SECTION C

EDUCATIONAL PROGRAMS

<div align="center">**EDUCATIONAL PROGRAMS**</div>

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.3, the Academy shall implement, deliver, and support the educational programs identified in this schedule.

Mission Statement

Pansophia Academy will consider every student as an individual. Pansophia students become positive, powerful and productive citizens. We will accomplish our mission through hard work, superior instruction and collaboration as a team and family.

The name Pansophia has a significant meaning in education. The Greek "pan" means all; the Greek "Sophia" means wisdom, so the name Pansophia means all wisdom or universal knowledge. Thus, the Academy's goal ensures students apply knowledge and wisdom to real-world situations. The Academy seeks to provide a challenging curriculum with the flexibility to meet the needs of all learners while creating a system of equal accountability for both students and educators. Educators work as a team to ensure maximum student success towards reaching individual potential.

The Academy is the only kindergarten through twelfth grade public school academy servicing Coldwater, Michigan and surrounding areas within Branch County. The campus is situated near the Branch Area Career Center ("BACC") and the Coldwater campus of Kellogg Community College ("KCC"), which provide opportunities for students to pursue either a path towards a profession or post-secondary education.

The Academy's Educational Program is designed to support the mission and provide students with an opportunity to become career-oriented, college-bound, and productive citizens in the 21st century.

Educational Philosophy

The following educational philosophies are fundamental to the mission of the Academy:

High Expectations

High expectations result from a strong belief in the unlimited potential of each student. The faculty, staff, and administration strongly believe that every child can perform. The Academy builds a culture of high expectations by:

- comparing the expectations of lower and higher grade levels to ensure there is a consistent increase in expectations as the student matures
- consulting faculty, parents, and students in setting expectations
- comparing the level of freedoms with the level of expectations, greater freedoms offer opportunities for higher expectations
- developing student handbooks consistent with the school and classroom expectations
- integrating technology into lives of students to prepare them for 21st century challenges
- employing differentiation strategies for all students

The Academy spends collaborative planning time and professional development articulating the outcomes for learning that reflect high expectations and that values depth over breadth in the

curriculum so that students develop the essential skills and acquire knowledge for education, careers and life.

Strong Partnership between School and Home
A strong partnership between the school and home is critical to the individual success of each child in school. The Academy is committed to maintaining this strong partnership by
- continuing to encourage an active parent organization that meets monthly;
- ensuring an understanding of the student-parent handbook at the elementary, middle, and high school;
- creating a welcoming environment and providing opportunities for parents, families and the community to be at the school;
- incorporating internet-based technology and social media to communicate with parents and guardians;
- providing digital access to student's grades and progress through the use of an online grade book accessible to parents;
- providing support services for families in which English is a second language.

Character and Conduct
The Academy has adopted Smart Character Choices, a character education program that is embedded into the fabric of schools, is integrated with school safety policies, and based on the principles of American Democracy. The program is grounded in Internal Control Psychology which is the belief that behavior is guided by one's personal actions and thoughts and not by fate, luck, or other external circumstances. The program philosophy and framework directly contrasts the traditional coercive behavior management used in schools that turn staff and students into adversaries. Teacher modeling, challenging academic curriculum, instructional processes, and ongoing assessment of learning are used to support high student achievement. Additionally, non-coercive management of the school and classroom environments and positive relationships with parents/guardians provides support for student character development.

Coercive or externally controlled school environments destroy the school culture and relationships between staff members and between students and teachers. External control is a short way to describe what happens when hurtful habits; criticizing, blaming, complaining, nagging, threatening, punishing and rewarding to control, in school. Using caring or connecting habits brings teachers, parents, and students together; caring, listening, supporting, contributing, encouraging, trusting and befriending. [1] Connecting with students and leading individuals to connect with school is essential.

The importance of strong relationships is emphasized throughout the program components as well as an emphasis on the motivation and development of the whole child in an educational environment that nurtures high expectations and academic success all the while supporting the development of character traits. The Academy uses the advisory program in the middle grades and high school and a morning meeting at the elementary level to meet many needs that build relationships between and among students and staff.

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[1] Glasser, W (2000). Every student can succeed. Chulavista, CA: Blackforest Press.

