

ACADEMY AT ROOSEVELT CENTER



Final Report
Programmatic Audit Site Visit
Conducted April 5-6, 2011



Idaho Charter School Network

Prepared by
Idaho Charter School Network
PO Box 1166
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THE ACADEMY CHARTER SCHOOL



Address: 240 East Maple Street
Pocatello, Idaho 83201

School Phone:
208-232-1447

School website:
<http://www.theacademyarc.com>

Date School Opened: May 2006

Authorized by: Idaho Public Charter School Commission

Administrator: Mr. Joel Lovstedt II

Programmatic Audit Site Visit Team:

Diane Demarest, Executive Director, Idaho Charter School Network, Visit coordinator
Kelly Weaver, teacher, Idaho Charter School Network Project Assistant
Kelly Jo Fisk, teacher, Blackfoot Community Charter, Blackfoot, Idaho
Charlotte Shearer, former principal, White Pine Charter, Idaho Falls, Idaho

ADMINISTRATIVE SUMMARY

School Year represented by this data:	2010-2011	
Enrollment		
Range of grades offered:	K-8	
Students enrolled	275	
Student demographics		
Ethnicity:		
Caucasian	241	88%
Hispanic	15	6%
Black	2	1%
Asian/Pacific Islander	11	4%
Multi-racial	0	0
Native American	3	1%
Other	2	<1%
Total Number of Students enrolled:	275	
Wait list data:	206	
	Number	Percent
Free and reduced lunch	114	42%
Students with IEP	25	9%
English Language Learners	0	
Other special populations (504s)	3	1%
Staff Make Up:	Number	
Head of School/ Principal	1	
Asst. to the Principal	1	
Business Mgr	1	
Certified teachers	13	
Non-certified teachers/Education Assts.	26	
Office/Administrative staff	3	

INTRODUCTORY REMARKS

We submit this report to The Academy at Roosevelt Center (the Academy) and the Idaho Charter School Network (ICSN) as a summary of our observations. We recognize that in our brief visit, covering two days, we were only able to see a cross-section of the school's full program. During this visit the team focused its attention on all four of the goals of the accountability plan. In all areas, the team endeavored to triangulate data from several sources to provide evidence of discrete performance indicators. The team focuses on validating the self-study conducted by the school and provide evidence of agreement or variance from the self-study.

We wish to express our gratitude to The Academy at Roosevelt Center for extending hospitality and openness to us during our visit. They provided the team with an array of organized documents and artifacts as evidence of their progress in the areas identified in the Accountability Plan. We commend Principal, Joel Lovstedt and his team for their attention to organization of all documents in preparation for this site visit. Additionally we would like to thank all members of the school community - students, parents and board members - who took an active role in the site visit by providing documentation, attending focus group discussions, inviting the team into their classrooms or providing interviews.

To validate the performance of The Academy at Roosevelt Center in all areas of school administration and performance relevant to the Accountability Plan, the site team conducted interviews and observations and reviewed school documents and records. The ICSN Accountability Plan for Idaho Public Charter Schools has four goals related to quality indicators for the operation of a charter school. The Academy at Roosevelt Center invited an outside team to the school to assess the school's performance on the four goals of the Accountability Plan; namely,

- 1) Governance and Administrative Obligation
- 2) Quality academic program,
- 3) Stakeholder support, involvement and satisfaction, and
- 4) Continuous school improvement.

Our general impression is that the Academy successfully fulfills all governance and administrative obligations as provided in the state and federal law in fulfillment of their charter and in the execution of a learner-centered educational program. The team worked to validate the self-study provided by the Academy and expresses the consensus of the team in the following documents. The stakeholders, including the board, parents, students and the school staff and leadership are very optimistic about the future of the Academy. We found that Stakeholder Satisfaction, Goal 3 is the strongest area of performance for the school. Evidence that the board and staff navigated a change in principal very well, put in place a new principal and an assistant principal and maximized that opportunity, and have a committed group of new founders for a replication of the school, all speak to the skill and integrity of the school. Our team is grateful for the opportunity to visit and we submit our report in a spirit of collegiality and in the quest for educational excellence.

