



**FERRIS STATE  
UNIVERSITY**  
*IMAGINE MORE*

## **CREATIVE TECHNOLOGIES ACADEMY**

**REAUTHORIZATION REVIEW**  
**September 19-20, 2013**

# MISSION

The Ferris State University Charter Schools Office recommends authorization of Public School Academies and provides oversight focused on continuous quality improvement

# VISION

Ferris State University will be recognized as an exemplary authorizer of Public School Academies.

This will be evidenced by the performance of our Public School Academies as follows:

Meeting or exceeding State requirements, including AYP

Meeting or exceeding the standard of the Growth to Standard student achievement rubric

Meeting or exceeding an overall Meeting Standards score on the Charter Schools Office rubrics

Achieving 100% compliance on all reporting requirements (AOIS)

Meeting all contractual obligations and the requirements of law

# CORE VALUES

We value a collaborative and supportive working environment, as demonstrated by our commitment to –

- A shared vision
- Cooperative spirit
- Teamwork
- Consensus building
- Mutual support for all

We value providing opportunities for those who don't have many, as reflected in our –

- Compassion
- Valuing of diversity
- Humaneness

We value continuous improvement, as reflected in our ongoing commitment to –

- High expectations and standards
- Strong oversight practices
- Opportunities for professional development
- Support of risk taking
- Accountability for actions
- Academic excellence
- Critical thinking

We value integrity and trust, demonstrated by our –

- Loyalty
- Freedom to act
- Encouragement of civil discourse
- Transparency of roles and responsibilities
- Commitment to effective communication

# FERRIS STATE UNIVERSITY

## Charter Schools Office (CSO)

### Declaration of Intent and Purpose

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Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office accomplishes this responsibility in two stages:

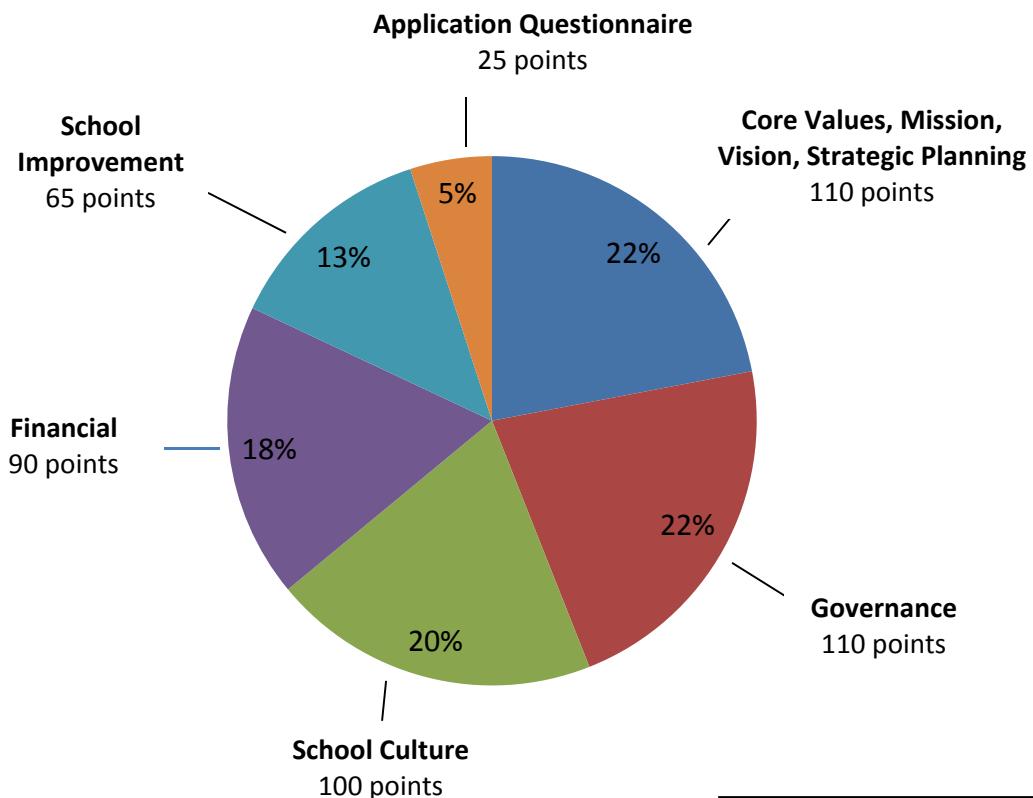
1. **Annual Academic Performance Report.** All FSU-authorized academies receive an *Annual Academic Performance Report* in August. This report is a comprehensive analysis of the academy's progress towards their contractual educational goals and contains extensive information about student performance levels on a wide variety of measures.
2. **Mid-Contract Review or Reauthorization Review.** All FSU-authorized academies undergo two team visitation reviews during each contractual period as per contractual requirement. The first, the *Mid-Contract Review*, takes place at the mid-way point of the contractual period. The second, the *Reauthorization Review*, is held in the fall of the last academic year of the charter school contract. Both Reviews are significant events in the life cycle of a PSA. The Mid-Contract Review and the Reauthorization Review cover aspects of academy performance separate from academic performance reported in the Annual Academic Performance report such as: Governance, Financial Viability, and Strategic Planning.

While both stages of an Academy's evaluation are significant, the CSO emphasizes that the Annual Academic Performance Report and an Academy's progress toward their contractual educational goals are the *most important factor* in determining recommendations to the FSU Board of Trustees regarding Reauthorization.

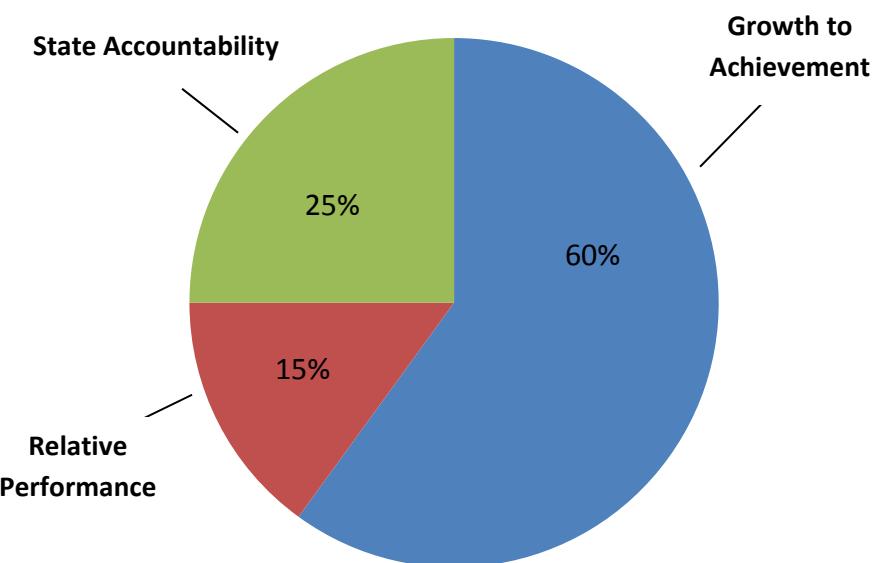
This report was prepared by a Visitation Team comprised of CSO members. The Team may also have included one or more outside reviewers hired for this specific review. All attempts have been made to make the report as factual as possible based on data, interviews, observations, and documentation provided by the Academy and/or gathered by the interviewers. *All data contained in this report are deemed as accurate as possible by the Charter Schools Office at the time this report was prepared. For further information on CSO Reviews, please visit our website: [www.ferris.edu/charterschools](http://www.ferris.edu/charterschools).*

**Mid-Contract/Reauthorization Review:**  
**Formula 2013-14**  
***A Two-Step Process***

***Visitation Rubric***



***Academic Performance Report***



Total Score		
450 - 500	Exceeds Standards	90%+
375 - 449	Meets Standards	75% - 89%
300 - 374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2013-14

Academy Name: **Creative Technologies Academy**

Dates of Visit: **September 19-20, 2013**

Status: **Exceeds Standards**

Overall Percentage: **93.24%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	110	94.25	85.68	Meets Standards
Governance	110	105.5	95.9	Exceeds Standards
School Improvement	65	52.25	80.38	Meets Standards
Financial Viability	90*	90	100	Meets Standards
School Culture	100*	100	100	Meets Standards
Application/Questionnaire	25	24.2	96.7	Exceeds Standards
Total Score:	<b>500</b>	<b>466.2</b>	<b>93.24</b>	<b>Exceeds Standards</b>

\*It is not possible to *Exceed Standards* in the School Culture or Financial Viability Sections

## Visiting Team Members

Name: Jim Rikkers

Signature: 

Name: Art Willick

Signature: 

Name: Bob Hamet

Signature: 

Name:

Signature:

Team Chair: **Jim Rikkers**

## Total Score

maximum: 500 points

450-500	Exceeds Standards	90%+
375-449	Meets Standards	75% - 89%
300-374	Needs Improvement	60% - 74%
299 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: 80%, Meets Standards

Monitoring Status: General Monitoring

## Creative Technologies Academy Reauthorization Review

### September 19-20, 2013

#### Executive Summary

The Review team has compiled the results of the September 19-20, 2013 visit of Creative Technologies Academy. The following is a summary of the highlights of our visit, including notable accomplishments and recommendations for continued improvement.

The stakeholders of the Academy are to be commended for their commitment to the standards of excellence reflected in the programs and activities we observed throughout our interviews and observations. The Review Team has considered all aspects of the reauthorization rubric, and has determined a score of **466.2** points out of a possible **500** points. This score is within the **Exceeds Standards** category of the reauthorization rubric scoring range. Scores of each of the evaluation criteria can be found on page 3 of the Reauthorization Review document. Please note that while it is not possible to Exceed Standards in the School Culture or Financial Viability sections of the rubric, the full point values of the scores earned in those categories are used in the final percentage calculation.

The Review Team was impressed by several aspects of the Academy's operations. The following are some of the highlights:

- *Governance:* While there has been significant change in board membership and leadership over the past few years, there is an obvious commitment to stability and board development going forward. Board minutes reflect a focus on understanding and supporting efforts to improve student achievement throughout the Academy's programs.
- *School Improvement:* The Academy has moved from Intensified Monitoring to General Monitoring status over the past three years. This is primarily the result of a focused and consistent school-wide program of school improvement. Beginning with the administrative leaders, the School Improvement Team has adopted a no excuses attitude toward the performance issues facing the Academy. This attitude is reflected throughout the school's stakeholders in all aspects of its operation. The Academy has effectively adopted and supported the implementation of best practices. This has included the development of data teams with the support of the FSU Charter Schools Office. The implementation of student's individual data notebooks is an illustration of the school's commitment to using data for academic improvement.
- *School Culture:* There is a true feeling of community throughout the Academy. A spirit of mutual support and commitment to every student's success was evident throughout our conversations with stakeholders and observations of the school's classroom activities. The implementation of the Academy's character education program continues to serve as a significant guiding influence for responsible behavior and leadership development.

While the Academy has made commendable progress over the past few years, there is always room for growth. The Review team offers the following recommendations for continued emphasis in the school's quest for excellence:

- *Student Achievement:* While the Academy has made significant progress, there is still much room for improvement. This is evidenced by the Michigan Department of Education designation of "Focus School" resulting from patterns of achievement. The Review Team encourages the ongoing efforts of the administration and staff to address these issues through the continued pursuit of the School Improvement Plan.
- *Strategic Planning:* The board and administration have now developed a strategic plan document in a SMART goal format, which is commendable. As the board moves forward with new leadership, we suggest that the plan be revisited and updated by the full board and administration to ensure full commitment and communication to the stakeholders of the Academy.
- *Facilities:* There appears to be consensus among stakeholders that the addition of a gymnasium is a priority. The Review Team notes that such a facility would not only support expanded athletic and student activities programs, but would also be a valuable resource for additional electives within the curriculum.

The Charter Schools Office and members of the Review Team thank all those from Creative Technologies Academy who were involved with this reauthorization review and appreciate the exceptional hospitality that we experienced during our visit. We recognize and commend all stakeholders of the Academy for their work toward the continued success of the Academy.

