

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

MID-CONTRACT AND REAUTHORIZATION INTERNAL REVIEW

MICHIGAN COLLEGIATE

FERRIS STATE UNIVERSITY

CHARTER SCHOOLS OFFICE

INTRODUCTION

This document is one of several key documents for those academies undergoing either a Mid-Contract or Reauthorization Review. These reviews are requirements as part of the charter contract and are essential to the Reauthorization process. **If this is an Internal Review for a Reauthorization onsite or virtual review, this document, when completed and submitted, also serves as the Academy's reauthorization application.** The Ferris State University Charter Schools Office (CSO) views these processes as part of an ongoing evaluation of quality, and not as a singular event.

The Ferris State University CSO will consider the following data (including but not limited to) over the term of the existing contract term: Mid-Contract and Reauthorization Reports, Contract Performance Reports, MICIP results, CSO-provided Data Trends, Field Representatives Reports, and Surveys. Much of the information the CSO team will be reviewing and discussing before, during, and after the review will focus on the following categories, all related to the FSU CSO pillars for successful academies:

1. Review of prior Mid-Contract and Reauthorization Review
2. CSO Trend Data collected from all 4 Pillars
3. Academic Progress (Pillar #1)
 - a. Academic Data
 - b. Curriculum, Instruction, and Interventions
 - c. The MICIP Process and Results
4. Fiscal Solvency (Pillar #2)
5. Operations (Pillar #3)
6. Compliance & Governance (Pillar #4)

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INSTRUCTIONS

The Academy Internal Review is a series of questions that should be considered when creating the **30-minute** academy presentation. When the process is completed, the Charter School Office (CSO) should have a basic knowledge of the strengths and weaknesses the school identifies related to the four pillars described on the previous page. **The school's responses to the questions need to be short and to the point (bullet points, short statements, examples of evidence, graphics, etc.).** The quality of the answers, not the quantity, is your goal. You will need to review and reflect on past performance and objectively determine current plans and improvements.

Before your team begins to answer the questions in this document, they need to review your School Improvement Process, including your Michigan Integrated Continuous Improvement Process (MICIP) documents, your local building/district improvement procedures, Strategic Plans, specific building goals, Contract Performance Report, and any other relevant supporting documents.

The responses in your Internal Review should be used to create the **30-minute** academy presentation. The 30-minute presentation should include your findings from all four of the CSO pillars with the following format:

- I. Optional: Introduction Slide (1 slide)
- II. An overall review of your data findings (1 slide per pillar)
- III. Identify and present 3-4 areas of constraint and how your academy plans to address, or is addressing, each area. (6-8 slides)
- IV. Identify and share 2-3 areas for celebration that your academy has improved since the last mid-contract or reauthorization. (2-3 slides)
- V. Optional: Conclusion Slide (1 slide)

At the next Board of Directors meeting, the academy leadership must present the internal review and obtain the Board President's signature. The completed Internal review must be submitted to the CSO via Epicenter by the established deadline. Questions regarding the review process or the *Academy Internal Review* document should be directed to the CSO Associate Director via email.

1. Prior Mid-Contract or Reauthorization Review

After your last Mid-Contract or Reauthorization Review, you received a Final Report, which included a section titled “Opportunities for Growth.” List the “Opportunities for Growth” below and share with the review team how you have addressed the areas.

- **Right-sizing Enrollment - adjusting enrollment expectations and district needs to better fit the current population of students we draw from.**
 - Targeted mailing and advertising
 - Deliberate focus on summer ads and drops
 - Expanding areas of advertisement/transportation to create a bigger pool of students
 - Social Media blasts and advertising through Facebook
 - Recruiting visits
 - School Mint partnership for student recruitment
 - Increased use of PowerSchool features to register students
 - Increased phone calls and contact to interested families
- **Improve Student Attendance (decrease chronically absent students)**
 - Participation in the Attendance Network through the local ISD to provide additional supports and resources
 - Designated staff members, including the Attendance Liaison(AO), track attendance and follow communication processes with parents. Using RAG funds to pay for an AO position.
 - Attendance incentives for individual students and competitions between classes and/or grades
 - Banners, flyers, social media blasts, t-shirts, etc., that promote the importance of being in school. # schooleveryday and attendance works
 - Continuous messages to parents on the importance of attendance and the direct correlation to student success
- **Monitor student preparation for College Board Assessments**
 - After-school (P)SAT program for grades 9-11 that creates stretch goals for “bubble” students
 - 2025-26: Focused on 11th-grade bubble students
 - Students use an IXL Test Prep study plan in their high school Academic Success course as well as extra SAT prep in the 11th-grade math and ELA core classes.

