



FERRIS STATE  
UNIVERSITY

*Imagine More*

**CONNER CREEK  
ACADEMY EAST**

**REAUTHORIZATION REVIEW  
October 29-30, 2012**

## MISSION

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

## VISION



## 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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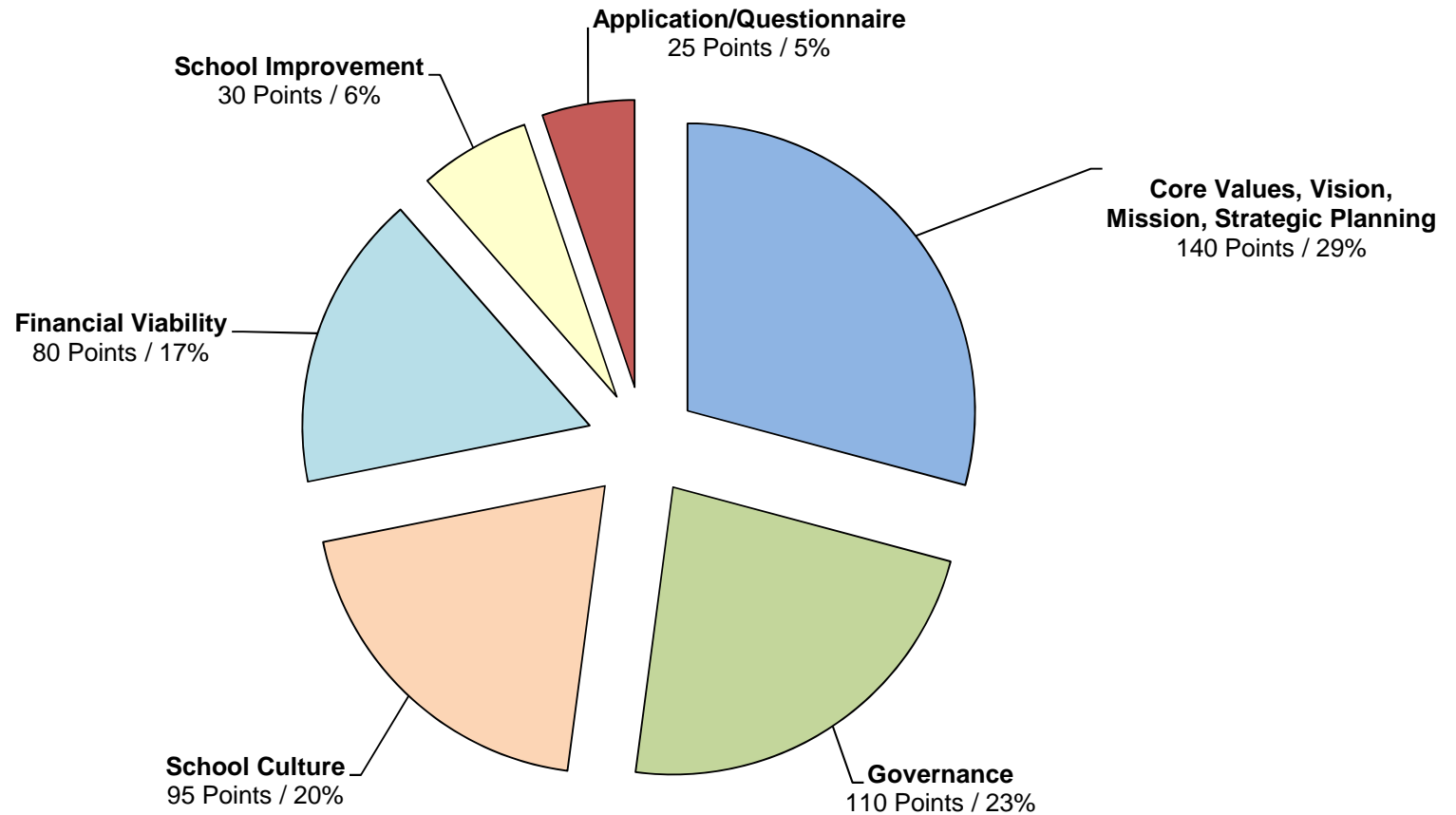
Next to the authorization of a Public School Academy (PSA), the oversight, evaluation, and reauthorization of that Academy are the most important tasks a State authorizer performs. The Ferris State University Charter Schools Office (CSO) takes these responsibilities seriously and has prepared this document as a complete report on the PSA's status either (1) at Mid-Contract Review, or (2) as the Academy is considered for 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.* The Academy has been given an opportunity to respond to the draft of this report.

A final copy of this report will be provided to each member of the Board of Directors, the School Leader(s), and a copy to the Educational Service provider, if applicable.

If you have any questions about this report, please call the CSO (231-591-5802). Visit our website ([www.ferris.edu/charterschools](http://www.ferris.edu/charterschools)) for more information on FSU-authorized public school academies.

