FERRIS STATE UNIVERSITY

IMAGINE MORE

HURON ACADEMY

REAUTHORIZATION REVIEW
November 9-10, 2015

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (FSU-CSO) accomplishes this responsibility in two stages:
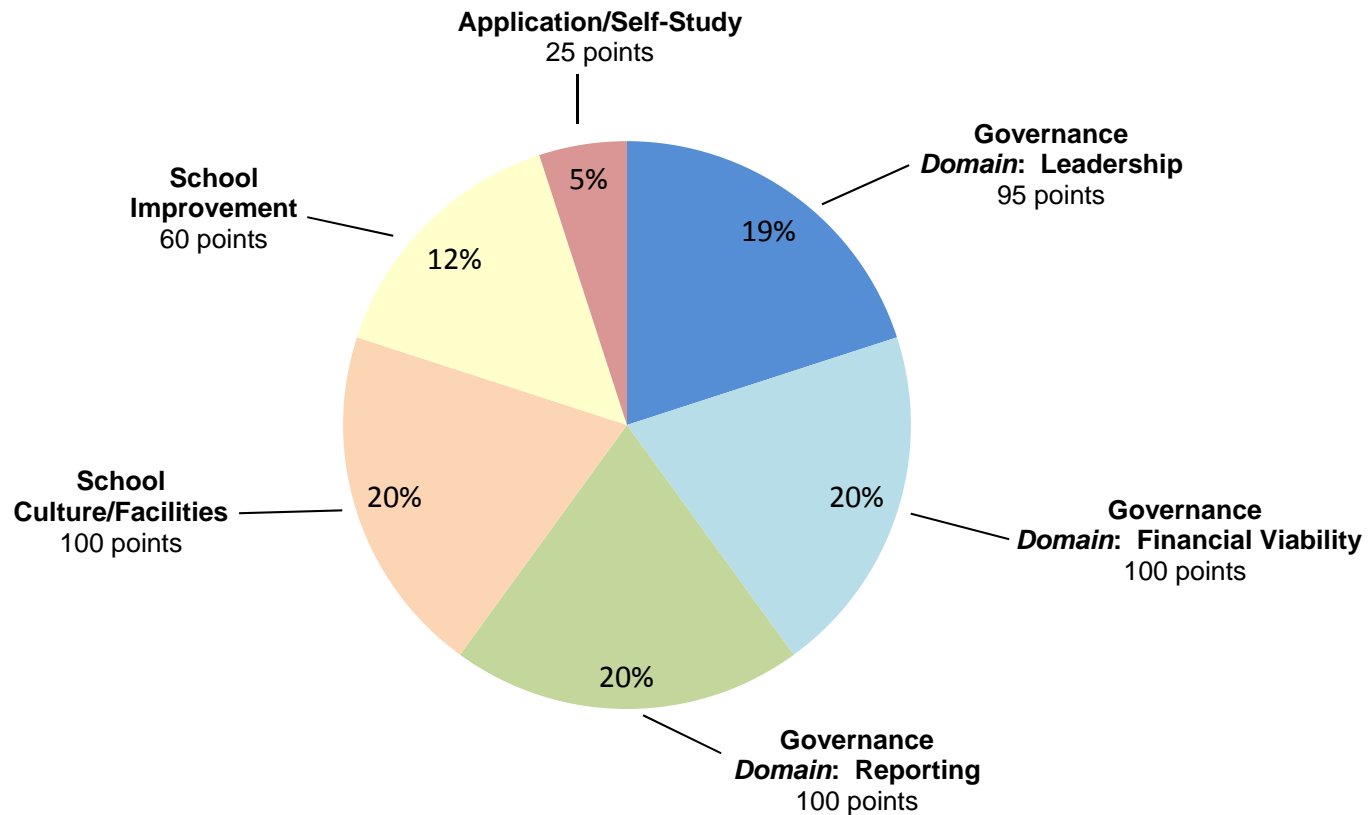
1. **Academic Performance Report.** All FSU-authorized academies receive an *Academic Performance Report* in August. This report is a comprehensive analysis of the Academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures including Career/College Readiness Goals. Part A of the Contractual Educational Goals and related measures states: "The Academy shall pursue the educational goal of preparing all students academically for success in college, work, and life." Benchmark goals for grades 2-12 are included in the charter contract.

2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review,* takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review,* is held in the fall of the last academic year of the charter contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of Academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, School Culture, and School Improvement.

While all stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress towards their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization. *It is not possible to successfully pass a review with an Academic Performance Report that falls below "Meeting Standards."*

This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as **accurate as possible** by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website:* www.ferris.edu/charterschools.

Mid-Contract/Reauthorization Review:
Formula 2014-2015

Visitation Rubric

Application/Self-Study
25 points
5%

Governance
Domain: **Leadership**
95 points
19%

School Improvement
60 points
12%

School Culture/Facilities
100 points
20%

Governance
Domain: **Financial Viability**
100 points
20%

Governance
Domain: **Reporting**
100 points
20%

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

Mid-Contract/Reauthorization Review: Point Tally Sheet 2014-2015

Academy Name: **Huron Academy**   Dates of Visit: **November 9-10, 2015**

This is a: **__X___**Reauthorization Review   _____Mid-Contract Review

Visitation Review

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Governance *Domain:* **Leadership**	95	95	100	Exceeding Standards
Governance *Domain:* **Financial Viability**	100*	100	100	Meeting Standards
Governance *Domain:* **Reporting**	100*	100	100	Meeting Standards
School Culture/Facilities	100*	100	100	Meeting Standards
School Improvement	60	60	100	Exceeding Standards
Application/Self-Study	25	25	100	Exceeding Standards
Total Score:	**480**	**480**	**100**	**Exceeding Standards**

Visitation Review Scoring Matrix
maximum: 480 points

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

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

Visiting Team Members

Name: Don Haist   Signature: *[signature]*

Name: Art Willick   Signature: *[signature]*

Name: Signature:

Name: Signature:

Team Chair: Jim Scholten   Signature: *[signature]*

EXECUTIVE SUMMARY
Huron Academy Reauthorization Review
November 9 – 10, 2015

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

The review was conducted with an understanding of the following:

- Huron Academy had a reauthorization review October 4-5, 2010
- Huron Academy had a mid-contract review January 16-17, 2014

The team was able to complete a walkthrough of the school buildings observing classrooms in session and interviews with school board members, the SIT (school improvement team), parents, administrators, teaching staff, students and support staff. Each group was very open and honest. We appreciate their understanding of the academy and their interest in the success of the academy.

The review team also completed the reauthorization review rubric. The rubric considers the academy's progress in the areas of leadership, financial viability, reporting, culture/facilities and school improvement. The team also considered the academy's reauthorization application. The team is pleased to report that the academy received a total of 480 points out of a total of 480 points for a percent score of **100%.** This places the academy at the **"Exceeding Standards"** rating category of the review rubric. This is a very good score, however it is important to understand that while the rubric score is important the APR (Academic Performance Report) for the academy will also be considered in the determination of successfully passing the review.

The review team found many impressive aspects of the Academy's efforts to provide excellent education for all students. A few points warrant mention:

- Student achievement is everyone's number 1 priority.
- The focus is on kids. We heard often "Is it best for kids?"
- All student needs are being addressed. All levels of learning are being addressed. There is a strong effort to make sure no student is left behind.
- There is focus at all levels on the strategic plan. The board checks often to determine if the goals are being addressed and met.
- There is a family atmosphere.
- The school is paying close attention to its mission. There is strong belief that the mission is being accomplished. Character education is important – academic achievement is important.
- The school is a "data driven school". The data teams are functioning at a high level.
- The efforts to address the needs of the ELL population is good, yet it needs to continue to be improved to meet the needs of the students.