James Rikkers  
Review Team Chair

<b>Criterion:</b> <b>Core Values, Vision, Mission, and Strategic Planning</b>	<b>Points Possible</b> <b>110</b>	<b>Points Achieved</b> <b>94.25</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Core Values: Foundation	10/10		<ul style="list-style-type: none"> <li>In collaboration with the Academy's stakeholders, the Board has developed Core Values</li> <li>The Core Values are the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has identified some Core Values but there was little or no collaboration with the Academy's stakeholders</li> <li>The Core Values do not serve as the foundation for the Academy's Vision and Mission statements</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Core Values identified</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Core Values: Communication	5/5	Evidence has been provided that the Board's Core Values have been communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been communicated to most stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Core Values have been sporadically communicated to stakeholders	There is no evidence to show that the Board's Core Values have been communicated to stakeholders	
Point distribution		5 points	3.75 points	3 points	n/a	
Core Values: Continuous improvement	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Core Values have been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Core Values have been updated or reaffirmed at least once during the review period		

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>In collaboration with stakeholders, the Board has developed a Vision Statement that articulates a realistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>In minimal collaboration with stakeholders, the Board has developed a Vision Statement that articulates an unrealistic view of what it desires the Academy to become in the future</li> <li>The Vision Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Vision Statement identified without links to the Core Values</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Vision Statement: Communication	5/5	Evidence has been provided that the Board's Vision Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Vision Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Vision Statement has been communicated to stakeholders	
Point distribution		n/a	10 points	6 points	0 points	
Vision Statement: Board evaluation	6/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Vision in place</li> <li>The plan evaluates both long and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Vision in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Vision</li> </ul>	<ul style="list-style-type: none"> <li>The Board does not have a method in place for evaluating the Academy's Vision</li> </ul>	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Vision: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Vision Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Vision Statement has been updated or reaffirmed at least once during the review period		
Point distribution		n/a	10 points	6 points	0 points	
Mission: Linked to Core Values	10/10		<ul style="list-style-type: none"> <li>• In collaboration with stakeholders, the Board has developed a Mission Statement that articulates a realistic view of the Academy's identity and role</li> <li>• The Mission Statement is clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>• In minimal collaboration with stakeholders, the Board has developed a Mission Statement that articulates an unrealistic view of the Academy's identity and role</li> <li>• The Mission Statement is not clearly linked to the Academy's stated Core Values</li> </ul>	<ul style="list-style-type: none"> <li>• The Board has no discernible Mission Statement identified without links to the Core Values</li> </ul>	
Point distribution		5 points	3.75 points	3 points	0 points	
Mission Statement: Communication	5/5	Evidence has been provided that the Board's Mission Statement is communicated to all stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	Evidence has been provided that the Board's Mission Statement has been communicated to many stakeholders using a variety of methods, such as newsletters, posters, letterhead, PTO	The Board's Mission Statement has been sporadically communicated to stakeholders	There is no evidence to show that the Board's Mission Statement has been communicated to stakeholders	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Mission Statement: Board evaluation	6/10		<ul style="list-style-type: none"> <li>The Board has a clear and rigorous method of evaluating the achievement of the Academy's Mission</li> <li>The plan evaluates both long- and short-term goals and contains quantifiable performance measures of all goals relative to the accomplishment of the stated Mission</li> </ul>	<ul style="list-style-type: none"> <li>The Board has a method of evaluating the achievement of the Academy's Mission in place; however it is not well defined</li> <li>The plan does not specifically address both long- and short-term goals and is not quantifiable relative to the accomplishment of the stated Mission</li> </ul>	The Board does not have a method in place for evaluating the Academy's Mission	
Point distribution		5 points	3.75 points	3 points	n/a	
Mission: Continual revision and reaffirmation	3.75/5	Board minutes and/or other documents clearly indicate that the Board's Mission Statement has been updated or reaffirmed on a continuous basis at Board retreats and meetings during the review period	Board minutes and/or other documents indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period	Board minutes and/or other documents do not indicate that the Board's Mission Statement has been updated or reaffirmed at least once during the review period		The Board is in the planning process
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Meets quality and SMART standards	10/10		The Board's written Strategic Plan meets all of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets at least 4 of the requirements of the CSO Definition of Quality and follows SMART goal format	The Board's written Strategic Plan meets less than 4 of the requirements of the CSO Definition of Quality and does not follow SMART goal format	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	10/10		<ul style="list-style-type: none"> <li>The Board has developed a written comprehensive Strategic Plan and actively pursues it</li> <li>Board minutes reflect that the Board frequently discusses progress toward accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed on an annual basis at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has developed a written Strategic Plan</li> <li>However, Board minutes reflect that the Board does not discuss, or only rarely discusses, progress towards accomplishing its plan</li> <li>The Strategic Plan has been updated or reaffirmed sporadically at Board retreats and/or meetings</li> </ul>	<ul style="list-style-type: none"> <li>The Board has no discernible Strategic Plan in place</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Written Strategic Plan: Communication	6/10		<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has been communicated to all stakeholders</li> <li>Tools for measuring progress toward accomplishing the plan have been developed and implemented throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>The Board's written Strategic Plan has not been well communicated to most stakeholders</li> <li>There is no evidence that tools for measuring progress toward accomplishing the plan have been developed or communicated throughout the Academy</li> </ul>	<ul style="list-style-type: none"> <li>There is no evidence to show that the Board's Strategic Plan is in written form or has been communicated to stakeholders</li> </ul>	

### Core Values, Vision, Mission, and Strategic Planning:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	94.25/110	85.68%	Meets Standards	

<b>Criterion:</b> <b>Governance</b> (as reflected in Board minutes and observations)	<b>Points Possible</b> <b>110</b>	<b>Points Achieved</b> <b>105.5</b>
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Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Leadership: Policies and procedures	5/5	The Board: <ul style="list-style-type: none"><li>• has all relevant policies/procedures in place in accordance with state and federal laws</li><li>• references appropriate policies at Board meetings when making decisions</li></ul>	The Board: <ul style="list-style-type: none"><li>• has all relevant policies/procedures in place in accordance with state and federal laws</li><li>• demonstrates some familiarity with them</li></ul>	The Board: <ul style="list-style-type: none"><li>• has all relevant policies/procedures in place in accordance with state and federal laws</li><li>• does not demonstrate familiarity with the policies</li></ul>	The Board: <ul style="list-style-type: none"><li>• has few policies/procedures in place that are required by state and federal laws</li><li>• has not regularly updated its Policy Manual</li></ul>	
Leadership: Meeting schedule	5/5	The Board has not rescheduled any meetings during this review period	The Board has held no more than one rescheduled meeting during this review period	The Board has held 2-3 rescheduled meetings during this review period	The Board has held more than 3 rescheduled meetings during this review period	
Leadership: Monthly quorums	3/5	The Board has not cancelled a meeting during this review period due to lack of a quorum	The Board has not cancelled more than one meeting during this review period due to lack of a quorum	The Board has cancelled 2-3 meetings during this review period due to lack of a quorum	The Board has cancelled more than 3 meetings during this review period due to lack of a quorum	February 9, 2012 February 13, 2013
Point distribution		n/a	15 points	9 points	0 points	
Leadership: Monthly progress reports	15/15		As evidenced by Board minutes, the Board: <ul style="list-style-type: none"><li>• receives detailed monthly reports on student achievement/progress toward contractual goals</li><li>• regularly engages in discussion about these reports</li></ul>	As evidenced by Board minutes, the Board: <ul style="list-style-type: none"><li>• periodically receives detailed monthly reports on student achievement/progress towards contractual goals</li><li>• occasionally engages in discussion about these reports</li></ul>	As evidenced by Board minutes the Board: <ul style="list-style-type: none"><li>• does not receive detailed monthly reports on student achievement/progress towards contractual goals</li><li>• rarely discusses student academic achievement</li></ul>	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	5/5		The Board has an active candidate pool on file with the CSO		The Board does not have an active candidate pool on file with the CSO	See attachment 1

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Management Company Evaluation OR Key School Leader (KSL)	5/5		There is a correlation between the Board's annual evaluation(s) of the Management Company/KSL that accurately reflects the academy's academic achievement status and progress along with the provided business services		There does not seem to be a correlation between the Board's annual evaluation(s) of the Management Company/KSL and the academy's academic achievement status and progress along with the provided business services	Self-managed
Point distribution		n/a	5 points	n/a	0 points	
Administrator Continuing Education Unit (CEU) credits	5/5		All administrators meet CEU requirements		Not all administrators meet CEU requirements	
Point distribution		20 points	15 points	n/a	0 points	
Personnel Verification Audit: Compliance with State and Federal Law	20/20	During this review period 90% or above have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials	During this review period 75-89% have all required personnel documentation current and on file or in timely process. Criminal Background Checks for all staff are on file. Some Unprofessional Conduct Checks may be pending. Some paraprofessionals may be pending Highly Qualified credentials		Below 75% there is a Significant non-compliance with Michigan and Federal Law relating to Criminal Background Checks, Unprofessional Conduct Checks, and Certification/Licensure requirements	
Point distribution		n/a	5 points	3.75 points	0 points	
Professional participation	3.75/5		The Board has a consistent representation at a majority of CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has less than a majority of representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	The Board has little or no representation at CSO-sponsored events, such as the Back To School Event and Board Professional Development	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	n/a	
Professional development	3.75/5	The Board encourages & supports professional development activities: <ul style="list-style-type: none"><li>• includes funds in annual general fund budget</li><li>• each member is on schedule to meet their professional development activity credit requirement</li></ul>	The Board encourages & supports professional development activities: <ul style="list-style-type: none"><li>• includes funds in annual general fund budget</li><li>• most members are on schedule to meet their professional development activity credit requirement</li></ul>	There is little or no evidence that the Board encourages & supports professional development activities: <ul style="list-style-type: none"><li>• does not include funds in annual general fund budget</li><li>• most members are not on schedule to meet their professional development activity credit requirement</li></ul>		See attachment 2
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting Epicenter: On Time and Accurate	5/5	All documents submitted to EPICENTER are marked "on time and accurate" (a blemish-free record)	95-99% of all documents submitted to EPICENTER are marked "on time and accurate"	90-94% of all documents submitted to EPICENTER are marked "on time and accurate"	89% or fewer of all documents submitted to EPICENTER are marked "on time and accurate"	
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting EPICENTER: Percent	5/5		The Academy meets the CSO percentage requirement for EPICENTER reporting		The Academy does not meet the CSO percentage requirement for EPICENTER reporting	
Compliance: Transparency Reporting	5/5		The Academy website meets MDE requirements for transparency reporting		The Academy website does not meet MDE requirements for transparency reporting	
Compliance: AYP Accreditation Reporting	5/5		The Academy website meets requirements for AYP and Accreditation reporting		The Academy website does not meet requirements for AYP and Accreditation reporting	
Point distribution		n/a	5 points	n/a	0 points	
Enrollment process	5/5		The Academy's enrollment process is in compliance as defined by the Revised School Code		The Academy's enrollment process is not in compliance as defined by the Revised School Code	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Notices of annual meetings	5/5		The Board posts timely notices of its annual meeting schedule and all regular and special meetings		The Board does not post timely notices of its annual meeting schedule and all regular and special meetings	
Point distribution		n/a	5 points	3 points	0 points	
Physical facilities	5/5		The physical facilities provided by the Board are always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not always inviting, attractive, clean, well-maintained, and conducive to learning	The physical facilities provided by the Board are not inviting, attractive, clean, well-maintained, and conducive to learning	

**Governance:**  
Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
105.5/110	95.9%	Exceeds Standards	

**Criterion:**  
**School Improvement**

Points Possible	Points Achieved
65	<b>52.25</b>

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
Strand I: Teaching for Learning <i>(Education Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most School Improvement Framework (SIF) rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand II: Leadership <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand III: Personnel & professional learning <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand IV: School & community relations <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	
Strand V: Data & Informational management <i>(Ed Yes! Performance Indicator)</i>	3.75/5	The Academy has implemented most SIF rubrics to "Exemplary" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Partially Implemented" level (defined by MDE; documented in <i>Ed Yes!</i> )	The Academy has implemented most SIF rubrics to "Getting Started" level (defined by MDE; documented in <i>Ed Yes!</i> )	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
School Improvement Plan	10/10		The Academy maintains one annually-updated comprehensive written plan that encompasses all current educational mandates (such as PA 25, Title 1, NCLB, <i>Ed Yes!</i> , and other school-wide improvement efforts)		The Academy maintains a school improvement plan; however, it lacks some of the key components required by the state	
Point distribution		10	7.5 points	6 points	0 points	
Data Teams Process	7.5/10	The Academy has exemplary data team meetings regularly scheduled	The Academy has proficient data team meetings regularly scheduled	The Academy has data team meetings scheduled	The Academy has no data team meetings regularly scheduled	
Statewide Ranking	6/10	The Academy has been identified as a Reward School and is in the top 75 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is in the 50 <sup>th</sup> percentile or above in the statewide Top to Bottom Ranking	The Academy is in the 5 <sup>th</sup> to 49 <sup>th</sup> percentile in the statewide Top to Bottom Ranking	The Academy is identified as a Priority	
School Improvement Goals and Educational Goals	10/10	All School Improvement Goals are directly connected to Academy Educational Goals	Most School Improvement Goals are directly connected to Academy Educational Goals	Few School Improvement Goals are directly connected to Academy Educational Goals	None of the School Improvement Goals are directly connected to Academy Educational Goals	

## School Improvement: Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	52.25/65	80.38%	Meets Standards	

**Criterion:**  
**Financial Viability**

Points Possible	Points Achieved
90	<b>90</b>

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	15 points	9 points	0 points	
Budget development	15/15		As evidenced by Board minutes, the Board has established and adheres to a timeline for budget development	As evidenced by Board minutes, the Board has established a timeline for budget development but does not adhere to that timeline	As evidenced by Board minutes, the Board has not established a timeline for budget development	
Point distribution		n/a	10 points	6 points	0 points	
Opportunity for input	10/10		Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process two times or more prior to budget adoption	Board meeting minutes document that the full Board had the opportunity to provide input into the budget development process only once prior to budget adoption	No evidence can be found that the full Board had an opportunity to provide direction for the budget development process	
Point distribution		n/a	15 points	9 points	0 points	
School improvement plan	15/15		<ul style="list-style-type: none"> <li>• The Academy's budget reflects and supports the school improvement plan with budget allotments for each strategy</li> <li>• Budgeted amounts are consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• The Academy's budget appears inconsistent with the school improvement plan</li> <li>• Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	<ul style="list-style-type: none"> <li>• The Academy's budget does not take school improvement into consideration</li> <li>• Budgeted amounts are not consistent with the Board's overall strategic plan</li> </ul>	
Point distribution		n/a	10 points	6 points	0 points	
Access to monthly financial statements	10/10		Each member of the Board receives monthly financial statements as part of the agenda packet prior to each regularly scheduled Board meeting	Only the Board Treasurer receives monthly financial statements in his/her Board packet prior to each regularly scheduled meeting	Monthly financial statements are distributed "at the table"	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Audit / fund balances: External audits	10/10		The Board requests RFPs for external auditing services no fewer than every three 3 years		The Board does not request RFPs for external auditing services every three 3 years	
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		<p>During this review period:</p> <ul style="list-style-type: none"> <li>• the Academy's audit was completed in a timely manner</li> <li>• submitted to the State by or before October 31 results were shared with</li> <li>• the Board of Directors in advance of the public presentation</li> </ul>	<p>During this review period:</p> <ul style="list-style-type: none"> <li>• the Academy's audit was performed within the specified timeframe</li> <li>• the Board of Directors did not receive it in advance of meeting for review</li> </ul>	<p>During this review period:</p> <ul style="list-style-type: none"> <li>• the Academy's audit was not performed within the specified timeframe</li> </ul>	
Point distribution		n/a	10 points	n/a	0 points	
Report status	10/10		During this review period, the Board received only unqualified reports		During this review period, the Board received one or more qualified reports	
Point distribution		n/a	10 points	6 points	0 points	
Fund balance	10/10		<p>The Board maintains a fund balance:</p> <ul style="list-style-type: none"> <li>• between 10%-15% of annual revenue</li> </ul>	<p>The Board maintains a fund balance:</p> <ul style="list-style-type: none"> <li>• below 10%</li> </ul>	<p>The Board maintains a fund balance:</p> <ul style="list-style-type: none"> <li>• of less than 5% of general revenue</li> </ul>	