- o Use Spring-to-Spring growth from PSAT assessments to evaluate core academic teachers in grades 8-11 on their annual evaluation.
- Increase NWEA growth
 - o K-3 Guided Reading Initiative, expanded MTSS program K-6
 - o Partnership with reading coaches from MISD
 - o Guided reading and/or writing time is scheduled in all K-6 classrooms with the support of the reading specialist and paraprofessionals
 - o Purchase of classroom libraries and additional books to support students at their level
 - o Daily 7-8 ELA and math support classes
- Improve classroom culture
 - o Teach Like a Champion - Means of Participation(MoP) and student engagement instructional strategies: district-wide training in August, monitored in lesson planning, at monthly grade-level meetings, and in regular walkthroughs.
 - o PBIS - teacher recognition of students “doing the right thing.” Teachers award students a “Cougar Credit” that they use to enter a weekly drawing for a variety of prizes. Monthly incentive field trips for students with good attendance and good behavior.
 - o Culture Walkthroughs - The Administration completes random 3-point “culture” checks in classrooms.
 - o Lesson Planning - include TLaC MoPs in daily lesson planning, monitored weekly by principal and instructional coach.
 - o Instructional Coaching - In both buildings, instructional coaching occurs regularly with new and/or struggling teachers.

2. Academic Progress (Pillar #1)

Academic Data

- a. Based on the team’s review of your current academic assessment data, identify 3-5 areas of strength. In addition, identify 3-5 areas of improvement and include initiatives to address these areas.

Areas of Strength:

- K-8 ELA NWEA Growth
- K-8 Math NWEA Growth
- 7-12 growth in proficiency- students with special needs cohort (ATS designated)
- 7-12 overall index score increase (includes increase in growth and proficiency)

- **Grade-level reading growth & proficiency as assessed by DRA**

Areas of Improvement:

- **K-8 NWEA Proficiency: K-8 & 11 M-STEP Proficiency: Intensive monitoring of lesson planning & execution of the instruction, increased frequency of admin walkthroughs and observations, including MTSS**
 - **TRG Monthly Standards Assessments: Monitoring and adjusting of ELA and Math MTSS, more intensive monitoring of lesson planning & execution of instruction, increased frequency of admin walkthroughs and observations, including MTSS**
 - **9-11 (P)SAT Growth and Proficiency: (P)SAT after-school tutoring for '24-'25**
 - **25-26- 11th grade**
- b. Looking at the CSO-provided trend data, how can your academy use this information to improve academic performance?

We will use trend data to adjust our Academic Monitoring Plans and MICIP to ensure our school improvement initiatives align with the contractual goals outlined in the current contract. For example, our 7-12 building changed the AMP targets last school year to M-STEP and SAT contractual goals.

Curriculum, Instruction, and Interventions

- a. List 3-5 school-wide instructional initiatives. What evidence do you have of their effectiveness?
- **TRG Lesson Planner and Scope & Sequence: Teachers utilize a virtual lesson planner platform from our management company. This system allows lesson plans to be shared with administrators and colleagues, as well as monitors pacing and engagement. Admin has been meeting with teachers regarding the implementation and alignment of lessons to the standards addressed. Evidence: Walkthroughs, observations, email correspondence, and the K-12 teacher monitoring system**
 - **Elementary ELA MTSS K-2: This program provides a structure for all students to receive daily reading instruction in small groups. Students receive instruction through the use of UFLI and guided reading. Students are grouped by their reading level or skill level as determined by the DRA, CORE, and/or NWEA RIT score. Reading specialists, grade-level teachers, and trained paraprofessionals are providing the daily intervention and/or enrichment. Evidence: Can be seen in the percentage of students growing at least one year on local**

reading assessments. Observations of MTSS groups ensure implementation with fidelity. Reading specialists meet with the ELA team and grade-level teachers to assess and adjust the efficiency and effectiveness of the schedule and instruction.