- The new building has positive support.
- There is strong parent support.
- There is effective collaboration at all levels. Issue/concerns problems are brought forward, reviewed and addressed appropriately. Everyone has a voice.
- Staff members help each other to be better. They care about the students.
- You see evidence that the new math program, Envision Math now implemented K-6, is effective.

There are also areas that will need continued special attention:

- The new building and improvements to your current building are considered positive. You will need to continue your efforts to make sure that this move is done right. You are working to make sure that your Middle School model will effectively meet the needs of the students. You are also working to add a pre-school program which should be helpful for incoming students. Continue your efforts to make sure this will be helpful.
- You are working to implement a more effective teacher evaluation tool. This is causing some stress to the culture/climate at this time. The effort is to help all teachers become master teachers. You are continuing to review what will work best. We encourage you to continue this effort. The stakes are high. The expectation is that all students will be successful.
- Your ELL population is increasing. Parents are pleased with what you are doing to help their kids and are telling others. You will need to continue to find the best ways to help this part of your student population to be successful.

The Charter Schools Office and review team thank you for a very good review experience. We recognize your successes and efforts to continually get better. We enjoyed our visit with you and appreciate your hospitality and open welcome.

We wish you the very best.

Jim Scholten, Review Team Chair

1. Governance *Domain:* **Leadership**

		Points Possible 95	Points Achieved **95**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Core Values: Foundation **Stakeholders =** Students, Board Members, Parents, Staff, Community at Large **As evidenced by:** Wall Charts, Websites, Newsletters, Board Meeting Minutes **15/15**			• 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	• 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	• The Board has no discernible Core Values identified	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values **10/10**			• 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	• 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	• The Board has no discernible Vision Statement identified or is without links to the Core Values	
Mission: Linked to Core Values **10/10**			• 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	• 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	• The Board has no discernible Mission Statement identified or is without links to the Core Values	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Communication w/Stakeholders			The Board communicates the Mission, Vision, and Core Values to the Academy stakeholders in a wide variety of ways	The Board appears to do little to communicate the Mission, Vision, and Core Values to the Academy stakeholders or uses only limited ways to communicate	The Board does not appear to communicate the Mission, Vision, and Core Values to the Academy stakeholders	
	10/10					
Written Strategic Plan			The Board has a written strategic plan and there is evidence the Board regularly reviews this plan and refers to it when making long-term decisions	The Board has a written strategic plan; however, there is little evidence the Board reviews this plan or refer to it when making long-term decisions	The Board does not have a written strategic plan	
	10/10					
Point distribution		n/a	5 points	n/a	0 points	
Candidate Pool			The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	All Boards receives credits, because of difficulty in identifying candidate
	5/5					
Management Company or Key School Leader (KSL) Evaluation			There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that reflects the Academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation of Management Company/KSL and the Academy's academic achievement status and progress along with the provided business services	Not required
	NA/NA					
Professional Participation			The Board has a consistent representation at CSO-sponsored events		The Board has little or no representation at CSO-sponsored events	
	5/5					

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Professional participation	5/5	The Board encourages and supports professional development activities: • Includes funds in annual budget • Each member is on schedule to meet their professional development activity credit requirement	The Board encourages and supports professional development activities: • Includes funds in annual budget • Most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages and supports professional development activities: • Does not include funds in annual budget • Most members are not on schedule to meet their professional development activity credit requirement	The Board does not engage in professional development	
Policies and Procedures **As evidenced by:** The Policies and Procedures Manual at the Board Meetings	5/5	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • References appropriate policies/procedures at Board meetings when making decisions	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • Demonstrates familiarity with policies/procedures	The Board: • Has all relevant policies/procedures in place in accordance with state and federal laws • Does not demonstrate familiarity with policies/procedures	The Board: • Has few policies/procedures in place that are required by state and federal laws • Has not regularly updated its Policies and Procedures Manual	
Meeting Schedule	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	
Monthly Quorums	5/5	The Board has not cancelled a meeting during this review period due to a lack of quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of quorum	The Board has cancelled more than 3 meetings during this review period due to lack of quorum	
Point distribution		n/a	10 points	6 points	0 points	
Physical Facilities	10/10		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance _Domain_: **Leadership**				
Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	95/95	**100%**	**Exceeding Standards**	

2. Governance   *Domain:* **Financial Viability**

	Points Possible 100	Points Achieved **100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	**15/15**		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Opportunity for input	**15/15**		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
School improvement plan	**15/15**		• 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	• The Academy's budget appears inconsistent with the school improvement plan • Budgeted amounts are not consistent with the Board's overall strategic plan	• The Academy's budget does not take school improvement into consideration • Budgeted amounts are not consistent with the Board's overall strategic plan	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	**10/10**		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	**10/10**		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Financial Audit submission	**15/15**		During this review period: • 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: • 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: • the Academy's audit was not performed within the specified timeframe	
Point distribution		n/a	10 points	n/a	0 points	
Financial Audit status	**10/10**		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	**10/10**		The Board maintains a fund balance: • between 10%-15% of annual revenue	The Board maintains a fund balance: • below 10%	The Board maintains a fund balance: • of less than 5% of general revenue	

Governance *Domain*: **Financial Viability**				
Total score for all competencies				
Total Points Achieved		Percentage Achieved	Category Achieved	
	100/100	**100%**	**Meeting Standards**	

3. Governance *Domain*: **Reporting**

	Points Possible 100	Points Achieved **100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	**15/15**		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement/progress toward contractual goals • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement/progress towards contractual goals • occasionally engages in discussion about these reports	As evidenced by Board minutes, the Board: • does not receive detailed monthly reports on student achievement/progress towards contractual goals • rarely discusses student academic achievement	
Point distribution		n/a	15 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	**15/15**		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		n/a	20 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	**20/20**		During this review period the Academy maintained a Level 1 or 2 status of having all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		During this review period the Academy had significant Level 3 or 4 status of non-compliance issues with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	10 points	7.5 points	0 points	
Compliance reporting Epicenter: On Time	**10/10**		All documents submitted to EPICENTER are marked "on time"	95-99% of all documents submitted to EPICENTER are marked "on time"	94% or fewer of all documents submitted to EPICENTER are marked "on time"	Outstanding Compliance Award for 14 consecutive years

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	10/10		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	10/10		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Enrollment process	10/10		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	
Board meetings: Notices of annual meetings	10/10		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	

Governance *Domain*: **Reporting**
Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	100/100	100%	**Meeting Standards**	

4. School Culture/Facilities

Points Possible 100	Points Achieved **100**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: • create a safe and orderly academic environment • are conducive to learning	Academy staff & the Board have developed behavioral expectations and implemented systems, however: • they are not consistently enforced • the academic environment is not always conducive to learning	Little or no evidence exists that the Academy & the Board: • 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: • 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: • 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: • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations	
Point distribution		n/a	10 points	n/a	0 points	
Site and facilities: Emergency systems	10/10		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Point distribution		n/a	15 points	n/a	0 points	
Emergency Plan	15/15		There is a comprehensive emergency plan prepared for the Academy		There is no discernible emergency plan prepared for the Academy	
Point distribution		n/a	5 points	n/a	0 points	
Emergency Drill Logs (EMD)	5/5		The EMD shows the Academy is making good progress towards the requirements of law		The EMD shows the Academy is not making good progress towards the requirements of law	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		All restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	
Point distribution		n/a	10 points	n/a	0 points	
Staff Stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant administrative turnover (3 or more) during the review period	
Point distribution		n/a	15 points	n/a	0 points	
Staff Stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had more than 40% turnover in teaching staff during the review period	
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	