Leadership Team at The Academy at Roosevelt Center:

The Academy Director:

Joel Lovstedt

THE ACADEMY Board of Directors:

Ellen Jensen, Chair

Rod Jackson, V. Chair

Alan Crandall, Secretary

Mark Stenberg, Treasurer

Amna Rahim

Kent Reynolds

Annie Dixon

Val Hogan

1 vacant seat

The Academy at Roosevelt Center

VISIT CONDUCTED April 5-6, 2011

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EXECUTIVE SUMMARY

The Academy at Roosevelt Center Charter School's mission is to educate students by implementing a core curriculum of mathematics, reading, writing, science and social studies and by involving parents in the educational process, while nurturing student confidence and achievement with a safe, character building teaching method.

It is clear to the site team that the Academy is a school both committed to and actualizing its vision of establishing a school philosophy, embraced by teachers, the administrator, students, and parents which holds that every child is valued and every student will succeed at a high level both socially and academically. The character education plan strives for a safe school infused with positive peer pressure, students who are ready to learn every day, and who possess the self-discipline needed to maximize theirs and other's educational experiences. All styles and rates of learning are taken into account, yet expectations for achievements are not compromised. Once again, when there is low threat and content is highly challenging, accelerated learning will take place, and the results will be outstanding!

It was very evident to the site visit team that The Academy at Roosevelt Center is working to live fully into its vision - *"To provide teachers, parents, and students with innovative teaching tools and methods so that together they can create a school that will develop students who are competent, confident, productive and responsible young adults who possess the habits, skills and attitudes necessary to succeed in post-secondary education, find satisfying employment and succeed in life"*. We summarize for the Academy the following commendations:

The board has accomplished an important transition in leadership and continued to support academic excellence and stakeholder satisfaction. They hired both a new principal and assistant principal and after stabilizing that team, have moved forward with an ambitious plan for expansion of the program and facility. The board and leadership exercise the mission of the school in their operations and decision making. The academic program is very strong. The school is meeting their educational goals and continue to improve instruction and culture. All stakeholders are very satisfied with the school and communication is very strong. Much of the success of the school can be attributed to the outstanding leadership of the principal and the commitment of the board.

Based on observations and research conducted over two days, the team had an opportunity to learn a great deal about the school; however, the group is also keenly aware that such a visit, while informative, offers a limited view of the school's characteristics. The collection of this data provides the basis for the recommendations to the board and educational leaders that are summarized below: .

Consistent with your vision to provide all stakeholders, including teachers, with the tools they need to be successful, we recommend that the board create a strategic planning document, that teacher evaluations are completed and adjusted to reflect the new Students Come First legislation, that the board continues to have training and conduct annual self-evaluations. The sustainability of the school and its governance will be supported by the availability of a board handbook and the commitment of procedures of the school to an operations manual.

A team consisting of the administrators and the business manager completed the self-study for the school. The visit team gathered a variety of data to validate the school's self-study and offer the following commendations and recommendations. The team was unanimous in its optimism that the Academy is well positioned to continue the important work of implementing its mission. There is evidence that school leaders and staff are constantly seeking more effective ways of implementing their school mission and realizing goals set forth in the school charter. Their vision, while an ambitious one, has strong support among their stakeholders. They have strong administrative and board leadership to realize this vision.

Goal One: The charter school will fulfill all governance and administrative obligations as provided in state and federal law and in the school's charter.

Purpose/Intent of Goal: Ensure that the charter is currently meeting all legal requirements including being aware of and abiding by current and relevant state and federal statutes, creating and maintaining an effective governance structure, filling required reports in a timely and accurate manner, maintaining a fiscally sound budget and practices, and providing strong administrative leadership for the school.

Six areas of governance were reviewed including: documents, relevant federal and state laws and procedures, governance structure, financials, administrative leadership and federal and state reporting and testing requirements. Overall The Academy at Roosevelt Center can be described as meeting the standard; however, a rating is assigned for each of the six areas of governance and administrative obligation so that strengths and opportunities are more readily discerned.