### Financial Viability:

Total score for all competencies

Total Points Achieved	Percentage Achieved	Category Achieved	
90/90	100%	Meets Standards	

**Criterion:**  
**School Culture**

Points Possible	Points Achieved
100	<b>100</b>

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Safe & orderly environment: Behavioral expectations and Student Discipline	10/10		<p>Academy staff &amp; the Board have developed behavioral expectations and implemented systems that:</p> <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	<p>Academy staff &amp; the Board have developed behavioral expectations and implemented systems, however:</p> <ul style="list-style-type: none"> <li>• they are not consistently enforced</li> <li>• the academic environment is not always conducive to learning</li> </ul>	<p>Little or no evidence exists that the Academy &amp; the Board:</p> <ul style="list-style-type: none"> <li>• have developed behavioral expectations or systems that are consistently enforced</li> <li>• have established an academic environment that is conducive to learning</li> </ul>	
Point distribution		n/a	15 points	9 points	0 points	
Safe & orderly environment: Safety plan	15/15		<p>The Academy has:</p> <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place and there is evidence that it is known by staff</li> <li>• implemented safety and security measures into daily operations</li> </ul>	<p>The Academy has:</p> <ul style="list-style-type: none"> <li>• a comprehensive safety plan in place; however it does not seem to be known by staff</li> <li>• implemented some safety and security measures into daily operations</li> </ul>	<p>The Academy:</p> <ul style="list-style-type: none"> <li>• does not have a comprehensive safety plan in place</li> <li>• has not implemented safety and security measures into daily operations</li> </ul>	
Point distribution		n/a	15 points	n/a	0 points	
Staff stability: Administration	15/15		<p>The Academy has had minimal building administrative turnover (2 or less) during the review period</p>		<p>The Academy has had significant building administrative turnover (3 or more) during the review period</p>	One administrative turnover since previous contract
Staff stability: Faculty	15/15		<p>The Academy has had less than 40% turnover in teaching staff during the review period</p>		<p>The Academy has had 40% or more turnover in teaching staff during the review period</p>	13.66% teacher turnover since previous contract

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Site and facilities: Emergency systems	5/5		All emergency systems are operational, well-maintained, and inspected on a regular basis		There is little or no evidence that emergency systems are in working order inspected on a regular basis	
Emergency Plan	5/5		There is a comprehensive emergency plan prepared for the academy		There is no discernible emergency plan prepared for the academy	
Emergency Drill Logs (EMD)	5/5		The EMD shows the academy is making good progress towards the requirements of law		The EMD shows the academy is not making good progress towards the requirements of law	
Site and facilities: Hazardous materials	5/5		All hazardous chemicals and cleaners are properly labeled and safely secured		Hazardous chemicals and cleaners are not properly labeled or safely secured	
Site and facilities: HVAC system	5/5		All areas in the Academy are well ventilated and heated/cooled and are conducive to a positive working and learning environment		The Academy's ventilation and heating/cooling are not suitable for the positive working and learning environment	
Site and facilities: Restrooms and public areas	5/5		All restrooms and other public areas are well-maintained and clean.		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	5/5		All areas are well lit and all lights are functioning properly to provide an atmosphere conducive to teaching and learning		Not all areas are well lit and some lights are not functioning properly. Lighting is generally poor and not conducive to teaching and learning	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	n/a	0 points	
Parent / family involvement and communication	5/5		The Academy employs a variety of strategies to promote and sustain engagement by students' parents / families		The Academy does not employ a variety of strategies to promote and sustain engagement by students' parents / families	
Community involvement	5/5		The Academy has established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families		The Academy has not established partnerships with business or community agencies (where appropriate & practical) to supplement comprehensive health and human services for students and families	

### School Culture:

Total score for all competencies

Total Points Achieved		Percentage Achieved	Category Achieved	
	100/100	100%	Meets Standards	

**Board Members Succession Management**

Vacancies and expirations in the next 90 days

**Creative Technologies Academy**

Term Expiration	Board Member	Seat	Current Term Candidate	Candidate for Next Term
6/30/2014	Burgin, Jeremy	4		
6/30/2014	Willis, Andrew J.	5		
6/30/2015	(vacant)	1	Bohl, Kyle M.	
6/30/2016	de Bruin, Kim R.	3		
6/30/2016	(vacant)	7		
6/30/2017	Courbier, Shane	2		
6/30/2017	Phelps, Stephen (Steve)	6		

Board Candidate	Planned Term
Bohl, Kyle M.	Seat 1, 7/1/2011 - 6/30/2015

-will be forwarded to  
FSU Board Oct 2013

Lee Ash & Brian Roy removed from Pool  
after incomplete files after one year +

Five Technologies Academy  
Professional Development Activity Credits

Name	Lname	Begin Date	End Date	# of Credits Required	# of Credits Acquired	Balance	BANKED	Comments
Burgin		2010	2014	12.00	6.50	5.50		
de Bruin		2012	2016	12.00	3.00	9.00		
Phelps		2013	2017	12.00	1.00	11.00		
/	Willis	2011	2014	9.00	1.00	8.00		Pro-rated for three-year term

ly 31, 2013

and this academic year - June 30, 2014

# BOARD INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *Do you feel the academy is accomplishing its mission? How do you know?***

- Yes – academics standards are sound
- Yes – academic achievement is preparing students to be life-long learners
- Eight board presidents in six years – present board has goal of working together
- Detail of school improvement efforts is a positive
- Culture is at the top of what's important – with academics
- Board continually will help focus on mission and vision
- Yes – high academic standards
- Demonstrated results
- Cultured academics are number one
- Seeking positive board candidates
- Shift to really working on mission achievement

**2. *Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***

- Personal example – see it improving
- Yes, but need continued improvement
- Need to keep improving

**3. Tell us about your knowledge of the charter school contract with FSU. What do you believe to be the most important information Board members should know?**

- Not very familiar with it

**4. What are you most proud of at this academy? What could be improved?**

**Proud:**

- Leadership and teachers
- Related accomplishments
- Family relationships
- Opportunities to excel
- The staff
- Staff and their commitment
- Family atmosphere

**Improve:**

- Things that are already being improved
- Academics
- Teacher retention plan
- Need to restore cuts – the arts, languages and the physical plant
- Continue to grow academically
- Add extras – music, art, etc.

**5. Does your Board have a strategic plan for the next 3-5 years? If yes, what is the main focus of that plan? If no, do you see value in developing such a plan?**

- Beginning stages – Wednesday, established membership and meetings are scheduled – need to get on with it in the next couple of months
- First of October, strategic planning team will be meeting
- No, not yet in place

**6. Why do you think parents choose to send their children to this academy?**

- Small class size
- Teacher interaction
- Kids are recognized and given attention
- People matter to people in leadership here
- Parents have input
- A school where kids are not lost
- New start

**7. How does the Board determine the allocation of funds for this academy?**

- Prioritize needs – Dan and Kim bring recommendations
- Good people are watching funds

**8. If money was not an object, what changes would you like to see made to the academy? (Example: building, curriculum staffing, etc.)**

- Facility additions – more comprehensive
- Reward staff for being here
- More languages
- Expanded library
- Facility improvement – gym/activity center
- To have additional students

**9. Anything for our attention?**

# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *What are you most proud of at this academy? What could be improved?***

**Proud:**

- Teachers dedication is amazing – total commitment
- Entire staff needs credit
- Teachers dedication and all other employees

**Improve:**

- Enrollment could increase (marketing)
- Data to support enrollment levels

**2. *Are you confident that students are leaving this academy performing at a high level of academic achievement? Upon what evidence do you base your answer?***

- Some are – we need to continue to get better
- ACT and other scores are getting better

**3. *On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.***

- 10 – Character Education program has helped tremendously
- 10 – Smart Character Choices program has made great difference
- 10 – very positive relationship, staff to staff, students staff to students, and students to students

- 9.9 – can always improve
- Students are very supportive of the climate
- Insight in kids – they are leaders
- Fostering student leaders

**4. *What are the biggest thing(s) you and your staff struggle with on a day-to-day basis?***

- Doing the most with the resources we have
- Most are good days
- Sense of feeling as a family and a community
- Work as a team – support one another
- Very few struggles – a cohesive staff
- We work together to solve problems

**5. *What are the top TWO things this academy needs to do for its long-term health and longevity?***

- Teacher retention
- Board stability – new members that are now on the Board are dedicated
- Wage increases for teachers – may come if we do other things right
- Need long-term stability on the board

**6. *Why do you think parents choose to send their children to this academy?***

- Small class size – individual attention
- Family atmosphere
- Attention student receive
- Parent trust of staff
- Stress safety

**7. If money was not an object, what changes would you like to see made at the academy? (Example: building, curriculum, staffing, etc.)**

- Wage increases
- State of art technology
- Revamping of the physical facilities

**8. Anything for our attention?**

- Need another Joanie at the CSO – she was amazing

# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. Do you feel the academy is accomplishing its mission? How do you know?**

- Students write a contract about goals toward the mission
- Posted in all rooms
- Address in meetings
- Every classroom discuss the mission
- Improvements over the last three years – clear of where we want to be
- Helped write it
- Yes – we see growth

**2. What are you most proud of at this academy? What could be improved?**

**Proud:**

- Team response – positive attitude
- All on the same page – staff and students
- As a team we responded to the need to improve
- Positive attitude
- All know where we are going and where we want to be

**Improve:**

- As a new teacher – where to go with questions
- Improve student achievement

- Understanding administrative role
- Responsibilities for new staff members

**3. On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:**

**a. Materials and Supplies**

- 7-8, 7, 7, 7-8

**b. Professional Training**

- 10, 10, 10, 10

**c. Clear Description and Understanding of The Expectations For Your Work**

- 10, 10, 10, 10
- Stages software

**4. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**

- 10, 10, 10, 10

**5. Do you feel the academic expectations here are appropriate for the students who attend this academy?**

- Common core is the expectation – so yes
- Allows for differentiation

**6. Would you enroll your child at this academy?**

- Yes, heard good things from family
- All yes, if I had kids

**7. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**

- Library, music, art, and gym
- More technology – another lab – newer equipment

**8. Anything for our attention?**

# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. *What are you most proud of at this academy? What could be improved?***

**Proud:**

- Students – character and motivation
- Strong Administration – family atmosphere
- Administration strives for excellence

**Improve:**

- Staff needs to go above and beyond
- Aides – more communication
- Small school so can't have all the staff we might want
- Communication

**2. *On a scale of 1-10 (10 Highest), tell us your feelings about the level of support you receive for each of the following areas:***

**a. *Professional Training***

- 10, stressed

**b. *Clear Description and Understanding of The Expectations For Your Work***

- 10 – for support
- Secretarial – somewhat vague with changes, because of switching some positions around

**3. On a scale of 1-10 (10 Highest), rate the culture/climate of this academy.**

- 10 – family atmosphere (small)
- Low learners feel welcome
- Two down Syndrome students here are as welcome as others – other children assist them while in the building
- 10 – kids are happy
- Like a family feeling
- Support for all students

**4. Do you feel the academic expectations here are appropriate for the students who attend this academy?**

- Yes – feel very strongly it is
- Yes – special education department works on this

**5. Would you enroll your child at this academy?**

- Yes – love small class size and teachers
- 2-Yes
- 1-likes the school very much but extras are needed (extracurricular)

**6. If money was not an object, what changes would you like to see made to the academy (Example: building, curriculum, staffing, etc)**

- Gymnasium, music program and art
- More after school things

**7. Anything for our attention?**

# PARENT INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. Why did you choose to have your child(ren) attend this academy? On a scale of 1-10 (10 highest), how satisfied are you with that choice?**

- 10+, 10+, 10+
- Live next door
- Traditional public schools too big – like small class sizes at CTA and personal touch by staff – good fit for kids
- Bus driver – public schools have too many issues riding a bus
- The Special Education program offered – child is making progress in reading
- Child is making progress in reading
- Local school had big numbers
- Have three children here – likes the family atmosphere – teachers care
- CTA offered academic program for her child
- Public school district changes led to first decision to attend here – small classes – specialized reading program
- Student was struggling and is now successful

**2. How responsive is the school administration, board, or teachers to concerns or complaints?**

- Very responsive – administration is on top of issues
- Waiting on a response from Board on gymnasium
- Likes the e-mail option of dealing with issues – fast response
- Answers e-mails immediately
- Parent association wants a gym, and we are talking to the Board

**3. On a scale of 1-10 (10 highest), rate the culture/climate of this academy. Please tell us why you gave the rating you did.**

- 10+, 10+, 10
- Friendly – treat you like family
- Respect responsibility
- Sounds like home – welcoming
- It's a community
- Engaging parents
- Safe environment
- Relaxed atmosphere – (family)
- Older kids provide a family atmosphere
- Family atmosphere is Great
- A community of great helpful people
- Staff are friendly - family feeling atmosphere – community feeling – safe environment

**4. Are you satisfied that your child is learning to their full potential at this academy? Please tell us why you feel the way you do.**

- 3 – Yes
- Dual Enrollment is a real plus
- Have a special education student and there is tremendous support for high achievement – great opportunity

**5. What is the number one complaint your child has about attending school here?**

- None – love coming to school
- Minimal complaints – a gym would be nice
- No complaints – education at CTA is “Great!”
- None – any issues are resolved effectively – many would like a gym

**6. *What is the number one thing your child really seems to enjoy?***

- Reading program
- Seeing his own development – reading improvement
- Relationship with teachers – all feel welcome here
- Relationship with all staff – kids love their teachers

**7. *Anything for our attention?***

- Seem to be a lot of teacher turnover
- Need to measure progress if students
- Rate child's educational growth would be a good

# STUDENT INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

The following is a summary of responses, and is not intended to be all-inclusive.

