



**FERRIS STATE
UNIVERSITY**
IMAGINE MORE

HURON ACADEMY

MID-CONTRACT REVIEW

January 16-17, 2014

MISSION

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

VISION



CORE VALUES

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

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

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

- Compassion
- Valuing of diversity
- Humaneness

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

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

We value integrity and trust, demonstrated by our –

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

FERRIS STATE UNIVERSITY

Charter Schools Office (CSO)

Declaration of Intent and Purpose

Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:

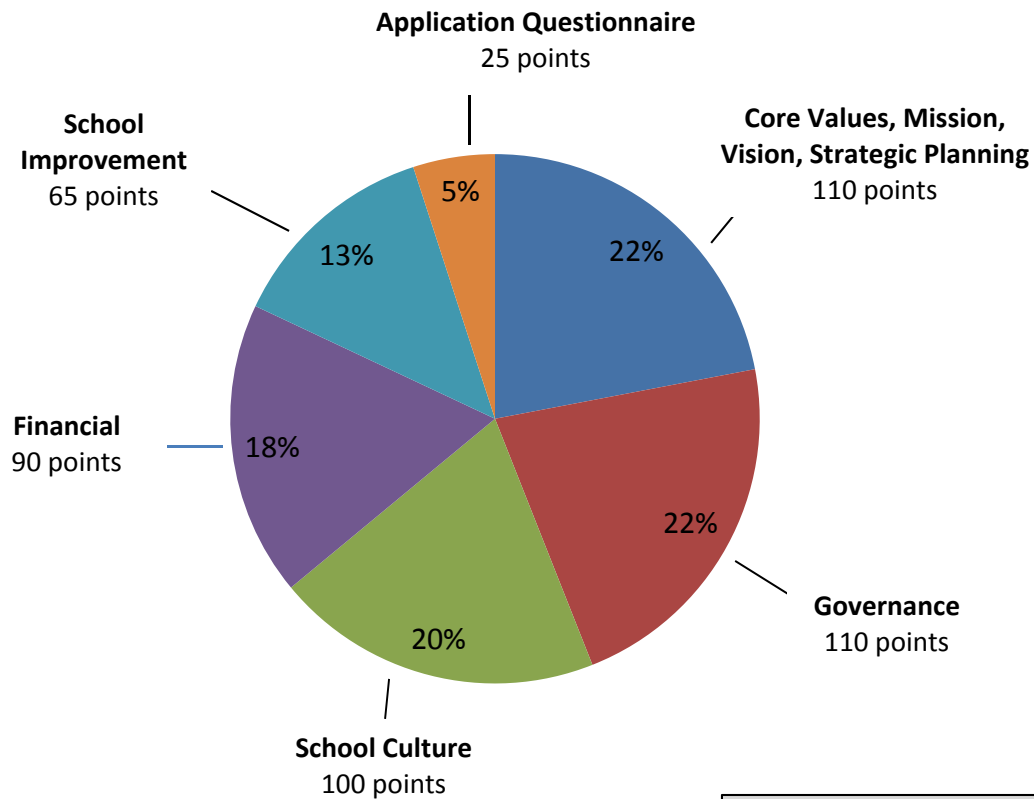
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

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

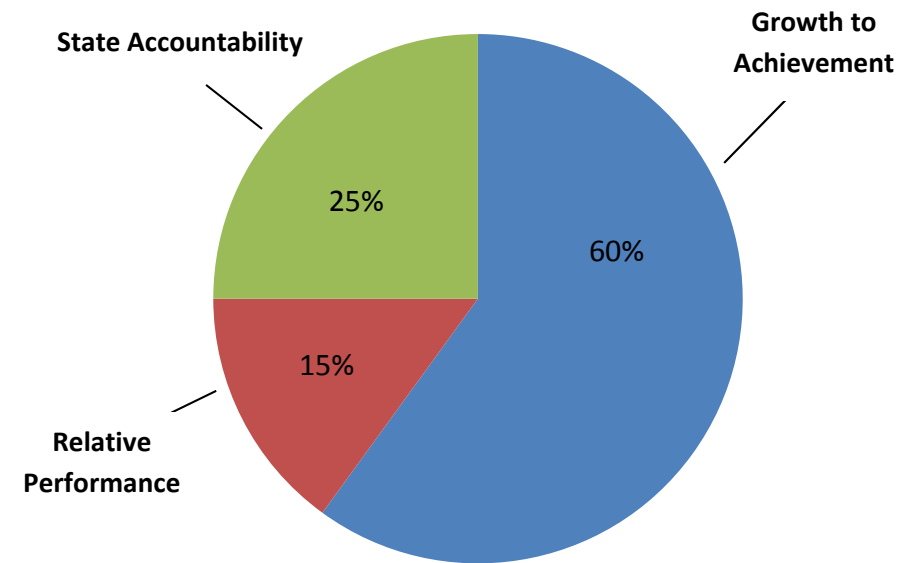
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided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

Mid-Contract/Reauthorization Review: Formula 2013-14 *A Two-Step Process*

Visitation Rubric



Academic Performance Report



Total Score

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

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

Academy Name: **Huron Academy**

Dates of Visit: **January 16-17, 2014**

Status: **Exceeds Standards**

Overall Percentage: **97.6%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	110	100	Exceeds Standards
Governance	110	108	98.18	Exceeds Standards
Financial Viability	90*	90	100	Meets Standards
School Culture	100*	100	100	Meets Standards
School Improvement	65	56	86.15	Meets Standards
Application/Questionnaire	25	24	96	Exceeds Standards
Total Score:	500	488	97.6%	Exceeds Standards

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

Visiting Team Members

Name: Don Haist

Signature: 

Name: Art Willick

Signature: 

Name: Jim Scholten

Signature: 

Name:

Signature:

Team Chair: Don Haist

Total Score

maximum: 500 points

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

Annual Academic Performance Audit Score: **Meets Standards – 76.3%**

Monitoring Status: **General Monitoring**

HURON ACADEMY MID-CONTRACT REVIEW

January 16-17, 2014

Executive Summary

Board of Directors:

On behalf of the Ferris State University Charter Schools Office (FSU-CSO) Mid-Contract Review Team, I am pleased to forward this Executive Summary. The team and I wish to express our sincere gratitude for the hospitality shown to us by the school administration, staff, students, and Board of Directors. We thoroughly enjoyed our visit, and we gained a greater understanding of Huron Academy.