- o **Elementary ELA MTSS 3-6:** This program provides a structure for all students to receive daily reading and/or writing instruction in small groups. Students are grouped by their reading level as determined by the DRA and/or NWEA RIT score. Reading specialists, grade-level teachers, and trained paraprofessionals are providing the daily intervention and/or enrichment. Evidence of this program can be seen in the percentage of students growing at least one year on local reading assessments. Observations of MTSS groups ensure implementation with fidelity. Reading specialists meet with the ELA team and grade-level teachers to assess and adjust the efficiency and effectiveness of the schedule and instruction.
- o **Elementary Math MTSS:** This program provides a structure for all students to receive daily math instruction in small groups using Do The Math or skill-based groups. Students are grouped by their NWEA RIT score and/or their pre-/and post-tests of the Do The Math program. The Math team, grade-level teachers, and trained paraprofessionals are providing the daily intervention and/or enrichment. Evidence of this program can be seen by the percent of students passing the post-tests for each module and growth/proficiency on the NWEA Math assessment. Observations of MTSS groups ensure implementation with fidelity. The Math team meets with grade-level teachers to assess and adjust the efficiency and effectiveness of the schedule and instruction.
- o **All middle school students will take a Reading Strategies course with a certified ELA teacher with a smaller class size (½ tracks at a time) . This course will focus on priority standards chosen from NWEA, MSTEP, and PSAT data. This ELA teacher will administer diagnostic tests and all benchmark/state assessments. Individual goals will be made for all ELA assessments. Starting with the ‘25-’26 school year, all middle school students will have a 90-minute block of math. The first 45-minute section focuses on grade-level core content; the second 45-minute section will focus on remediation and enrichment using IXL and HMH personalized curriculum. A certified math instructor teaches the core content and leads the “strategies” portion with the support of a long-term substitute teacher in both portions.**
- o **Teach Like a Champion:** All instructional staff received professional

development in August on the structure and techniques of the program. Administration will continue to monitor Teach Like a Champion through walkthroughs and lesson plan monitoring, and support staff with the implementation during Professional Learning Communities. Evidence of the effectiveness will be found in well-managed classrooms, student engagement, and growth in student achievement.

b. How does the school meet the needs of at-risk students and special education students? What evidence do you have of their effectiveness?

- Attendance Network through local ISD- Office staff, including the Attendance Liaison, will communicate with families about student chronic absenteeism and provide support as needed. Attendance initiatives will be offered district-wide.
- Social-emotional support is provided to students through the Cougar Pride initiative and Social Emotional Learning class. The PRIDE acronym supports character growth in Patience, Respect, Integrity, Determination, and Empathy, and creates a common vocabulary for staff in SEL discussions. School displays, daily announcements, recognition, and incentives promote this initiative.
- Cougar Credits/PBIS program: This initiative encourages students to “do the right thing” as well as encourages teachers to recognize student growth not only in academics but also socially and behaviorally. The program rewards students for going above and beyond, as well as recognizing personal growth through a reward/raffle system in which students earn tickets (Cougar Credits) for “doing the right thing.” Teachers are also rewarded for handing out the credits.
- Counseling: Students have the opportunity to meet with our school counselor in private to discuss social and/or emotional needs. Our school counselor also facilitates groups and student-to-student mentorships in which students have the opportunity to engage in discussion regarding a wide range of social/emotional issues.
- 7-12 Special Education Learning Support classes and

co-teaching: Every student with special needs has one class period where teachers track progress and monitor IEP goals while assisting students with their academic needs. Teachers also push into classrooms to offer additional support for Math and ELA.

- **9 ELA support class:** A daily course that all 9th-grade students will take in conjunction with their standard ELA course. This class will focus on reading strategies, comprehension strategies, and how to properly and effectively respond to literature in preparation for state assessments.
- **9-12 Academic Success course:** A daily course that all general students will have in their schedule that focuses on gaps in students' learning. These gaps may include missing or incomplete assignments, redos, standards remediation, enrichment activities, etc. For upperclassmen, credit recovery may be given to students who need to retake courses for graduation.
- **9-11 (P)SAT Prep after-school tutoring:** October 1st - April 3rd timeline. Using the previous school year's spring data, a cohort of "bubble" students will be chosen to participate in an after-school tutoring program focusing on priority skills and standards determined from the collected data. Stretch goals will be given to each student in both content areas; incentives will be given to students and teachers who meet their stretch goals

MICIP

a. What positive impacts have you observed as a result of your MICIP plan?

After improved alignment between our MICIP and AMP, we have noticed an overall increase in academic engagement and school culture at both of our buildings. For example, we have a decrease in student discipline with an increase in PBIS teacher engagement, an increased daily attendance rate, thus a lower chronic absenteeism percentage, and higher student engagement with meaningful and impactful lessons as observed through lesson plan monitoring and observational walk-throughs. With the overall school culture improvements, we have increased enrollment in our district as well.

- b. List 3-5 specific strategies and activities you are using to address the identified areas for improvement.

- **K-12 staff submits weekly lesson plans utilizing the TRG Lesson Plan Creator that aligns to standards from monthly pacing guides.**
- **Implementation of Teach Like a Champion strategies to increase student engagement.**
- **Instructional coaching for Elementary, MS, and HS teachers to monitor classroom management strategies and curriculum implementation.**
- **Continued implementation of MTSS for Elementary, MS, and HS, focusing on Math and ELA core and supplemental instruction, including afterschool programs as well.**

3. Fiscal Solvency (Pillar #2)

- a. List your main financial challenges and any current activities that address the concerns.