**1. Do you enjoy attending this school? If you had a choice to attend anywhere else, would you?**

- 5-Enjoy attending school
- Good environment
- Close relationship with teachers
- Great environment
- Small atmosphere
- Teachers are helpful and responsive

**2. Do you feel you are learning at this school? Are you being challenged enough, too much, or at just the right amount?**

- 5-Yes, challenged enough
- Yes – good challenge

**3. Do you feel that overall, the adults here at this school are fair to students?**

- Yes – we're like a family
- Yes - teachers have close relationships with students
- Yes – teachers make you feel like family
- Yes – teachers build relationship with students

**4. What is your favorite part of the school day? Why?**

- English – great teacher
- Math – teacher makes it fun
- Basketball Season – helps me be better at school work – motivates
- Language Arts – great teacher
- All day – teachers get to know and support us
- Time spent at school – family atmosphere

**5. Is there anything (classes, activities, etc) you wished this school offered that they do not currently offer?**

- More sports
- Art program
- Film class
- Band would be nice
- Spring sports
- Music class

**6. Do you feel safe at this school?**

- 5-Yes

**7. Would you recommend this school to other friends or family?**

- 5-Yes

**8. Anything for our attention?**

- Some students don't respect teachers
- Not enough time to eat lunch – lunch is only 15 minutes
- Would like/need a gym

# SCHOOL IMPROVEMENT TEAM INTERVIEW SUMMARY

Academy Name: **Creative Technologies Academy**

Date: **September 19-20, 2013**

## **1. What accomplishments are you most proud of over the past few years?**

- School Culture – students helping students – more people going out for basketball – student involvement
- Smart Choices – Character Education program has developed strong student leaders – getting better every year – related to athletics also
- Academic Improvement – curriculum advances – growth of academic progress – professional development – especially the last two years

## **2. Your School Improvement Plan mentions each student maintaining a Data Notebook to track his/her academic process. How is this working?**

- Elementary – binders with goals for each subject – writing goals a first requirement – builds motivation – student led conferences – children report to parents on what is being learned – growth data – using assessments to improve student learning
- Middle School – similar to elementary – more computer use – working to putting it online
- High School – digital portfolio of goals and expectations – student blogs – shared with parents – more ownership of work

## **3. Describe for us the alignment of instructional programs and practices with the Common Core Standards.**

- High School – standard base grading – have been on the common core from the beginning – most teachers on board early on and making sure curriculum is aligned – kids helpful
- Elementary – putting common core in lesson plans – great lessons for students
- Kent County ISD has been very supportive
- CTA got on board as early as possible
- Kids understand what is their responsibility

**4. Describe the use of Data Teams to improve the CTA instructional program.**

- CSO provided professional development to demonstrate the purpose – instructed the use of testing through data teams
- Common core has helped – Joanie helped tremendously
- Teachers pass on info from previous year
- Data teams answer their prayers – they understand the use of data
- It has been a challenge, but it is making an impact
- Joanie has had a huge impact
- Good to help kids know where they are going

**5. What are the most significant challenges facing the School Improvement Team today? Are there challenges facing the Academy that are not currently being addressed by the School Improvement Team?**

- Focus School designation – have hired someone to assist with this group (half-time interventionist)
- Try to close the gap we now have
- The challenge is to get off of Focus School category
- We will target kids to bring them up
- None

**6. What would we observe if we were to attend a typical School Improvement Team meeting? How would the meeting be managed, and what items would a typical agenda include?**

- Teachers analyze testing results for goal decisions
- How the process works for Board support financially – goals are centered around SIP and then it is funded if aligned with the SIP
- Goal setting
- A lot of reports from teachers
- Assistant administration runs the meeting
- Collaboration between administration and teachers is great
- Intentional effort to meet educational goals
- School improvement team is leading
- Individual teachers have input – goal setting – new Assist program

## **7. Questions for us?**

Two years ago CTA was on probation. You went from Intensified Monitoring to General Monitoring. What do you attribute this success to?

Raising the Bar – Brought the group together to resolve the situation. The goal is for growth. We will do whatever we have to do to resolve the situation.



Charter Schools Office

## REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?  B. How does the academy compare academically relative to the State and the composite resident district? Discuss both criterion referenced testing such as MEAP and GlobalScholar.		Did Not Answer  0 points	Somewhat Answered  1.5 points	Answered  2 points	Outstandingly Answered  2.5 points	Average Team Score	A C A D E M I C P R O G R A M
	A					2.5/2.5	
	B					2.5/2.5	
	<p><b>What reviewers will look for:</b></p> <p>In all cases, claims must be backed by clear and quantitative evidence. What has the trend for student achievement been during the current contract period? Have gains outweighed any lack of progress? Have any specific weaknesses been identified? How have those weaknesses been addressed? Include discussion of the progress cohorts (students who have been with the academy for three or more years) have made over time. Where does the academy stand in comparison to the State, local district, and demographically comparable district? What specific progress has been made in addressing the academy's contractual educational goals? Do stated goals reflect sufficiently high standards? Discussion of the continuous updating of curriculum materials, objectives, and School Improvement Plans should be included.</p> <p><b>Reviewer Comments:</b></p> <p>Outstanding response to the questions. Comparisons are clearly described.</p>						

		<b>Did Not Answer</b> <b>0 points</b>	<b>Somewhat Answered</b> <b>1.5 points</b>	<b>Answered</b> <b>2 points</b>	<b>Outstandingly Answered</b> <b>2.5 points</b>	<b>Average Team Score</b>	
2. A. What progress has been made toward meeting the academy's mission?	A					2.33/2.5	
B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	B					2.2/2.5	
<b><i>What reviewers will look for:</i></b>							
What evidence is there that the academy has met or is making progress toward its stated vision or mission? Specific data should be included that shows relations between student outputs and the mission statement. If aspects of the academy's mission/vision are not measurable, what is being done to remedy this situation? Explain how the academy's mission and vision is shared with all stakeholders, and how these documents guide decision making at the academy.							
<b><i>Reviewer Comments:</i></b>							
Progress and review plans are clearly described. Vision statement is too long and not measurable in some respects.							

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3. A. Is the academy financially solvent and stable?		Did Not Answer <b>0 points</b>	Somewhat Answered <b>1.5 points</b>	Answered <b>2 points</b>	Outstandingly Answered <b>2.5 points</b>	Average Team Score	<b>SUSTAINABILITY</b>	
	A				<b>2.5</b>	2.5		
<b><i>What reviewers will look for:</i></b>								
<p>A clear and concise narrative statement about finances will provide evidence that the academy Board has competently and effectively managed its finances. The statement will also address the Board's philosophy of fund balances, facility upkeep, and allocation of resources to help achieve the academy's mission and vision. Describe how the academy Board is making investments in staff and training, in books and supplies, and in technology. Any reportable conditions on yearly audits during the contract period will be addressed here.</p>								
<b><i>Reviewer Comments:</i></b>								
Very complete response to the question.								

3. B. Is student enrollment stable and near capacity?		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score	V I A B I L I T Y	
	B					2.5/2.5		
<b><i>What reviewers will look for:</i></b>								
A clear and concise statement about the enrollment history of the academy during its current contract. A comprehensive narrative documenting demand and turnover, with a clear explanation and analysis of reasons for student turnover. Demographic trends in the vicinity of the academy will be noted as should general trends in staff stability.								
<b><i>Reviewer Comments:</i></b>								

4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?		Did Not Answer 0 points	Somewhat Answered 2 points	Answered 3.5 points	Outstandingly Answered 5 points	Average Team Score	DECISIONS	
						5/5		
<b><i>What reviewers will look for:</i></b>								
Explain in detail how the use of data drives decision making at the academy. Are there internal and external assessments that match the academy's academic goals and mission? How is the progress toward the School Improvement Plan monitored and measured?								
<b><i>Reviewer Comments:</i></b>								
Monitoring and measurement tools are clearly described.								

		Scoring Rubric					Challenges / Opportunities
		Did Not Answer 0 points	Somewhat Answered 1.5 points	Answered 2 points	Outstandingly Answered 2.5 points	Average Team Score	
5. A. If the academy is reauthorized by the Ferris State University Board of Trustees, what are the biggest challenges facing the academy during the new authorization period? How does the academy intend to address those challenges? (What is the Board's long-range plan?)	A					2.33/2.5	
B.	B					2.33/2.5	
<b>What reviewers will look for:</b>							
There will be a narrative that shows long-range planning to address challenges facing the academy. Resources should be identified along with a timetable for implementation. Identify how the challenges have been incorporated into the School Improvement Plan, how the plan will be monitored, and by whom.							
<b>Reviewer Comments:</b>							
The questions are clearly answered. More work needs to be done.							

## Reauthorization Application

### Tally Sheet

Question	Points Possible	Points Awarded
1	5	5
2	5	4.5
3	5	5
4	5	5
5	5	4.6
<b>Total Points</b>		<b>24.2/25</b>

# **Creative Technologies Academy**

**Reauthorization Application**

**September 3, 2013**

# **Creative Technologies Academy**

## **Reauthorization Application**

**September 3, 2013**

### **CONTENTS**

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<b>Board of Directors signature page</b>	
<b>Signature page for Superintendent/School Leader and School Improvement Committee designee</b>	

## **Academic Program**

*Reference sources and documents: FSU-CSO MEAP, MME, and Global Scholar Reports 2007-2013 (issued by FSU-CSO); ACT College Readiness Letter dated August 21, 2013 (2 pages, attached); CTA Probation Plan, August 2011-June 2013 (2 pages, attached); CTA Student Education Development Plan – sample – (3 pages, attached); MiSchool Data (available at the MDE and CTA websites); CTA School Improvement Plan (included in the binder).*

### ***Is Creative Technologies Academy making academic progress?***

The answer to this question is a definite “yes.” While there are still defined areas of weakness that demand our attention and focus, Creative Technologies Academy has made important academic strides during the current contract.

The measures of MEAP, MME, ACT and Global Scholar assessments confirm our progress. Looking at these assessment results chronologically:

#### **2007-08**

**MEAP:** For 2007-08, 55% of Full Academic Year (FAY) students were proficient in Reading. 26% of FAY students were proficient in Math.

**Performance Series (Global Scholar):** 2007-08, No Data available

#### **Assessment picture during “in between” years**

**MEAP:** Reading proficiency dipped in 2008-09 to 46%, but then showed steady increase to 62% in 2011-12. Math proficiency remained at 26% for 2008-2009, and then rose to 36% in 2009-10. However, scores dipped to 29% and 30% over the next two years.

**MME:** in 2009 and 2010, less than 10% of CTA students scored as proficient. By 2012, the number had improved to 22%.

**Global Scholar:** According to FSU reports, CTA cohort student scores in 2009 were as follows:

Reading: 73.1% Math: 74.6% Language Arts: 67.2%

By Spring 2012, scores showed great improvement although CTA did not meet contractual goals in Reading or Language Arts: Reading: 79% Math: 83% Language Arts: 74%

**ACT:** According to the College Readiness Letter from ACT (attached), the composite ACT score average for CTA students in 2009 was 18.4. This number dropped to 16.8 the next year, but then began an upward trend to reach 18.9 by 2012.

### **Status in 2013**

**MEAP:** For 2012-13, 66% of FAY students were proficient in Reading, and 46% of FAY students were proficient in Math.

**MME:** In 2013, 24% of CTA juniors tested as proficient.

**Global Scholar:** For Spring 2013, CTA met or exceeded all Global Scholar goals: Reading: 85%; Math: 91%; Language Arts: 82%. We were pleased to see that our cohort students outperformed non-cohort students in every subject.

**ACT:** CTA's average composite score, according to our College Readiness Letter from ACT, is 19.1.

Another important measure of CTA's academic progress is the Academy's AYP/Scorecard history.

**Summary of AYP/Scorecard History (2007-08 through 2012-13):** In 2007-08, CTA received a composite grade of "B" for AYP, and met the State objectives for ELA and math. However, because CTA's graduation rate was 78.13%, which fell short of the state objective of 80%, CTA did not make AYP. Over the next four years, CTA earned the composite grade of B on its Report Card from the State of Michigan and met AYP each of those years. In 2012-13, the Michigan Department of Education implemented the new Accountability Scorecard system. CTA received the top "green" rating in all categories except for the Bottom 30%. Because CTA is designated a "Focus School," our overall school status is "Yellow."

### **Weaknesses during the Contract Period:**

- **CTA School Improvement Plan:** For the first part of this contract period, the School Improvement Plan (SIP) was mostly created by a few administrators with some survey input from staff. While the goals were applicable, the plan was never actually embedded into our school culture. In 2011, the SIP Committee shifted from administrator-driven to a collaboration of teachers and other stakeholders to create a data-driven plan.

In 2012-13, the Michigan Department of Education (MDE) rolled out the new ASSIST School Improvement Tool. This paved the way for the SIP team to create a detailed map of goals and objectives for CTA for the next three years. The committee set goals in Math, Reading and Writing to help the school reach the projected Annual Measurable Objectives from MDE targeted for 2016.

