SECTION C

EDUCATIONAL PROGRAMS

EDUCATIONAL PROGRAMS

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 ("Academy") provides exceptional learning opportunities in a caring environment through creative and unique experiences, which celebrate and empower the individual.

Vision
Building productive citizens who recognize their limitless potential to reach personal success and are prepared to solve the problems of tomorrow.

Values
***Positive Relationships*:** We believe relationships are built on mutual respect for self and one another. Developing positive relationship allows for open connections among all stakeholders with the goal of collaboratively solving problems through teamwork and honest feedback.
***Integrity*:** Operating in honesty and dedication while upholding the highest standard of trust.
***Respect*:** We believe every individual in our school community should be treated with respect; we value each other's differences and embrace that everyone is unique.
***Reputation*:** We believe having and following through on consistent standards with staff and students to create a positive image throughout the school and community.
***Consistency*:** We believe that when there is a culture of consistency, the students will work produce, learn, and achieve.
***Dedicated*:** We are dedicated to providing an individualized rigorous education to all students.

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 is to ensure students are able to 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 their 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 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 student lives to prepare for 21st century challenges
- employing differentiation strategies for all students

The Academy spends collaborative planning time and professional development articulating outcomes for learning that reflect high expectations and value depth over breadth in the curriculum. This allows students to develop essential skills and acquire knowledge that will hold students in good stead for their future 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 Academy;
- 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 Positive Behavioral Interventions and Supports ("PBIS") to reinforce positive behavior choices and maintain a positive school culture. 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 provide 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. Using caring or connecting habits are what bring teachers, parents and students together; caring, listening, supporting, contributing, encouraging, trusting and befriending.[1] Connecting with students and leading students to connect with school is essential.

The importance of strong relationships is emphasized throughout the program components, as well as the emphasis on the motivation and development of the whole child in an educational environment that nurtures high expectations and academic success 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 build relationships between and among students and staff.

Educational Strategies

The Academy implements and delivers a curriculum that is 21st century relevant and aligned with the Michigan Academic Standards ("MAS"). The curriculum includes various assessment tools (Fountas and Pinnell, i-Ready® diagnostic and Northwest Evaluation Association™ ("NWEA™") Measures of Academic Progress® ("MAP®") Growth™ test) and has committed to a consistent review of data to help inform curriculum, instruction and assessment during staff development and collaborative planning time.

The Academy is committed to meeting the needs of all learners and offers tutoring after school for all students in grades K-12. Students may self-select into tutoring, or be recommended by teachers based on need.

The Academy has also adopted online learning for remediation, credit recovery and learning extensions for all grades. Students are assigned work carefully selected from various programs that provide an opportunity for students to succeed, to monitor progress and to celebrate student successes. The Academy is committed to using technology in ways that have the potential to individualize and differentiate learning and increase the rate of student learning by providing access to materials and resources that maximize 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 and "problems of practice."

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

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

[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

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 needs. Teachers are engaged in the study and use of Marzano's *The Art and Science of Teaching* which articulates high yield instructional strategies (2001) to become better practitioners. Teachers work to make the learning objectives clear to students and families, and provide clear feedback to students who monitor their own progress toward achieving the learning goal.

Curriculum
The Academy has adopted Houghton Mifflin Harcourt™ for English language arts ("ELA"), mathematics, science and social studies in grades K-5. Houghton Mifflin Harcourt is interactive, engaging and has the ability to reach all learners regardless of the students' abilities. 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.

Project-based learning ("PBL") is essential to engagement. PBL is not only complementary to the strong advisory program, because advisory has the consultation time necessary for PBL already built in, but is also the best pedagogical approach for the acquisition of 21st century skills, for mirroring the contemporary workforce and workplace, and for creating relevance by having students understand why school is important through discovery. This is the key to engagement.

In an analysis of literature about PBL effectiveness, the Buck Institute for Education concludes that PBL can:

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests;
- be more effective than traditional instruction for teaching mathematics, economics, science, social science, clinical medical skills and for careers in the allied health occupations and teaching;
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers;
- be more effective than traditional instruction for preparing students to integrate and explain concepts;
- improve students' mastery of 21st-century skills;
- be especially effective with lower-achieving students; and
- provide an effective model for whole school reform.

