



Charter Schools Office

Report: Mid-Contract

Academy: Huron Academy

Date: December 9 & 10, 2019

The visitation occurred at Huron Academy with four members on the Ferris State University Charter Schools Office (CSO) visitation team. The team had the opportunity to meet and interview School Leaders, the School Improvement Team, and two Board Members. The team was able to tour the facility and visit several classrooms to observe teaching and learning. We appreciate the open communication and transparency from the academy team.

Visitation Findings

School Improvement Processes and Student Outcomes	
Observations	Opportunities for Growth
<ul style="list-style-type: none">• NWEA MapGrowth data is used to guide PLC discussions, determine small groups and to guide instruction.• Huron recognizes the need to support their youngest student population early-on in order to catch specific learning deficits.• PLCs offer time to collaborate and problem solve. SMART goals are used to drive improvement strategies and are regularly monitored to determine progress.	<ul style="list-style-type: none">• Continue efforts to improve Science and Social Studies scores.• Continue efforts to ensure all staff are highly effective.• Continue to use staff efficiently to provide support for at-risk students.• Continue efforts to develop a written MTSS protocol, including progress monitoring cycles to review the effectiveness of interventions being implemented.• Continue efforts to encourage student-led learning and academic goal setting.

<ul style="list-style-type: none"> ● Via the PLC process, teachers are encouraged to observe other teachers whose students have demonstrated success. ● Center based learning supports self-guided learning and goal setting. Small groups and one to one instruction provide valuable feedback to guide planning and interventions. ● Teachers use academic and cultural data to provide Individualized instruction. ● The master schedule enables students to participate in intervention programs (RTI). ● The leadership team ensures that there is a clear professional development calendar, and topics are aligned with school improvement goals. ● Teachers receive adequate support, especially when working with DLL students. There is a concentrated effort to target the needs of the DLL population. ● RTI is embedded schoolwide and appropriately addresses the neediest students. The program is fluid and flexible and students are progress monitored to determine movement. ● The Teacher Support Team provides strategic interventions that are skills-driven and age-appropriate. ● The after-school tutoring program is well attended by students identified by teachers as needing additional support. ● A staff mentoring program is place and appears to address the needs of new or inexperienced teachers. ● The preschool program continues to grow and supports a platform for transitioning students into kindergarten. 	<ul style="list-style-type: none"> ● Continue to determine appropriate class (lower elementary) sizes that will best fit the needs of the student body.
<p><u>Academy Culture Review</u></p>	
<p>Observations</p>	<p>Opportunities for Growth</p>

- Huron works to develop a learning culture that supports problem solving and student goal setting.
- There is a clear emphasis on developing soft skills through character education and a whole child approach.
- The staff regularly communicate high expectations and a desire for students to succeed.
- Teachers describe relationship building as a key component contributing to the positive culture.
- Parents are actively involved in the school. Frequent communication and positive feedback encourage parent input and participation.
- Teachers are committed to identifying the social, emotional, and academic needs of their individual students.
- Teachers have a safe and fair working environment and feel comfortable providing input and voicing their concerns.
- Teachers report a positive working relationship with the administrative team.
- Staff are committed to “do what it takes” to meet the specific needs of their students.
- The collaborative culture and positive school climate has aided in the long-term retention of high-quality teachers.
- The leadership team aims to create a flexible and supportive environment for staff. Teachers have autonomy and the ability impact schoolwide decision making.
- Huron encourages open communication and reflective practices. Instructional rounds/peer observations are utilized to encourage personal growth and development.
- Positive reinforcement is evident in classrooms. Staff speak respectfully to students, showing genuine interest and empathy.
- Classrooms demonstrate meaningful student-teacher interactions and encourage positive rapport; there is a clear atmosphere of trust.
- Teachers create inviting classroom spaces that embrace student choice and encourage cooperative learning.

- Consider providing additional opportunities for teachers to attend content, grade-specific, and DLL targeted professional development opportunities.
- Continue to identify and cultivate relationships with community partners who offer services to families that reduce the barriers to students’ academic and personal growth.
- Continue looking for solutions to create continuity across two campuses.