## Mid-Contract/Reauthorization Review: Formula 2012-13



### Total Score

Maximum: 480 points

382 - 480	Exceeds Standards	90%+
360 - 481	Meets Standards	75% - 89%
288 - 359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

# Mid-Contract/Reauthorization Review: Point Tally Sheet 2012-13

Academy Name: **Conner Creek Academy East**

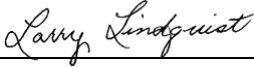



Dates of Visit: **October 29-30, 2012**

Status: **Exceeds Standards**

Overall Percentage: **90.1%**

Evaluation Criteria	Points Possible	Points Achieved	Percentage Achieved	Category Achieved
Core Values/Vision/Mission/Strategic Planning	140	140	100	Exceeds Standards
Governance	110	77.25	70.2	Needs Improvement
School Culture	95	95	100	Meets Standards
Financial Viability	80	77.5	96.9	Exceeds Standards
School Improvement	30	22.5	75.0	Meets Standards
Application/Questionnaire	25	20.12	80.5	Meets Standards
Total Score:	<b>480</b>	<b>432.37</b>	<b>90.1</b>	<b>Exceeds Standards</b>

## Visiting Team Members

Name: Larry Lindquist	Signature: 
Name: Art Willick	Signature: 
Name: Jim Ridders	Signature: 
Name: Dr. Robert Hamet	Signature: 
Team Chair: Larry Lindquist	

## Total Score

maximum: 480 points

432-480	Exceeds Standards	90%+
360-431	Meets Standards	75% - 89%
288-359	Needs Improvement	60% - 74%
287 & Below	Deficient	Below 60%

Annual Academic Performance Audit Score: **Deficient/Needs Improvement**

Monitoring Status: **Phase 3**

# CONNER CREEK ACADEMY EAST REAUTHORIZATION REVIEW

## EXECUTIVE SUMMARY

October 29-30, 2012

### INTRODUCTION

As was true at the time of the Conner Creek Academy East (CCAEE) Reauthorization review conducted in the fall of 2010, it was clear to this year's review team that all members of the CCAEE "family" are focused on the creation of quality instruction and programs for the students served by the academy, despite the difficult personal, social and emotional circumstances presented by the students they serve. The review team sensed a real commitment to both character development and academic achievement among both certified and non-certified staff as well as members of the Board of Directors. Students and parents, too, provided ample comments about not only the dedication of the CCAEE staff, but also about the degree of emphasis on creating a positive learning environment and establishing appropriate levels of academic challenges. Students were effusive with their praise of staff, indicating that although sometimes the academic challenges presented to them were difficult to achieve, teachers and other staff members were always willing to help them reach those expectations.

In addition, it must also be noted that the rubric review notebook prepared by the CCAEE administrative team prior to the Reauthorization Team's arrival was exceptionally well done. It is by far the best work ever seen by any of the CCAEE review team members by an academy in preparation for a Charter Schools Office (CSO) review visit. The notebook provided page-by-page documentation for each rubric cell as best as could be described in that format. Outstanding work!

### REVIEW RESULTS

The Reauthorization Review Team examined the categories of governance, school culture, financial stability, school improvement and core values/vision/mission/strategic planning while on the CCAEE campus. Scores earned in those categories combined with the score earned from the reauthorization application reveal that the academy earned an overall rubric score of 432.37 points out of a possible 480 points. That translates to an overall rubric achievement score of 90.1% which places the academy barely into the *Exceeds Standards* category. Congratulations on this achievement!

This reauthorization review was structured a bit differently than those completed in the past. Specifically, student achievement is now handled as a separate portion of the review. CCAE, like all Ferris State University (FSU) academies, received an *Annual Academic Performance Report* in August of 2012. Examination of that document by the review team revealed that CCAE has not yet attained the level of academic performance required by its authorizer. Based on the evidence in that document, the review team found student achievement at the elementary school to be deficient, while Michigan Collegiate earned a student achievement rating of needs improvement.

## **REVIEW COMMENTS, OBSERVATIONS AND RECOMMENDATIONS**

The review team notes with great interest that the academy is actively participating in Phase 3 of the Intensified Monitoring Process (IMP) initiated by the CSO. This process provides a mechanism by which the academy can examine its academic results and design instructional strategies to improve student achievement as it works toward exiting from the Intensified Monitoring Process. Under the leadership of Mr. Lee Robinson, assigned by the CSO to guide this process, the academy has grasped the significance of its situation. In response to the challenges presented by Mr. Robinson, the academy formed Data Teams to guide its work toward improved academic performance at each instructional level. Though analysis of assessment results was undoubtedly done prior to the academy's placement in Phase 3 of the IMP, the current use of Data Teams for analysis of assessment results followed by targeted differentiated instruction is reaching a much higher level of rigor and focus. Mr. Robinson informed the Reauthorization Review Team that he believes the academy's focus on student achievement has immeasurably intensified during the last year. As evidence of that, he cites the academy's application of the Data Teams approach to Global Scholar results. Likewise, he indicates that this same approach is now being applied to the academy's MEAP analysis.