OBJECTIVES	SELF STUDY SCORE	TEAM SCORE	COMMENT
a) School retains all legal documents pertaining to opening, operating, and reporting progress on the charter. These documents are accessible to or held by all people who would likely use them to perform their job duties.			
1. Access to legal documents	4	4	<i>All documents were well organized and readily available to the team. Check by-laws for complete copy.</i>
2. Personnel files	4	4	<i>The team appreciated the attention to detail that the school demonstrated in their preparation for the visit. All files are thorough and appropriately secured and labeled.</i>
3. School filing system for student data	4	3	<i>All files in secured, fireproof cabinets. Add home language inventory to registration packets.</i>

b) School is aware of and in compliance with current relevant state and federal laws.	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter is knowledgeable about newly passed and existing legislation and state procedures	3	3	<i>Principal and V. Principal keep abreast and share with board. Insure that team attend the post legislative tour. Check SDE site for Students Come First to insure that all policy implications are met.</i>
2. Leadership has a reliable way to address legal obligations.	4	4	

c) School maintains effective governance structure.	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. Charter has bylaws that include major obligations, procedures regarding governing structure, guidelines for elections, dismissals, and other changes in the governing structure	4	4	<i>A comprehensive board manual is being revised. The team encourages the board to complete this work and review with all members.</i>
2. School has a policy or procedure manual of their own or an adopted version from another district with waivers if necessary	4	4	<i>Student handbooks reflect current policies. The team encourages ARC to review their policy on founder status in light of the recent AG opinion that limits founder definition to the time of 'establishing' the school rather than later. This was not changed in law; however, and we encourage the school to consult their attorney on this policy.</i>
3. Conflicts of interest policy in place.	4	4	
4. Charter has strategic goals that align with the mission or vision of the school.	4	4	<i>Facility is current pressing issue as the board makes decisions about purchasing or constructing a building. They have high board involvement and thoughtful processes for this step.</i>
5. Governing Board of directors are well trained for their responsibilities.	4	3	<i>The board has done some training. The team recommends board self-evaluation and creating a training plan.</i>
6. Roles of the administrator and the Board	4	4	<i>These appear to be very clear with the board demonstrating high levels of confidence and good communication with the principal. .</i>
7. Board conducts self-evaluations	4	2	<i>The board is very reflective and minutes indicate thorough conversations. No evidence of formal evaluations. The board is encouraged to consider a formal board evaluation.</i>
8. Board holds administrator accountable to its mission or vision.	4	4	<i>The board and administrator are in agreement about goals for program and enrollment.</i>
9. Board positions are systematically filled.	4	4	<i>The board is commended for identifying their expertise needs and balancing the</i>

			<i>board with skilled individuals.</i>
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d) School is financially solvent and stable in the use of its resources	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. School budget is comprehensive, balanced and adequate to support the mission of the school.	4	4	<i>Board clerk oversees the budget with the principal and board. Strong financial audit – evidenced by receiving unqualified opinion on the financial report.</i>
2. Enrollment is stable.	4	4	<i>Strong waiting list in K-8 continuing to stabilize high school enrollment.</i>
3. Financial Obligations (loans)	4	4	<i>Challenged by the budget cuts but the school has made cuts systematically. Fewer paraprofessionals have been hired and teachers did take a pay cut. Open communication on the topics has resulted in high buy-in.</i>
4. Facility Plan: The school leases or owns a facility that meets the needs of their student body and program and is within their means.	3	3	<i>ARC has been located in an old school building since opening and it is leased. They are working on a land purchase and design build project but also still have possibility of a purchase of another school building. . They are actively and strategically engaged in the process.</i>
5. Management and reporting of the budget	4	3	<i>Some minor disconnect in communication between the business mgr and clerk of the board. All board minutes should be posted on the website and in the binder and board members should have timely access to all budget reports.</i>
6. Active Fundraising Plan supports school operations and sustainability.	4	3	<i>Strategic Planning committee oversees fundraising.</i>
7. Staff benefits (health insurance, increasing salaries to retain teachers, less discipline problems than public schools, workman's compensation, flexible instructional design, life insurance, etc.)	4	4	<i>No complaints or concerns were voiced by staff regarding benefits. Budget cuts at the state level have direct impact on salaries .Change in</i>