The team is pleased to notify and congratulate the stakeholders of the Academy for their commitment to continue to grow as a high performing school and commitment to become a School of Excellence, as defined by the Michigan Charter School legislation.

The review team has considered the Academy's performance on all aspects of the Mid-Contract Review rubric, and has determined a score of 488 out of a possible 500 points. This score is within the Exceeds Standards category of the Mid-Contract performance standards.

While the Review team found many impressive aspects of the Academy's operations, there are several points that warrant special mention as follows:

A. School Culture (in our meetings with all stakeholders):

- There is a clear evidence of a positive family atmosphere.
- There is a strong attitude of meeting the needs of all students.
- Evidence of the Board, staff and parents working together.

B. Governance/Strategic Planning:

- The Board and staff work together in the development of strategic plan and measurable goals. The Board reviews a goal at each meeting.
- The Board conducts an annual retreat each spring to review the strategic plan and School improvement plans.

C. The School Improvement Team has a clear process that includes:

- Monthly meetings and data team meetings that meet during Late Start Fridays. The staff is working hard to meet needs of the bottom 30% as well as the top performers.
- Plans are developed to close the achievement gaps, shared with administration and then to Board for decisions
- Strong staff development programs in place.

As with any organization, there are always areas that need further development.

Considering the obvious commitment of the Board, administration and staff to the success of the Academy, the review team is confident these items will need to be the focus of the continuous improvement efforts.

The following were identified for additional attention:

- A. The students who are identified as the bottom 30%. The staff has identified these students and has started various strategies, but this is a big area that will need strong work on behalf of the staff and the support of the Board through the School Improvement process.
- B. Facility Challenges:
 - The Board is in process of looking for additional space, as this may be important if the school is to meet its mission and goals.
- C. Technology needs:
 - The staff has developed a plan for technology to improve instruction, and a big step was made this year with purchases to improve instruction. The challenge will be to continue to implement the plan.

The Charter School office and Review team thanks all of those from Huron Academy who were in this Mid Contract review process. We recognize the efforts of all the stakeholders in working toward the success of the Academy.

Sincerely,

Don Haist, FSU-CSO Field Representative
Review Team Chair

Criterion:

Core Values, Vision, Mission, and Strategic Planning

Points Possible
110

Points Achieved
110

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 discernible Core Values identified 	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	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 discernible Vision Statement identified without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	10/10		<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 discernible Mission Statement identified without links to the Core Values 	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	5/5	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

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

Core Values, Vision, Mission, and Strategic Planning:
Total score for all competencies

Total Points Achieved	110/110	Percentage Achieved	Category Achieved	
		100%	Exceeds Standards	

Criterion:

Governance (as reflected in Board minutes and observations)

Points Possible
110

Points Achieved
108

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/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	3/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
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	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	5 points	n/a	0 points	
Leadership: Candidate pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	

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

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	5/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting Epicerter: On Time and Accurate	5/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	5/5		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	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	5 points	3 points	0 points	
Physical facilities	5/5		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

Governance:

Total score for all competencies

Total Points Achieved	108/110	Percentage Achieved 98%	Category Achieved Exceeds Standards	
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Criterion:
Financial Viability

Points Possible
90

Points Achieved
90

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy Budgeted amounts are consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget appears inconsistent with the school improvement plan Budgeted amounts are not consistent with the Board's overall strategic plan 	<ul style="list-style-type: none"> The Academy's budget does not take school improvement into consideration Budgeted amounts are not consistent with the Board's overall strategic plan 	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <ul style="list-style-type: none"> the Academy's audit was completed in a timely manner submitted to the State by or before October 31 results were shared with the Board of Directors in advance of the public presentation 	During this review period: <ul style="list-style-type: none"> the Academy's audit was performed within the specified timeframe the Board of Directors did not receive it in advance of meeting for review 	During this review period: <ul style="list-style-type: none"> the Academy's audit was not performed within the specified timeframe 	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		The Board maintains a fund balance: <ul style="list-style-type: none"> between 10%-15% of annual revenue 	The Board maintains a fund balance: <ul style="list-style-type: none"> below 10% 	The Board maintains a fund balance: <ul style="list-style-type: none"> of less than 5% of general revenue 	

Financial Viability:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	90/90	100%	Meets Standards	

Criterion:
School Culture

Points Possible 100	Points Achieved 100
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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 and Student Discipline	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> • create a safe and orderly academic environment • are conducive to learning 	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <ul style="list-style-type: none"> • they are not consistently enforced • the academic environment is not always conducive to learning 	Little or no evidence exists that the Academy & the Board: <ul style="list-style-type: none"> • have developed behavioral expectations or systems that are consistently enforced • have established an academic environment that is conducive to learning 	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place and there is evidence that it is known by staff • implemented safety and security measures into daily operations 	The Academy has: <ul style="list-style-type: none"> • a comprehensive safety plan in place; however it does not seem to be known by staff • implemented some safety and security measures into daily operations 	The Academy: <ul style="list-style-type: none"> • does not have a comprehensive safety plan in place • has not implemented safety and security measures into daily operations 	
Point distribution		n/a	15 points	n/a	0 points	
Staff stability: Administration	15/15		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	
Staff stability: Faculty	15/15		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Emergency Plan	5/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
Emergency Drill Logs (EMD)	5/5		The EMD shows the academy is making good progress towards the requirements of law		The EMD shows the academy is not making good progress towards the requirements of law	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	

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

Criterion:
School Improvement – NCA VERSION

Points Possible 65	Points Achieved 56
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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	5/5	<p>The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.</p>	
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard II:</u> Governance and Leadership	3/4	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision –making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.</p>	<p>The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.</p>	<p>The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	

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

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard V:</u> Resource and Support Systems	4/4	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.	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		10	7.5	6	0	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Data Teams Process	10/10	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	7.5/10	The Academy has been identified as a Reward School and is in the top 75 th percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 th percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 5 th to 49 th percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority School	
Point distribution		5 points	3.75 points	3 points	0 points	
School Improvement Goals and Educational Goals	3.75/5	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	56/65	Percentage Achieved 86.15%	Category Achieved Meets Standards	
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BOARD INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

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, at the monthly Board meeting we discuss
- At the Board Retreat in the spring we will discuss
- Review the mission at each monthly Board meeting
- We review our goals and revise them
- Staff are part of it
- I think it is working
- At the monthly Board meetings we get student result info

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?