This plan will be the focus of all professional development and conversations in staff meetings. Teachers will be evaluated on their plans to help CTA reach SIP goals. The plan will be updated through progress reports at each meeting, and strategies and

objectives will be adjusted as needed. This 2013-16 SIP will be at the center of all decision-making in the coming years. A weakness for the first half of the contract period, the School Improvement Plan is now a strength.

- **Probation/Phase 1 – Intensified Monitoring:** CTA was placed on probation in 2011 and Phase 1 Intensified Monitoring in 2012 and 2013. Assessment scores in the first half of the contract period were not acceptable and the Academy was not meeting contractual goals. The Academy had already identified academic deficiencies beginning in 2010 so when it came time to develop a probation plan much of the planning was done and some of the implementation was already started. The Academy identified weaknesses in Elementary reading and language arts and K-8 math and took advantage of resources offered by the CSO as outlined in the Probation Plan (attached) and subsequent Phase 1 Intensified Monitoring Reports. This weakness was turned into a strength.
- **Curriculum deficiencies:** The Academy identified curriculum deficiencies in math and literacy in 2010 and 2011 as being a contributor to failure to meet contractual goals. Curriculum upgrades were planned, budgeted, and purchased, and professional development and training were committed to the following:
  - Everyday Math K-5
  - Math Connects 6-8
  - McGraw-Hill Math 9-12 (aligned to the curriculum in K-8)
  - Unified K-5 Literacy Program – Literacy by Design
- **Personnel:** The Academy identified some changes that were needed to correct deficiencies in classroom instruction, communication between teachers and administrators, and administration of curriculum and assessment. Reassignment, retirement, professional development, improved quantity and quality of classroom observations and teacher evaluations, and even termination as a last resort were tools used by the School Leader to effect change in the last three years.
- **Achievement Gap:** Creative Technologies Academy is identified by the Michigan Department of Education as a “Focus School.” We have identified the “bottom 30%” students and we have targeted specific strategies in our School Improvement Plan to address our achievement gap. These strategies include:
  - Expanding data teams, data tracking systems, and data analysis to identify and track the bottom 30% and other at-risk students.
  - Focused professional development with teachers and parapros on strategies and interventions for at-risk students.
  - Hiring of new personnel specifically for the purpose of conducting interventions with at-risk students.
  - Increased collaboration time.
  - Individual student educational development plans for high school students. (sample attached)

- Meeting with Kent Intermediate School District consultant.
- Frequent review and updating of the School Improvement Plan (attached in binder)

**Strengths during the Contract Period:**

- **Teaching Staff:** CTA has a dedicated teaching staff, committed to its mission, vision, and core values. They have done the arduous work of bringing change to the classroom. We lost two long time teaching leaders during the summer of 2013. HS science teacher, Gerry Verwey, left for a new opportunity at Kent Innovation High in Grand Rapids and Amy Burton, 4<sup>th</sup> grade teacher, got married and moved to Gaylord where she will be teaching 2<sup>nd</sup> grade. However, we still retain a core of teachers in the elementary, middle, and high schools who have experience in the classroom as well as leadership in PLC/Data teams and as mentors. We are confident they will work well with the new additions to our staff.
- **Administrative Leadership:** The current School Leader, Dan George, has been in place since January, 2010 and has promoted and led positive changes in school culture, curriculum and professional development, administrative and teaching personnel, educator evaluations, review of financial contracts, expansion of online learning opportunities, marketing, parent and community engagement (Town Hall Meetings), and mentored and trained two new administrators in 2012-13 -- Carrie Paddock, Assistant Principal (Curriculum and Assessment) and David Oldebekking, Dean of Students. Carrie has implemented sweeping professional development and curriculum improvements, promoted and monitored use of best practices, implemented PLC/Data teams, led Common Core training and implementation, assisted with implementation of STAGES software for educator evaluations, and improved communication with the teaching staff. Dave has revised the Parent Guide and Student Handbook, developed the Student Code of Conduct, expanded student activity opportunities, engaged with the Cedar Springs community, promoted our Character Education program, enhanced school culture with his approach to discipline and zero tolerance for bullying initiative, developed a tracking system and dramatically increased student retention, developed a tracking system for prospective new students and maintained contact with their families throughout the summer and enrollment process, and worked with the School Leader and Business Manager on a marketing program that appears to have CTA on track for record enrollment in 2013-14. Director of Academics, Robbie Coxon, and Business Manager Kim Burge have been at CTA for more than a decade and bring a valuable sense of history to the school. Robbie has chaired the School Improvement Committee and led the school through necessary academic policy changes. She has also supervised special education programs at CTA which are so important in light of our high SPED

population. Kim keeps a prudent eye on expenditures, budget development and compliance while keeping CTA free of audit issues.

- **Perseverance/Academic Culture:** When the Academy was placed on probation in 2011 and continued on Phase 1 Intensified Monitoring in 2012 and 2013, the administration and teaching staff of the Academy adopted a “no excuses” focus and attitude toward remedying its academic deficiencies. As mentioned above, they took advantage of the resources offered by the CSO, including training sessions for Data Team leaders and on site assistance from Art Willick, Joan Beadle, and Jimmie Rodgers. All of the employees of the Academy came together with a “beyond the call of duty” work ethic and spirit of collaboration and cooperation.
  - **Current Academic Standing:** In 2012-13 the Academy met its contractual goals and the FSU-CSO Annual Academic Review of CTA in August, 2013 reflects a return to General Monitoring. We realize there is still much work to do, as outlined in our School Improvement Plan, but we do have a great sense of pride and achievement in the work that has been done in the last three years.
- 

***How does the Academy compare academically relative to the State, resident district, and demographically comparable district?***

**MEAP:** According to MISchool Data, in 2012-13, CTA’s 4<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades performed above the Cedar Springs school district and the State in Math. In Reading, CTA’s 4<sup>th</sup> grade performed above both Cedar Springs and the State, and in the 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> grades, performed higher than the state. Data on a demographically comparable district was not available.

**MME:** According to MISchool Data, 29% were proficient statewide, 26% were proficient in Cedar Springs (our resident district), and 24% of CTA’s juniors were proficient. In the last five years, CTA has closed a rather wide gap to score within two percentage points of Cedar Springs in 2013. According to the August 2013 FSU Annual Academic Review, CTA did not meet the comparable MME percent proficient relative to a Composite Resident District in Reading, but did meet the Composite Resident District score in Math.

Note: According to the Kent ISD Data Warehouse, when MME data is broken down by Full Academic Year students:

32% of CTA’s juniors scored proficient in Math, as compared to 29% for the State.

50% were proficient in Reading, as compared to 54% for the State.

**ACT:** According to the College Readiness Letter for CTA, the average composite ACT score was 19.9 for the State, and 19.1 for CTA.

CTA was close to the State’s average in College Readiness in two subjects: College English Composition (CTA 50%, State 57%), and College Biology (CTA 32%, State 33%). There was a larger gap in the other two other areas: College Social Science (CTA 29%, State 37%) and

College Algebra (CTA 26%, State 35%). ACT reports that 12% of CTA students and 21% of State students met all four benchmarks for these subjects. However, information on MISchool Data shows that 20% of CTA students met the four benchmarks, and reports CTA's average composite score as 18.7.



College Readiness Letter for:  
CREATIVE TECHNOLOGIES ACADEMY

August 21, 2013

Code: 230522

PRINCIPAL  
CREATIVE TECHNOLOGIES ACADEMY  
350 PINE ST  
CEDAR SPRINGS, MI 49319



011061110

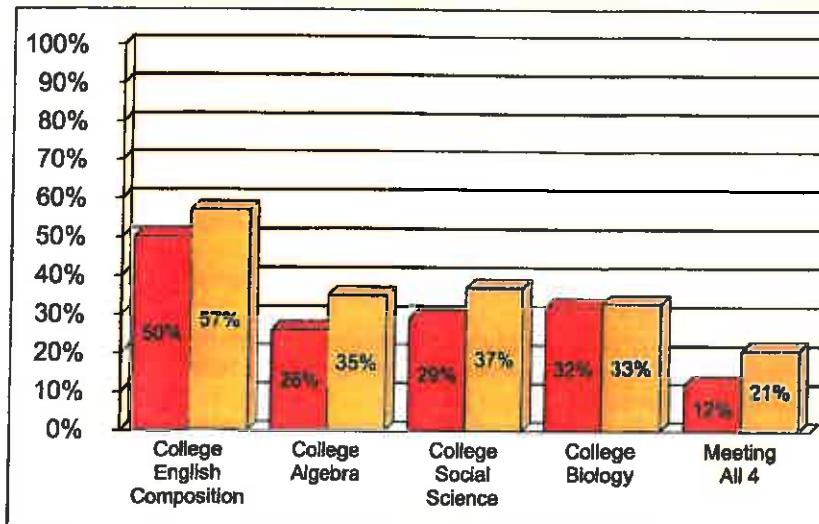


This report reflects the achievement of your graduates on the ACT over time and an indication of the extent to which they are prepared for college-level work. The ACT consists of curriculum-based tests of educational development in English, mathematics, reading, and science designed to measure the skills needed for success in first year college coursework. Table 1 shows the five-year trend of your ACT-tested graduates. Beginning with the 2013 Graduating Class, all students whose scores are college reportable, both standard and extended time tests, are now included in this report.

Table 1: Five Year Trends - Average ACT Scores

Grad Year	Total Tested		English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2009	25	121,982	16.7	18.6	18.6	19.6	19.0	19.6	18.8	20.1	18.4	19.6
2010	26	120,930	15.6	18.9	17.1	19.7	17.5	19.7	17.2	19.9	16.8	19.7
2011	30	116,823	15.9	19.3	17.4	19.9	17.3	20.1	17.7	20.3	17.1	20.0
2012	32	114,727	18.1	19.3	18.7	20.1	18.7	20.0	19.5	20.4	18.9	20.1
2013	34	120,451	17.9	19.1	18.8	19.9	19.8	20.0	19.8	20.2	19.1	19.9

Figure 1. Percent of ACT-Tested Students Ready for College-Level Coursework



**Are Your Students Ready for College?**  
While students will pursue a variety of paths after high school, all students should be prepared for college and work. Through collaborative research with postsecondary institutions nationwide, ACT has updated the following as college readiness benchmark scores for designated college courses:

- \* English Composition: 18 on ACT English Test
- \* Algebra: 22 on ACT Mathematics Test
- \* Social Science: 22 on ACT Reading Test
- \* Biology: 23 on ACT Science Test

Your School  
 State

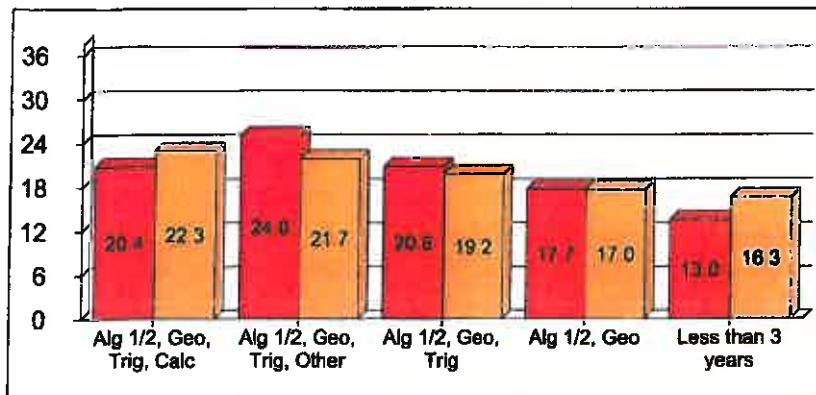
A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses.

A District College Readiness Letter has been sent to the Superintendent of the district.

College Readiness Letter for:  
**CREATIVE TECHNOLOGIES ACADEMY**

ACT Research has shown that it is the rigor of coursework - rather than simply the number of core courses - that has the greatest impact on ACT performance and college readiness. Figures 2 and 3 report the value added by increasingly rigorous coursework in mathematics and science respectively.

**Figure 2. Average ACT Mathematics Scores by Course Sequence**

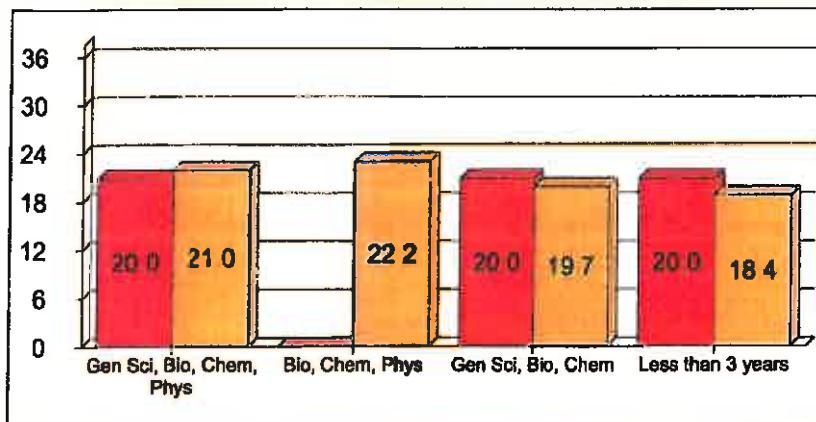


**Value Added by Mathematics Courses**

Students who take a minimum of Algebra 1, Algebra 2, and Geometry typically achieve higher ACT Mathematics scores than students who take less than three years of mathematics. In addition, students who take more advanced mathematics courses substantially increase their ACT Mathematics score.

■ Your School  
■ State

**Figure 3. Average ACT Science Scores by Course Sequence**



**Value Added by Science Courses**

Students taking Biology and Chemistry in combination with Physics typically achieve higher ACT Science scores than students taking less than three years of science courses.

■ Your School  
■ State

In order to ensure that all students are ready for college and work, an overview of vital action steps is provided.