Successful PBL requires the development of a school culture and establishment of relationships. Therefore, the Academy guides students into the PBL process gradually. Students spend a considerable amount of time learning about the process involved in developing a project, in establishing rubrics of quality to reflect traits like critical thinking, and in using time well. The school spends time counseling students in how block scheduling and project support time work to support student learning. That is, the quality and quantity of work is not changed as students are responsible for the demonstration of mastery of the Michigan Merit Curriculum ("MMC"), but are navigating through it in an atypical fashion.

Although freedom and choice are important to both the school and the students, the PBL process is standardized to resemble processes that look much like project management in the modern workplace. Students have templates to justify the project, pitch it, manage it through Google Docs, and provide updates on the project. In combination with project guidelines and progress in Google Docs, students, parents and teachers also have access to student progress and mastery levels through the student information system, PowerSchool, which is updated weekly to provide accurate and timely feedback to all stakeholders.

Through the content areas, the Academy embraces the MAS, 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), Fountas and Pinnell, i-Ready and the state assessment. 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 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/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 materials are reviewed by a team on a rotating basis with feedback from stakeholders.

Curriculum Flexibility

Special Education

When making educational placement decisions for students with disabilities, the Academy will ensure that parents are contributing members of the Individualized Educational program ("IEP") team, and together the team will make 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 upon by parents until a new IEP can be developed. IEPs will be developed, revised and implemented in accordance with the Individuals with Disabilities Education Improvement Act ("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 will also use 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.

Multi-Tiered System of Support ("MTSS")
The Academy uses the MTSS framework embedded within the classroom to serve students who have learning challenges. MTSS is a framework used to provide targeted support to struggling students. It focuses on the "whole child." MTSS supports academic growth and achievement, but it also supports many other areas. This includes behavior, social and emotional needs, and absenteeism. The Academy uses 3 tiers of support:

- ***Tier 1: The Whole Class.*** All students are taught with methods research has shown to be effective. All students are screened to see who is and isn't responding to these strategies. Students may be broken into small groups that address different strengths and areas of need.
- ***Tier 2: Small Group Interventions***. Some students receive more targeted support in small groups. The scheduling of these interventions is important. The goal is to keep students from missing any core instruction or other Tier 1 activities that might make it harder to catch up.
- ***Tier 3: Intensive, Individualized Support.*** A few students who move up to this most intensive level of support continue with Tier 1 activities. These break-out groups are smaller than in Tier 2, the sessions last longer and are more narrowly focused.

The MTSS 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 can demonstrate 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 assessment for grades three through eight. In grade eleven, students must take the MME. 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.

NWEA MAP Test

The Academy administers the nationally norm-referenced NWEA MAP test for first through eighth grades. The Academy uses this test to monitor student 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 SAT/ACT, the teachers establish a growth target for each student that is shared with the student and their 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 MAS that each student should focus on to improve learning. The teacher also uses online, i-Ready, Khan Academy and print resources 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 areas of need 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.

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, identify, etc. what they learned and move to do things like:

- *justify* a claim,
- *connect* discrete facts on their own,
- *apply* their learning in new contexts,

- *adapt* to new circumstances, purposes or audiences
- *criticize* arguments made by others,
- *explain* how and why something is the case, etc.[3]

To prepare students for the 21st century learning goal of higher order thinking, teachers consider how students will demonstrate understanding in a course and in a unit, and design assessments where students use content knowledge and skills to present solutions to problems. This type of work has students working collaboratively and engaging in work that is highly transferable to the students' 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. Academy students have easy access to computers daily. Grades 6-12 are one-to-one, with students being assigned a computer. Elementary classrooms are all equipped with iPad and/or Chromebook carts to provide a one-to-one atmosphere. In addition to providing assessment flexibility, students use Chromebooks to extend their learning with technology as a center in elementary classrooms, and as a research and presentation tool as they grow.