- **With declining school-age students in the area, we have been focused on adjusting the budget to meet enrollment trends while:**
 - Increased mailings
 - Use of outside advertising and a student recruitment company
 - Increased number of school open houses
 - Back-to-school picnic moved up a week
 - Change over on how students enroll
 - Better use of PowerSchool features
 - New Online enrollment/re-enrollment process
 - Adjusting staffing and purchasing to better fit enrollment numbers
- **We have seen an increase in enrollment for '25-'26 to 856**
- **Cash on hand: Increased to 56 days from 31 in 23'34**

- b. List any current or long-term projects or purchases involving a substantial increase in expenditure (examples: curriculum purchase, facility improvements, purchase of technology, etc.).

- **Finishing the field install at the high school**
- **Facility updates at the elementary school**
 - New floors in additional rooms, replacing carpet
 - New doors and entry system (Both Locations)
 - Roof repair on the modular
 - Updated painting (Cosmetic)
- **Extended HMH (Curriculum Contract 1 year)**

- **General grounds updates and fixes**
- c. Looking at the CSO-provided trend data, how can your academy use this information to improve fiscal performance?
- **Days' cash on hand is increased**
 - **Increased enrollment/budgeting changes**

4. Operations (Pillar #3)

Staff Retention

- a. Regarding staff retention rates, list any areas of shortage.
- **Staff retention has remained high, and areas of need have been addressed through qualified long-term subs or contracting firms for Speech and social work.**
- b. Share any staff issues or barriers to the educational environment.
- A lack of qualified applicants has led us to fill some openings with long-term subs. We have solid plans in place to support them and all new teachers, ensuring academic focus within the classrooms.**

Safety & Security

- a. Based on your own parent and staff surveys, list any safety and/or security concerns and how they are being addressed.

No direct concerns brought up, however, we:

- **Continued contract with Warren Police to have an SRO on-site**
- **Additional security at home events**
- **Continued use of the Evolv entry security system**
- **Admin presence in the hallways**
- **Key fob entry system**
- **Safety protocol is in place for visitors and parents entering the building (communicate through door camera, escorted to the location of business by a school administrator or SRO)**
- **Elementary school has a full-time behavior interventionist to facilitate more interaction and intervention.**

Building Culture

- a. Based on the team's observations, your own parent and staff surveys, list 3-5 areas of strength in your building's culture.
- **Staff trust and feel supported by the administration team..**
 - **Staff are confident in our support and secretarial staff.**
 - **Over 90% of our parents feel our schools are safe.**

- **Over 90% of our parents feel our schools meet the academic needs of their children.**
 - **Over 90% of our parents responded that they respect our principals and teaching staff.**
- b. List 3-5 supports in areas identified as needing to be addressed (if applicable)
- **Only 80% of our parents responded that our schools have a good public image.**
 - **Less than 75% of our parents use PowerSchool weekly to monitor their children's academic performance.**
 - **Less than 75% of our parents feel that the schools communicate regularly about their children's academic performance.**
 - **80% of our staff responded that our maintenance staff is timely and effective.**
- c. Looking at the CSO-provided trend data, how can your academy use this information to improve operational needs?

Continued staff retention rates will lead to improved school culture and better instructional practices. These building-wide practices, including non-negotiables, will increase student expectations and accountability; ultimately, leading to an improved culture and academic performance.

5. Compliance & Governance (Pillar #4)

- a. Describe the Board's oversight of academics, fiscal, operations, and compliance.
- We are meeting or exceeding expectations in most areas. Working with the team to ensure we are meeting the epicenter submission dates.**
- b. Looking at the CSO-provided trend data, how can your academy support the Board of Directors with compliance and governance efforts?
- **Meeting expectations and continuing to provide appropriate data for review**

STAKEHOLDER INVOLVEMENT

List all academy team members who assisted with the completion of this document. The chairperson will sign to attest that all names given to the *Academy Internal Review* document.

Katie Jeffrey
Print Name

Elem. Principal
Title

Brad Valentine
Print Name

ms/Hs Principal
Title

Shannon Cowlier
Print Name

Curriculum Director
Title

Christian Knight
Print Name

Curriculum Director
Title

Russel Woodruff
Chairperson Signature

10-23-2025
Date

Russel Woodruff

Board of Directors Review

Date of Board Meeting Review 10-22-2025

I attest that the full Board of Directors was given the opportunity to review the *Academy Internal Review* document prior to submission to the Ferris State University Charter Schools Office.

Board President Name: Mary Carpenter

Mary Carpenter
Signature

10-22-2025
Date