- Monthly report
- Strengths and weaknesses
- Yes, Pull out program works well
- Seeing students improve
- I see a lot of improvement
- My daughters when they left they did well, but the transition was hard

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 Achievement – how we are doing – what we need to improve
- We know we need a format

- Need to focus on academics
- Our goals are 98%
- Academics – how well are we doing!!

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

- Effort to improve
- More teacher staff development – to help teachers to be able to present better
- Where we are from where we started
- Academic goals
- Administrative leadership
- Connection with Ferris
- Ferris seminars in person – vs webinar
- Staff works very well – SMART goals very good – always very good communication
- I call Ferris often and get good response
- Webinars not so good

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, written
- Main focus – academics
- Focus on academic goal improvement
- Looking for a new property

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

- Research – safety – smaller classrooms – strong curriculum – communication
- Provides good base for kids
- Parents have left and then returned
- Culture – high standards

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

- What will we spend money on to help kids
- Become aware of technology lag
- Based on the biggest need that comes from the Board Retreat – technology was a big need
- Staff discuss and develop and plan
- Why technology? Ferris said we need more

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

- Bigger school space
- Technology
- Technology needs to keep pace
- Cafeteria

9. Anything for our attention?

- We listen to all parties
- Ferris training and webinars are very helpful
- Face to face is so helpful to – to hear from other Boards and Ferris
- Very stable Board – very professional
- Good communications

ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

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, academic achievement – we are true to our mission
- Address all levels of students
- Data Teams are working hard
- Safety and character are high priority – smart character choices
- PLC – Friday meetings are very focused to drive instruction – staff is very good at their job

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

- Staff working as a team (Development)
- Innovation – positive effects
- Development of staff – we have come a long way
- Built great PLC
- Enrichment teachers support regular education teachers
- Relationship with students – reduced discipline issues
- Bully free school meeting
- “Family”
- Using Power School for data – record behavior incidents
- Sensory Breaks

What could be improved?

- Communication

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, When students go on – they achieve highly successful
 - Parents come back and say child back at middle school the teachers recognize the Huron students
 - Students having success in their future
 - Aiming for 26 & 27 on SAT
 - Students on track to target if not RTF 10-15%
4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
- 5 to 8.5, room for improvement
 - 9+/8.5/8.5/9
 - Big improvement over the past five years
5. ***What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***
- Facility
 - Meeting individual students
 - Differentiation piece – implementation effectively
6. ***What are the top TWO things this academy needs to do for its long-term health and longevity?*** (Did not ask this question-time constraints)
7. ***Why do you think parents choose to send their children to this academy?*** (Did not ask this question-time constraints)
8. ***If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)*** (Did not ask this question-time constraints)
9. ***Anything for our attention?*** (Did not ask this question-time constraints)

INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

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, character education is very important – smart character choices emphasized
- Strong emphasis on data teams and academics
- Have released time to work on
- Last year started data teams – meet on Fridays
- Valuable time – see data and determine what to do
- Data teams training common assessment and common core

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

- Family culture – staff and parents
- Everyone helps
- Everyone pitches in – going the extra mile
- Technology is great
- Technology has really improved this year with the \$200,000.00 Board investment

What could be improved?

- Bigger building – more space

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:***
- Materials and Supplies***
 - 8, 9 – We have what we need – e-mailed new websites and resources by the administration
 - Professional Training***
 - 10, 9, 8 or 9 – This year more helpful – support for technology
 - Clear Description and Understanding of The Expectations For Your Work***
 - 9, Get immediate feedback – supportive staff – I have a rubric which clarifies
4. ***On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***
- All – 10
 - Lots of sharing
 - Use everyone strengths
 - It's a family
5. ***Do you feel the academic expectations here are appropriate for the students who attend this academy?***
- Yes, common core is emphasized – differentiated instruction
 - In 4th grade send packet of Scantron information
 - Data teams look at areas that need growth
 - After school program uses the Scantron data – resources available from program
6. ***Would you enroll your child at this academy?***
- All yes
7. ***If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)***
- More early intervention (reading recovery)
 - More early intervention (K-1st)
 - Bigger building – more outside facility – playground – soccer field – more tablets – technology programs
8. ***Anything for our attention?*** – No comments

SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

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, always striving for excellence – assisting low learners to move up
- Really emphasizing data – largest ELL in area – TST and Tile One work closely together
- Parental feedback on safety and friendliness
- There is a lot of passion from teachers to help
- See confidence in students
- TST works with kids who need extra sensory projects called Project First step, which has had very good results

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

- We can focus on differentiated instruction to meet the needs of individual kids – came about by listening to what the students need – no more band-aids fixing the problem – CS Partners have been helpful
- Communication skills have improved
- No one slips through the cracks anymore – management company really helps

What could be improved?