As a result of individual conversations with many teachers, other staff members, the School Improvement Team (SIT), and smaller groups of elementary, middle and high school teachers, it is clear to the Reauthorization Review Team that not only do staff members now recognize the perils of their current academic status, but that they also intend to look at assessment results more closely through the data teams, and then apply a variety of effective instructional strategies along with renewed personal effort to rectify that status as quickly as possible. Curriculum, instruction and assessment are now much more "intentional" than noted during earlier visits. The renewed energy applied to academic improvement is palpable.

At the same time, it is clear to the review team that service to the academy's students incorporates much more than its focus on academic performance. The academy staff looks at the whole child and applies a holistic approach to meeting the needs of each student. The review team was given numerous examples of this by students, parents, teachers and administrators several times during this visit. For instance, one parent noted that a principal called her at 8 p.m. one

evening to ask if she knew that her daughter was in some distress at school. The parent didn't know and was grateful for the call. Several students expressed their thankfulness for teachers who provided extended day academic support for them.

## **NOTABLE PROGRESS AND AREAS FOR GROWTH**

The Review Team found many positive aspects to the academy's governance and operations. Among these strengths are:

- Following up on a recommendation from a previous reauthorization visit, The CCAE Board of Directors created its first ever written strategic plan that follows the CSO Definition of Quality with goals written in SMART format, and has also expressed its intention to periodically review this document.
- An increased commitment to budgetary planning and monitoring by the Board of Directors is now in place through the design and implementation of a sixteen-month budget-planning calendar.
- A commitment to the use of the academy's School Improvement Plan (SIP) to help drive decision-making was once again evident during the Reauthorization Review Team's meeting with the CCAE School Improvement Team (SIT). SIT members were not only aware of the contents of the SIP, but spoke convincingly about the implementation of many of the elements included in that plan.
- The School Improvement Team informed the CSO review team that the academy made a conscious decision to change the culture of the academy and to hold each other accountable for the results achieved by academy students. Consequently, the culture for learning is changing and the academy is seeing slow but consistent academic growth. For instance, the fall 2012 Global Scholar scores are 6-8% higher than last Spring's scores.
- There is a definite concentrated emphasis on intentional data driven instruction at all three instructional levels.
- The academy operates a required ACT Prep class for every student beginning in ninth grade.
- Staff members are acutely aware of the concept included in the district's mission statement and how those ideals should be reflected in their work.
- The Board of Directors and administration has managed to build and maintain a relatively stable general fund balance of over 7%, despite the difficult financial circumstances faced by the academy. In addition, the academy has a substantial debt retirement fund balance targeted for future facilities.
- Both parents and students expressed a general satisfaction regarding school programs and services. In fact, both groups were very supportive of staff members, citing many instances where individual staff members have gone above and beyond their normal duties to assist students and families.
- The middle and high schools have implemented a thirty-minute Academic Intervention (AI) period at the beginning of every day to assist students with targeted skill development as needed.

- The middle and high schools have also implemented an In School Intervention (ISI) program in which students who might otherwise be suspended or expelled from school are provided a means to work toward improving their academic performance while remaining in school.
- The academy, with the support of the Board of Directors, has implemented several new software programs that specifically target improved student achievement and has provided adequate professional development for implementation of those programs.
- The academy has developed a highly structured Technology Plan and has implemented both the programs identified in that plan and the purchase of new technology hardware to support integrated technology as a means to deliver effective classroom curriculum and instruction.
- The Board of Directors has developed a higher degree of interest and understanding of student achievement issues since the last Reauthorization Review. For instance they now demand monthly student achievement reports to be presented at each board meeting.
- The organization and use of Data Teams has significantly increased both teacher collaboration and accountability.
- There is a noteworthy family environment in all academy buildings. Students, parents and staff members alike expressed this feeling. It is clear that everyone associated with the academy sincerely cares about the students and families they serve.
- A continued willingness to work at developing better connections with parents was noted as evidenced by holding recent Parent Teacher Conferences at a church facility within the City of Detroit, which resulted in a significant increase in parental conference participation.
- The academy received a large TEAMS grant through Michigan State University (\$161,000) due to the culture for learning that has been created at CCAE.
- Both parents and students stated that teachers appropriately support the academic challenges presented to CCAE students. That is, though high classroom performance standards are being set for students, teachers are willing to provide extra help to those students who need an additional boost to reach those expectations.
- Every segment of the academy expressed the feeling that staff members sincerely care for students.
- The academy is to be commended for its intent to follow students after graduation.

