI 48210

SPECIAL MEETING / BOARD RETREAT
LOCATION: Westin Book Cadillac Hotel
1114 Washington Boulevard Detroit, MI 48226
Saturday, August 22, 2009
9:00am

PROPOSED SPECIAL BOARD/RETREAT MINUTES

I. Call to Order and Roll Call

Thomas Rys, Board President, called the meeting to order at 9:06a.m.

Present: Thomas Rys, Erin Irwin, Luis Ceballos, Joe Gappy, Roslyn Love, and Danielle Jackson.

Others Present: Dr. Wells (FSU), Mr. McKeehan (FSU), Mr. Rizzo (FSU), Mr. Atkins (CCPHS), Mr. Abdel (HDA), Mr. Cruz (HDA), Mrs. Irwin (Guest), Ms. Williams (Guest), Mr. Alami (Guest), Ms. Perry (HDA), Ms. Spears (HDA Teacher), Ms. Jager (HDA), Ms. Brown (Guest), Mr. Whitters, and Ms. Cadwell.

II. Public Comment* (limited to agenda items only) - NONE

III. Approval of Agenda

Moved by Jackson, supported by Ceballos, carried unanimously to approve the agenda as presented.

IV. Consent Calendar

- A. Approval of July 28, 2009 Proposed Annual Organizational Meeting Minutes
Moved by Ceballos, supported by Love, carried unanimously to approve the annual organizational meeting minutes as presented.
- B. Approval of July 28, 2009 Proposed Regular Board Meeting Minutes
Moved by Love, supported by Ceballos, carried unanimously to approve the regular board meeting minutes as presented.

V. Correspondence - NONE

VI. Treasurer's Report

A. Cash Forecast Statements June 30, 2009

Overview provided by Gappy. Moved by Irwin, supported by Ceballos, carried unanimously to approve the treasurer's report as presented.

VII. Old Business - NONE

VIII. New Business

A. Approval of 2009-2012 School Improvement Plan ✓

Overview provided by Rys. Moved by Ceballos, supported by Love, carried unanimously to approve the 2009-2012 school improvement plan as presented.

B. Discussions Items

1. Housekeeping Matters

Overview provided by Rys & Love. Welcomed all guests and briefly discussed some housekeeping matters.

2. Optimism/Motivation

Overview provided by Jean Williams. Conducted a presentation on communication.

3. Avoiding Cultural Clash

Overview provided by Mr. Alami. Conducted a presentation on culture.

4. Mission Statements ✓

Overview provided by Mrs. Irwin. Conducted a presentation on vision and mission statements. Board formulated a mission revision statement timeline.

October – Provide and review surveys from parents, staff, and student.

November, January, & February – Synthesize results and develop first revision. SIPT needs to attend the board meeting.

March, April – SIPT gets feedback from stakeholders.

May, June – Board finalizes mission statement.

July – Adoption of revised mission statement.

X. Reports

A. The Leona Group, L.L.C. – NONE

B. Consortium College Preparatory High School - NONE

C. School Leader

Overview provided by Cruz. Looking forward to the upcoming school year.

XI. Committee Reports

A. Facility Committee - NONE

XII. Extended Public Comment* (items not on agenda only) - NONE

XIII. Comments from the Board * (items not on agenda only)

Love – Thanked all for coming to this year's board retreat.

Rys – Thanked Love for organizing this year's board retreat.

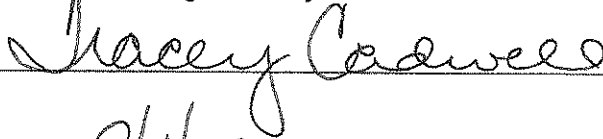
XIV. Confirmation of Next Regular Meeting: *Tuesday, September 22, 2009 at 5:00pm.*

XV. Adjournment

Moved by Ceballos, supported by Jackson, carried 5-0 to adjourn the meeting at 2:32 p.m.

Tracey Cadwell, Recording Secretary

Signature



Date



Roslyn Love, Board Secretary

Signature

Date

Hope of Detroit Academy

4443 N. Campbell

Detroit, MI 48210

SPECIAL MEETING / BOARD RETREAT

LOCATION: Westin Book Cadillac Hotel

1114 Washington Boulevard

Detroit, MI 48226

Saturday, August 21, 2010

9:15 am

PROPOSED MINUTES

I. Call to Order and Roll Call

Tom Rys, Board President, called the meeting to order at 9:18 a.m.

Present: Tom Rys, Erin Irwin, Danielle Jackson, Joe Gappy, Roslyn Love, and Luis Ceballos.

Others Present: Mr. Rosales (HDA), Ms. Roberts (HDA), Dr. Rizzo (FSU), Mr. Abdel (HDA), Mr. Atkins (CCPHS), Mr. Rush (VA, Board President), and Ms. Cadwell.

II. Public Comment* (limited to agenda items only) - NONE

III. Approval of Agenda

Moved by Irwin, supported by Jackson, carried unanimously to approve the agenda as presented.

IV. New Business

A. Discussions Items

1. Student Handbook Addendum**

Overview provided by Abdel. Informed the board that the addendum does not need to be placed into the student handbook, because the special education information was already submitted into the student handbook.

2. School Improvement Plan**

Overview provided by Abdel. Briefly discussed the school improvement plan and the educational goals for the upcoming school year. Educational goals for ELA, math, social studies, and science will be specifically focused upon for HDA students for this

upcoming school year. Informed the board that the SIP (School Improvement Plan) is a living and breathing document that will be readjusted periodically throughout the school year to address the needs of the students. Moved by Ceballos, supported by Gappy, carried unanimously to approve the School Improvement Plan as presented. (See attached – Handout I)

3. House Keeping Matters – Roslyn Love

Overview provided by Love. Reviewed the items that will be addressed at the meeting and thanked individuals for attending the board retreat.

4. What Do You Want To Be When You Grow Up – Ron Rizzo

Overview provided by Rizzo. Provided a presentation to assist the board with developing generative thinking about their role and responsibilities, and to think and plan longitudinally about the future and direction of Hope of Detroit Academy. (See attached – Handout II)

5. Team Building Activity – Roslyn Love

Overview provided by Love. Due to time restraints, unable to conduct team building activity. Provided gifts to board members and guests.

6. Standardized Tests & Assessments - Danielle Jackson

Overview provided by Jackson. Provided a presentation on standardized tests and assessments. (See attached – Handout III)

7. Mission Statements - Ali Abdel & Committee ✓

Overview provided by Abdel and committee. Committee discussed the mission and vision statement for Hope of Detroit Academy. The suggested mission statement is:

“It is the mission of Hope of Detroit Academy to promote a multi-cultural community of learners who are college bound and strive for excellence, determination, and achievement.” The suggested vision statement is: *“The vision of Hope of Detroit Academy is to produce individuals (people) who compete in a global world and become successful leaders.”*

V. Extended Public Comment* (items not on agenda only) -NONE

VI. Comments from the Board * (items not on agenda only)

Rys – Informed board that Jackson will present in October on testing and Rizzo will present in November on the future and direction of Hope of Detroit Academy.

Love – Thanked everyone for attending the board retreat. Special thanks to Rosales and Mrs. Ceballos for the assistance with preparing for the board retreat.

VII. Confirmation of Next Regular Meeting: Tuesday, September 28, 2010 at 5:00pm.

VIII. Adjournment

Moved by Irwin, supported by Ceballos, carried unanimously to adjourn the meeting at 2:18pm.

Tracey Cadwell, Recording Secretary

Signature Tracey Cadwell

Date 8/26/10

Roslyn Love, Board Secretary

Signature _____

Date _____