			<i>insurance provided financial efficiency while insuring staff benefit</i>
e) School has strong administrative leadership			
	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The administrator is aware of and actively engaged in implementing the mission or vision of the school	4	4	<i>The board is commended for making a successful transition to a new administrator. They skillfully handled the very difficult event of dismissing a principal and have done a very good job identifying a strong leader. Additionally, while having an assistant principal at this time may have seemed excessive, they have made very good use of the opportunity for expanded leadership and the result will be a much strong replication of the school.</i>
2. Administrator adequately allocates resources (time, money, materials, etc.) to achieve mission and goals of school.	4	4	
3. Administrator is aware of areas that need improvement within the school and reports these needs to the Board along with strategies on how to fulfill these needs	4	4	<i>The administrative team is commended for identifying Title I program needs and staffing with expert in this area. They are also commended for their support of a new school replicating their successes. The principal is actively encouraging the staff to articulate the rationale for the pedagogy employed in the school.</i>
4. Administrator is actively engaged in school-community relations that benefit the school	4	4	<i>Administrator was carefully monitoring the impact of the building and school development.</i>
5. Administrator shows strong leadership skills that connect the Board to the school and its staff.	4	4	
6. Administrator effectively evaluates school personnel	4	4	<i>Evaluation format being implemented that will align to both Harbor and Danielson framework.</i>

g) School files all required state and federal reports and completes required state tests in a	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
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timely and accurate manner			
1. Compliance with Idaho State Department of Education reporting and testing dates	4	4	
2. Compliance regarding grants received	4	4	
3. Accreditation	NA	NA	
4. Implementation of school improvement or strategic plan	4	4	<i>The school is engaged in continual improvement. They have used the V. Principal</i>
Total Points	118	112 30 Items Avg Score 3.7	Percent Agreement: 95%

The team found a 95% level of agreement between the self-study and the programmatic visit and an average score of 3.7 for the areas covered in Goal One. There are a number of recommendations by the team that may improve the performance of the school in the area of governance. Additionally, a more comprehensive self-evaluation by the entire board would be recommended in the next programmatic audit.

Goal One Commendations:

- All staff and student records are in order, secured in locked file.
- Enrollment in K-8 very stable, strong waiting list.
- The board is clear about the mission and committed to the success of the students.
- Board is committed to the long term plan for developing the high school and owning a building.
- There is some evidence that they board has been developing and reviewing policies.
- Clarity of roles between board and director. Very good team.
- Strong financial audit – evidenced by receiving unqualified opinion on the financial report.
- The board has participated in some training.
- New administrator building strong rapport with teaching staff and supporting them through transition.
- Good use of additional administrative staff to support the culture of the school, the professional learning community and the opportunity for both expansion and replication of the school.

Goal One Recommendations:

- May need to review the configuration of the administrative/support team to insure it is adequately supported by the budget.
- Upload board minutes Aug-March to website.
- Review founder policy so that it doesn't leave school open to arbitrary decisions.
- Complete updates on policies as needed.
- Consider board self-evaluation and plan for continued board development.

Goal Two: The charter school will demonstrate a successful academic program. Goal 2 includes the areas of school culture, curriculum & instruction, and assessment and reporting.

INFRASTRUCTURE (School Culture): The intent of this portion of Goal 2 is to ensure that the charter has proper infrastructure to enable students and staff to achieve educational goals.

- a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.
- b) School has clearly stated measurable program-related goals that reflect high expectations for students and staff; the academic program aligns with the charter document. Charter staff demonstrates reflective teaching practices

Observations: Based on teacher, parent and student interviews, and classroom observation episodes, it is apparent that the teachers and leadership of the school are working hard to implement the intentions of the charter. The Academy at Roosevelt Center has a robust program and highly engaged teaching staff.