Even though the Review Team found many encouraging aspects regarding the academy, like most other schools, there are still areas for improvement. Among these are:

- Low student achievement at all three instructional levels continues to plague the district. The review team senses a renewed intention to improve student achievement. However, *if* a new contract is recommended by the CSO and issued by the FSU Board of Trustees, substantial improvement in student achievement must be achieved during any new contract period. The beginnings of that improvement were documented in the reauthorization application. Now, that progress must be sustained.

- The Board of Directors needs to become more intentional about its participation in FSU CSO sponsored professional development activities. If that avenue is not practical, then seeking CSO approval for professional development programs conducted during regular board meetings should be sought as an alternative method of reaching individual and collective professional activity credit goals.
- There is a need for students to experience more opportunities in the fine or applied arts and extra-curricular programs such as classes or enrichment opportunities in the vocational and visual or performing arts or other student interest areas. If offering this type of programming is not within the means of the academy, the Reauthorization Team suggests an exploration of such programming through partnerships with local YMCA/YWCA or civic organizations such as Rotary International, Optimist Clubs, or faith-based groups.
- The Reauthorization Review Team strongly recommends that both the CCAE School Improvement Team and Board of Directors regularly review both the cells of the Reauthorization Rubric Review instrument and the academy's Educational Contract Goals contained in the authorizing contract for the purpose of continued implementation of both short and long-range goals that address low achievement scores and other rubric areas. For instance, the Board of Directors could develop a continuous calendar for review of each segment of the Mid-Contract/Reauthorization Rubric at each monthly board meeting. The SIT could periodically conduct similar reviews.
- Though staff members note a need and desire for parental involvement, they also note that too little direct parent involvement is present. The Review Team recommends a continued effort to solicit parent involvement in meaningful activities such as tutoring, mentoring, providing additional supervision in hallways and buses, and service on academy committees that will truly give parents a meaningful voice in academy operations. Invitations for parents to participate in or observe student "informances" on a small but regular basis could also increase the academy's ability to involve parents in the day-to-day school program. For instance, high school parents could be invited to participate with their students in biology class dissection activities. Social studies teachers could involve parents in family history presentations while discussing the development of mid-twentieth century migration patterns. Parents of elementary students could be invited to observe classroom reading, music or drama activities. Some type of parent teacher organization could be formed to receive input from parents on school related issues as well as to help organize student enrichment activities.
- The Reauthorization Review Team heard concerns from some parents regarding alleged disruptive behavior on buses that transport students to and from school on a daily basis, although that was said to have improved somewhat this year. One review team member personally witnessed disruptive students on buses as buses were loading after school at Michigan Collegiate. While the review team recognizes that transportation is a contracted service, it remains the responsibility of the academy to ensure the safety of students while being transported, regardless of what entity provides that service. The review team suggests that the academy administration form a short-term task force composed of students, parents, teachers and administrators and vendor representatives to examine and make recommendations for improvement of student behavior on daily bus transportation runs.

- A generally safe and orderly environment and well-maintained facilities lends itself well to the development of a positive environment for teaching and learning. In general, the review team observed that type of environment. For instance, review team members visited many classrooms where students were appropriately focused on their work. However, the team also notes that some parents expressed concern about behavioral issues among students, especially at the elementary level. Some Michigan Collegiate teachers also expressed a concern that classroom management was among their biggest challenges. The review team suggests close scrutiny of these issues by K-12 district administrators and the implementation of additional internal procedures to reduce student behavior concerns. For instance, there is a need for more adult monitoring of students in hallways of the middle and high schools during class passing times. Those periods of time were clearly the most chaotic portions of the school day at Michigan Collegiate.
- The rate of student retention has beleaguered the academy. This issue should be examined in an attempt to retain students during their entire K-12 educational careers. Finding a way to retain more students could help to increase cohorts for academic comparison purposes while also cementing the academy's culture and climate, especially at the beginning of each school year.

## **CONCLUSION and RECOMMENDATION**

The Reauthorization Review Team is confident that CCAE has a renewed spirit of purposeful focus on student achievement. In addition, the review team appreciates the academy's efforts to meet the personal and social needs of students. All segments of the academy's stakeholders speak favorably not only about the renewed emphasis on academics, but also on the non-core services provided to students in areas such as personal development. That is, parents and other groups provided a good sense that the academy sincerely cares about the needs of the entire child.

The Ferris State University Charter Schools Office Reauthorization Review Team greatly appreciates the hospitality shown to the team during its academy visitation at Conner Creek Academy East Elementary and Michigan Collegiate Middle/High School. Having guests in one's building can sometimes be disruptive to the educational process, yet the graciousness with which the team was received was outstanding. For that, the team expresses its sincere appreciation. In addition, we recognize and applaud the academy's ongoing efforts to provide a quality education for all the students served by CCAE. With continued hard work and focus on teaching and learning, those efforts will make a positive impact on the lives of all those served by CCAE.