- Bigger facility – not enough room for specials
- Communication is good but can continue

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

a. Materials and Supplies

- 10, never an issue

b. Professional Training

- 10, 10 – yes, we can get this all the time
- 9

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

- 9-10
- Having a full-time curriculum director this year is very helpful

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

- 10, 9-10, 9-10, Big sense of we all work together
- Listen to needs
- Dean of Students has been helpful

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

- Challenging for each level of students – differentiated instruction helps each
- Yes
- Help is provided at both ends – the upper and lower level students

6. Would you enroll your child at this academy?

- All yes
- Addressing needs of high and low level students

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

- New facility – more storage
- More technology
- More staffing for low level learners (paraprofessionals)
- Grateful for new technology this year – more would continue to be better

8. Anything for our attention?

- Focus is on the kids at the end of the day

PARENT INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

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

1. *Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?*

- 9, Interviewed several schools – Huron had the most options
- 10, Wanted special needs options – Huron was the best available – cater to kids needs – school met needs
- 9, Children were bullied at previous school – looking for zero tolerance bullying program – we're pleased
- 9, Heard good things about the school – very happy
- By word of mouth – great school – all-day kindergarten at – now very pleased
- They all had children here 4-14 years

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

- Very responsive at all levels
- Open door policy and immediate response
- Had a grade problem, brought it to their attention, it was corrected and they followed up
- Open door policy in the office – will address problems right away – will call after hours – appointment not necessary
- Very responsive to children with behavior problems

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, Very good atmosphere
- 9, Kid friendly – very caring – teachers are very attentive to kids
- 10, School bends over backwards to assist
- Very positive – expectations are high
- Need to instill more to parents

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, much so
- Communication to parents is great
- Absolutely, happens on a daily basis
- Communication is very good – Monday folders – weekly e-mails – 2nd grade and higher have an agenda book
- Parents need to sign assignments
- I have conversation w/teacher or e-mail – very open
- The point out weaknesses and give suggestion for tutoring

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

- Just personality differences
- Daughter doesn't want school to end at end of the year – son happy about it
- Children sometimes have concerns but we've worked thru this explaining how to deal with other people
- No real complaint
- Maybe hot lunch

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

- Daughter loves attention – positive reinforcement – feedback
- Children enjoy the after school program
- PTC Club have a lot of different activities that kids like/enjoy
- Enjoy field trips – went to a play last year
- Investment on technology is appreciated

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

- Very positive

8. Anything for our attention?

- Need to expand in size (different facility) – would keep my in a charter school forever if available
- Technology is great
- I like the information given on standardized test and it helps us understand where there are areas in need and how to develop

STUDENT INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

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

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

- All – Yes
- Fun and don't allow to get bullied
- I attended a private school and I would return if I could
- No, I really like it here

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

- My grades have improved and I am being challenged
- My grades are improving
- Challenging me to be more careful
- I would like to see more new materials introduced
- All – Yes

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

- Yes, no favorites
- Teachers are really nice
- Teachers handle all students the same
- Yes, all feel respected and treated equally

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

- Math – Challenges me to think
- Writing – I like all the genres
- Writing – I like the genres
- Writing – I like expressing creativity
- Writing – I like journal writing
- Science – Learn more about things

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

- I would like specials to be on days of the week rather than blocks
- More sports teams
- Better desks
- P.E. – longer blocks – more sports teams

6. Do you feel safe at this school?

- Yes, everybody really cares – doors are always locked and observed
- Practice lock downs
- Teachers don't allow us to be bullied
- I can go talk to someone if I have a problem
- All - Yes

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

- Yes, I told two people and they came
- All - Yes

8. Anything for our attention?

- Busing might help

SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Huron Academy**

Date: **January 16-17, 2014**

1. Please tell us about your team (members/purpose/how often you meet).

- The team is made up of teachers from each grade level, Special Ed., Title I, parent, board member, management company and administrative team
- They meet each month to focus on their strategic/school improvement goals
- The team reviews and evaluates current data and establish instructional priorities
- They meet each month – total involvement of the team

2. Please tell us about some areas that the team identified as needed improvement and strategies that were put in place.

- Math, after two years of study and pilot they have adopted Envision Math – saw good demonstration by team – children love the computer

3. How do you evaluate the success of these programs?

- Growth Data – Scantron – MEAP

4. What impact have the Data Teams had in your process?

- Key – Using Scantron data as weekly “Late Start” meeting PLC

5. What steps have to occur for your recommendations to be put in to action?

- Staff/Data Teams
- Share with administration
- Pilot programs
- Refer to SIP team
- Then take to the Board for approval

6. What are the three biggest challenges your team/school face?

- Attending to the bottom 30% - students are all identified
- Implementing the new math program

7. Is there anything else you would like to share?

- The purchased significant technology – improvement this year, and now to be sure it is used properly and to continue purchase plan they have developed
- Academy within academy – 2nd grade math and reading –required assistance
- ISD provides tutoring help as low as kindergarten
- Need parental support – More administrative contact to parents
- Lots of brain storming on how to get low ELA parents involved
- NCA Review – very positive on all aspects except technology
- This school truly has developed their plan by:
 - Using achievement data
 - Involved staff
 - Have piloted/tested
 - Trained staff
 - Gained board support
 - “It is a living document – not something just to send to Lansing”

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
			4, 4, 4		
	<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> <div><ul style="list-style-type: none">School has data teams meetings regularly (cohorts)Trend data usedThen Reference Utica and stateCurriculum materials updated with the School Improvement PlanMission well thought out/staff ownership</div>				

<p>2. Outline the process all stakeholders within the Academy utilize to develop both long-and short-term strategic planning.</p>	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.	
				5, 5, 5	
<p>What reviewers will look for:</p> <p>The Academy provides evidence that all stakeholders (teachers, parents, students, staff, and board members) have input into the process. Is there a specific time of year that strategic planning occurs? How is the process communicated to stakeholders? Once the strategic planning is complete, where is the Academy's Strategic Plan housed? How often is the Strategic Plan reviewed and updated? How does the board ensure that it is appropriating resources to fulfill the stated Strategic Plan?</p> <p>Reviewer Comments:</p> <ul style="list-style-type: none"> • The is a School Improvement team staff and parents attend the Academy Board meetings to review and discuss the data and to review their goals • Attention to mission and goals is highly evident • During yearly Board retreat they review and set goals based on the student achievement data 					
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.	
				5, 5, 5	
Total Possible Pts=5	<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> <ul style="list-style-type: none">• The staff development is based on data and need from the staff• Late Start Friday's (professional development for staff/data teams) takes place about 20 times a year• Training is provided for technology and the new Envision Math program				