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 to allow students to 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 to 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, Houghton Mifflin Harcourt's *Into Reading*™. 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. The Academy teaches vocabulary using indirect and direct teaching instruction. Indirect instruction allows students to engage daily in oral language, listen to adults read aloud and students read individually. Direct instruction is when students are explicitly taught both individual words and word learning strategies.

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

Comprehension skills assist in fostering a purpose for reading. Instruction focuses attention on 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. Methods from Jennifer Seravallo's *The Reading Strategies Book* and the K-12 Literacy Essentials are used to support reading comprehension. The Academy focuses reading instruction by using screener data to identify areas of need and targeting instruction.

The Academy teachers use the *Fountas & Pinnell Benchmark Assessment Systems* to determine student's independent and instructional reading levels. Teachers observe student reading behaviors one-on-one, engage in comprehension conversations that go beyond retelling and make informed decisions that connect assessment to instruction.

The language program utilizes a variety of writing assignments. The Academy believes in cross-curricular writing to support and meet the needs of the MAS. 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. Beginning in the lower grades, document cameras are used to project student writing for peer editing to allow students to develop skills in peer editing and looking at writing with a critical eye before reaching upper elementary.

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, as well as uses assessments within *Into Reading* and NWEA MAP scores to quickly and thoroughly identify a student's specific needs and provide targeted work and intervention strategies.

Mathematics

The Academy uses Houghton Mifflin Harcourt's *Into Math*™. *Into Math* focuses on supporting students as the students develop conceptual understanding and grow into fluent mathematicians. Lessons begin with an opportunity for students to reflect on prior knowledge and challenge themselves to reflect on what may be happening next. Throughout the lessons, there are prompts for understanding that motivate students to have conversations about mathematics using mathematical language. *Into Math* offers differentiation for all students. Students have the ability to work individually on leveled resources with problems that match their level and support their growth. Students also have the option of working in small groups at math task centers. In small groups, students are able to complete games and activities that reinforce lessons and talk between peers. Students work directly with the teacher during teacher guided activities, which give students the chance to work directly on skills with teacher guidance. 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. The Academy uses assessments within *Into Math*, as well as NWEA MAP scores, to quickly and thoroughly identify a student's specific needs and provide targeted work through *Into Math* and intervention strategies.

Science:
The Academy uses Houghton Mifflin Harcourt *Into Science*™. *Into Science* was built around the Next Generation Science Standards ("NGSS") and around active learning. Students take part in hands-on activities that are integrated into many of the lessons. Students are actively engaged in the lessons, and are asked to think critically about their observations, practice gathering evidence and defend their claims. Students take part in engineering and STEM, which is carried throughout every unit. This approach allows students to elevate engineering design to the same level as scientific literacy.

Social Studies
The Academy uses Houghton Mifflin Harcourt's *Into Social Studies*™. Into Social Studies is an engaging and flexible curriculum that includes nonfiction content with literary goals and allows students to develop strong contextual foundations needed to build knowledge and learn about the world. *Into Social Studies* can be delivered to students in magazine and technology form, creating unique and accessible formats. The digital magazines include content and audio, and can be delivered in English and Spanish. The curriculum offers differentiated instruction tools to build a strong knowledge base and promote effective expression for learners of all levels. Students are able to take virtual field trips, learning about the world around them.

Middle Grades Educational Program Grades: 6-8
The Academy's middle grades program supports the healthy growth and development of students. The middle grades program holds high expectations for all students' academic achievement, with educators carefully structuring a program 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 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, art, Spanish, and physical education are offered to provide students 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 project-based and literature-based, with 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 project-based instruction, students expand vocabulary and further develop literacy skills (e.g. fluency, comprehension). Literature is supplemented with non-fiction texts, the exploration of which is both real-world, grounded in technology (accessing texts online, finding texts to support an argument or a hypothesis) and therefore "hands on" so that students both build literacy and engage in problem solving using texts. Project-based learning focuses on teaching to achieve understanding. Projects are created using the Understanding By Design model, looking at the outcomes in order to design curriculum units, performance assessments, and classroom instruction.