Larry Lindquist, Team Chair

## Criterion:

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

Points Possible 140	Points Achieved <b>140</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 discernable Core Values identified</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Core Values: Communication	10/10	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	5/5	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 discernable Vision Statement identified without links to the Core Values</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Vision Statement: Communication	10/10	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	10/10		<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	5/5	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 discernable Mission Statement identified without links to the Core Values</li> </ul>	
Point distribution		10 points	7.5 points	6 points	0 points	
Mission Statement: Communication	10/10	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	10/10		<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	5/5	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		
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	20 points	12 points	0 points	
Written Strategic Plan: Continual revision and reaffirmation	20/20		<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 discernable Strategic Plan in place</li> </ul>	
Point distribution		n/a	15 points	9 points	0 points	
Written Strategic Plan: Communication	15/15		<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	140/140	Percentage Achieved	Category Achieved	
		100%	Exceeds Standards	

## Criterion:

**Governance** (as reflected in Board minutes and observations)

Points Possible  
**110**

Points Achieved  
**77.25**

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: • has all relevant policies/procedures in place in accordance with state and federal laws • references appropriate policies at Board meetings when making decisions	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • demonstrates some familiarity with them	The Board: • has all relevant policies/procedures in place in accordance with state and federal laws • does not demonstrate familiarity with the policies	The Board: • has few policies/procedures in place that are required by state and federal laws • has not regularly updated its Policy Manual	
Leadership: Meeting schedule	3/5	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	Rescheduled meeting 2/9/11 & 6/29/2011
Leadership: Monthly quorums	3.75/5	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	Quorum not present at 10/24/12 regular meeting
Point distribution		n/a	10 points	7.5 points	0 points	
Leadership: Monthly progress reports	/10		As evidenced by Board minutes, the Board: • receives detailed monthly reports on student achievement • regularly engages in discussion about these reports	As evidenced by Board minutes, the Board: • periodically receives detailed monthly reports on student achievement • occasionally engages in discussion about these reports	As evidenced by Board minutes the Board: • does not receive detailed monthly reports on student achievement • rarely discusses student academic achievement	
Point distribution		n/a	5 points	n/a	0 points	
Leadership: Candidate pool	0/5		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	No board candidates in the pool at CSO

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points		0 points	
Leadership: Management Company Evaluation	10/10		There is a correlation between the Board's annual evaluation(s) of the Management Company 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 and the academy's academic achievement status and progress along with the provided business services	CCAE does not use a management company, so full points were awarded. However, the board should adopt a formal Superintendent evaluation process if one is not now in place
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		5 points	3.75 points	3 points	n/a	
Professional development	3/5	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • each member is on schedule to meet their professional development activity credit requirement	The Board encourages & supports professional development activities: • includes funds in annual general fund budget • most members are on schedule to meet their professional development activity credit requirement	There is little or no evidence that the Board encourages & supports professional development activities: • does not include funds in annual general fund budget • most members are not on schedule to meet their professional development activity credit requirement		CSO evidence does not confirm consistent attendance at PD activities although money is allocated for this purpose
Point distribution		5 points	3.75 points	3 points	0 points	
Compliance reporting AOIS: accurate and complete	3.75/5	All documents submitted to AOIS are marked "accurate and complete" (a blemish-free record)	95-99% of all documents submitted to AOIS are marked "accurate and complete"	90-94% of all documents submitted to AOIS are marked "accurate and complete"	89% or fewer of all documents submitted to AOIS are marked "accurate and complete"	98%
Point distribution		n/a	5 points	n/a	0 points	
Compliance reporting AOIS: rate	0/5		The Academy meets the CSO percentage requirement for AOIS reporting		The Academy does not meet the CSO percentage requirement for AOIS reporting	2011-12=99% 2010-11=100% 2012-13=100% as of 10/19/12

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	5 points	3.75	0 points	
Compliance: Transparency Reporting	0/5		The Academy website meets requirements for transparency reporting		The Academy website does not meet requirements for transparency reporting	Team found insufficient evidence of Feb/March 2012 recommendation from MDE on web site
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	
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	Individual board members must commit to attending most if not all CSO sponsored events
Point distribution		n/a	10 points	n/a	0 points	
Academy updates	0/10		Board minutes reflect that the Board receives monthly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals		The Board minutes do not reflect that the Board receives monthly updates on the Academy's progress toward its School Improvement Plan and academic contractual goals	Minutes reveal periodic but not monthly updates
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	
Point distribution		n/a	5 points	n/a	0 points	
Board meetings: Timeliness	5/5		The Board begins its meetings within 15 minutes of the posted time		The Board does not begin its meetings within 15 minutes of the posted time	

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	10 points	6 points	0 points	
Physical facilities	10/10		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	
	77.25/110	70.2%	Needs Improvement	