Educational Strategies

The Academy implements and delivers a curriculum that is 21st century relevant and aligned with the Common Core State Standards ("CCSS") as well as Michigan's Grade Level and High School Content Expectations. The curriculum includes various assessment tools (DRA Reading, i-Ready diagnostic and Northwest Evaluation Association ("NWEA") Measures of Academic Progress ("MAP") test) and has committed to a consistent review of data to help inform curriculum, instruction, and assessment during staff development on Friday early release time and also in collaborative planning time.

The school is committed to meeting the needs of all learners and offers tutoring after school for all students in kindergarten through twelfth grades. Students may self-select into tutoring, or be recommended by teachers based on need.

The school has also adopted online learning (e.g., e2020 and courses from Michigan Virtual University) for remediation, credit recovery, and learning extensions for all grades. Students are carefully assigned work from various programs that provide an opportunity for students to succeed, to monitor progress, and to celebrate successes. The Academy is committed to using technology in ways that have the potential to individualize and differentiate learning, increase the rate of student learning by providing access to materials and resources that maximizes student time on task. [2]

The Academy is regularly engaged in developing and articulating the goals of learning at each grade level and in each high school course. All staff are involved in Professional Learning Communities ("PLC") that meet to study, practice, and reinforce effective instructional strategies.

Parents are informed about the child's learning and growth through progress reports, newsletters, quarterly report cards and twice yearly parent teacher conferences that are extensive and informative.

Teaching Strategies

In any school, the most influential factor of student success is the teacher. A highly effective teacher can have a powerful impact on student achievement. Academy teachers are dedicated to crafting learning opportunities to meet the individual student's educational need. Teachers are engaged in the study and use of Marzano's (2001) *The Art and Science of Teaching* which articulates high yield instructional strategies to become better practitioners. Teachers use Marzano's Unit Design questions to guide development of units and daily lessons in conjunction with the Curriculum Crafter Tool ("CCT") by first identifying priority standards. Teachers work to make the learning objectives clear to students and families and provide clear feedback to students who monitor individual progress toward achieving the learning goal.

Curriculum

The Academy adopted and utilizes the CCT from Kent County, as well as Michigan Association of Intermediate School Administrators ("MAISA") units to customize the curriculum. The CCT

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[2] United States Department of Education (2012). *Understanding the Implications of Online Learning for Educational Productivity* available at http://www2.ed.gov/about/offices/list/os/technology/implications-online-learning.pdf

and MAISA units (a web-based curriculum resource) provide the expectations, unit outlines, outcome descriptions, and assessment tools for each core subject area. The instructional units are organized in a developmentally appropriate manner and follow a logical sequence. The instructional units act as building blocks to ensure a smooth academic flow of content from grade to grade.

Through the CCT and MAISA units, the Academy embraces the Michigan Curriculum Framework, CCSS, College and Career Readiness Standards, and National Educational Technology Standards to develop a comprehensive kindergarten through twelfth grade curriculum. The goal is to graduate students who have not only had the opportunity to experience academic excellence, but have acquired the knowledge and skills necessary to be successful in high school, college, and the workplace. To achieve the goal, Academy faculty and staff consistently research the skills students need to be successful in a challenging college program or career field. To accomplish this, the Academy utilizes data from the SAT®, NWEA (a nationally-normed assessment), DRA, i-Ready and the state's assessment tests. These assessments indicate the level of knowledge and skills students must have to be successful in college and professions. By understanding what students need to know in order to be successful in a chosen life decision, the Academy is able to work backwards and determine what students must know at each grade level in order to be prepared for high school, college, and work. The backward design approach makes the curriculum particularly unique because it is has been developed to support demanding standards with a college-bound and/or work-ready approach.

Curriculum Alignment and Review
Curriculum is monitored and adjusted in weekly grade level meetings and whole school meetings on early release Friday. During these times, assessment data is reviewed and the horizontal and vertical alignment of the curriculum is evaluated and revised as needed.

Curriculum Flexibility
Special Education
When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the IEP team and together the team is making decisions that are subject to requirements regarding provision of the least restrictive environment. When determining how services will be delivered to students with disabilities, the Academy will follow all Special Education Rules as issued by the Michigan Department of Education. If a child with a current IEP enrolls in the Academy, the Academy will implement the existing IEP to the extent possible, or will provide an interim IEP agreed to by parents until a new IEP can be developed. IEPs will be developed, revised, and implemented in accordance with the IDEIA and state law and regulations.