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.	
				5, 5, 5	
<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> <ul style="list-style-type: none">• Very caring/family atmosphere• Addressing “All students” – lower 30% and high performance• Ownership by staff, parents and Board• Very positive culture• Clear expectations• Positive family atmosphere					
Total Possible Pts=5					

<p>5. As the Academy approaches reauthorization, what are the biggest challenges it faces? How does the Academy intend to address these challenges?</p>	<p>Did Not Answer</p> <p>0 Pts.</p>	<p>Somewhat Answered</p> <p>2 Pts.</p>	<p>Answered</p> <p>3.5 Pts.</p>	<p>Outstandingly Answered</p> <p>5 Pts.</p>	<p>C H A L L E N G E S / O P P O R T U N I T I E S</p>
				<p>5, 5, 5</p>	
	<p><i>What reviewers will look for:</i></p> <p>There will be narrative that shows long-range planning to address challenges facing the Academy. As much as possible, resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.</p> <p><i>Reviewer Comments:</i></p> <ul style="list-style-type: none"> Big challenge is the bottom 30% students, but efforts/strategies are underway to meet their needs 				

Total Possible Pts=5

Question	Points Possible	Points Awarded
1	5	4
	5	5
3	5	5
4	5	5
5	5	5
TOTAL SCORE: 24		

Huron Academy Mid-Contract Self Report

Academic Program

- *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. Yet, we have had our challenges having undergone specific oversight by the University during the 2011-12 school year for not having met our goals. In that year, because the way in which our goals were composed, we provided additional resources and support for our at-risk learners and moved the appropriate number of those students into “inter-quartile” status on the Global Scholars and met our standards. We have continued to stay on track since that time, but the focus has changed a bit.

We realized during the process of being under review from our authorizer that we needed to be more proactive in our strategic planning to avoid the complication of not meeting our contractual goals. Since that time we have embraced the 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 has a direct connection to student achievement scores, now with an emphasis on attaining sufficient growth for each child.

The Academy continues to grow and we can cite evidence from recent MDE Top to Bottom listings. We experienced an 11 point increase in the most recent posting and continue to make strides as we move toward the upper quartile in that listing. In a recent news article in the local Macomb Daily, the paper reported Huron’s percent of status points at 80.8% - the third highest in the county, surpassing the cohort district Utica Community Schools by more than 10%. These are favorable statistics that substantiate our claim of continued 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 established Data Teams to further inform our practices and we meet regularly to study the data and realign instruction if necessary. 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.

- ***Discuss Full Academic Year versus Non-Full Academic Year student achievement as it relates to MEAP and provide rationale for any notable trends.***

Over the past three years in MEAP, Huron Academy's Full Academic Year students have outperformed Non-Full Academic Year students.

- In Math for the 2010-2011 school year, FAY students outperformed Non-FAY students by 1%.
- In Math for the 2011-2012 school year, FAY students outperformed Non-FAY students by 16%.
- In Math for the 2012-2013 school year, FAY students outperformed Non-FAY students by 20%.
- In Reading for the 2010-2011 school year, FAY students outperformed Non-FAY students by 3%.
- In Reading for the 2011-2012 school year, FAY students outperformed Non-FAY students by 5%.
- In Reading for the 2012-2013 school year, FAY students outperformed Non-FAY students by 31%.

**This data was extracted from the FSU Charter Schools Office Huron Academy's MEAP report from 2010/2011, 2011/2012, and 2012/2013.*

The only weakness the Academy found was in the 2012-2013 school year in 3rd grade Math. The Academy's Non-FAY students outperformed the FAY students by 4%. The Academy decided to switch to a new math curriculum in 2012-2013 for 2nd grade that directly aligns with the Common Core Standards. Multiple data digs in MEAP were conducted to find areas for growth and to identify student needs. Students were identified based on multiple sources of data including MEAP and were offered summer school and Academy Refresher. Academy Refresher is an after school initiative to close the gaps in Reading and Math for MEAP.