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
a) School is faithful to its charter, its stated mission and is making progress toward stated academic goals.			
1. Facility adequacy	3	3	<i>Overall, classrooms are generally adequate and all space is used for multiple purposes. They have gym / multipurpose room used for lunch room. All space is maximized. Large classes could benefit from more space.</i>
2. Attendance requirements	4	4	<i>96% attendance is required and achieved.</i>
3. School-wide academic plan	4	4	<i>Harbor method is consistent; teach to high and support the low. Asst. principal indicated that students are leaving ARC ready for advanced placement classes in high school. Title I teacher has strengthened that program. Focus on kinder in the afternoon to support early success. Strong direct instruction in Spaulding and Shurely curricula.</i>
4. Educational Goals	4	4	<i>90-95% of students reaching proficient after 2 years. High</i>

			<i>expectations for homework.</i>
5. Assessment of Progress	4	4	<i>Teachers use Aimsweb to track progress as well as prompts. Weekly quizzes are implemented. Meeting AYP. Good communication of progress to parents. Regular email and phone communication as well as Power School access.</i>
6. Methods of Evaluation and Communication of Progress	4	4	
7. Professional Development	4	4	<i>Teachers are collaborative and mentor one another. PD on math and Spaulding curricula.</i>
8. School Safety	4	4	<i>Good supervision on playground. Following Harbor expectations for hall and classroom conduct. Few disciplinary incidents. The school building itself, being quite old, presents some safety challenges. Inside rooms (music and computers) have only one exit.</i>
9. School Climate/Culture	4	4	<i>Principal is the main contact for matters of discipline so that teachers can continue to focus on instruction. Proactive rather than Reactive.</i>
10. Research-based Instructional Strategies	4	4	
11. School progress with Idaho State Achievement Standards	4	4	<i>Meeting AYP and closely tracking student performance.</i>

<u>Objectives</u>	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
b) Charter staff demonstrates reflective teaching practices			
1. Curriculum: : Reading, Writing, Math, Science, History, Geography	4	4	<i>Strong direct instruction in line with charter expectations. Some challenge in keeping continuity for Spanish and other specials.</i>
2. Evaluation: Teachers	4	2	<i>Complete comprehensive evaluation in timely way with teachers setting professional goals for continuous improvement.</i>

3. Teacher Collaboration	4	4	<i>Strong evidence of a highly collaborative staff.</i>
Total Points	55	53 14 Items Avg Score 3.78	Percent Agreement 96%

GOAL 2 represents a very strong area for the Academy in the programmatic audit. The team reached a 96% agreement with the school's self study and an average score of 3.78. Evidence of a strong academic program is underscored by meeting AYP, high levels of teacher collaboration, strong Title 1 program and very positive observations in classrooms. The team offers the following commendations to the school:

Goal 2 Commendations: The team would like to commend THE ACADEMY in the following areas:

- Great use of all the space in the facility
- Classroom observations at each grade level showed students who were highly engaged and on task.
- Students transition effectively from one class to another.
- Good use of Aims Web tracking; data informed decision making for monitoring student progress.
- Excellent direct instruction on concept boards, Shurley and Spaulding. Great evidence of 'teaching to the high' and supporting those who are struggling.
- Addition of Spaulding training and instruction is commendable.
- Title I program is impressive and adding value to school, RTI and special education coordination very good.
- Harbor culture is strong. Addressing behaviors and classroom management proactively. Actively teaching culture and expectations (culture cards) and integrating administrators into process.
- Strong commitment to Harbor principles and pedagogy.
- Strong test scores. Commendable that they are writing measurable educational goals and committing them to the charter – high bar. Meeting AYP with continued growth each year.
- Meeting high expectations for attendance.
- Continuity of culture is so strong that students perform even in very full classrooms.
- Teacher share in the leadership of the school.
- Parents actively engaged in using Power School. Parents feel that communication with school is very good – formal and informal.
- Positive feedback about the safety of the school.
- Daily walk-through by administrators appreciated and keeps them aware of skills and classroom routines.
- # students exited from IEPs because of clear academic gains.
- Growing # of 8th graders ready for advanced studies in high schools is good evidence of effectiveness of teaching.