The Academy will fully comply with federal laws and regulations governing children with disabilities as follows:

1. The Academy is responsible for providing a free appropriate public education to children with disabilities enrolled in the Academy that have been determined through an IEP to require Special Education programs and services.

2. The Academy will ensure that children who are suspected of having disabilities are properly evaluated by a multidisciplinary team, as defined in the Michigan Special Education Rules, and that children who have already been identified are re-evaluated by the multidisciplinary team at least every three years.

3. When a multidisciplinary team determines that a special education student requires Special Education programs and services, the Academy will ensure that the IEP is fully implemented in accordance with IDEIA, and reviewed on an annual basis, or more frequently as determined by the IEP team.

In addition to being compliant to all laws regarding students who need special education services, 504 plans or English Language Learners ("ELL") services, the Academy also uses the Teacher Support Team ("TST") to identify struggling students and put in assistive plans that may include recommendations for social work, counseling, or curriculum accommodations that are monitored for success.

Response to Intervention ("RtI") Model
The Academy uses an RtI program embedded within the classroom to serve students who have learning challenges. RtI screens all students to identify those who are at risk for learning failure. Through regular opportunities of implementing the RtI model, classroom teachers gain specific knowledge and skills to use with students through proactive, focused interventions. Intensive intervention delivered by a specially trained instructional faculty is provided to identify youngsters early in the school program to prevent failure. Teachers trained in special education provide individual support to students identified through the IEP process.

The RtI model, although housed in general education, includes special education services provided by appropriately certified faculty.

In addition to providing services for special education students, the Academy continues to expand its project-based learning instructional approach, which is ideally suited to meeting the needs of all learners (e.g. below grade level and gifted and talented). In conjunction with the advisor, a student may create a project that may be differentiated based on the student's specific skill level and interest. The student demonstrates differentiated projects through content, process, product, and learning environment. The Academy's infusion of differentiation and project-based learning serve as a flexible method to accommodate students' different learning needs and preferences.

Assessment
Three of the fundamental purposes for assessments are: (1) to describe each student's developmental level within a test area, (2) to identify a student's areas of relative strength and weakness in subject areas, and (3) to monitor year-to-year growth. The Academy evaluates assessment data to ensure students are on track to be successful in college, work, and life.

State Assessment /Michigan Merit Exam ("MME")
The minimum standard of evaluation is the state's assessment. In grade eleven, students must take the Michigan Merit Exam. The state has provided expected proficiency rates of public schools in

Michigan.The Academy strives to meet and exceed the proficiency goals each year and uses the state's data to target the lowest 30% of students to identify potential weaknesses in not only the Academy's curriculum, but also in teacher expectations and strategies with particular groups of students. The Academy is prepared to transition to the next generation of assessments by continuing a focus on understanding standards and the goals of a 21st century curriculum.

NWEA MAP Test
The Academy administers students the nationally norm-referenced NWEA MAP test for first through eighth grades. The Academy uses this test to monitor a student's performance in math and reading. Using target scores that have been identified as having a high likelihood of resulting in a student achieving a college ready score on the Work Keys, the teachers establish a growth target for each student that is shared with the student and the family. The Academy provides the assessment three times a year (fall, winter, spring) to determine student progress towards average or above average proficiency. This test also identifies the CCSS or Michigan Grade Level Content Expectations ("GLCE") that each student should focus on to improve learning. The teacher also searches the CCT by CCSS or GLCE to find lessons and unit plans that address those standards and expectations.

i-Ready
The i-Ready diagnostic tests are used in the first through twelfth grades to assess student progress in math and reading. I-Ready is a single K–12 adaptive Diagnostic for reading and mathematics that pinpoints student needs down to the sub-skill level, and ongoing progress monitoring shows whether students are on track to achieve end-of-year targets. The programs provide educators with immediate feedback on student performance. This feedback is used to review grade level equivalency and determine strategies needed when students are not performing at grade level. The feedback is also used to enrich student progress in the subject area.

Work Keys and SAT Tests
In order to ensure that students are prepared for college, work, and life, the Academy monitors the ACT College Readiness Benchmarks through the use of practice ACT tests as a measure of student's preparedness for college. The scores on the SAT subject-area tests represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in corresponding credit-bearing first-year college courses.