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

5. School Improvement

		Points Possible 60	Points Achieved **60**

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Standard 1: Purpose and Direction (Teaching for Learning—Standards 1 &2) **5/5**		The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 2: Governance and Leadership (Leadership for Learning) **5/5**		The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 3: Teaching and Assessing for Learning (Professional Learning Culture) **5/5**		The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 4: Resources and Support Systems (School, Family, & Community Relationships) **5/5**		The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	
Standard 5: Using Results for Continuous Improvement (Strand I, Standard 3) **5/5**		The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary"(sustained) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Implemented"(full) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Partially Implemented" (partial) level (defined by MDE; documented in *Ed Yes!)*	The Academy has implemented most SIF rubrics to "Getting Started"(beginning) level (defined by MDE; documented in *Ed Yes!)*	

Competency	Score	Exceeding Standards	Meeting Standards	Does Not Meet Standards	Falls Far Below Standards	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	**10/10**		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, *Ed Yes!,* and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		15 points	11.25 points	9 points	0 points	
Data Teams Process	**15/15**	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	**NA/NA**	The Academy has been identified as a Reward School and is in the top 75th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 25th to 49th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority OR is ranked in the bottom quartile	
Point distribution		10 points	7.5 points	6 points	0 points	
School Improvement Goals and Educational Goals	**10/10**	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

School Improvement:
Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
60/60	**100%**	**Exceeding Standards**	

BOARD INTERVIEW SUMMARY

Academy Name**: Huron Academy**

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

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Yes, very much so - reports at Board level support the mission
   - The reports that are given help us to see results
   - We also get behavior reports – I am here often and I can see it in the school

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?***
   - Well prepared when left here – on track for College Readiness
   - Advanced level students do well and get pushed – high percentage test well at new schools
   - I do – my kids – the academy gives all the support they can – I found with my kids they were prepared really well academically and have the ability to be ready for school
   - If we can advance our grades we can better prepare students

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?***
   - Student achievement and part is most important
   - FSU provides much support
   - Most important part is the achievement goals – focus on kids
   - Seminars have been helpful – format for SMART goals was helpful – governance information is helpful

4. ***What are you most proud of at this academy? What could be improved?***
   - **Most Proud:**
     - Communications that occurs at all levels
     - Growth is occurring

- o Community effort – all very supportive
- o Communication between all parties – seeing growth of the students
- o Community effort – everyone working towards same goals – moving in same direction

- **Improvement:**
  - o Student body growth – new building
  - o Continued student improvement academically
  - o Incoming Pre-K and Kindergarten
  - o Need to work to keep new students was a concern with incoming kindergarten numbers
  - o Looking forward to enrollment increase and grade level expansion and continued student achievement

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?***
   - Yes, new school and academic achievement improvement
   - Yes, we have a strategic plan – new building was high priority – student achievement is most important

6. ***Why do you think parents choose to send their children to this academy?***
   - Excellent school – amazing teachers – specialized needs teachers are great
   - Low class size – technology – after school programs – summer program
   - Excellent school – a lot of diversity – teachers are amazing
   - Meet the needs of all students – keep class sizes at a reasonable amount
   - New technologies – teaching strategies – meet new standards
   - After school program free until 4:30 p.m. – clubs – tutoring – we can still offer
   - Offer summer program for students attending who's needs are particularly high

7. ***How does the Board determine the allocation of funds for this academy?***
   - Administrative recommendation – Annual Retreat in April – Board reviews the requests
   - Allocation by biggest needs academically
   - Administration proposes and we review
   - Administrative – yearly retreat requests are submitted and we review and allocate as possible identified goals – look at areas of need

8. ***If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)***
   - New building additions – extra funding for teachers
   - More technology items and teaching aides

- A lot
- New building – very nice – could use more extra things for teachers – teachers are not paid as well as the could be - technology

9. *Anything for our attention?*
- Outreach programs for Board members is very helpful
- On-line series is "Great!"
- Good school that has progressed a great deal
- Brining in Junior High School will be a challenge
- Ferris – outreach to Board members training is very helpful
- Training programs helped us to work well as a Board
- Open communication has improved at our academy because of the Board Development
- I love this school – excellent school – progress has been good
- The staff and administration does really well
- Challenges – bringing on the Middle School

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Huron Academy**

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

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Yes, placed more focus on the mission – leadership – training helps to understand – mission focus – "Is it best for our students?"
   - FSU and CS Partners have emphasized (how does this fit you mission)
   - Professional Development
   - "It's all about the kids" motto
   - Yes, "Mission Driven"
   - It is in best interest of our students – Academic Excellence – Character Education (?) – Safety
   - "It's all about the kids"
   - Achievement is important, but also character – whole child

2. ***What are you most proud of at this academy? What could be improved?***
   - **Most Proud:**
     - Students <u>are</u> safer – orderly – character education is great
     - Family atmosphere here
     - Teachers commitment here – education of the school culture
     - Students safe and orderly – uniform – straight lines
     - Held the door
     - We are a family
     - Proud of evolution of school culture – want to be gleaming diamond
     - We are like a family – the entire – the students are safe and orderly – good manners
     - Teachers have embraced our staff and kids – teachers work on this every day – initiatives/data teams- showing in classrooms – teachers being coached
     - Have a student cultured school
     - Positive nurturing culture
     - Working to give Kudos to students for their proper behavior

- **Improvement:**
  - Remember feedback "Coaching"
  - "Students are asked to make your efforts public"
  - Staff retention 95%
  - Students 81%

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?***
   - Yes, many students go to Heritage (Utica Public) – students are successful at these schools – Special Education students are well prepared
   - SLA is ahead of math – math is center of attention this year
   - Jump into Kindergartener's – (July-Aug) 30 students
   - Our students who graduate are successful – ELA – best – math – our Special Education students are as well
   - Common assessment –status "practices standards" – pre-post test
   - 3-4 times this year
   - Data team leaders
   - Using it to drive interest
   - PLC- Model
   - Late start Fridays
   - Better prepared in ELA then math

4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
   - 8
   - 8
   - 7-8
   - 7.5-8
   - Even though we have 95% staff staying – being sure they are willing to grow
   - Budget challenges – lead to pass freeze and to save staff – led to stay concern of a few
   - Working hard to get to 10 – we can achieve this

5. ***What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***
   - Absenteeism/tardy
   - More planning time
   - Planning time with staff

6. ***What are the top TWO things this academy needs to do for its long-term health and longevity?***
   - Middle School needs to be top notch
   - Legislative support
   - Middle School model to be sure we do it connectively

- Legislature – evaluation systems for teachers
- Good Middle School model – need to nail this
- Legislature needs to help with funding equity

7. ***Why do you think parents choose to send their children to this academy?***
   - Uniforms
   - Small class size
   - Safe and orderly environment
   - Variety of reasons – have uniforms – smaller class size
   - Is my child safe and learning?
   - We must continually work to be best with achievement – some concerns we're not best

8. ***If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)***
   - Hire best of staff – support those we have – reward – give them the tools they need
   - Outfit homes to be better prepared for school work at home
   - Help all families – in a variety of ways
   - Home technology
   - Hire the best and brightest
   - Pay

9. ***Anything for our attention?***
   - University get on band wagon for more equity in schools
   - Love the emphasis on growth
   - Long for real concrete evaluation and measure of intangible's – affective domain
   - What sets you apart – where does character education come in?
   - FSU- equity for all charter schools
   - Charissa brought a fresh air – "it's about growth!"
   - Affective – "How to measure it?"
   - Can FSU help with legislative issues to help charter schools?
   - Good that mind set is about growth
   - I long for real concrete measure of a affective in tangibles
   - Need academic achievement
   - Common assessments – working on this regularly – teachers create pre-test and post-test and review outcomes – have identified Priority Standards
   - All administrators are part of data teams – we observe classrooms an see the results of data teams – teachers prepare SMART goals – three to four times a year
   - We are working on home PLC's with fidelity – this will make us better