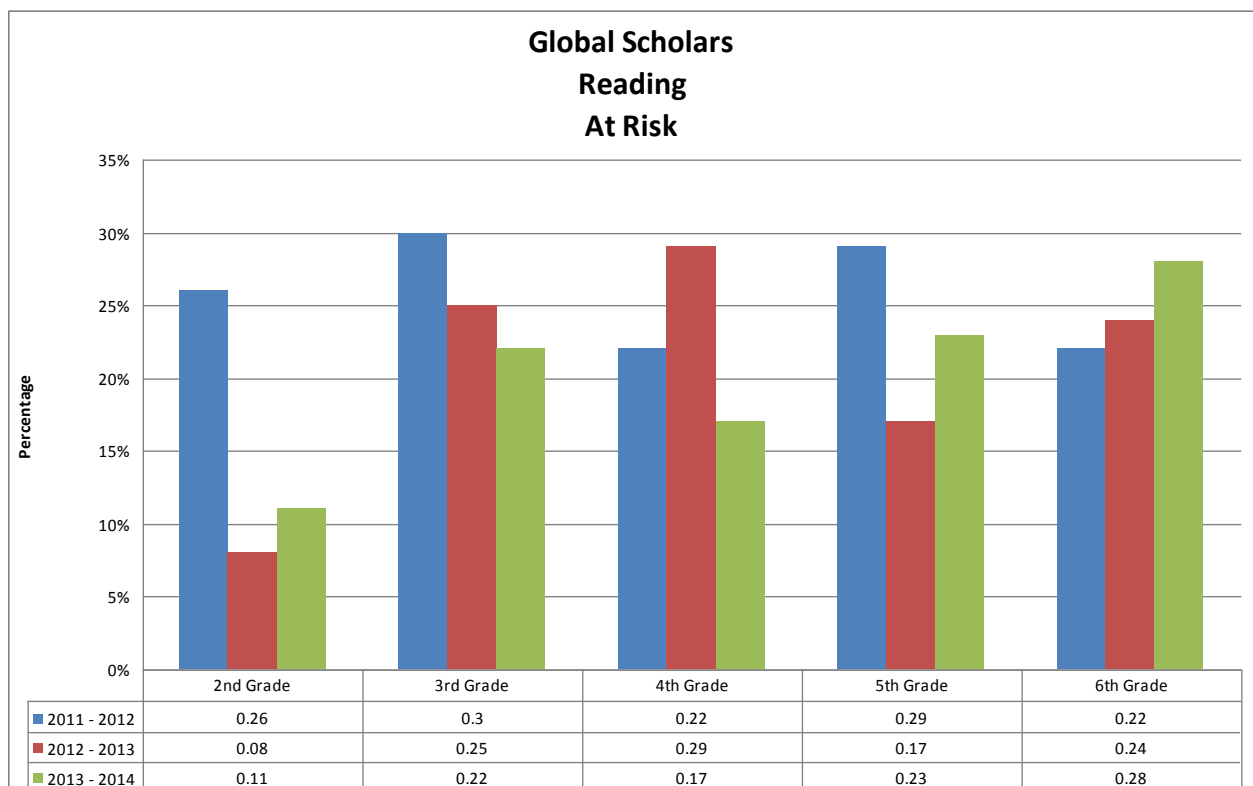
Instructional staff members also had MEAP data meetings. The staff quickly realized that there were parallel areas of weaknesses and strengths from Global Scholars and the MEAP. The staff uncovered trends of area of weaknesses over the past three years in Mathematics and Reading. The goal of the MEAP meetings was to create power GLCE's. Each grade level has 2-3 reading power GLCE's that are also being used to help teachers figure out better sequencing of content and different ways to teach particular topics. The Administration has purchased extra resources to help instructional staff teach the power GLCE's in Reading and the power units in Mathematics.

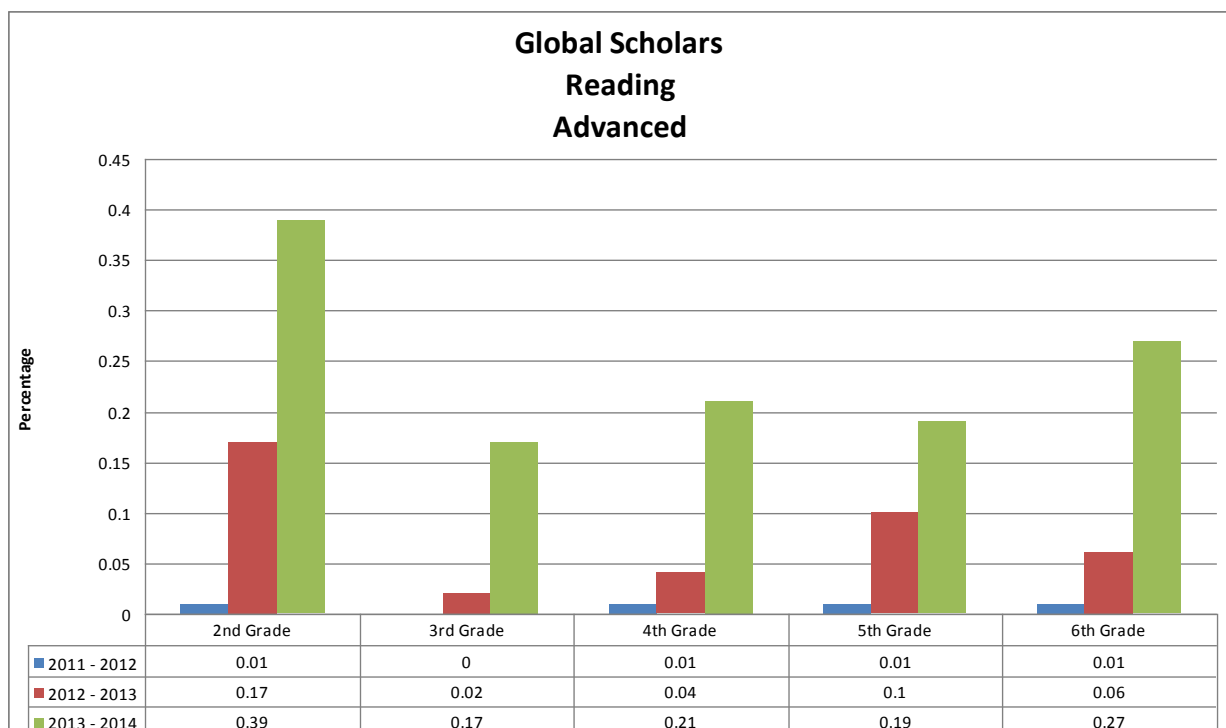
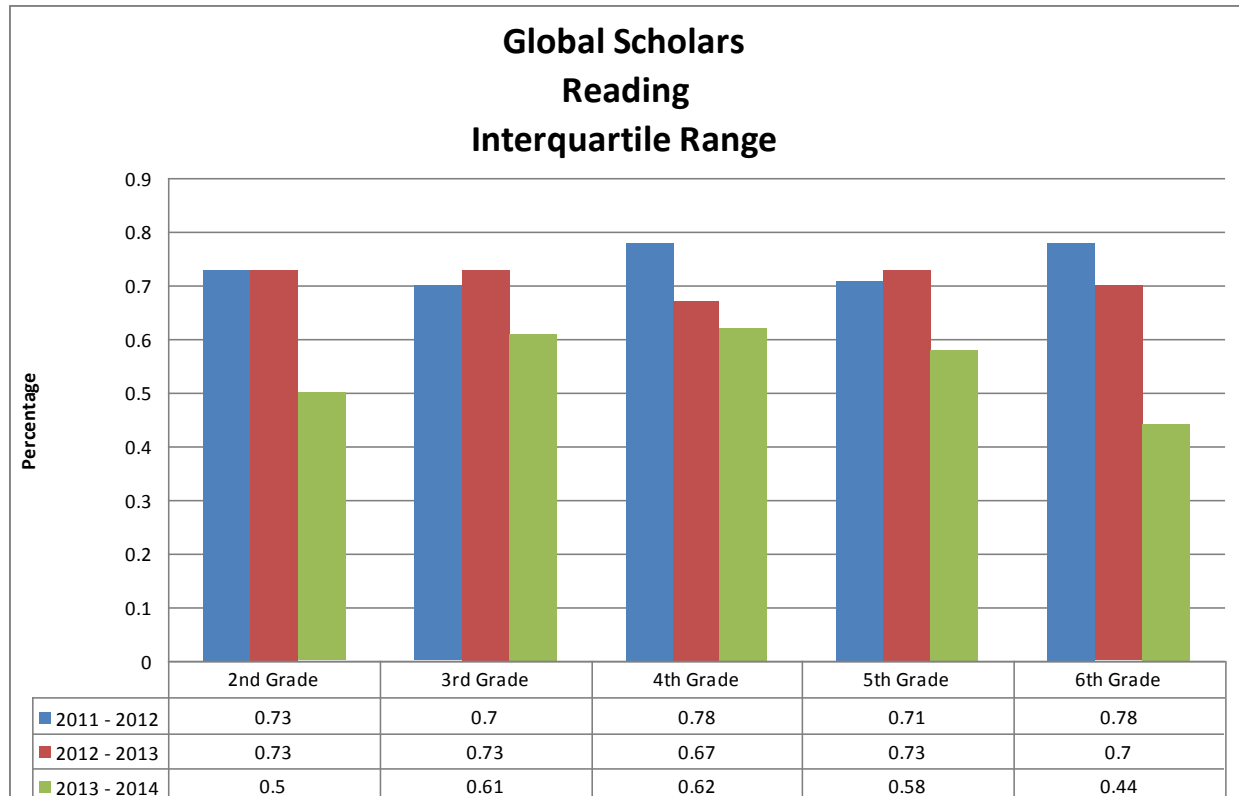
Huron Academy has made many changes in curriculum materials over the past several years to ensure alignment to the Common Core. These materials will help our students become college and career ready. These updates include: Envision Mathematics for grades 2-6, Dreambox Learning K-6, Social Studies weekly subscription for K-6, an upgraded version of Saxon Math for grades K-1, an upgraded version of Write Steps for grades K-6 and Ewrite Steps for grades K-6.