Recommendations: The team respectfully recommends to the Academy that:

- Review procedures and implementation of teacher evaluation.
- Opportunities for special teachers to get training on smart board could be helpful.
- May offer parent training on Power School so parents fully understand and increase usage.
- Problem solve escape plan for (k, music, computer and 5th grade classrooms) students in classrooms with only one exit.
- Integrate the expertise of the teaching team as you begin to form the high school.
- Consider opportunities to increase retention and integration of special teachers.
- Consider lockers – student feedback about a variety of minor school issues are being taken seriously.

Goal Three: The charter school will show and plan for strong stakeholder support, involvement and satisfaction

Purpose/Intent of this Goal: Ensure the charter has stakeholders who are supportive, well informed and involved in the charter school. Stakeholders: def. Board, administration, teachers, students, parents, PTA, community

	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
The charter school will show and plan for strong stakeholder support, involvement, and satisfaction			
1. Stakeholders participate and contribute to school mission	4	3	<i>Board, parents, students and teachers are all very committed to the mission of the school. Outside stakeholders are not as involved. This may be important next step.</i>
2. Communication with stakeholders	4	4	<i>Good website and variety of communication strategies. Parents feel communication is very good. Insure that there is a communication plan for new location.</i>
3. Stakeholder satisfaction and engagement.	4	4	<i>Annual survey of parents is conducted and reviewed. Volunteer input is tracked. Group of active stakeholders replicating the school is a strong indicator of their satisfaction.</i>

4. Plan for Improvement	4	4	<i>New building will bring opportunities for program expansion including high school. Leadership sees early years program as important place to begin but can't consider one in the current space.</i>
Total Scores	16	16 4 Items Avg Score 4	Percent Agreement: 100%

Goal Three assesses stakeholder engagement and satisfaction. Overall we found that the stakeholders of the Academy are very satisfied and engaged. The level of agreement between the self-study and the visit for Goal 3 was 100% with an average score of 4.0. The team recognizes this strength, but does see opportunity for expanding the involvement of stakeholders from the community in the governance and support of the school. The creation of a Capitol Campaign committee is one opportunity. The school identifies outstanding student citizens, the school might consider having local dignitaries present those awards (the mayor, city council or police chief) to bring further community awareness to the school. Small focus groups of parents, teachers and students indicated high levels of satisfaction. Annual surveys are conducted also reflecting high satisfaction. Parents reported that the website, newsletters and power school are very useful; however, they also depend on a great deal of personal contact with teachers and the principal. They found the staff to be very open to all contact and very responsive. If the school moves a significant distance from its current location, the board may wish to revisit the need for busing and how the absence of busing could impact current students and parent satisfaction.

Commendations: The team would like to commend THE ACADEMY in the following areas:

- High return rate on parent satisfaction surveys. Overwhelmingly positive results.
- Parent focus group very positive though small. Very happy with program. Like the structure and reinforces values at home.
- Especially feel that their student get lots of individual support.
- High engagement.
- Parents feel that communication is good and the principal is very accessible.
- Handbook and newsletters very good. Rationale for program.
- Love and Logic classes Ms. Steinlich hopes to offer.
- Some parents reported confusion about how to use Power School.
- School sincere in looking for feedback and focused on constant improvement.

Recommendations: The team respectfully recommends to THE ACADEMY that:

- Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys.
- Consider additional outreach to broader community to build the visibility of the school.
- Insure that there are ample opportunities for all stakeholders to provide input into high school process and strategic planning.
- Continue to explore plan for early childhood program.
- Explore how teach pay for performance will impact the Academy.
- Carefully consider the impact of new building and location on all aspects of the school and its stakeholders.

Goal Four: The charter school will plan for short and long term continuous improvement.

Purpose/Intent of this Goal: Ensure the charter clearly recognizes where growth is essential.