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

<div align="right">

Academy Name: **Huron Academy**

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

</div>

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Academic
   - Character/safety – passion of staff speaks
   - Husky Habits – Respectful – Responsible – Safe – Excellence
   - Yes, much so
   - Husky's Habits are well accomplished
   - Compared to other schools
   - Model is well understood
   - Neighboring schools can pick out Huron students immediately
   - Character is above reproach
   - Academic excellence – two main goals (character and integrity) – I feel we are doing this well, I agree teachers incorporate respect to all
   - We are a consistent "Husky Habit" that all kids follow – I feel we are leaders

2. ***What are you most proud of at this academy? What could be improved?***
   - **Most Proud:**
     - Character – repeat of students
     - Work environment – family atmosphere
     - Ell is 50% RTI – we adapt to change
     - Work environment is great – family atmosphere
     - Students dynamic change overtime
     - Very proud of teachers and administrators
     - The work environment is wonderful – like family – sharing

- o Proud of teachers – have made continued positive change
- o Fell support of my administration

- **Improvement:**
  - o Supported by administration
  - o Resources
  - o Sometime hard to get resources

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*
      - o 7
      - o 7-Teachers help in needy times

   b. *Professional Training*
      - o 8-asked for more professional development
      - o 8-we are asked for feedback

   c. *Clear Description and Understanding of The Expectations For Your Work*
      - o Evaluation system is a concern
        - ▪ 2 days at Huron – help us fix it
        - ▪ 18 visits (3-administrators plus 6) – "too harsh/too much" (7-8)
      - o 8-expectations changing on evaluation
      - o For me yes
      - o There has been a shift in evaluation – has been a concern – so now looking at it
      - o Input has caused a change – we were considered
      - o 8

4. *On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.*
   - 7
   - 7
   - 8
   - 6
   - 6-trasitional period has been hard – a lot of changes going on

5. *Do you feel the academic expectations here are appropriate for the students who attend this academy?*
   - Yes, ELL parents want this school – tremendous support here

- Expectations and challenges are different for different children – a dance to accommodate
- Big changes in 5-7 years – this school is an important part of the community; this academy needs to be here for our population
- Many kids with huge language barriers
- Expectations and challenges are appropriate – it is done because of variety of student skills

6. *Would you enroll your child at this academy?*
   - Older kids no – less opportunities (extras)
   - Lower elementary – yes
   - I did – I would do it for the younger grades, but not upper grades – maybe more opportunities in a larger school

7. *If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)*
   - Sports – technology
   - Smaller class size
   - Better wages for staff
   - Sports, clubs, technology/smaller class size/current range 22-27
   - More space
   - Wages to be more in line with traditional schools

8. *Anything for our attention?*
   - Have a group of amazing teachers – great advocates for the children they serve
   - Special needs team is fabulous
   - More ELL help at lower level (K-1st)
   - A group of amazing teachers- all care about the students
   - All hearts so big for each student – teach us to really care
   - Good – we have a fabulous program for Special Education students
   - Improve – Need early intervention (ELL any on struggling)
   - There have been cuts – needs to be restored

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Huron Academy**

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

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

1. ***Do you feel the academy is accomplishing its mission? How do you know?***
   - Yes, achievement is occurring
   - It's all about the kids – safe and secure – all about improving
   - Yes, achievement growth
   - Safe environment/secure
   - If we find a gap we address it
   - I think we are by achievement of the students
   - Children are number one
   - Kids are safe and feel safe
   - If we find a problem we review it and address it

2. ***What are you most proud of at this academy? What could be improved?***
   - **Most Proud:**
     - Staff – team work – work with ELL
     - Growth academically
     - Expansion of new building
     - Staff – positive attitude
     - Team – involvement with new building
     - ELL program (44%)
     - Proud of staff – positive attitudes – growth of students and stall – increased enrollment and expansion
     - Personal touch in a lot of ways working as a team – work that has been done with ELL students

   - **Improvement:**
     - Money to bring back aides – programs
     - Better advertising of the school – marketing

- o Had to scale back/lunch aides/after school care
- o Marketing – more students more strategic
- o Personal touch – "Cheering on the new kindergarten"
- o We've had to scale back – need more enrollment to add staff/programs – lunch aides and paraprofessionals

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*
      - o 10
      - o 10
      - o 10

   b. *Professional Training*
      - o 10
      - o 10
      - o 10

   c. *Clear Description and Understanding of The Expectations For Your Work*
      - o 10
      - o 10
      - o 8
      - o Changes with situation

4. **On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**
   - 3-7 and improving

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

6. **Would you enroll your child at this academy?**
   - All yes
   - Yes, all had come here
   - If general education – if I wasn't his teacher – yes

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

- iPads for all students – apps to go with them
- New laptops for projectors
- Funding for extras – Destination Imagination – better network
- Extra aides in lower grades
- Larger Special Education room
- More languages offered
- Funding for immigration
- Aides for all kindergarten and 1st grade teachers

8. Anything for our attention?

- Grad classes offered at discount
- Summer camp for students at FSU or area – was greatly enjoyed before
- Night class for parents in English – Power School
- A greenhouse
- Seniors helping with little ones – mentors
- Fine Arts classes

PARENT INTERVIEW SUMMARY

Academy Name: **Huron Academy**

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

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

1. *Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?*
   - Recommended by another parent – have since recommended to others
   - Great administration – teachers very professional
   - Small class size
   - Like uniform requirement
   - Likes the Latin and technology
   - 9 – due to cuts recently
   - 9 – facility
   - 9
   - 9
   - Word of mouth – checked it out – I'm satisfied
   - Really like the idea of the new building
   - I think the education is better – higher level
   - Teachers very professional
   - Principal helped my child
   - Very excited about new building the kids will attend
   - Very good school – been her for 7 years
   - Co-worker recommended – parent – 4 years now and love and will recommend
   - There is structure – still have Pledge of Allegiance
   - Like private school, but free

2. *How responsive is the school administration, board, or teachers to concerns or complaints?*
   - Wonderful and fast response – very helpful
   - Immediate response to e-mails

- Great bi-lingual program
- Very helpful – concerned
- We are contacted whenever there is a problem
- Have bi-lingual help – help ESL students
- Use different ways to help students with special needs

3. **On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.**
- 10
- 10 – diverse culture
- 10 – foreign language offerings
- 10
- I like diversity – kids get to experience this early –this is helpful
- Respectful of all cultures – a group of universal acceptance
- Daughter lost glasses and the administrators spent time to look for them
- They care – sensory based

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.**
- Very satisfied
- Power School provides homework assignments – also provide notebook of tests and calendar sent home
- Dream Box Club – math after school
- Yes, satisfied
- Use Power School
- Get progress reports midterm
- Get Monday folders
- Teachers send home calendar with what is happening
- Like Dream box for math help – kids are required to have 10 lessons per week
- Would really like Pre-K school

5. **What is the number one complaint your child has about attending school here?**
- No gym – lack of sports and recreation activities
- Good student
- Want a real gym – really happy for new school – also lockers for kids
- My daughter did the archery club – really loves it, etc.