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

Points Possible <b>95</b>	Points Achieved <b>95</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	
Safe & orderly environment: Behavioral expectations	10/10		Academy staff & the Board have developed behavioral expectations and implemented systems that: <ul style="list-style-type: none"> <li>• create a safe and orderly academic environment</li> <li>• are conducive to learning</li> </ul>	Academy staff & the Board have developed behavioral expectations and implemented systems, however: <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>	Little or no evidence exists that the Academy & the Board: <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>	
Safe & orderly environment: Safety plan	10/10		The Academy has: <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>	The Academy has: <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>	The Academy: <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	10 points	n/a	0 points	
Safe & orderly environment: Student discipline	10/10		<ul style="list-style-type: none"> <li>• Staff members consistently demonstrate that they share responsibility for student discipline</li> <li>• Staff and students are observed supporting and encouraging respectful and collaborative behavior throughout the Academy</li> </ul>		<ul style="list-style-type: none"> <li>• Little or no evidence exists that staff members consistently demonstrate that they share responsibility for student discipline</li> <li>• Staff and students are not observed supporting and encouraging respectful and collaborative behavior throughout the Academy</li> </ul>	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	n/a	0 points	
Staff stability: Administration	10/10		The Academy has had minimal building administrative turnover (2 or less) during the review period		The Academy has had significant building administrative turnover (3 or more) during the review period	1 turnover since 2010 review
Staff stability: Faculty	10/10		The Academy has had less than 40% turnover in teaching staff during the review period		The Academy has had 40% or more turnover in teaching staff during the review period	17% turnover since 2010 review
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	
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	
Point distribution		n/a	10 points		0 points	
Site and facilities: Restrooms and public areas	10/10		All restrooms and other public areas are well-maintained, clean, and inviting		Restrooms and other public areas are not well-maintained, clean, and are generally unsatisfactory	
Site and facilities: Lighting	10/10		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	95/95	Percentage Achieved	Category Achieved	
		100%	Meets Standards	

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

Points Possible  
**80**

Points Achieved  
**77.5**

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Budget development	10/10		The Board has established and adheres to a timeline for budget development	The Board has established a timeline for budget development but does not adhere to that timeline	The Board has not established a timeline for budget development	
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	5 points	3 points	0 points	
Access to monthly financial statements	5/5		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"	
Point distribution		n/a	5 points	n/a	0 points	
Audit / fund balances: External audits	5/5		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	

Competency	Score	Exceeding Goals	Meeting Goals	Needs Improvement	Deficient in Meeting Goals	Reviewer Comments
Point distribution		n/a	10 points	6 points	0 points	
Audit submission	10/10		During this review period: <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>	During this review period: <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>	During this review period: <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		10 points	7.5 points	6 points	0 points	
Fund balance	7.5/10	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of at least 10% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>within 3% -9.9% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>within 1% - 2.9% of general revenue</li> </ul>	The Board maintains a fund balance: <ul style="list-style-type: none"> <li>of less than 1% of general revenue</li> </ul>	7.5% of revenue
Point distribution		n/a	5 points	n/a	0 points	
Long-range planning	5/5		The Board has an identifiable long-range plan for fund balances		The Board does not have an identifiable long-range plan for fund balances	

Financial Viability: Total score for all competencies				
Total Points Achieved	77.5/80	Percentage Achieved 96.9%	Category Achieved Exceeds Standards	