Mission Accomplishment	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • The mission, vision, and core values are embedded in everything that Huron Academy does. 	<ul style="list-style-type: none"> • None at this time.
Governance and Leadership	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> • Board Members report a positive relationship with CS Partners. Members are pleased with the open communication, financial transparency, and academic services provided. • The mission, vision, and core values drives decision making and strategic planning. • The strategic plan is relevant and up to date, the Board reviews goals (SMART Goals) monthly and frequently discusses possible modes of improvement. • The Board has an annual retreat to review the strategic plan and evaluate success. • The Board has strong leadership and dedication and has had 100% reporting compliance for 18 consecutive years. • School leader, Mark Talbot, was recently recognized as a finalist for the MAPSA school administrator of the year. 	<ul style="list-style-type: none"> • Continue to consider and evaluate options for combining the Metro (PK-2) and Utica (3-8) campuses. • Continue current practices.

Resources and Support Systems	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> Huron staff understand the need to create technology-rich classrooms. CS Partners have proactively worked with the leadership team to recruit and hire quality staff (to date all teaching positions are filled). 	<ul style="list-style-type: none"> Continue efforts to increase technology available to assist with daily instruction.
Facilities Review	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> Staff ensure that students and adults feel safe and ready to engage in teaching and learning; the facilities are clean and in good working order. New playground equipment has been installed at both facilities. 	<ul style="list-style-type: none"> Continue to consider and evaluate options for combining the Metro (PK-2) and Utica (3-8) campuses.

<u>Website/Social Media Review</u>	
Observations	Opportunities for Growth
<ul style="list-style-type: none"> The website provides necessary and adequate information. 	<ul style="list-style-type: none"> None at this time.

CSO Review of Overall Performance for Huron Academy

<u>Contract Performance Report Review</u>	
Observations (2017-19 data)	Opportunities for Growth (2017-19 data)
<ul style="list-style-type: none"> Excellent MAP growth (13/14 areas above the 50th percentile goal) MAP Reading achievement average is above the 50th percentile goal and Math is at 49. MSTEP Proficiency Percentages remain solid 2018-19 PSAT 8 EBRW and Math proficiency percentages were very close or exceeded State averages (EBRW 61% and Math 43%, State averages were 62% and 41%)- Great! Very stable enrollment- 620-633 for the last three years 50% of Huron students have been there for at least 3 years 	<ul style="list-style-type: none"> MSTEP (Grades 3-7 only) Proficiency Percentages, are below State Averages- 2018-19 averages- Huron 37% ELA and 30% Math, State averages were 44% and 39%
<u>School Support Team (SST) and Field Representative (FR) Updates</u>	
Observations (2019-current data)	Opportunities for Growth (2019-current data)

<ul style="list-style-type: none"> • Green SST Designated School in all Four Pillars • Excellent Student Growth continues in MSTEP and MAP • MDE Accountability Index Scores for 2018 were 93 and 66 and 2019 scores are 92 and 70 for the two buildings- excellent! • No academic, financial, facility, compliance, or leadership concerns from SST or FR 	<ul style="list-style-type: none"> • Huron is close to equaling their Composite District with Grades 3-8 MSTEP/PSAT 8 Proficiency data. Huron- ELA 40%, Math 31% and Composite District averages are 45% and 37%

Overall Opportunities for Growth

- Keep up the great growth and achievement data!
- Reach for State and Composite averages on MSTEP
- Continue Huron’s tradition of solid governance and leadership

Current CSO Expectations in Consideration for Recommendation of Reauthorization. These are subject to change.

For Huron Academy:

- Meet or exceed FSU CSO’s academic measures and goals
- Continue to follow all charter contractual expectations
- The CSO may have other academic and non-academic expectations as more information becomes available. All other contractual and policy standards must be met and maintained.
- Keep your MDE Accountability Index Score above the bottom 5% in the State



Signed _____

CSO Visitation Chair



CSO Associate Director