6. **What is the number one thing your child really seems to enjoy?**
- Archery club starts at 4th grade

- Like the Arts, foreign language, music
- Reading to upper classmates
- My daughter likes Arts and Foreign Language
- Kindergarten kids get to read to older students
- My daughter loves math and music
- School is continuing to make positive change

7. **Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?**
   - Yes, much so – very happy with communication of both teachers and administrators
   - Yes, very good – get e-mail reminders
   - Leave messages and get response

8. **Anything for our attention?**
   - Likes the before and after care program for parents that both work
   - Hope the new building has a strong curriculum
   - Like the structure
   - A system that gives some free hours in place
   - Concern: Will the Middle School be set-up properly
   - It is good it is like a private school without cost to parent
   - I like the structure

STUDENT INTERVIEW SUMMARY

Academy Name: **Huron Academy**

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

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

1. ***Do you enjoying attending this school? If you had a choice to attend anywhere else, would you?***
   - Yes, we really do
   - They all started in kindergarten
   - Yes
   - No

2. ***Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?***
   - Yes, not too much
   - Yes, just about the right amount

3. ***Do you feel that overall, the adults here at this school are fair to students?***
   - Those misbehaving miss recess
   - It's not fair we miss learning time, because of misbehavior
   - Sometimes good kids miss things because of misbehavior of others
   - Yes, sometimes
   - Sometimes teachers give too many change
   - Sometimes – kids are doing something wrong/sometimes not and teacher gets it wrong
   - Yes, usually, some students do not get punished for being bad

4. ***What is your favorite part of the school day? Why?***
   - Recess and specials – Latin, Art, Gym, Music, Computers, Science Club/labs, Student Council and Math
   - Like extras – Destination Imagine and Science Olympiad

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

- If teachers could figure out who is misbehaving
- I would like to have a library so kids could get better at reading
- I would like to drive a GPS
- I would like to have a phone allowed
- Teachers treat all students fairly
- Library for reading use

6. Do you feel safe at this school?

- I do feel safe
- I feel safe – I have friends and parents
- I feel safe because of teachers
- I feel safe because of safety drills
- All yes
- Staff here are helpful
- Yes, teachers keep us safe

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

- 4-Yes
- All said yes, friends and family

8. Anything for our attention?

- No comments

SCHOOL IMPROVEMENT TEAM SUMMARY

Academy Name: **Huron Academy**

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

1. ***What strategies and/or programs that you have implemented are the most effective and/or promising at this time? (What are you most proud of?) How were they selected? How do you know they are effective?***
   - New math (envision) K-6th – selected by low test scores – implementation of common core
   - Test scores will show results
   - Math centers and ELL assistance – have seen increase in scores
   - Differentiation worked well for language arts so moved to math
   - New math program is promising (Envision Math) started with 2nd and moved up – started K-1 this year
   - Goal alignment K-6th – for math – work to implement common core standards
   - Test scores will help to determine success
   - Leads us to math centers – some components help ELL students
   - Technology

2. ***What strategies and/or programs are in need of immediate attention in order to be effective?***
   - Math – readiness groups – self-contained classes
   - Classes are divided into groups for independent instruction
   - Working on Middle School programs to progress upward with consistency
   - In regards to math – the readiness groups and their effectiveness – students in groups of need and taught in groups
   - How to best teach Middle School students – for next year – Want K-8th to be very aligned
   - Also looking at Pre-K for next year

3. ***What is the most important goal you have set for your students? Why?***
   - All students succeed – academically and character education
   - Have fun and learn
   - My goal is that for all kids to succeed – academically
   - Kindergarten – going to learn and have fun

4. *Do students know the achievement goals that have been set? How do they track their individual progress toward those goals? Have you net any of your goals?*
   - Math-January test scores – took class scores and used a graph to show progress of entire class – not individuals
   - Special Education just try to get kids to see some improvement
   - MAP also provides a process to show improvement
   - I can, I will – slogan is used K-6th
   - Made class room thermometer of what the goal was and how much it has grown
   - When we took spring test – broke the thermometer
   - Special Education kids – talk about here is where you art at this time and this is where we want you to grow
   - Data teams talking about MAP goal setting
   - Students do get copies of reports to take home to review at home and at conferences

5. *Your school improvement plan talks about using "targeted student instruction" several times. What is that? How is it working?*
   - Global Scholar – use and reporting instruct weakness
   - Target students with overlapping goals
   - Challenging all students
   - Bottom 30% of students
   - See students deficits and use that to determine learning program for each student
   - Meeting the needs and challenging students
   - At Risk and Special Education students targeting lower 30% in reading and also those at top

6. *"Extended school day" is listed often as an intervention to help students. What is the extended school day? What students are attending? Are they the ones who need to be there?*
   - After school tutoring – individual struggles – 30-40 students – well attended – target for most need – Kids move in and out based on needs
   - After school academy – homework and quiet time
     - Very targeted instruction – 50+ students – 25% of parents want student here for extra help
   - Targeted for 2nd graders
   - After school academy (200 kids)

7. *Your plan talks about implementing the Common Core curriculum and then talks about using the Pearson curriculum and the Envision curriculum. Where do you get your priority/power standards, essential questions, pacing, etc.? What is your curriculum?*
   - Follow state standards – based on common core
   - Working with data digs to find gaps
   - Using PLC's to assess curriculum

- We follow the state standards
- Goal is to identify within SIP – identify standards
- Used data from Global Scholar results to determine priority standards

8. **On page 26 it state that "students don't know how they are doing in school and are not getting extra help when struggling in the classroom. Students feel that teachers don't treat all students fairly." Did this information surprise you? What have you been able to put in place to address this perception/reality?**
- Mostly a perception
- Parental portals – can look at assignments – at least 50% of students say parent cannot access materials – technology
- New math is confusing to parents
- We have parent portal – they can access student progress at anytime
- There has been a major shift in questions that teachers are asking and directing students to think out the answer

9. **What are the biggest challenges that you will be facing over the next 3 years?**
- Move to new building and adding Pre-K
- Second order change – trickle down
- ELL population is growing
- Community connections – local Lutheran Church to help
- Big move – adding Middle School and Preschool
- Looking for 2nd order change – this is difficult
- ELL population is growing – helping students and parents

10. **In your opinion are your recommendations for improvement considered appropriately and are they supported?**
- Yes, we must do what benefits our children
- Community effort to bring new ideas
- Information comes to the Board well researched and documented
- I think so – we have to do what is best for our kids
- Is this going to help our kids
- Ideas come from outside the team
- Brought to Board with research and support to meet goals

11. **What is really different since out last visit?**
- Technology – interaction white board/Blended Learning
- Math program across the board
- Use of center in the classroom – differentiated instruction
- NCA Accreditation
- Using instructional centers

- Data/informed teachers to drive instruction
- Teachers are more data informed

12. Is there anything you would like to add that has not been addressed? How can Ferris State University help/support you with your goals?
- School Improvement process – we do it together with a lot of thought – very collaborative – this is very helpful – think tank approach – the work of this team helps to make programs effective – asking is what we are doing working?
- Good acceptance by all for changes that need to be made
- Our teachers are taking leadership

REAUTHORIZATION APPLICATION
SCORING RUBRIC

1. A. Is the academy making academic progress?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A					**2.5/2.5**
	B					**2.5/2.5**

B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.

What reviewers will look for:

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

Reviewer Comments:

They are making academic progress and are continuing to implement and improve processes to improve gains.
- Established goals
- PLC process is working
- Formative and summative assessments
- Continuous updating of resources and School Improvement Plan

ACADEMIC PROGRAM

2. A. What progress has been made toward meeting the academy's mission?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	A					**2.5/2.5**
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	B					**2.5/2.5**

What reviewers will look for:

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

Reviewer Comments:

Students are making progress in academies as well as character.
- Morning meetings in classrooms with students to review procedures, routines and expectations
- Parent-student-school compact reflects the school mission

No changes are being considered for the mission or vision, because the academy believes they are helping them to meet their goals.