**Criterion:**  
**School Improvement – NCA VERSION**

Points Possible <b>30</b>	Points Achieved <b>22.5</b>
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Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		5 points	3.75 points	3 points	0 points	
<u>Standard I:</u>  Vision and Purpose	3.75/5	<p>The Academy has achieved a wide commitment by all groups of stakeholders to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is fully supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has committed to a shared purpose and direction. The Academy has clearly defined expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision guides allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has begun the process of engaging its stakeholders to commit to a shared purpose and direction. The Academy is developing expectations for student learning aligned with the Academy's vision that is supported by Academy personnel and external stakeholders. These expectations will serve as the focus for assessing student performance and Academy effectiveness but the process is not fully in place. The Academy's vision has some influence on allocations of time and human, material, and fiscal resources.</p>	<p>The Academy has not committed to a shared purpose and direction. The Academy has little or no evidence that expectations for student learning are aligned with the Academy's vision with little support by Academy personnel and external stakeholders. Expectations for student learning do not serve as the focus for assessing student performance and Academy effectiveness. The Academy's vision has little influence on allocations of time and human, material, and fiscal resources.</p>	
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard II:</u>  Governance and Leadership	3/4	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction, lend support, and systematically allocate resources for systemic and sustainable implementation of curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders ensure collaboration and shared responsibility for Academy improvement among each stakeholder group. The leaders provide stakeholders meaningful roles in the decision-making processes that promote a culture of participation, responsibility, and ownership. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation and are deeply embedded in the way the Academy functions.</p>	<p>The Academy has leaders who are advocates for the Academy's vision and improvement efforts. The leader's provide direction and systematically allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage shared collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation. While these conditions are being implemented, the implementation is not systemic across the Academy, and the results are varied.</p>	<p>The Academy has leaders who have established processes to develop the Academy's vision and improvement efforts. The leaders allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders allow collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, attempt to create equity of learning opportunities and support for innovation, but implementation of those processes and conditions is sporadic, and results are varied.</p>	<p>The Academy has leaders who have not established or are currently establishing processes to develop the Academy's vision and improvement efforts. The leader's process of allocating resources provides little support to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders do not encourage or promote collaboration and shared responsibility for Academy improvement among stakeholders. The Academy's policies, procedures, and organizational conditions have little influence and impact on equity of learning opportunities and support for innovation.</p>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<b>Standard III:</b>  <b>Teaching and Learning</b>	3/4	<p>The Academy implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy has a formalized process to align instructional practices with the curriculum, and demonstrates results through systematic and sustainable implementation across the Academy. Teachers use proven, instructional-based practices that actively engage students in the learning process and encourage students to take ownership of their learning. Teachers use proven instructional practices that actively engage students in the learning process. Teachers consistently provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students frequent feedback using a variety of methods to improve their performance.</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for all students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates evidence of alignment between the curriculum and instructional practices, with systematic implementation across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide frequent opportunities for students to apply their knowledge and skills to real world situations. Teachers give students regular feedback to improve their performance.</p>	<p>The Academy implements a curriculum based on expectations for student learning that provides opportunities for most students to acquire the requisite knowledge, skills, and attitudes. The Academy demonstrates some evidence of alignment between the curriculum and instructional practices, but implementation is not systematic across the Academy. Teachers use instructional practices that actively engage some students in the learning process. Teachers provide limited opportunities for students to apply their knowledge and skills to real world situations. Teachers give students random or periodic feedback to improve their performance.</p>	<p>The Academy implements a curriculum based on expectations for student learning that has not been fully aligned with the requisite knowledge, skills, and attitudes. The Academy demonstrates little or no evidence of alignment between the curriculum and instructional practices. Teachers use instructional practices that reflect little engagement of students in the learning process. Teachers provide few opportunities for students to apply their knowledge and skills to real world situations. Teachers give students limited feedback to improve their performance.</p>	
Point distribution		5 points	3.75 points	3 points	0 points	
<b>Standard IV:</b>  <b>Documenting and Using Results</b>	3.75/5	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results including multiple measures of individual student achievement that assess higher order thinking skills and are of adequate technical quality. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve and enhance student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts for individual students and groups and subgroups of students.</p>	<p>The Academy uses a comprehensive assessment system based on clearly defined performance measures that yield valid and reliable results. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p>	<p>The Academy is currently using assessments that have limited alignments with student expectations and/or is developing a comprehensive assessment system based on clearly defined performance measures and plans to administer the assessments in the near future. The system will be used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. When fully operational, the assessment system will yield timely and accurate information that is meaningful and useful to Academy leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p>	<p>The Academy is currently using assessments that are not aligned with student expectations or has no comprehensive assessment system based on clearly defined performance measures. The system has limited capability to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessments do not yield timely and accurate information that is meaningful and useful to leaders, teachers, and other stakeholders in understanding student performance, Academy effectiveness, and the results of improvement efforts.</p>	

Competency	Score	Highly Functional	Operational	Emerging	Not Evident	Reviewer Comments
Point distribution		4 points	3 points	2.4 points	0 points	
<u>Standard V:</u>  Resource and Support Systems	3/4	The Academy effectively uses human, material, and fiscal resources to implement a curriculum that enables students to achieve and exceed expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy systematically employs and allocates staff members who are well-qualified for their assignments in all content areas. The Academy provides and fully supports ongoing, job-embedded learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are well-qualified for their assignments. The Academy provides ongoing learning opportunities for all staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy employs and allocates staff members who are generally qualified for their assignments. The Academy provides learning opportunities for most staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	The Academy has very limited human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The Academy does not systematically employ and allocate staff members who are qualified for their assignments. The Academy provides limited learning opportunities for staff to improve their effectiveness, including both professional and support staff. The Academy ensures compliance with applicable local, state, and federal regulations.	
<u>Standard VI:</u>  Stakeholder Communications and Relationships	3/4	The Academy has the understanding, commitment, and support of all stakeholders. Academy personnel actively promote and provide regular, systematic opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate a high level of meaningful participation by some participation by most stakeholder groups.	The Academy has the understanding, commitment, and support of stakeholders. Academy personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate good participation by some stakeholder groups.	The Academy has begun the process to gain understanding, commitment, and support of stakeholders. Academy personnel are seeking opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate some participation by stakeholder groups.	The Academy has little understanding, commitment, and support of stakeholders. Academy personnel seek few opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts and can demonstrate little or no participation by stakeholder groups.	
<u>Standard VII:</u>  Commitment to Continuous Improvement	3/4	The Academy fully implements a collaborative and ongoing process for improvement that aligns all functions of the Academy with the expectations for student learning. Improvement efforts are systematic, sustained, and fully embedded, and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are clearly informed by results of earlier efforts through reflection and assessment of a highly sustained, continuous process of improvement.	The Academy implements a collaborative and ongoing process for improvement that aligns most functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are sustained and the Academy demonstrates progress in improving student performance and Academy effectiveness. New improvement efforts are informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy is developing a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning, but the plan has not been implemented. Improvement efforts are being developed, but the Academy cannot yet demonstrate progress in improving student performance and Academy effectiveness. New improvement efforts are not informed by results of earlier efforts through reflection and assessment of the improvement process.	The Academy has not developed a collaborative and ongoing process for improvement that aligns the functions of the Academy with the expectations for student learning. The Academy cannot demonstrate progress in improving student performance and Academy effectiveness.	