**College Readiness for All: An Action Plan for Schools and Districts**

- Create a Common Focus.** Establish collaborative partnerships with local and state postsecondary institutions to come to a shared understanding of what students need to know for college and workplace readiness. Use ACT College Readiness Standards and the ACT as a common language to define readiness.
- Establish High Expectations for All.** Create a school culture that identifies and communicates the need for all students to meet or exceed College Readiness Benchmark Scores.
- Require a Rigorous Curriculum.** Review and evaluate the rigor and alignment of courses offered and required in your school in English, mathematics, and science to ensure that the foundational skills leading to readiness for college-level work are taught, reaffirmed, and articulated across courses.
- Provide Student Counseling.** Engage all students in early college and career awareness, help them to set high aspirations, and ensure that they plan a rigorous high school coursework program.
- Measure and Evaluate Progress.** Monitor and measure every student's progress early and often using college readiness assessments like EXPLORE, PLAN and the ACT. Make timely interventions with those students who are not making adequate progress in meeting college readiness standards.

To learn more about these recommended action steps and ACT programs that will help improve college readiness for your students, contact ACT Customer Service at 319-337-1309 or [customerservices@act.org](mailto:customerservices@act.org).

# CTA Probation Plan

## August 2011 – June 2013

Weakness #1	Elementary Reading & Language Arts				
Explanation	CTA was 10.1 points below the aggregate Scantron target for Grades 2-8 reading and 9.2 points below the aggregate L.A. target.				
Goal (SMART Goal)	CTA will improve Scantron Grades 2-8 reading and L.A. aggregate scores by at least 5% for the 2011-12 school year.				
Strategy/ Activities	Description	Person(s) Responsible	Time Frame	Funding	
Focus on EL Literacy Skills	Implement "The Daily 5" and "Café" literacy programs and provide PD for teachers	Carrie Paddock & K-8 Teachers	2011-12 school year	\$1,000	
Writing:	PD at KISD for the Lucy Calkins writing program Continue the "Lucy Calkins" program Implement the "Writing Diner" program  PD on grammar: "Mechanically Inclined" by Jeff Anderson	K-8 Teachers K-2 Teachers 3-8 Teachers  Carrie Paddock & K-8 Teachers	8/29/11 2011-12 school year " " " " " " " "	N/C N/C N/C	
Increase student motivation for EdPerformance testing	EL Students will participate in individual learning plans and set performance goals based on Fall 2011 test scores and SLO's; special recognition (T-shirts) will be given to "3000 Club" members.	K-8 Teachers	2011-12 school year	\$300	
Data Analysis	K-8 Teachers will keep data binders with formative assessment data. These will show current information on individual student plans and performance to inform instruction; they will be monitored on a bi-weekly basis.  A Data Analysis full-day PD each trimester	Carrie Paddock & K-8 Teachers	2011-12 School Year	N/A	
Teacher Development	Teachers will develop Individual Professional Growth plans, and will be evaluated by administrators	Dan George/Carrie Paddock	2011-12 School Year	N/A	
Organizational Staff Restructuring	Create position of K-8 Instruction & Achievement Specialist (2 days/week) reporting to the Director of Academics.	Dan George	2011-12 School Year	N/A	
School Improvement Plan	Update the SIP to include the Probation Plan	Carrie Paddock will fill this position. Dan George will fill this role for the HS for the 2011-12 school year. Robbie Coxon/SIP Comm.	July 1, 2011	\$20,000	
Assessment	Scantron Performance Series; Fountas & Pinnell Benchmark Assessment (K-5) Teachers will monitor students through weekly individual conferences to ensure adequate progress	Robbie Coxon/SIP Comm.	2011-12 school year	N/A	

<b>Weakness #2</b>	CTA K-8 Math
<b>Explanation</b>	CTA met only three of the six math target goals for MEAP testing.
<b>Goal (SMART Goal)</b>	Using MEAP scaled scores and the contractual proficiency targets, CTA will meet at least four of the math targets during the 2012-13 school year.
Strategy/ Activities	Description
Focus on math skills	K-5 teachers will continue to focus on Everyday Math
	New math curriculum (Math Connects – McGraw Hill) has been purchased for Grades 6-8, with PD scheduled
Data Analysis	Individual student plans for math will be developed. Math data will be recorded in individual student folders to inform instruction and track progress. A Data Analysis full-day PD each trimester
<b>Action Plan</b>	
Teacher Development	Teachers will develop Individual Professional Growth plans, and will be evaluated by administrators
Organizational Staff Restructuring	Create position of K-8 Instruction & Achievement Specialist (2 days/week) reporting to the Director of Academics.
School Improvement Plan	Update the SIP to include the Probation Plan
<b>Assessment</b>	MEAP scores Everyday Math & Math Connects assessments 8 <sup>th</sup> grade: EXPLORE testing
Person(s) Responsible	Time Frame
K-5 Teachers	2011-12 school year
6-8 Teachers	2011-12 school year
Dan George/Carrie Paddock & K-8 teachers	2011-12 school year
Carrie Paddock	2011-12 school year
Dan George	2011-12 School Year
Carrie Paddock will fill this position. Dan George will fill this role for the HS for the 2011-12 school year.	July 1, 2011  \$20,000
Robbie Coxon /SIP Committee	2011-12 School Year
Funding	
	N/A
	\$6,000
	N/A
	N/A
	N/A

**Creative Technologies Academy**  
12th (Class of 2013)

## Student Education Development Plan

### INTERESTS & ACTIVITIES

Interests that might lead to a career:

Interest / Activity	Years	How Can This Help?	What Does This Highlight?
Basketball	4	Encouraged by friends and teachers to play.	Athletic skills.
Cross Country	4	Family and friends encouraged me to run.	Athletic skills.

### SKILLS & ABILITIES

Abilities that could help me achieve my goals:

Skill / Ability:	Level:	How can this help me in life?
Public Speaking	Advanced	Help me talk to groups.
Quick Thinking	Advanced	Helps me make quick decisions in necessary times.

### EXPERIENCE & INVOLVEMENT

Experience I have in a working environment:

Experience:	Year Started:	Location:	Activity:
Work	2010	Riccardi's Pizza and Grinders.	Current
Volunteering	2012	Degage Kitchen in Grand Rapids	Past

### CAREERS

Careers I am considering:

Title:	Interest Level:
Directors, Religious Activities and Education	Somewhat
Clergy	Somewhat

#### Things I can do to advance my goals:

- 1.) I want to leave my high school knowing that I did my best to help other students.
- 2.) Be there for other students academically and emotionally.
- 3.) I plan on going to Southern Wesleyan University in South Carolina.
- 4.) I can continue my desire to help others.

**Creative Technologies Academy**  
12th (Class of 2013)

## **Student Education Development Plan**

### **PROGRAMS**

Programs I am considering:

Program Name	Interest Level
Religion/Religious Studies, Other	Somewhat

### **SCHOOLS**

Schools I am considering:

Institution Name:	Interest Level:
SOUTHERN WESLEYAN UNIVERSITY	Somewhat

### **CAREER PATHWAY ASSESSMENT RESULTS**

Career Pathway Assessment Results:

- Business, Management, Marketing & Technology
- Human Services
- Health Sciences
- Engineering, Manufacturing & Industrial Technology
- Arts & Communications
- Natural Resources & Agriscience

Career Pathway Choices:

- Business, Management, Marketing & Technology

  
Creative Technologies Academy  
12th (Class of 2013)

## Student Education Development Plan

### POSTSECONDARY PLANS

Adult Living:	When I am an adult I would like to live on my own in an apartment or a house, depending on what I can afford.
Career / Employment:	I want a career that I do for more than just the paycheck.
Community Participation:	I want to fish and build things that would help others.
PostSecondary Education / Training:	I am double majoring at SWU and will possibly go on to acquire my masters.
Options I am considering:	

### PROGRESS

#### Things I can work on:

Area for improvement	Resolution
Assertive habits	Caring more.

## **Academy Mission**

*Reference sources and documents: CTA letterhead with nondiscrimination statement and mission statement (attached); Nondiscrimination Statement (attached); Revised Policy on Bullying (attached); Policy on Student Supervision and Welfare (attached); Policy on use of “internet, chat lines, and emails.” (attached); Parent Guide and Student Handbook (included in the binder); Student Conduct Code (included in the binder); Personnel Handbook (included in the binder); Faculty Manual (included in the binder); School Safety and Emergency Plan (included in the binder); Mandated Reporter’s Resource Guide (included in the binder); CTA School Improvement Plan (included in the binder); CTA Student Education Development Plan – sample – (3 pages, attached in previous section, Academic Program).*

### ***What progress has been made toward meeting the Academy’s mission?***

The Mission Statement reads: *Creative Technologies Academy is a K-12 learning community committed to strengthening character and promoting a safe, scholarly, and supportive environment that develops life-long learners.*

#### **Meeting the mission for “strengthening character”:**

In 2007-08, CTA received a state-funded grant to partner with Smart Character Choices (SCC) to establish a Character Education program. Character Education has become one of CTA’s most significant noncore areas of study and development. Through our Smart Character Choices program, we teach life-long skills and build character through establishing routines and procedures, holding weekly class meetings and teaching social skills. Our Character Ed Coordinator, teachers and Student Leadership Team work to make our classrooms a place where all students feel valued and empowered to learn.

Data was collected over a three-year period (from 2007-2009) as part of the grant reporting process. During that time, student reports showed an average gain of 22.73 points in such categories as students are nice to each other; get along well together; respect their teachers; work together to solve problems; plan things together with their teachers; feel safe when at school; and can do the work teachers ask of them.

Staff showed an average gain of 27.85 points in categories such as administrators actively support new ideas; staff are involved in decisions that affect them; staff are recognized for a job well done; things are well-organized. Staff also showed a high level of satisfaction in areas of student cooperation and support from other staff.

Although CTA has not conducted identical surveys since the grant ended, anecdotal data from students, staff and parents indicate that the ongoing SCC program contributes greatly to the highly prized family atmosphere that is readily apparent at CTA.

**Meeting the mission of “a safe, scholarly, and supportive learning environment that develops life-long learners”:**

- The following policies and documents are reviewed with parents, students and staff at annual orientations.
  - Nondiscrimination statement
  - Revised Policy on Bullying and Other Aggressive Behavior Toward Students (2011)
  - Adopted policy on Student Supervision and Welfare (2011)
  - Policy on use of “internet, chat lines, and emails.” (2011)
  - Parent Guide and Student Handbook
  - Student Conduct Code
- The following documents are reviewed with staff annually at orientations to ensure understanding of the safety measures promoted by the Academy:
  - Personnel Handbook
  - Faculty Manual
  - School Safety and Emergency Plan
  - Mandated Reporter’s Resource Guide
- All students in grades 8-12 have an Educational Development Plan in the *My Dream Explorer* career development program that is updated each year. Students are able to complete interest inventories, research careers of interest, and research colleges associated with those careers. During the students’ 10th grade year we begin to fine tune their plan by looking at options such as Kent Career Technical Center and Dual Enrollment at area colleges.

The Academy’s Vision Statement reads: *Creative Technologies Academy will be the school of choice for students in West Michigan. We will offer rigorous academic courses with built-in character education, small class sizes, cutting edge technology, competitive athletic teams, and state of the art facilities. Students and staff will have access to the latest technology and be able to collaborate anytime, anywhere making learning a continual opportunity. Students will be eager learners with exceptional critical thinking skills, willingly meeting and exceeding high expectations of character and learning.*

The Academy's Vision Statement was revised in June, 2012 to reflect ambitious goals for the Academy. The following initiatives reflect progress in meeting the goals of the vision statement:

- Updated curriculum, alignment with Common Core, and improved classroom observation and teacher evaluation methods have improved rigor in all academic courses as measured by classroom observation and improved assessment results.
  - Character education is embedded in K-12 lesson plans
  - Class sizes remain small comparable to neighboring districts, with a maximum of 24 in K-8.
  - Recent purchases of expanded online curriculum, use of Google Docs and student email, purchases of netbooks and iPads, continuous upgrade of desktop computers, and purchase of document cameras and projectors for all classrooms gives our students and teachers access to cutting edge technology and anytime/anywhere collaboration.
  - 2012 girls basketball won the West Michigan Charter School end of year tournament and the 2011 cross country team placed second in the Independent State Championship measuring our athletic teams as not only competitive but excellent.
- 

***What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?***

With the end of probation in sight and a renewed focus on strategic planning the Board of Directors and administration have the desire to establish time and value measurements to these goals. The mission statement and vision statement will be revised as measures are met and new goals established.

Our mission, vision statement, and core values are shared with stakeholders in every marketing effort, on our website, letterhead, Weekly Word newsletters, board meeting agendas, and posters in every classroom. Samples are included in the binder.

The Academy's Mission Statement, Vision Statement, and Core Values are reviewed and reaffirmed by the Board of Directors and CTA administration and staff at least annually.



**Creative Technologies Academy**  
*Making a Difference in the Things that Matter!*

350 Pine St.  
Cedar Springs, Michigan 49319  
Ph: 616-696-4905  
Web: [www.ctaschool.com](http://www.ctaschool.com)

*CTA does not discriminate on the basis of race, color, national origin, sex, disability, age, religion or any other legally protected characteristic in its programs, activities, or employment opportunities.*

**Our Mission**

*Creative Technologies Academy is a K-12 learning community committed to strengthening character and promoting a safe, scholarly, and supportive environment that develops life-long learners.*

## **NONDISCRIMINATION STATEMENT**

CTA does not discriminate on the basis of race, color, national origin, sex, disability, age, religion or any other legally protected characteristic in its programs, activities, or employment opportunities.

## **BULLYING AND OTHER AGGRESSIVE BEHAVIOR TOWARD STUDENTS**

**Reference: MCL 380.1310B (Matt's Safe School Law, PA 241 of 2011)**

**Policies on Bullying, Michigan State Board of Education**

**Model Anti-Bullying Policy, Michigan State Board of Education**

It is the policy of the School to provide a safe and nurturing educational environment for all of its students.