ACADEMY MISSION

| 3. A. Is the academy financially solvent and stable? | | Did Not Answer

0 points | Somewhat Answered

1.5 points | Answered

2 points | Outstandingly Answered

2.5 points | Average Team Score |
|---|---|---|---|---|---|---|
| | A | | | | | **2.5/2.5** |

What reviewers will look for:

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

Reviewer Comments:

Fund balance is projected to be 29.8% this fiscal year (2015-2016). The school was able to secure good notes for bonding for the new building.

- Clean audits

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3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score
	B					2.5/2.5

What reviewers will look for:

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

Reviewer Comments:

Recognize a 4% drop in overall enrollment, compared to highest enrollment level. Currently they are near capacity except at the kindergarten level.

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4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	Average Team Score
						5/5

What reviewers will look for:

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

Reviewer Comments:

Assessment data is used to drive instruction and they monitor outcomes.

The reports are given to the Board each month on student achievement. The Board uses this information to help them determine what is needed to meet mission and contractual goals.

DECISIONS

5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?) B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score	C H A L L E N G E S / O P P O R T U N I T E S
	A					2.5/2.5	
	B					2.5/2.5	

What reviewers will look for:

There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.

Reviewer Comments:

The challenge of ELL students is addressed. The transition to expansion of Middle School and pre-kindergarten is addressed.

The Board of Directors attend conferences, view webinars and hold a retreat every year to address Smart Goals for upcoming year.

Reauthorization Application

Tally Sheet

Question	Points Possible	Points Awarded
1	5	5
2	5	5
3	5	5
4	5	5
5	5	5
Total Points		**25/25**

Ferris State Reauthorization Questions

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

Yes, Huron Academy has a running record of high performance and has been honored at numerous Ferris State award ceremonies. However, our progress in reading is greater than our progress in mathematics. According to the 2013-2014 Ferris State Academic Performance Report, Huron Academy has made a gain of 7% from 2012/2013-2013/2014 school years in reading and a gain of 6% in mathematics.

We have embraced a new set of goals that revolve around student growth and college readiness. We have realigned our support systems so that we help every child achieve at their greatest potential and we hold our teaching staff accountable for the end result. Beginning in the 2012-13 school year 30% of every instructional staff member's annual evaluation had a direct connection to student achievement scores, now with an emphasis on attaining sufficient growth for each child. This year 40% of the evaluation is dedicated to student growth.

We are intentional during strategic planning sessions to pay close attention to the goals set by the University and we strive to make appropriate plans to realize those goals. We have continued with our established Data Teams to further inform our practices and we meet regularly to study the data and realign instruction, if necessary. Our teams focus on the creation and implementation of common formative assessments to assess understanding. We routinely investigate and implement best practices in an effort to always be attentive to the academic needs of our students and in doing so we believe that we shall stay ahead of our contractual goals so that they are continually met. Furthermore, the push toward realizing our goals has a direct impact on the continuous updating of curriculum materials, objectives, technology, and these all find their way into the School Improvement Plan.

How does the Academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced such as M-Step, and standardized testing such as Global Scholars. Include progress toward contractual goals.

Due to the hold of M-Step assessment data, in regard to the comparison to neighboring districts, the data is not readily available at this time. However, we have been issued Ferris State University's Academic Performance Report that outlines our student achievement data from 2011-2014.

The Academy identifies reading to show a higher achievement rate over the subject of mathematics. This weakness has been addressed by focusing our Late-Start Friday's professional development on mathematics. Teams will work collaboratively to choose a common un-mastered objective and create formative assessments to evaluate the objective.

When measuring the Academy's academic standing as it is compared to the State and local districts, we must use the composite district averages from MEAP (2013-2014) as we are not given a ranking this year. In the area of reading, Huron Academy ranks just below the Composite Resident District (in the top quarter of FSU schools). In the area of mathematics, Huron Academy ranks just above the

Composite Resident District (in the top quarter of FSU schools). Huron Academy was ranked in the 43rd percentile on the Top-to-Bottom ranking system in 2013-2014.
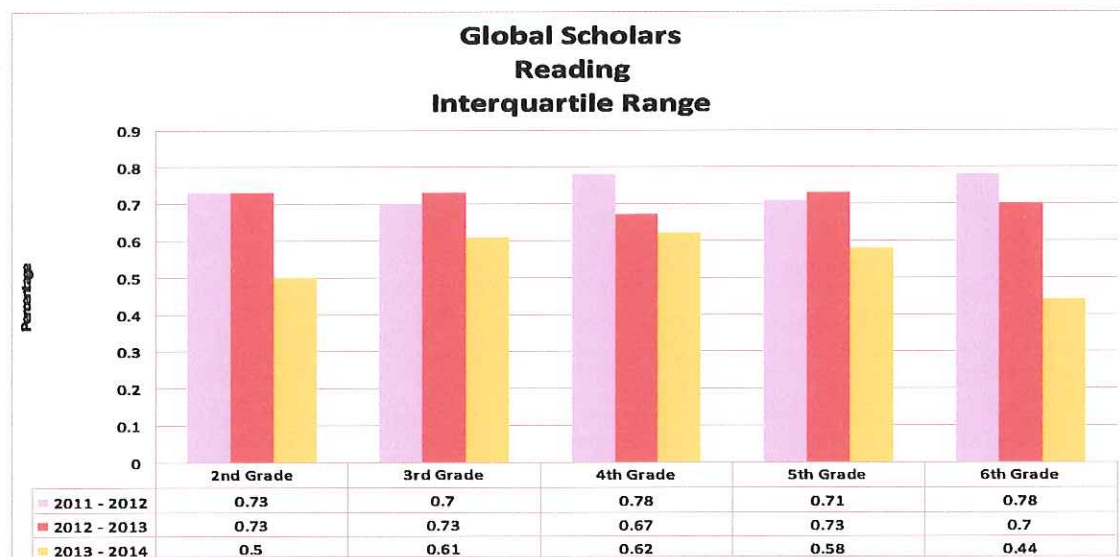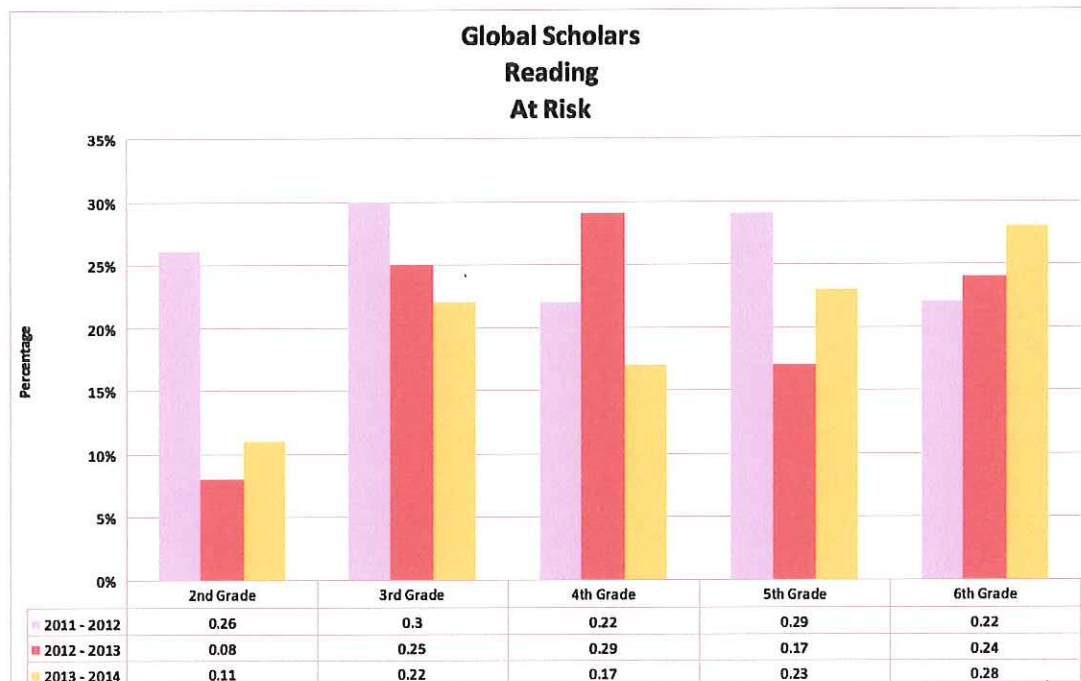
Ferris State University has established the following contractual goal regarding Global Scholars:

The Academy will improve student achievement in accordance with the Ferris State University Charter Schools Office 3-Year Cohort Value Added Achievement Trajectory in the core subjects of reading, language arts, and mathematics as reported on the Global Scholars norm-referenced assessment. The percent of cohort students at or above grade level will meet or exceed the CSO established trajectory.
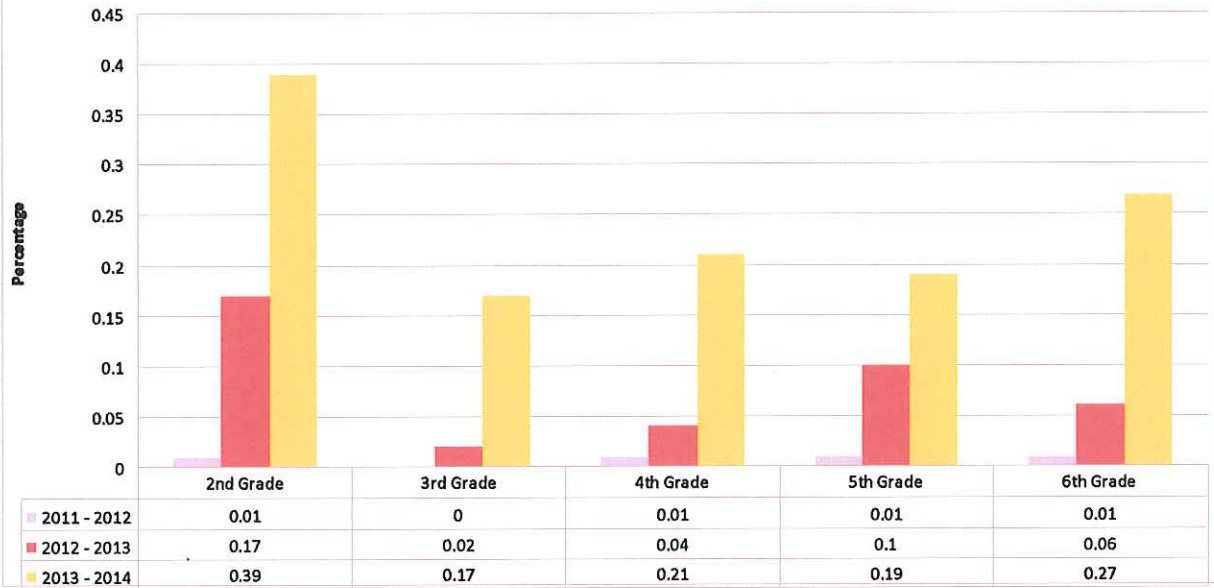
*The following data was extracted from the Ferris State University Charter Schools Office Huron Academy Assessment Summary Fall 2013 and Huron Academy created graphs. These substantiate the claims made above:
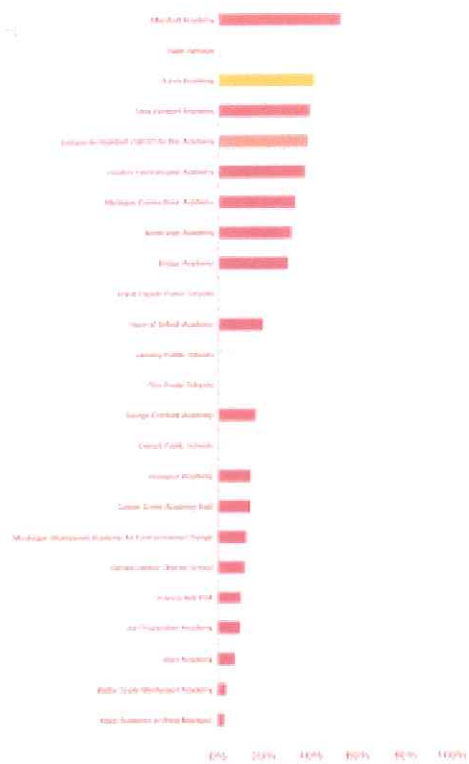

Performance Series Spring Results

Global Scholars
Reading
At Risk

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2011 - 2012	0.26	0.3	0.22	0.29	0.22
2012 - 2013	0.08	0.25	0.29	0.17	0.24
2013 - 2014	0.11	0.22	0.17	0.23	0.28

Global Scholars
Reading
Interquartile Range

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2011 - 2012	0.73	0.7	0.78	0.71	0.78
2012 - 2013	0.73	0.73	0.67	0.73	0.7
2013 - 2014	0.5	0.61	0.62	0.58	0.44

Global Scholars
Reading
Advanced

	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
2011 - 2012	0.01	0	0.01	0.01	0.01
2012 - 2013	0.17	0.02	0.04	0.1	0.06
2013 - 2014	0.39	0.17	0.21	0.19	0.27

MEAP Proficiency

ACADEMY COMPARISON

THE MEAP: ADMINISTERED BY THE MICHIGAN DEPARTMENT OF EDUCATION

MEAP Proficiency

Reading
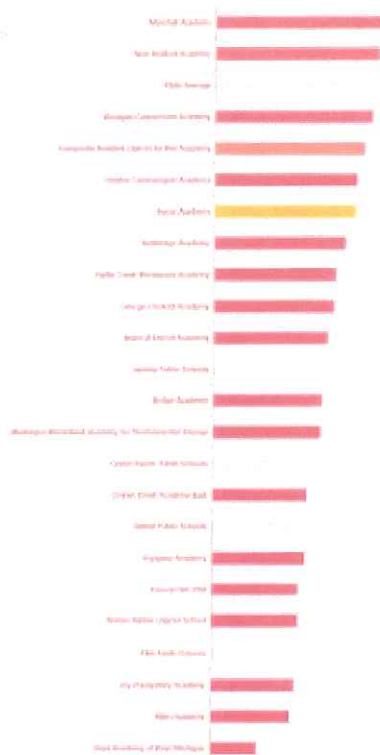
Huron Academy has strategically planned to continuously improve Global Scholars scores and will continue to do so as we move to the Northwest Evaluation Association Measures of Academic Progress (NWEA MAP) and MAP for Primary Grades (MPG) assessments this school year. The instructional staff continues to use reliable student assessment data, formative and summative, that will help plan and drive curriculum/instruction. Teachers have used student performance data based off of Global Scholars to group their students in reading and mathematics and create differentiated centers. Our staff will continue this practice using the data generated from the MAP and MPG assessments. All instructional staff including the Teacher Support Team is required to have professional development on how to use Global Scholars as a formative assessment in the classroom as well as NWEA training. The staff continues to have PD on how to best utilize the assessment data.

Huron Academy has moved forward with a new culture of using data to drive instruction and utilizing Global Scholars / MAP / MPG data. Instructional staff understands how to use Global Scholars data to answer guided questions such as what do our students already know and can do, and what critical knowledge or skills they lack. Staff will be trained in October on how to effectively use the results from MAP / MPG. Lastly, Global Scholars data has been used in Huron Academy's Data Teams. It has guided the instructors in determining the students' next step after mastering a concept. It has also guided the instructors in determining if he/she needs to modify his/her instructional methods to provide the student with a better understanding of academic concepts.