Mathematics
Students in the middle grades participate in PBL with 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 or in small groups to complete projects that lead students to achieve understanding. Working independently, students build math vocabulary, practice problems and show work to justify mastery of skills, while small group activities provide opportunities for students to work together to explore problems and promote teamwork. NWEA and i-Ready data are used to individualize instruction for students and to provide enrichment for more advanced students.

Science
Middle grades science is also taught using the PBL 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. The Academy uses a literacy-based approach that involves students evaluating 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 using a PBL approach. By separating the standards from grade levels, social studies become more easily integrated into the other content areas and makes the goals of citizenship and a democratic society the focus, rather than a march through people and places. 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
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 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 postsecondary
- enrollment options
- long-term goals and planning to support postsecondary/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. In each content area, a PBL approach is used to meet the requirements of the MMC. The high school seeks to be a transition program—for freshmen and sophomores increasing 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 upperclassmen are focused on successful completion of the SAT and post-secondary plans as seniors.

The high school advisory and enrichment classes serve to provide support, mentoring and additional time for content mastery. In addition, advisory assists students in monitoring credit accrual, progression towards graduation and alignment of coursework to post-secondary plans. Advisory 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, while providing extra support with project completion.

The Academy is eager to capitalize on the opportunities that are present in a kindergarten through twelfth grade learning environment. Students have opportunities to build leadership skills and to participate in the kind of community building that develops character and citizenship by acting as tutors, mentors and study buddies to younger students, volunteering in elementary classrooms and assisting in after school tutoring with the guidance of school staff.

Branch Area Career Center
The Academy is located adjacent to the BACC. The BACC operates sixteen programs for students to prepare themselves to enter the world of work. Programs are arranged 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 Administration and 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 the BACC academic consultant and Academy Administration.

Dual Enrollment
Students who have qualifying scores on the SAT/ EPAS tests and passed the Computer Adaptive Placement Assessment and Support System exam at KCC are eligible to take college courses at KCC, which is located within walking distance to the Academy. Students must maintain full-time status with the Academy, a 2.0 GPA at both the Academy and KCC, and have maintained attendance at both the Academy and KCC. Courses that are offered at the Academy cannot be taken at KCC.

Early Middle College
"Early/Middle College" ("EMC") means a stand-alone public high school, a school within a school, a Public School Academy ("PSA") or a Shared Educational Entity ("SEE") designed to allow a pupil to earn a high school diploma and either an associate's degree, the Michigan Early/Middle College Association ("MEMCA") technical certification or up to 60 transferable college credits at the same time.

An "EMC Program" is a five-year high school program designed to allow a pupil to earn a high school diploma and substantial college credit through an additional fifth year of study. A formal agreement with each postsecondary partner is required for both the EMC High School and Program Models. Early/Middle College High Schools can begin as early as 9th or 10th grade. Students attend for five years and follow a specific, five-year program of instruction.

The discussion of EMC issues with the high school counselor, EMC liason or building principal is critical. Students capable of college-level curricula are not automatically knowledgeable about college course selections and the enrollment process; it is absolutely necessary that any student and their parents seriously considering EMC possibilities seek guidance regarding the benefits, risks and possible consequences of enrolling in a postsecondary course, as well as information regarding individual postsecondary institutions and their procedures.

The Academy has established educational partnerships with both KCC and Glen Oaks Community College. Based on the student's EDP, the college's academic offerings and parent/student conferencing, the student will name the college partner of their choice. Assistance with transportation will not be provided. Students are eligible to transfer once between the Academy's partners while participating in the EMC should the student's academic plan support the transfer.

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, dual enrollment and EMC credits. 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.

Program Evaluation

The Academy'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 Academy 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 Academy's operation and whether or not the Academy 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 Academy is delivering on its mission.

Teachers are also involved in the collection and analysis of data. Teachers have not less than a 200-day work year, which includes 20 days of professional development and collaborative planning. Additionally, the Academy 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 Academy also uses Correlates of Effective Schools[4] to evaluate its success. The seven correlates overlap with the philosophies of the Academy and influence the practical running of the school. The correlates evaluated and the data 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 their 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 they and their 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 Academy 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 discipline problems?