Authentic Assessments
Understanding by Design also necessitates the use of authentic assessments—assessments that go beyond content mastery. In authentic assessment, students go beyond recall, repeat, perform as practiced or scripted, plug in, recognize, or identify what they learned and move to do things like
- *justify* a claim
- *connect* discrete facts independently
- *apply* learning in new contexts
- *adapt* to new circumstances, purposes, or audiences
- *criticize* arguments made by others
- *explain* how and why something is the case [3]

[3] Wiggins, Grant (1 January, 2014). Blogpost "Final Exams versus Projects" available at http://grantwiggins.wordpress.com/

To prepare students for the higher order thinking of 21st century learning, teachers consider how students demonstrate understanding in a course and a unit and design assessments. Assessment design includes determining where students are and using content knowledge and skills to present solutions to problems. This type of work has students working collaboratively and engaging in work that is highly transferrable to future lives.

Technology

To live, learn, and work successfully in an increasingly complex and information-rich society, students must be able to use technology effectively. Classrooms have computers and the school has expanded the use of laptops and tablets for both staff and students. In addition to providing assessment flexibility, students use computers to extend learning with the computer as a center in elementary classrooms, as well as a research and presentation tool.

The Academy is focused on providing students with experiences that mirror what adult work lives will likely look like. Each student is assigned an email address and the Academy uses collaborative software so that students can exchange information and work on projects simultaneously but remotely, if necessary.

Elementary Education Program Grades: K-5

The Academy's elementary curriculum focuses on developing the literacy and number sense of all students. Teachers are building the foundation that help students become responsible citizens who are able to communicate, are mathematically proficient, and scientifically literate. The belief that every learner is unique is the underlying foundation of the Educational Program. The goal is to ensure that students develop the reading, writing, mathematical, and communication skills that are the foundation of more advanced learning.

Core Content Areas:

Reading/Language Arts

The Academy uses a research-based language arts program. The reading instruction includes phonemic awareness and systemic phonics instruction in kindergarten and first grade with a program called Making Great Readers. Fluency, vocabulary, and text comprehension instruction are supplemented with guided reading and the *Daily Five* and *C.A.F.E* approaches. Emergent readers read leveled books, big books, and trade books which feature a blend of phonics and sight words needed by beginning readers. Indirect and direct teaching instruction are two strategies used at the Academy to teach vocabulary. Indirect instruction allows students to engage daily in oral language, listen to adults read to aloud, and read individually. Direct instruction is when students are explicitly taught both individual words and word learning strategies.

Comprehension skills assist in fostering a purpose for reading. Instruction focuses attention of what students are to learn and helps students to think actively while reading. Additionally, comprehension skills allow students to review content, access prior knowledge, and make connections. Students practice retelling the reading selection and are asked to write the main details from the story, as well as analyze characters and make text-to-self connections. The STAR Reading program is used to support reading comprehension. The practice of monitoring the proficiency of

the tests administered and not the accumulation of points offered per book are the major emphasis for program's use at the Academy.

The language program utilizes a variety of writing assignments. The Academy believes in cross-curricular writing to support and meet the needs of the CCSS. Students learn the writing process and write for a variety of purposes and projects. Journals and logs may be included along with a variety of short-term and long-term writing projects. In addition to writing, students are taught to edit papers by using document cameras that project student writing samples. The tool assist students in becoming skilled at peer editing and looking at writing with a critical eye.

The Academy analyzes data to inform instruction and support student learning with the use of online programs (e.g., Raz-Kids and Reading A-Z) accessible at home or at the Academy to build foundational skills.

Mathematics

The goal of mathematics is to develop higher-order, problem solving skills. Basic, fundamental uses of mathematical operations are a prerequisite for those skills. The fundamentals must be learned and applied prior to students moving up to the next level of problem solving. The Academy's mathematics program uses a building block approach. Topics are introduced in small increments, one topic building upon another in a natural progression, until the student masters the concepts and skills through daily and cumulative practice. Students must practice content learned and constantly review and confirm skills. Mathematics is integrated into other subject areas once the fundamental basic skills are mastered.