Huron Academy has made many changes in curriculum materials over the past several years to ensure alignment to the Common Core. These materials will help our students become college and career ready. These updates include: Envision Mathematics for grades K-6th, Dreambox Learning K-6, Scholastic Geographic Spin magazine in 4th grade, Scholastic Science Spin magazine in 5th grade, an upgraded version of Write Steps for grades K-6 and E-Write Steps for grades K-6.

What progress has been made toward meeting the Academy's mission?

Huron Academy's mission is to be a leader in the areas of academic excellence and safety, while developing the character of our students. Huron Academy continues to hold this mission statement in high regard and will continue to adhere to this for the new contractual period.

To provide for the safety and academic excellence while developing the character of our students is the cornerstone of our existence. Huron Academy provides a school- wide behavior plan to support student's efforts to manage their own behavior and assure academic achievement. Our teachers and administrators believe that clear and consistent classroom and school wide procedures and routines, promote positive behavior in students. We focus on intrinsic motivation such as encouraging words, strong relationships, and a fun learning atmosphere. Each classroom holds a "morning meeting," which focuses on developing a caring community within the students and classroom. During the morning meeting, students discuss academics, rules, procedures, personal sharing, and consequences for negative behavior. They eventually feel empowered in their education. Students know the conduct expected of them and also understand the consequences for inappropriate behavior. This approach allows students to make good choices in regards to their behavior and ultimately allows for a smooth and successful school experience. These principles are based on the work of Jonathan Erwin and his book *"The Classroom of Choice"* and are referred to at the Academy as Smart Character Choices.

Over the years as we have developed this character education initiative we have provided many professional development opportunities for staff, faculty and parents. The process of modeling proper behaviors is an ongoing part of the equations and as we adapted Erwin's principles for our learning community we boiled it down to four standards by which we all live by. They are:

- Be Respectful
- Be Responsible
- Be Safe
- Be Excellent

By focusing on these specifics all students Kindergarten through 6th grade can set their sights on proper behavior and making correct choices. The Academy has an annual practice of distributing, explaining and implementing a Parent-Student-School compact that details the responsibilities necessary to live out the school mission. The compact is reviewed each year to be certain that it reflects the ever changing educational environment that students are exposed to. Parents and other stakeholders are encouraged to share their thoughts through opinion surveys and at the annual Title I meeting.

As a Michigan public school, we are required to follow laws relating to safe schools. Huron Academy's Board endeavors to ensure that Huron Academy is a safe place for teaching, learning, and working. A

disciplinary plan has been established and articulated in the Parent-Student handbook to deal with student misconduct and school administrators are fully versed in the plan. As a result measures are in place to safeguard our population should misconduct occur despite instruction from the character education initiative. With the assistance of a Dean of Students behavioral tracking systems are in place and maintained to establish trends and continually improve our response to behavioral challenges. This information is shared on a regular basis with the Academy Board. We regularly strive to maintain a safe and productive environment.

What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?

The Huron Academy Mission Statement and Vision will hold true for the new contractual period. We will continue to be a leader in public charter elementary schools in Michigan and traditional public elementary schools in Macomb County in the area of academic excellence, as measured on state and national tests. Huron Academy will continue to focus on school safety and will continue to promote the development of character in our students, as measured by a safe and orderly environment.

Academic success is critical for our student population. Our administration, teachers, and support staff will continue to challenge our students in this arena so that our students may excel in academics. Safety and character education are equally important parts of the education initiative at Huron Academy. The Safety and Character Education programs at Huron Academy have been implemented and followed for many years, by way of classroom instruction and assemblies. The success of these programs will also be enhanced by additional character curriculum and writing contests. The success of these programs is demonstrated to stakeholders on a daily basis, by way of student behavior in and out of the classroom.

Is the Academy financially solvent and stable?

Yes, the Academy is financially solvent and stable. The Academy maintains a healthy fund balance of 1.5 million and has been routinely allocating portions of the fund balance into a capital projects fund over the past few years in anticipation of the development of a new school facility. Recently 8.4 million dollars in bond funding was secured for this project and every aspect of school financing was scrutinized by multiple lenders. The successful bonding is further evidence of financial stability.

The Academy Board has a history of supporting the mission of the school by assuring allocations of funding for professional development, books and supplies, technology, and necessary staffing. Through monthly oversight the Academy Board supervises competently and effectively as evidence through annual audits from Croskey-Lanni that year after year find the academy finances in good order.

Is student enrollment stable and near capacity?

During the previous contractual period Huron Academy maintained an average of 81% student retention rate. Though we have seen a 4% drop in overall enrollment compared to our highest enrollment, this trend mirrors children population drops in the county overall in the past 3-4 years. Compared to other PSA's in the county and throughout the Ferris State umbrella of schools, the Academy continues to outperform in this area. The Academy's enrollment is near capacity at every grade level with the exception of Kindergarten for a couple of years during the contractual period, once again this is due to the drop in children populations over that time period. It should be noted that one of the factors which keep families coming back to the Academy is the high rate of teacher retention which is 95% over the contractual period.

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

The teaching staff uses assessment data to: drive instruction, work in professional learning communities where common formative assessments are monitored, establish readiness groupings, and make suggestions for professional development topics. The Academy uses a Data Team model to assist staff in data collection, data interpretation, and implementation of data driven decisions.

The administrative staff uses assessment data to: support teachers in diversified instructional practices, guide planning with the school improvement team, determine the best professional development opportunities, and in the evaluation of the teaching staff. The use of assessment data is also an integral part of the NCA accreditation process and the Academy administration works within the ASSIST platform to show that data driven decision making is foundational and interwoven into regular practices.

The Academy Board uses assessment data as evidence that the school is meeting the challenge of the mission and also meeting the contractual goals established by the authorizer. Each month reports on student achievement are presented to the Academy Board where dialogue is encouraged about ongoing measures for improvement and these become a part of the SMART goals that are developed annually.

What are the biggest challenges facing the Academy during the new authorization period? How does the Academy intend to address those challenges?

With the coming of a new facility, we will be challenged to continue high standards in academics and compliance as we add instructional services for middle school and pre-school populations. In addition to this, we will need to continue addressing the challenge of a changing population of students. In recent years, we have enrolled a growing number of English Language Learners. Strategically providing for instructional needs of these students will continue to be a challenge. The School Improvement Team provides a dynamic document each year to the Academy Board for approval that addresses the ongoing challenges faced by the Academy. This School Improvement Plan provides financial allocations that are drawn from Title I, Title II, Title III, Section 31A, and general funds to adequately provide all that is needed to meet these challenges. The plan also provides reasonable timelines to meet these challenges.

Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period?

The Academy Board has undergone a regular schedule of Board development through initiatives designed by the authorizer. Members of the Academy Board attend conferences, webinars, and seminars designed for Board development. Growth and development is at the key of an annual Academy Board Retreat held each spring where SMART goals are developed to direct the focus of the Board for the following school year. Continued commitment of Academy Board members also adds to the overall development with many having served for more than a decade. Academy Board members take their task seriously and their devotion to Board development is one factor that exemplifies this.

Reauthorization/Mid-Contract Review Application Signature Page*

Board Signatures:

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Name

(signature) Colleen Dickey
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Name

(signature) Katherine A Coloort
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Name

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Name

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(signature) Suzan Karabath
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(signature) Mark Vallat
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Name

(signature) Vena Lemy

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Date of Board meeting review   9/23/15

*Mid-Contract Review Self Study:
Due to Epicenter no later than 5:00 pm, 30 business days prior to scheduled visitation