This policy protects all students from bullying/aggressive behavior regardless of the subject matter or motivation for such impermissible behavior.

Bullying or other aggressive behavior toward a student, whether by other students, staff, or third parties, including Board members, parents, guests, contractors, vendors, and volunteers, is strictly prohibited. This prohibition includes written, physical, verbal, and psychological abuse, including hazing, gestures, comments, threats, or actions to a student, which cause or threaten to cause bodily harm, reasonable fear for personal safety or personal degradation.

Demonstration of appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment or bullying is expected of administrators, faculty, staff, and volunteers to provide positive examples for student behavior.

This policy applies to all "at school" activities in the School, including activities on school property, in a school vehicle, and those occurring off school property if the student or employee is at any school-sponsored, school-approved or school-related activity or function, such as field trips or athletic events where students are under the school's control, or where an employee is engaged in school business. Misconduct occurring outside of school may also be disciplined if it interferes with the school environment.

### **Notification**

Notice of this policy will be annually circulated to and posted in conspicuous locations in all school buildings and departments within the School and discussed with students, as well as incorporated into the teacher, student, and parent/guardian handbooks. State and Federal rights posters on discrimination and harassment shall also be posted at each building. All new hires will be required to review and sign off on this policy and the related complaint procedure.

Parents or legal guardians of the alleged victim(s), as well as of the alleged aggressor(s), shall be promptly notified of any complaint or investigation as well as the results of the investigation to the extent consistent with student confidentiality requirements. A record of the time and form of notice or attempts at notice shall be kept in the investigation file.

To the extent appropriate and/or legally permitted, confidentiality will be maintained during the investigation process. However, a proper investigation will, in some circumstances, require the disclosure of names and allegations. Further, the appropriate authorities may be notified, depending on the nature of the complaint and/or the results of the investigation.

### **Implementation**

The School Leader is responsible to implement this policy, and may develop further guidelines, not inconsistent with this policy.

This policy is not intended to and should not be interpreted to interfere with legitimate free speech rights of any individual. However, the School reserves the right and responsibility to maintain a safe environment for students, conducive to learning and other legitimate objectives of the school program.

### **Procedure**

Any student who believes s/he has been or is the victim of bullying, hazing, or other aggressive behavior should immediately report the situation to the Dean of Students or School Leader. The student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate administrator or Board official. Complaints against the Dean of Students should be filed with the School Leader. Complaints against the School Leader should be filed with the Board President.

Every student is encouraged, and every staff member is required, to report any situation that they believe to be aggressive behavior directed toward a student. Reports shall be made to those identified above. Reports may be made anonymously, but formal disciplinary action may not be taken solely on the basis of an anonymous report.

The School Leader (or other administrator as designated) shall promptly investigate and document all complaints about bullying, aggressive or other behavior that may violate this policy. The investigation must be completed as promptly as the circumstances permit after a report or complaint is made.

If the investigation finds an instance of bullying or aggressive behavior has occurred, it will result in prompt and appropriate remedial action. This may include up to expulsion for students, up to discharge for employees, exclusion for parents, guests, volunteers and contractors, and removal from any official position and/or a request to resign for Board members. Individuals may also be referred to law enforcement or other appropriate officials.

The individual responsible for conducting the investigation shall document all reported

incidents and report all verified incidents of bullying, aggressive or other prohibited behavior, as well as any remedial action taken, including disciplinary actions and referrals, to the School Leader. The School Leader shall submit a compiled report to the Board on an annual basis.

### **Non-Retaliation/False Reports**

Retaliation or false allegations against any person who reports, is thought to have reported, files a complaint, participates in an investigation or inquiry concerning allegations of bullying or aggressive behavior (as a witness or otherwise), or is the target of the bullying or aggressive behavior being investigated, is prohibited and will not be tolerated. Such retaliation shall be considered a serious violation of Board policy, independent of whether a complaint of bullying is substantiated. Suspected retaliation should be reported in the same manner as bullying/aggressive behavior.

Making intentionally false reports about bullying/aggressive behavior for the purpose of getting someone in trouble is similarly prohibited and will not be tolerated. Retaliation and intentionally false reports may result in disciplinary action as indicated above.

### **Definitions**

The following definitions are provided for guidance only. If a student or other individual believes there has been bullying, hazing, harassment or other aggressive behavior, regardless of whether it fits a particular definition, s/he should report it immediately and allow the administration to determine the appropriate course of action.

"Aggressive behavior" is defined as inappropriate conduct that is repeated enough, or serious enough, to negatively impact a student's educational, physical, or emotional well-being. Such behavior includes, for example, bullying, hazing, stalking, intimidation, menacing, coercion, name-calling, taunting, making threats, and hitting/pushing/shoving.

"At School" is defined as in a classroom, elsewhere on school premises, on a school bus or other school related vehicle, or at a school-sponsored activity or event whether or not it is held on school premises. It also includes conduct using a telecommunications access device or telecommunications service provider that occurs off school premises if either owned by or under the control of the School.

"Bullying" is defined as any gesture or written, verbal, graphic, or physical act (including electronically transmitted acts – i.e. internet, telephone or cell phone, personal digital assistant (PDA), or wireless hand held device) that, without regard to its subject matter or motivating animus, is intended or that a reasonable person would know is likely to harm one (1) or more students either directly or indirectly by doing any of the following:

- A. substantially interfering with educational opportunities, benefits, or programs of one (1) or more students;
- B. adversely affecting the ability of a student to participate in or benefit from the School's educational programs or activities by placing the student in reasonable fear of physical harm or by causing substantial emotional distress;
- C. having an actual and substantial detrimental effect on a student's physical or mental health; and/or
- D. causing substantial disruption in, or substantial interference with, the orderly operation of the School.

Bullying can be physical, verbal, psychological, or a combination of all three. Some examples of bullying are:

- A. Physical – hitting, kicking, spitting, pushing, pulling; taking and/or damaging personal belongings or extorting money, blocking or impeding student movement, unwelcome physical contact.
- B. Verbal – taunting, malicious teasing, insulting, name calling, making threats.
- C. Psychological – spreading rumors, manipulating social relationships, coercion, or engaging in social exclusion/shunning, extortion, or intimidation. This may occur in a number of different ways, including but not limited to notes, emails, social media postings, and graffiti.

"Harassment" includes, but is not limited to, any act which subjects an individual or group to unwanted, abusive behavior of a nonverbal, verbal, written or physical nature, often on the basis of age, race, religion, color, national origin, marital status or disability, but may also include sexual orientation, physical characteristics (e.g., height, weight, complexion), cultural background, socioeconomic status, or geographic location (e.g., from rival school, different state, rural area, city, etc.).

"Intimidation/Menacing" includes, but is not limited to, any threat or act intended to: place a person in fear of physical injury or offensive physical contact; to substantially damage or interfere with person's property; or to intentionally interfere with or block a person's movement without good reason.

"Staff" includes all school employees and Board members.

"Third parties" include, but are not limited to, coaches, school volunteers, parents, school visitors, service contractors, vendors, or others engaged in School business, and others not directly subject to school control at inter-district or intra-district athletic competitions or other school events.

For further definition and instances that could possibly be construed as:

Harassment, see Policy 5517;

Hazing, see Policy 5516.

**Revised 6/14/07; 3/15/12**

## **Revised Policy by Approval of the Board of Directors, June 9, 2011 on Student Supervision and Welfare**

Staff members because of their proximity to students are frequently confronted with situations which, if handled incorrectly, could result in liability to the School and personal liability to the staff member. It is the intent of the Board of Directors to direct the preparation of guidelines that would minimize that possibility.

The School Leader shall maintain and enforce the following standards:

- Each staff member shall maintain a standard of care for supervision, control, and protection of students commensurate with assigned duties and responsibilities.
- A staff member should not volunteer to assume responsibilities for duties s/he cannot reasonably perform. Such assumption carries the same responsibilities as assigned duties. A staff member shall provide proper instruction in the safety matters presented in assigned course guides. Each staff member shall immediately report to the School Leader any accident or safety hazard s/he detects.
- Each staff member shall immediately report knowledge of threats of violence by students to the School Leader.
- A staff member shall not send students on any personal errands.
- A staff member shall not associate or fraternize with students at any time in a manner which may give the appearance of impropriety, including, but not limited to, the creation or participation in any situation or activity which could be considered abusive or sexually suggestive or involve harmful substances such as illegal drugs, alcohol, or tobacco. Any sexual or other inappropriate conduct with a student by any staff member will subject the offender to potential criminal prosecution and disciplinary action by the Board up to and including termination of employment.
- If a student approaches a staff member to seek advice or to ask questions regarding a personal problem related to sexual behavior, substance abuse, mental or physical health, and/or family relationships, the staff member may attempt to assist the student by facilitating contact with certified or licensed individuals in the Academy or community who specialize in the assessment, diagnosis, and treatment of the student's problem. Under no circumstances should a staff member attempt, unless properly licensed and authorized to do so, to counsel, assess, diagnose, or treat the student's problem or behavior, nor should such staff member inappropriately disclose personally identifiable information concerning the student to third persons not specifically authorized by law.
- A student shall not be required to perform work or services that may be detrimental to his/her health.
- Staff members shall only engage in electronic communication with students via email, texting, social media and/or online networking media such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., when such communication is

directly related to curricular matters or co-curricular/extracurricular events or activities with prior approval of the School Leader.

- Staff members are prohibited from electronically transmitting any personally identifiable image of a student(s), including video, photographs, streaming video, etc. via email, text message, or through the use of social media and/or online networking media, such as Facebook, Twitter, YouTube, MySpace, Skype, blogs, etc., unless such transmission has been made as part of a pre-approved curricular matter or co-curricular/extracurricular event or activity such as an Academy-sponsored publication or production in accordance with Policy 5722.
- Most information concerning a child in school, other than directory information described in policy 8330, is confidential under Federal and State laws. Any staff member who shares confidential information with another person not authorized to receive the information may be subject to discipline or civil liability. This includes, but is not limited to, information concerning assessments, grades, behavior, family background, and alleged child abuse.
- Pursuant to the laws of the State and Board Policy 8462, each staff member shall report to the proper legal authorities immediately, any sign of suspected child abuse or neglect.

**Policy on use of “internet, chat lines, and emails” – this policy has changed by action of the Board of Directors on June 9, 2011 – Revised Policy on Staff Network and Internet Acceptable Use and Safety**

Advances in telecommunications and other related technologies have fundamentally altered the ways in which information is accessed, communicated, and transferred in our society. Such changes are driving the need for educators to adapt their means and methods of instruction, and the way they approach student learning, to harness and utilize the vast, diverse, and unique resources available on the internet. The Board of Directors is pleased to provide internet services to its students. The Board encourages students to utilize the internet in order to promote educational excellence in our schools by providing them with the opportunity to develop the resource sharing, innovation, and communication skills and tools which will be essential to life and work in the 21<sup>st</sup> century. The instructional use of the internet will be guided by the Board’s policy on Instructional Materials.

The School’s internet system has not been established as a public access service or a public forum. The Board has the right to place restrictions on its use to assure that use of the School’s internet system is in accord with its limited educational purpose. Student use of the School’s computers, network, and internet services (Network) will be governed by this policy and the related administrative guidelines, and any applicable employment contracts and collective bargaining agreements. The due process rights of all users will be respected in the event there is suspicion of inappropriate use of the Network. Users have no right or expectation of privacy when using the Network including, but not limited to, privacy in the content of their personal files, e-mails, and records of their online activity while on the Network.

The internet is a global information and communication network that provides an incredible opportunity to bring previously unimaginable education and information resources to our students. The internet connects computers and users in the School with computers and users worldwide. Through the internet, students and staff can access up-to-date, highly relevant information that will enhance their learning and the education process. Further, the internet provides students and staff with the opportunity to communicate with other people from throughout the world. Access to such an incredible quantity of information and resources brings with it, however, certain unique challenges and responsibilities.

First, and foremost, the Board may not be able to technologically limit access to services through the Board’s internet connection to only those services and resources that have been authorized for the purpose of instruction, study and research related to the curriculum. Unlike in the past when educators and community members had the opportunity to review and screen materials to assess their inappropriateness for supporting and enriching the curriculum according to adopted guidelines and reasonable selection criteria (taking into account the varied instructional needs, learning styles, abilities, and developmental levels of the students who would be exposed to them), access to the internet, because it serves as a gateway to any publicly available

file server in the world, will open classrooms and students to electronic information resources which have not been screened by educators for use by students of various ages.

Pursuant to Federal law, the Board has implemented technology protection measures which block/filter internet access to visual displays that are obscene, child pornography or harmful to minors. The board utilizes software and/or hardware to monitor online activity of students to restrict access to child pornography and other material that is obscene, objectionable, inappropriate and/or harmful to minors.

The technology protection measures may not be disabled at any time that students may be using the Network, if such disabling will cease to protect against access to materials that are prohibited under the Children's Internet Protection Act. Any staff member who attempts to disable the technology protection measures will be subject to disciplinary action, up to and including termination.

The School Leader or Director of Academics may disable the technology protection measure to enable access for bona fide research or other lawful purposes.

The School Leader is directed to prepare guidelines which address students' safety and security while using e-mail, chat rooms and other forms of direct electronic communications and prohibit disclosure of personal identification information of minors and unauthorized access (e.g., "hacking"), cyberbullying and other unlawful or inappropriate activities by minors online. Staff members are reminded that personally identifiable student information is confidential and may not be disclosed without prior written parental permission.

Staff members will participate in professional development programs in accordance with provisions of law and this policy. Training shall include:

- A. The safety and security of students while using e-mail, chat rooms, social media and other forms of electronic communications;
- B. The inherent danger of students disclosing personally identifiable information online; and
- C. The consequences of unauthorized access (e.g., "hacking"), cyberbullying or other unlawful or inappropriate activities by students or staff online.

Furthermore, staff members shall provide instruction for their students regarding the appropriate use of technology and online safety and security as specified above.