The Academy uses i-Ready and NWEA MAP scores to quickly identify student's specific needs and provide targeted work through i-Ready math and reading and the CCT for individualized work. Additionally, classroom instruction assists students in developing both computational and problem-solving skills along with higher-order thinking skills. To reinforce instruction and the development of higher order thinking skills, teachers incorporate nonlinguistic representations (e.g., graphic organizers, drawings, Venn diagrams, and charts), cooperative learning, and cues and questions to activate prior knowledge and stimulate analytical thinking.[4]

Science

The Academy's elementary science program prepares students for middle grades and high school science courses. Science education employs a hands-on approach guiding students into a deeper knowledge of scientific principles. All science instruction is focused on the scientific method and is guided by Michigan's GLCE. Teachers guide students through experiments to facilitate, enhance, and ensure learning outcomes for each student. The science program is designed around projects that not only increase knowledge and understanding of science content and concepts, but build skills in mathematics and communication as students investigate and present findings.

Social Studies

[4] Marzano, R. J., Pickering, D. J., & Pollock, J. E. (2001). *Classroom instruction that works: Research-based strategies for increasing student achievement.* Alexandria, VA: Association for Supervision and Curriculum Development.

Social studies represents the integrated study of the social sciences to promote civic competence. Emphasis is placed on the principles of democracy. The social studies curriculum is designed to develop enlightened citizens. Students are expected to apply lessons of justice and injustice within the framework of a democracy when dealing with peers.

Through the MAISA curricular units, teachers use a variety of instructional materials and resources to provide social studies lessons that are aligned to the GLCE and serves the aims of the Common Core State Standards. Lessons engage students in reading complex texts which requires examining evidence from texts to support opinions. The social studies program expands topics to also include studies of ancient civilizations along with studies of the local area, the state of Michigan. United States history instruction begins in grade four.

Middle Grades Educational Program Grades: 6-8
The Academy's middle grades program supports the healthy growth and development of middle school students. The middle grades program holds high expectations for all students' academic achievement, with educators carefully structuring a program that is appropriate to young adolescent learners. Educators and students are placed together on a middle school team to provide a sense of community and develop collaborative interactions. The middle school curriculum is delivered in an integrated, multi-age, project-based format where students in sixth through eighth grades work collaboratively in thematic units that include a culminating presentation at the end of each comprehensive unit. The advisory time assists in building relationships between students and staff. Content area subjects are linked to integrate learning experiences that reflect real-world situations as the Academy builds its use of project-based learning in the middle grades.

In addition to the core curricular content areas, classes in music, technology, and art are offered so that students are provided with opportunities to explore new areas, pursue interests and identify aptitudes. Further, co-curricular and extra-curricular activities offer enrichment opportunities for students.

Core Content Areas:
Reading/Language Arts
The middle grades reading/language arts program is literature-based, built on a reading selection which is both classical and cross-cultural. Literature-based instruction is the type of instruction in which authors' original narrative and expository works are used as the core for experiences to support children in developing literacy. Through literature-based instruction, students expand vocabulary and further develop literacy skills (e.g. fluency and comprehension). Literature is supplemented with non-fiction texts the exploration of which is both real-world, grounded in technology (accessing texts on line and finding texts to support an argument or a hypothesis) and therefore "hands-on" so that students build literacy and also engage in problem solving using texts. The academy supports the middle school language arts curriculum with Oakland County's Common Core Units of Study.[5]

Mathematics

[5] Available at http://oaklandk12-public.rubiconatlas.org/Atlas/Browse/View/Default?BackLink=Atlas_Browse_View_Default&DoSubmit=1&NowViewing=BrowseUnitCalendar&Page=1

Students in the middle grades participate in a balanced mathematics program which includes significant amounts of algebra and geometry. Algebra and geometry are crucial to success in the later study of mathematics and also in many situations that arise outside the mathematics classroom. Within a balanced mathematics program, a teacher models instruction and guides students through the steps of problem-solving. In addition to direct instruction, students work independently, in small groups, or learning centers. Working independently, students build math vocabulary, practice problems, and show work to justify mastery of skills. Small group activities provide opportunities for students to work together to explore problems and promote teamwork. NWEA, i-Ready data and SAT scores are used to individualize instruction for students and to provide enrichment for more advanced students.

Science
Middle grades science is taught using an issues-oriented approach. Students collaborate in groups to solve real-world problems in science. This project-based approach to science engages students in the process of learning science and encourages students to use scientific evidence to make decisions. Furthermore, the Academy uses a literacy-based approach that involves students having to evaluate evidence in a way that will help educate tomorrow's citizens about the application of scientific thinking to everyday life.