- **Discuss Cohort versus Non-Cohort student achievement as it relates to Scantron Performance Series and provide rationale for any notable trends.**

Huron Academy cohort students continue to outperform non-cohort students in all subject areas. At-Risk students are decreasing each year. Below average students continue to rise. Above average students are significantly higher each year. There is a steady line trending upwards from Spring 2011 to Spring 2013. Huron Academy has identified a weakness in the Fall 2013 scores in the area of mathematics where non-cohort students are slightly performing higher than cohort students. This could be due to the fact that the sample size of cohort students is much larger than that of non-cohort students.

*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 claim made above:





Huron Academy has strategically planned to continuously improve Global Scholars scores. The instructional staff continues to use reliable student assessment data, formative and summative, that will help plan and drive curriculum/instruction. Teachers use student

performance data based off of Global Scholars to target their students in Reading and Mathematics and create differentiated centers. This allows teachers to differentiate instruction for students based off of skills that they have not mastered in Global Scholars.

All instructional staff including the Teacher Support Team (TST) continues to have professional development on how to use Global Scholars as a formative assessment in the classroom. The staff continues to have PD on how to best utilize Global Scholars by printing out the different topics that need to be covered. Instructional staff has time during the school day to print off the lessons and collaborate with their team to ensure the best practice to move forward to introducing these concepts to students.

Huron Academy has moved forward with a new culture of using data to drive instruction and utilizing Global Scholars data. Instructional staff understands how to use Global Scholars data to answer guided questions such as what our students already know and can do, and what critical knowledge or skills they lack. Global Scholars is used for instructional staff to quickly see the relative strengths and weaknesses of their students. Lastly, Global Scholars data is used in Huron Academy's Data Teams to guide the instructor in determining the student's next step after mastering a concept. This also guides the instructor in determining if he/she needs to modify his/her instructional methods to provide the student with a better understanding of academic concepts.

Strategic Planning

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

Strategic planning is an ongoing process that is perpetual in nature. The process includes planning, implementation of that plan, gathering evidence and data, studying the data, setting goals and exploring best practices and then once again planning. The process revolves around 4 central questions:

1. What do we want all students to learn?
2. How do we know if they have learned it?
3. How will we respond when learning has not occurred?
4. How will we respond when learning has already occurred?

The School Improvement Team which consists of stakeholders from every aspect of the learning community including teachers, parents, administrative staff, and board members meets regularly to develop the plan. Ultimately, by May of each year the School Improvement Plan is presented to the school Board of Directors for approval and submission to the State. Once approved the plan is rolled out to teachers in monthly staff meetings and further explored on late start Friday's where grade level teams collaborate to develop short term goals based on the improvement plan. In their collaborative groups, teachers are encouraged to create SMART goals that are directly attached to student learning and bring to life the strategic plan for student achievement.

During the 2012-13 school year the School Improvement Team took on the additional challenge of qualifying for School-Wide Title I authorization. A process that required additional due diligence to the planning process and very specific accounting for funding, needs assessment, and additional reports to meet the requirements. We also were required to have a state certified facilitator to be certain that all the requirements were sufficiently met. The team experienced considerable growth during this process and the result was a document that was far richer and inclusive of the many stakeholder groups that were represented.

This process is also monitored by the school Board of Directors as one of the SMART goals that they have established for regular oversight. Regular monthly reports to the progress of strategic planning are given by the school leader at the school board meetings and are therefore available to parents, the community, and other concerned stakeholders. The plans are specific with regards to resource allocations and the board routinely reviews and authorizes the necessary expenditures to realize the implementation of the strategic plan. A specific example of the board's support would be the two hundred thousand dollar allocation from the capitol improvements fund to fully upgrade the schools technology infrastructure to give greater access to technology for our students.