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

- **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 your 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 Academy 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?

SECTION D

CURRICULUM

CURRICULUM

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.4, the Academy shall implement, deliver, and support the curriculum identified in this schedule.

The Academy has adopted Academy written curriculum, Houghton Mifflin Harcourt™ ("HMH") *Into Reading™, Into Social Studies™, Into Math™* and *Into Science™* for grades kindergarten through five, competency-based curriculum for grades six through twelve, Michigan Model for Health™, Michigan Virtual™, and Edgenuity® as a curriculum. The curriculum for all core subjects has been received, reviewed and approved by the Center.

- HMH INTO Reading https://www.hmhco.com/programs/into-reading
- HMH INTO Social Studies https://www.hmhco.com/programs/into-social-studies
- HMH Into Math https://www.hmhco.com/programs/into-math
- HMH Into Science https://www.hmhco.com/programs/hmh-into-science
- Michigan Virtual https://michiganvirtual.org/courses/
- Edgenuity https://www.edgenuity.com/online-courses/
- Michigan Model for Health http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912_74286---,00.html
- Branch Area Career Center http://branch-isd.org/bacc/programs/
- Kellogg Community College http://catalog.kellogg.edu/

Elementary

The following subjects/courses are offered at the Academy.

Course	K	1	2	3	4	5	6	7	8
English Language Arts	X	X	X	X	X	X	X	X	X
Mathematics	X	X	X	X	X	X	X	X	X
Science	X	X	X	X	X	X	X	X	X
Social Studies	X	X	X	X	X	X	X	X	X
Health							X	X	X
Physical Education	X	X	X	X	X	X	X	X	X

Secondary

The following subjects/courses are offered at the Academy*.

Course Name	Grade**
English *(minimum 4)*	
English 9	9
English 10	10

Course Name	Grade**
World Language *(minimum 2)*	
Spanish	Any
French *(Michigan Virtual)*	Any

English 11	11
English 12	12
Mathematics *(minimum 4)*	
Algebra I	9
Geometry	10
Algebra II	11
Senior Math	12
Science *(minimum 3)*	
Chemistry	Any
Physics/Physical Science	Any
Biology	Any
Social Studies *(minimum 3)*	
US History	Any
World History	Any
Economics	10-12
Government	10-12
Physical Education & Health *(minimum .5 each)*	
Physical Education	Any
Health	Any

Sign Language *(Michigan Virtual)*	Any
Visual, Performing & Applied Arts *(minimum 1)*	
Choir	Any
Band	Any
Art	Any
Virtual Courses	
Michigan Virtual (world languages)	
Edgenuity (credit recovery)	
Off Campus Courses	
English 101	10-12
Writing 101	10-12
Study Skills	10-12
Branch Area Career Center	11-12
Kellogg Community College	10-12

* The Academy updates course offerings each school year based on the needs and interests of students as well as teacher certification. As a result some courses are rotated and are not offered each year. All core subjects are taught every year and high school students are required to meet the requirements of the Michigan Merit Curriculum.

**If students are not required to take a course at a specific grade level, "any" is used for the grade indication.

***Virtual Courses are defined as any course(s) that are delivered using the internet.

SECTION E

METHODS OF PUPIL ASSESSMENT

METHODS OF PUPIL ASSESSMENT

Pursuant to Applicable Law and the Terms and Conditions of this Contract, including Article VI, Section 6.5, the Academy shall properly administer all state-mandated academic assessments identified in the Code, as applicable, and all academic assessments identified in the Public School Academy Chartering Policies adopted by the University Board, as applicable, in accordance with the requirements detailed in the Master Calendar annually issued by the Center.

The Academy shall authorize the Center to have access to the Academy's Student/School Data Applications through the Center for Educational Performance and Information and to the electronic reporting system administered by the Michigan Department of Education to access the Academy's state assessment results, as applicable. The Academy shall ensure that those involved with the administration of these assessments are properly trained and adhere to the ethical standards and testing procedures associated with these assessments.

Academic Assessments to Be Administered:

Assessments as identified in Schedule 7b of this Contract and all state-mandated assessments.