Social Studies
The middle grades social studies program digs deeply into the goals of social studies instruction by spreading the standards out over the course of middle school. By separating the standards from grade levels, social studies becomes more easily integrated into the other content areas and makes the goals of citizenship and a democratic society the focus. Instruction supports building knowledge to gain understanding of key events, people, and places in history. Teachers utilize both direct instruction and student-centered approaches to deliver social studies content. Students work in small groups, engage in project- based learning, and conduct and present research.

Educational Development Plans ("EDP")
P.A. 141 of 2007 requires districts to provide students an opportunity to develop an Educational Development Plan ("EDP"). At the Academy, an EDP is developed in the seventh grade in the advisory class. Once completed, the middle school advisory teachers ensure maintenance and ongoing updates of the plan. The EDP is passed onto the student's high school homeroom teacher for continued monitoring.
The EDP contains:
- personal information
- student's grade level
- student identified career goals
- assessment results (academic and career)
- educational/training goals
- a plan of action that identifies a broad career pathway
- course selections for high school that support a student's goals/interests
- information on options to meet the state graduation requirements including post-secondary
- enrollment options
- long-term goals and planning to support post-secondary/post-school options

High School Education Program Grades: 9-12

The Educational Program in grades nine through twelve emphasizes the successful completion of the MMC and preparation for post-high school education. The high school seeks to be a transition program. For freshmen and sophomores, the Academy strives to increase the expectations in course work with regard to rigor, collaborative and independent work, and increased student choice in determining course work or demonstrations of understanding. Juniors and seniors may choose to dual enroll or take courses at the career center. All upper classmen are focused on successful completion of the SAT and post-secondary plans as seniors.

The high school advisory and enrichment classes serve many of these goals. Students use the SAT practice tests in conjunction with Khan Academy to focus on areas of weakness and to set goals. Students also practice taking these tests during advisory. In addition, advisory assists students in monitoring credit accrual, progression toward graduation, and alignment of coursework to post-secondary plans. The time is used to help students understand personal qualities that lead to success: persistence, optimism, creative problem solving, and the effect of hard work or effort on outcomes.

The Academy is eager to capitalize on the opportunities that are present within a kindergarten through twelfth grade leaning environment. Students have opportunities to build leadership skills and to participate in the kind of community building that develops character and citizenship. For example, students may act as tutors, mentors and study buddies to younger students, volunteer in elementary classrooms, and assist in after school tutoring with the guidance of school staff.

Branch Area Career Center

The Academy is located adjacent to the Branch Area Career Center ("BACC"). The BACC operates sixteen programs for students in preparation for the world of work. Programs are organized based on the Michigan model of career clusters. All students who have successfully completed the Academy's Success Skills for College and Career Course are eligible to enroll at BACC. Maintaining a minimum 2.0 grade point average ("GPA") at the Academy and at BACC with adherence to both schools' attendance policies are required to remain in the BACC programs. Students may earn credits and experience in the following careers: Auto/Diesel Technology, Building Trades, Business Adm., Technology, CAD, Engineering & Architecture, Collision Repair, Criminal Justice, Culinary Arts & Hospitality Management, Early Education, Electrical, Technologies, Health Sciences, Information Technology, Marketing, Management & Entrepreneurship, Environmental & Agricultural Science, Precision Machining and Welding. *Academic credit at the Academy is awarded based on dialogue between a BACC academic consultant and Academy Administration.*

Dual Enrollment

Students with qualifying scores on the SAT tests and that have passed the Computer Adaptive Placement Assessment and Support System exam at Kellogg Community College are eligible to take college courses at KCC. Students must maintain full-time status with the Academy, a 2.0 GPA at both the Academy and KCC, and maintain attendance at both the Academy and KCC. In addition, courses offered at the Academy cannot be taken at KCC.

Graduation Requirements

Academy students are expected to complete graduation requirements in four years. In order to receive a diploma and graduate, a student must meet the Academy's requirements for basic course work and earn the required minimum number of credits. This may include a combination of BACC and dual enrollment. When extenuating circumstances exist, the administration has the authority to modify this requirement through the use of a personal curriculum. The total number of credits that are required for graduation is twenty-four. Credits are awarded on a semester basis. Each class earns one-half credit (0.5) each semester. The Michigan Merit Curriculum requirements are listed below.