The charter school will plan for short and long term continuous school improvement	<u>Self Study Score</u>	<u>Team Score</u>	<u>Comment</u>
1. The school has a five-year Strategic Plan and actively uses it to direct its efforts and measure its progress.	4	3	<i>Strategic planning appears to have been limited to the facility. This is a huge challenge and the board seems very capable of achieving this goal. The team encourages the development of a comprehensive strategic plan to guide future development.</i>
2. School leadership is reflective and uses data to drive improvement.	4	3	<i>Very aware of progress monitoring and use data to drive improvement. May consider parent and teacher surveys in different ways and ask questions that move to a deeper understanding of their satisfaction. Retention data for special teachers is concern.</i>
3. Continuous Improvement is planned, monitored and accomplished.	4	4	<i>Strong disposition of continuous improvement in the school. Less evidence of monitoring overall improvement and progress. I.e. How</i>

			<i>many teachers are Distinguished on the Danielson rubric?</i>
Total Scores	12.0	10 3 Items Avg Score 3.3	Percent Agreement: 83%

GOAL 4 refers to the school's efforts for continuous improvement. The leadership and staff of the Academy embrace continuous improvement. As they move into a new building and expand the school to include a high school program, we encourage them to consider developing a five to ten year strategic plan to guide their future development. This plan will contribute to strategic growth and sustainability of the school. While the team sees very good examples of this in action, we encourage the leadership to set goals and measure progress against those goals with clearly established indicators for performance. This is not a criticism of the Academy but an opportunity. They have already reached a high level of academic performance and an outstanding culture as well as stakeholder satisfaction. We support and encourage their continued efforts in this direction.

Goal 4: Commendations: The team would like to commend THE ACADEMY on the following:

- Exciting vision for future growth of the school program and building.
- Successfully obtaining dissemination grant. Model of PLC is emerging and will support professional growth
- Utilizing the opportunity of two administrators to add value during this time.
- Strong teacher mentoring and instructional coaching to continuously improve instruction.
- Ongoing assessment of facility needs as you grow.
- Strategic planning committee.

Recommendations: The team respectfully recommends that THE ACADEMY:

- Continue opportunities for reflection and feedback as well as data informed decision making.
- Begin to develop a document that outlines your strategic plan and seeks the input of all stakeholders.
- Include representatives from all stakeholder groups to develop a five-year strategic plan.
- Engage and fully implement an open evaluation processes at all levels – board, director and teachers. Include new provisions in the law to accommodate parent input into teacher and administrator evaluations.
- Board development plan will have positive impact school-wide as governance continues to be strengthened.

Goal	Score Level of Agreement	Commendations	Recommendations
<p>1. Governance: <i>The Charter School will fulfill all governance and administrative obligations as provided in state & federal law and in the school's charters.</i></p>	<p>95% Agreement</p> <p>Average Score 3.7</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> • All staff and student records are in order, secured in locked file. • Enrollment in K-8 very stable, strong waiting list. • The board is clear about the mission and committed to the success of the students. • Board is committed to the long term plan for developing the high school and owning a building. • There is some evidence that they board has been developing and reviewing policies. • Clarity of roles between board and director. Very good team. • Strong financial audit – evidenced by receiving unqualified opinion on the financial report. • The board has participated in some training. • New administrator building strong rapport with teaching staff and supporting them through transition. • Good use of additional administrative staff to support the culture of the school, the professional learning community and the opportunity for both expansion and replication of the school. 	<ul style="list-style-type: none"> • May need to review the configuration of the administrative/support team to insure it is adequately supported by the budget. • Upload board minutes Aug-March to website. • Review founder policy so that it doesn't leave school open to arbitrary decisions. • Complete updates on policies as needed. • Consider board self-evaluation and plan for continued board development.
<p>2. Academic Program: <i>The charter school will demonstrate a successful academic program</i></p>	<p>96% Agreement</p> <p>Average Score 3.78</p>	<ul style="list-style-type: none"> • Great use of all the space in the facility • Classroom observations at each grade level showed students who were highly engaged and on task. • Students transition effectively from one class to another. • Good use of Aims Web tracking; data informed 	<ul style="list-style-type: none"> • Review procedures and implementation of teacher evaluation. • Opportunities for special teachers to get training on smart board could be helpful. • May offer parent training on Power School so parents fully understand and increase usage.