The disclosure of personally identifiable information about students online is prohibited.

The School Leader is responsible for providing training so that internet users under their supervision are knowledgeable about this policy and its accompanying guidelines. The Board expects that staff members will provide guidance and instruction to students in the appropriate use of the internet. Such training shall include, but not be limited to, education concerning appropriate online behavior, including interacting with other

individuals on social networking websites and in chat rooms, and cyberbullying awareness and response. All internet users (and their parents if they are minors) are required to sign a written agreement to abide by the terms and conditions of this policy and its accompanying guidelines.

Staff members are also responsible for good behavior on the Board's computers/network and the internet just as they are in classrooms, school hallways, and other school premises and school sponsored events. Communications on the internet are often public in nature.

Staff members shall not access social media for personal use on the School's network, and shall access social media for educational use only after submitting a plan for that educational use and securing the School Leader's approval of that plan in advance.

General school rules for behavior and communication apply. The Board does not sanction any use of the internet that is not authorized by or conducted strictly in compliance with this policy and its accompanying guidelines. Users who disregard this policy and its accompanying guidelines may have their use privileges suspended or revoked, and disciplinary action taken against them. Users granted access to the internet through the Board's computers assumes personal responsibility and liability, both civil and criminal, for uses of the internet not authorized by this policy and its accompanying guidelines.

The Board designates the School Leader and the Dean of Students as the administrators responsible for initiating, implementing, and enforcing this policy and its accompanying guidelines as they apply to the use of the Network and the internet for instructional purposes.

## Sustainability and Viability

### ***Is the Academy financially solvent and stable?***

Creative Technologies Academy closed out the academic year 2012-13 with a very good surplus to add to the fund balance. This narrative is being written prior to the annual audit being completed but preliminary numbers show surplus income for the year at approximately \$71,000. This is higher than the budget reflects mainly due to a conservative estimate of MPSERS costs because of major changes in the retirement system implemented this year. Better estimates can be made now that the Academy knows the plan each employee has chosen.

Cuts were made in non-core programs for the 2012-13 year to maintain financial responsibility. The CTA Board and Administration have set lofty enrollment goals for 2013-14 which is the main way to boost revenue so that academic programs can be maintained. Currently, we are on track to meet those goals.

CTA has always tried to "live within our means." Our employees accept lower wages than counterparts in traditional public schools because of the work and learning culture, small class sizes, the freedom to innovate, and the commitment to our mission. While this acceptance helps to free up resources for classroom supplies, upgraded technology, and professional development, the Board and the administration realize there are limits to that acceptance. To avoid future high turnover in staff it is vital to maintain enrollments that will support regular wage increases. The Academy lost two of its higher paid teachers during the summer of 2013. One left for career advancement at Kent Innovation High and the other left for family reasons (married and moved to Gaylord, Michigan). Two other teachers left for higher paying jobs in their hometown public schools where they attended in their youth. CTA has been able to replace staff who have left with young, energetic, well trained, and competent teachers.

The fund balance from year to year has been about 10-11% of revenues, which is a recommended level. If fund balance would grow past that point it would be used to increase wages and contribute to capital expansion. No long term borrowing has been done since 2007 when the Academy purchased a charter bus. The bus has since been sold. The short term cash flow loan principle that gets reinstated every year is being reduced and in 2-3 years will no longer be necessary. CTA's cash flow will have been built up so we can sustain operations through September every year when there is no state aid payment.

Regular maintenance and cleaning is done every summer. Physical plant upgrades and repairs are done based on priority and all expenditures must come out of the general fund.

Regular planned computer and technology upgrades have always been a part of the CTA annual budget. Along with desktop systems the academy has added 48 netbooks on two computer carts on wheels. Five iPads were purchased in 2012 to be used for interventions.

The Academy has financially supported the School Improvement Plan with targeted investments in curriculum and staff. Elementary math and literacy programs, middle school and high school math, and expanded online curriculum offerings have been major investments that the academy has made during this contract period. For 2013-14, a new position, K-8 interventionist, has been added to target reduction of our achievement gap and eliminate the “focus school” label.

The Academy has also made a significant commitment and increase in the professional development budget over the past couple years. Emphasis is being placed on PLC/Data Teams, instructional strategies with special emphasis on the Gradual Release Model, RtI, and cross-curricular literacy. Additional training accompanies the K-5 Literacy by Design program that is being rolled out in 2013-14 and the grades 6-12 McGraw Hill math programs that CTA has invested in the last two years.

There have been no reportable conditions in an audit during this contract period. The last major issue which was addressed was pertaining to internal controls and the separation of duties, which is always an issue in a one person office. CTA now retains a consultant to review the financials and budgeting process on a quarterly basis. The consultant also assists in preparation for the annual year end audit.

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#### ***Is student enrollment stable and near capacity?***

Creative Technologies serves students from 11-12 public school districts, primarily white ethnicity, and lower and middle socio-economic groups. Approximately 15% of our students receive special education services. Approximately 75% of our students live in the districts of Cedar Springs Public Schools and Tri County Area Schools. Attendance rate averages about 94% and 25-30% of our students would be eligible for free and reduced lunch. If all grades were filled to capacity Creative Technologies Academy would be able to serve 350 students with its current facilities. We believe a realistic enrollment with current facilities is 325-335 students.

Count day enrollments for the current contract period are noted below:

Fall 2007	292.04 (included 27.09 non-public)
Spring 2008	275.92 (included 19.67 non-public)
Fall 2008	288.83
Spring 2009	265.08

Fall 2009	310
Spring 2010	304.13
Fall 2010	302.19
Spring 2011	293
Fall 2011	321.04
Spring 2012	304.5
Fall 2012	303
Spring 2013	284

Retention and turnover data was not maintained at CTA prior to the hiring of the current Dean of Students, David Oldebekking, in 2012. He compiled data from 2011-12 and 2012-13, summarized below:

### **Retention Report- Creative Technologies Academy 2011-12 to 2012-13**

As of first count day 2012, 65 students left CTA from the 2011-12 enrollment records.

- Decided to Home School or send to a Christian School – 8
- Moved to district outside of our area – 9
- Moved for athletics not offered at CTA- 3
- Transportation issues – 15
- Asked to leave – 1
- Not happy with CTA – 2
- Not enough credits to graduate (went to alternative program)- 1
- Dropped out- 1
- New student that never showed at CTA -3
- Not Sure – 22\*

\*Repeated calls were attempted to collect information from every student who was enrolled in 2011-12 and did not return or left after school started for the 2012-13 year up and before count day.

### **Retention Report- Creative Technologies Academy 2012-13 to 2013-14**

As of August 30, 2013 17 students have left CTA from the 2012-13 enrollment records.

- 2 unhappy with aspects of CTA.
- 11 left because of moving or another transportation issue.
- 2 thought there were better opportunities at their home district
- 1 was looking for a full online opportunity
- 1 was not meeting the academic goals set forth in their academic plan

Except for an enrollment boost in the Fall of 2011, the Academy's enrollment has hovered around the 300 mark for most of the contract period. Enrollment fell back to the 300 mark in the fall of 2012 with parents feeling the impact of high gas prices and the peak of the economic downturn. The Dean of Students and the School Leader determined that the following marketing strategy was needed:

1. Targeting marketing to specific grades and programs with openings
2. Drawing satisfied and supportive stakeholders into the marketing process
3. Maintaining contact with current students during the summer to improve retention
4. Tracking and responding to retention and turnover data (this was not done prior to 2011-12)
5. Focusing on the things we do well: small class sizes, innovative and safe environment, and expanded online learning opportunities.

This marketing strategy has proved effective with CTA on track for record enrollment in 2013-14.

As noted previously in this narrative, CTA has been able to maintain a core staff of dedicated teachers and administrators for several years. Two administrators were new to their positions in 2012-13 and made immediate positive impacts. The teaching staff experienced more change than usual in the summer of 2013. We recognize that changes do occur as the result of new career opportunities and family life decisions. We lost four teachers this year who have been with us for three or more years. None left because they were dissatisfied with CTA. We were able to replace them with experienced teachers but there is no doubt they will be missed. We have implemented focused professional development and mentorship for our new staff to assist the Academy in maintaining high expectations for teaching and learning.

## **Decision Making**

Creative Technologies Academy has intentionally increased the use of their assessment data to drive their instruction and make decisions school wide. In the last year, we have created and hired a new Assistant Principal (Curriculum and Assessment) to oversee and assist with classroom assessments. Along with that new position, we have created Data Teams school-wide. With the help of FSU (Joan Beadle) we trained data team leaders and provided support during scheduled PD days, and regular meeting 2-3 times a month. Each team uses appropriate grade level data (Global Scholar, Explore/Plan, MME, etc) to locate the greatest area of need and create common assessments. Along with analyzing the data, teachers are collaboratively discussing 5 important questions regarding student achievement in their Professional Learning Communities:

- What do we want our students to learn?*
- How will we teach so they can learn it?*
- How will we know they have learned it?*
- How will we respond when learning did not take place?*
- How do we respond when learning has already occurred?*

From these teams, academic decisions are made. The following initiatives were created to focus on various areas of need: Response to Intervention (RtI) groups, Focus School intervention groups, classroom guided reading groups, and ACT- focused instruction in the first 10-13 minutes of each high school class.

The Director of Academics and Assistant Principal use MI School Data, Kent ISD data warehouse, and FSU to seek data to share with teachers during these focus times. All decisions and focus areas are based on the School Improvement Plan and building reps report back to the committee monthly. Also, a report is devised and updated in the board report on a monthly basis.

Along with these school-wide initiatives, teachers use their own classroom data to assist them:

- Project First Steps- Brain research has concluded that certain connections must be made in the brain in order for children to learn at their optimum level. All lower elementary students are screened for physical readiness and ocular motor skills.
- Pensieve- A teacher conferencing notebook used within our elementary Daily 5 framework, which is a collection of data from diagnostic assessments.
- Student Data Notebooks: Students actively developing and tracking their own academic and personal goals throughout the year.
- Reading: Literacy By Design (Fountas and Pinnell Benchmark Assessment)
- Math: McGraw-Hill series assessments
- Writing Workshop style assessments

## **Challenges and Opportunities**

***If the Academy is reauthorized by Ferris State University Board of Trustees, what are the biggest challenges facing the Academy during the new reauthorization period? How does the Academy intend to address those challenges? What is the Board's long-range plan?***

Greatest challenges – plan to address challenges:

1. Enrollment stability – continue to implement revised marketing plan previously outlined in this application
2. Retention and development of highly effective staff (teachers and administrators) – continue to advance the work and learning culture so valued by the staff while exploring additional funding options that can free up revenue to increase employee wages
3. Resources to improve/expand facilities – Explore possibilities for grants, private gifts, and endowments
4. Board stability, growth, and leadership – see below

The board's history of long-range planning has admittedly been sporadic at best. Many good ideas have been shared but a realistic Strategic Plan that will meet the needs of the Academy in the next contract period has not been fully developed. It is the commitment of the current board and administration to do so in the next six months.

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***Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period?***

The board has recently evolved into a board that understands its role in setting policy and overseeing the fulfillment of the Academy's mission but it has not been without some distress and roadblocks. The board's leadership (eight presidents in six years) and membership has endured much turnover during the contractual period making strategic planning challenging. During a difficult period of probation, economic downturn, and political challenges facing all schools, most of the planning and continuity of leadership has, by necessity, come from the Academy's staff and administration. The board recognizes this as a glaring weakness and is embracing the challenge to develop stability and growth as a body. The current president and members are committed to developing a collaborative working board and a strategic plan that supports the School Improvement Plan and meets the challenges mentioned above. The board will accomplish this by:

- A commitment to be on time to every meeting
- A commitment to work together in a spirit of collaboration and mutual respect

- A commitment to establish working committees in Finance and Strategic Planning to support the administration and staff of the Academy in meeting the goals of the School Improvement Plan and facing the challenges of the next contractual period
- A commitment, individually and as a board, to professional development and growth.
- A commitment to seek additional revenue sources (private gifts, grants, endowments) to fund capital improvements or expansion

The CTA Board of Directors, administration, and School Improvement Committee have a realistic view of our history, where we stand, and the tasks that lay before us. We recently accepted a plaque as an FSU Charter School for 15 years, an honor we cherish for the struggles we have endured and the mountains we have climbed. We are honored to have served so many children and their families during that time. We are appreciative for the support and oversight of Ferris State University in partnering with us to serve and we respectfully request reauthorization of the charter for Creative Technologies Academy.

Sincerely,

Creative Technologies Board of Directors  
Superintendent/School Leader  
School Improvement Committee

*(Signature pages attached)*

## Reauthorization/Mid-Contract Review Application Signature Page\*

### Board Signatures:

Peggy Miller  
Name  
Kimberly de Bruin  
Name  
Shane Celi  
Name  
Stephen Shupe  
Name

9-3-2013  
Date  
09.03.2013  
Date  
9-3-13  
Date  
9-3-13  
Date

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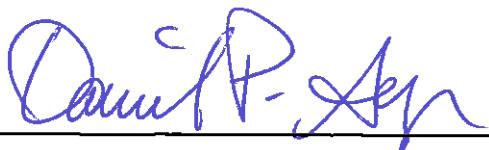
Date of Board meeting review 9/3/2013

### \*Mid-Contract Review Self Study:

Due to Epicenter no later than 5:00 pm, 15 business days prior to scheduled visitation

Reauthorization Application Signature Page

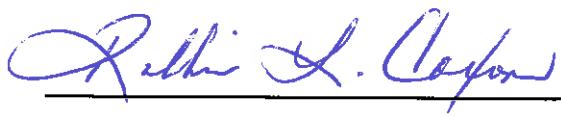
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9/3/2013

Daniel P. George, School Leader/Superintendent

Date



9/3/2013

Robbie L. Coxon , School improvement Committee Designee

Date