Michigan Merit Curriculum
High School Graduation Requirements

MATHEMATICS – 4 Credits

Algebra I	Geometry
Algebra II	One math course in final year of high school

ENGLISH LANGUAGE ARTS – 4 Credits

English Language Arts 9	English Language Arts 11
English Language Arts 10	English Language Arts 12

SCIENCE – 3 Credits

Biology	One additional science credit
Physics or Chemistry	

SOCIAL STUDIES – 3 Credits

.5 credit in Civics	.5 credit in Economics
U.S. History and Geography	World History and Geography

PHYSICAL EDUCATION & HEALTH – 1 Credit

VISUAL, PERFORMING AND APPLIED ARTS – 1 Credit

ONLINE LEARNING EXPERIENCE
Course, Learning, or Integrated Learning Experience

LANGUAGE OTHER THAN ENGLISH – 2 Credits
experience in grades K-12 effective for students entering third grade in 2006 (Class 2016)

Program Evaluation
The school's leadership structure, calendar, teacher mentoring, professional development and intensive focus on student achievement, parent satisfaction, student perception, and community involvement are ideal for monitoring and achieving the mission.

A shared leadership structure that involves the school leader, a leader of curriculum and instruction, social work and/or counseling, special education, lead teachers, and the technology/data/assessment coordinator meet frequently to discuss all aspects of the school's operation and whether or not it is meeting the needs of students and families. Leadership analyzes achievement data, attendance at parent teacher conferences and other school functions, retention and enrollment data, discipline data, and any parent comments to determine whether or not the school is delivering on the mission.

Teachers are also involved in the collection and analysis of data. Teachers will not have less than a 200-day work year, which includes twenty days of professional development and collaborative planning. Additionally, the school will have early release one day a week to dedicate time to the analysis of data and to plan a course of action to continuously improve student outcomes.

The school also uses Correlates of Effective Schools[6] to evaluate success. The seven correlates overlap with the philosophies of the school but also influence the practical running of the school. The correlates that are evaluated and the data that is collected through collaborative planning, teacher evaluation and mentoring, and through surveys are:

- **Clear and Focused Mission** How often is the mission referenced when making decisions about initiatives, policy, curriculum and instruction?
- **High Expectations** Perception Surveys: Do teachers believe they have the skills and knowledge necessary to ensure that nearly all students in the classes master the curriculum? Self-reporting: Were there students whose progress fell below expectations? What was the response? Were there students whose expectations exceeded expectations—how were the student and the student's family informed? Based on your knowledge thus far, are there students who are not likely to master the curriculum?
- **Instructional Leadership** Perception Surveys: Do teachers feel that efforts to maintain the disciplinary climate of the school are reinforced by the principal? Do teachers see the principal or curriculum leader as a resource for solving instructional problems? Self-reporting: How many classroom observations longer than 10-minutes were conducted weekly/monthly? How much time did leadership spend examining student data? How many students were met with because of classroom disruptions?
- **Frequent Monitoring of Student Success:** Self Reporting: Teachers use assessment data to give feedback and inform instruction. Analysis and discussion of assessment content and form are part of regular curricular reviews in collaborative planning.
- **Opportunity to Learn/Time on Task** Perception Surveys: Is allocated time flexible enough to meet the needs of teachers and students? Is enhanced instruction regularly provided for low-achieving students? Self-reporting: What percent of students were performing at or above grade-level at the beginning of the year? How do teachers account for lack of background knowledge that may prevent access to learning?
- **Safe and Orderly Environment:** Perception Surveys: Do teachers at the school genuinely care about students? Are students treated fairly and consistently? Is the school clean and a source of pride to all? Is discipline a problem at the school?
- **Home School Relationships** Perception Surveys: Do parents feel they have numerous opportunities to interact with the school? Are parents adequately notified about events, conferences, and other opportunities in the school? Do parents have opportunities to work with the school to select and evaluate school activities? Self-reporting: How many parent complaints have occurred weekly/monthly? How many parent contacts were made by teachers or by administration?

[6] Lezotte, L., McKee-Snyder, K. (2011). *What Effective Schools Do: Re-envisioning the Correlates.* Solution Tree Press, Bloomington, IN.