It is also important to note that the Academy Board of Directors conducts an annual retreat in the spring where the board's goals are reviewed and revised. During this meeting careful attention is given to the strategic plan and SMART goals are created to support the plan. School leaders are given the opportunity to address with the board any financial and logistical challenges that are faced in the implementation of the plan and together solutions are sought.

The School Improvement Plan is available in the school office and can be accessed by any stakeholder to the Academy. It is also available electronically and of course it is available through the MDE website. Planning and staff meeting minutes and sign in sheets are available upon request.

Professional Development

• Describe the Academy's process for determining and carrying out professional development for faculty and staff.

The school calendar is inclusive of twenty days of professional development for our staff. There are specific topics of discussion that are developed within the School Improvement Plan and are specifically designed to assist faculty and staff implement the strategic plan. This school year some examples would be in-services on new curriculum products (EnVision Math) and technology integration (Interactive projector systems) to name a few. Other topics may present themselves as a course of everyday life on campus such as our instructional lesson on Epi-pen use and an office staff in-service on insulin injections. Still other professional development is required to be in compliant with state and county mandates like CPR, school safety plan, and non-violent crisis intervention training (CPI). With all that we still have room for professional development that comes from suggestions from our staff, some are individual in nature (social worker conferences at the local ISD), others target specific grade levels or learning sets (guided reading K-2 in-service), and others have greater appeal (instruction on ELL services).

Though we have always provided support for new teachers and staff to the Academy one of this year's innovations is a specific monthly professional development opportunity for beginning instructors. During these monthly meetings we cover topics like classroom management, parent teacher conferences, record keeping and documentation, as well as provide a forum to address their specific concerns as new members of our profession. The idea has been met with wide approval from the participants as well as veteran teachers who stop by because they are interested in the topic of discussion.

Over the past few years we have provided support on a number of new initiatives and provide active support from the Administrative Team to implement them in the classroom. Many of the new initiatives deal with pedagogical implementation of the curriculum and the introduction of research based best practices. Examples of this include differentiated instruction, the creations of centered based learning, and guided reading instruction. These initiatives have been implemented school-wide and through regular visitation and review by the Administrative Team has become regular pedagogical practice in the classroom.

The professional development calendar is spread out throughout the school year so that faculty and staff has ample time for implementation of new ideas before moving on to something else. This practice also gives us an opportunity to further explore areas of development that require more work or practice. Prior to the arrival of students in August we set aside a number of days to establish the initiatives that we will focus on during the school year. Specific times in November, January, and April have also been established for additional training and support. Finally, a few days at the conclusion of the school year are provided for review and reflection of the professional development opportunities that have been provided and suggestions are solicited for the following school year.

Funding for professional development comes from Title II allocations and the general fund. We do our best to be frugal and at times we must use ingenuity to provide the training we want. We have sent specific members of the faculty for training with the expectation that they can come back and train the staff based on what they learned in their session. We also use the expertise of our management company CS Partners whenever we can to provide in-service for our staff as a part of our contractual services. Our authorizer also provides excellent PD opportunities at reasonable costs and we take advantage of that as well. Staff sign-in sheets are available upon request to validate our professional development sessions.

School Culture

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

School Culture is driven by the mission and vision of the school. It is personified through the goals established to meet the mission. Here are those ideals:

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.

VISION

The school will lead public charter elementary schools in Michigan and traditional public elementary schools in Macomb County, in academic excellence, as measured on state and national tests. The school will promote the development of character in our students, as measured by a safe and orderly environment, where all children are accepted and can learn.

GOALS

Goal 1

- Lead all Ferris State University charter schools on MEAP scores
- Lead all Michigan public charter schools on MEAP scores
- Lead all Macomb County elementary schools on MEAP scores

Goal 2

The average score on the Global Scholars for Huron Academy on a grade by grade basis will be above the 50th percentile for all Michigan schools taking the test.

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 students' 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 equation 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 of Directors 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. We regularly strive to maintain a safe and productive environment.

Challenges And Opportunities

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

With the introduction of the new Michigan Scorecard system of evaluation we can easily answer this question. Huron Academy, like so many other schools and districts across the state received outstanding marks in all areas with the exception of one, attending to the bottom 30% of the student population. This then becomes our greatest challenge; much like the challenge we faced a few years back when we were under University oversight we will once again turn our focus on our students most at risk. We will be intentional about raising the achievement levels of this identified population while still maintaining high expectations for all students. By doing so we will be able to close the achievement gap and attend to the criticism of the scorecard while continuing to maintain our contractual goals of student growth for all students.

When considering a timeline for such an endeavor we must take into account that this is a widespread challenge with many institutions looking for answers. We will be intent on uncovering research based best practices and taking a look at what is working elsewhere. The problem did not occur overnight and it will take time to overcome, we believe that a measured, calculated period of change is more effective and sustainable compared to dramatic overhaul of our systems. Therefore, establishing a well thought out 5 year plan makes perfect sense to our team, certainly reaching our goals prior to that will be excellent but we want to be realistic.

This will certainly be a focal point of the School Improvement Team and has already been added to the accountability scale on teacher's annual evaluations. The future strategic plan will specifically address objectives, goals, and activities to address this challenge. The Teacher Support Team has been devoted to assisting at-risk students for a number of years; a specific strategy will be to have the team incorporate Response to Intervention (RTI) approaches as a method of academic intervention to provide early, systematic assistance to students who need additional time and support in learning. If materials, professional development, and other expenditures are necessary they will also be articulated in the plan as well as potential funding. The team continues to provide intensive research based instructional interventions for students who continue to have difficulty. Data Teams will keep close tabs on the bottom 30% to determine the success of any initiatives that are implemented. Diligent study of the data will inform instruction and provide for the constant evolution of the plan to fully overcome the challenge.