	<p>Functioning Evidence</p>	<p>decision making for monitoring student progress.</p> <ul style="list-style-type: none"> • Excellent direct instruction on concept boards, Shurley and Spaulding. Great evidence of ‘teaching to the high’ and supporting those who are struggling. • Addition of Spaulding training and instruction is commendable. • Title I program is impressive and adding value to school, RTI and special education coordination very good. • Harbor culture is strong. Addressing behaviors and classroom management proactively. Actively teaching culture and expectations (culture cards) and integrating administrators into process. • Strong commitment to Harbor principles and pedagogy. • Strong test scores. Commendable that they are writing measurable educational goals and committing them to the charter – high bar. Meeting AYP with continued growth each year. Meeting high expectations for attendance. • Continuity of culture is so strong that students perform even in very full classrooms. • Teacher share in the leadership of the school. • Parents actively engaged in using Power School. Parents feel that communication with school is very good – formal and informal. • Positive feedback about the safety of the school. • Daily walk-through by administrators appreciated and keeps them aware of skills and classroom routines. • # students exited from IEPs because of clear academic gains. • Growing # of 8th graders ready for advanced studies in high schools is good evidence of effectiveness of teaching. 	<ul style="list-style-type: none"> • Problem solve escape plan for (k, music, computer and 5th grade classrooms) students in classrooms with only one exit. • Integrate the expertise of the teaching team as you begin to form the high school. • Consider opportunities to increase retention and integration of special teachers. • Consider lockers – student feedback about a variety of minor school issues are being taken seriously.
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<p>3. Stakeholder Support: <i>The charter school will show and plan for strong stakeholder support, involvement and satisfaction</i></p>	<p>100% Agreement</p> <p>Average Score 4.0</p> <p>Exemplary Evidence</p>	<ul style="list-style-type: none"> • High return rate on parent satisfaction surveys. Overwhelmingly positive results. • Parent focus group very positive though small. Very happy with program. Like the structure and reinforces values at home. • Especially feel that their student get lots of individual support. • High engagement. • Parents feel that communication is good and the principal is very accessible. • Handbook and newsletters very good. Rationale for program. • Love and Logic classes proposed by Ms. Steinlich. • Some parents reported confusion about how to use Power School. • School sincere in looking for feedback and focused on constant improvement. 	<ul style="list-style-type: none"> • Continue annual surveys for stakeholder feedback and consider exploring some issues more deeply. Might consider utilizing outside resource to get a different perspective on stakeholder surveys. • Consider additional outreach to broader community to build the visibility of the school. • Insure that there are ample opportunities for all stakeholders to provide input into high school process and strategic planning. • Continue to explore plan for early childhood program. • Explore how teach pay for performance will impact the Academy. • Carefully consider the impact of new building and location on all aspects of the school and its stakeholders.
<p>4. Continuous Improvement: <i>The charter school will plan for short and long term continuous improvement.</i></p>	<p>83% Agreement</p> <p>Average Score 3.3</p> <p>Functioning Evidence</p>	<ul style="list-style-type: none"> • Exciting vision for future growth of the school program and building. • Successfully obtaining dissemination grant. Model of PLC is emerging and will support professional growth • Utilizing the opportunity of two administrators to add value during this time. • Strong teacher mentoring and instructional coaching to continuously improve instruction. • Ongoing assessment of facility needs as you grow. • Strategic planning committee 	<ul style="list-style-type: none"> • Continue opportunities for reflection and feedback as well as data informed decision making. • Begin to develop a document that outlines your strategic plan and seeks the input of all stakeholders. • Include representatives from all stakeholder groups to develop a five-year strategic plan. • Engage and fully implement an open evaluation processes at all levels – board, director and teachers. Include new provisions in the law to accommodate parent input into teacher and administrator evaluations. • Board development plan will have positive impact school-wide as governance continues to be strengthened.