School Improvement: Total score for all competencies				
Total Points Achieved	22.5/30	Percentage Achieved  75%	Category Achieved  Meets Standards	

# BOARD INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **October 29-30, 2012**

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?***

- Inspiring students—very much from where they come from
- Empowering students to become better citizens
- Board members have become more involved in the school
- Caring environment is measurable
- Parents much more supportive
- Inspiring students to be more proficient
- Testing is better
- Inspiring students with attractive building
- Inspiring students and was the subject of recent meeting
- Evidence of support by level of involvement is measurable

**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?***

- Need to consider where students are at when they come to us—their skill levels
- Alumni survey would help to tell successes—need more alumni engagement
- Increases in test scores support
- Cohorts are doing better than non-cohorts
- Higher level of achievement than they would have in the Detroit School System
- Many going on to college

**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?**

- Benchmarks are most important
- Strategic plan should address areas of need
- Data is important—raw data of what we are doing
- All on same team and sometimes not achieving what is desired
- Academic construct goals are spelled out
- Lee Robinson has been a big help in identifying needs
- Compliance, 100%

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

- Community involvement and partnership
- Academic improvements
- Grant funds to improve instruction
- Trying to offer professional development for staff
- Last couple of years purchased software that is leading student achievement and motivation
- Fed breakfast, lunch and dinner
- Middle school and high school parent-teacher conferences, took them to neighborhoods
- Administration has pushed hard for more improvement
- Knowing the demographics of the population

***What could be improved?***

- Close the retention gap from elementary to high school
- Continued parental involvement
- alumni engagement

**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?**

- Yes—the financial part has been a focus
- Financial plan is well structured--long and short term goals

- How can we improve our revenue support
- Forming partnerships in the community
- Board retreat is an emphasis for the strategic plan
- Strategic plan appears on the Board agenda
- Still need to put forth more detail
- Piggy-back off of school strategic plan
- We have the tool—now need to work on how to achieve it

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

- Suburban education is better than inner city education
- Safety and busing
- Teachers truly care

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

- Board has a finance committee that meets with the administration four to six times a year to develop a budget and discuss concerns
- Budget assumptions are well used
- Better able to see future projections of expenditures
- Meet with staff
- Review monthly reports
- Two Board members take the lead
- Look at current budget and future school year
- Five-year strategic financial plan
- Have projections that are used

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

- Add more to fine arts, music, choir, etc.—more diversity
- Increase teacher pay
- Assistance to needy families
- More parental involvement
- Implement parent university
- Board is vested

**9. *Anything for our attention?***

- We have a dynamic board—two new members—very diverse
- Vested interest in CCAE
- Administration and staff are working hard to keep the bar high for CCAE
- In-school suspension has helped with student behaviors
- Staff willing to go that extra step and tailor programs for students where they are

# ADMINISTRATIVE INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **October 29-30, 2012**

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—empowering students with baseline data—students are doing better while they are here
- Inspiring students to want more
- Creating responsible students—model society expectations
- Intervention versus suspension
- Teach consequences—hold kids accountable for behavior (civility)

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

- Family atmosphere—kids come back after leaving school
- Emphasis on education and progress to improve
- Proud of teachers' dedication—test scores improving
- Data teams emphasis
- Seeing progress
- Move to PLC communities
- Word of mouth—this way kids learn about CCAE and want to enroll

***What could be improved?***

- More room—very crowded
- Need to continue to tweak the programs
- Retention of students—some students leave because they get scholarships to prestigious schools
- Need art programs

**3. 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?**

- Yes—82% have gone to college—67% go a second year—20+% go on beyond that
- Many students are the first in a family to graduate from high school

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

- “8”
- Trending upward
- Better than the past—we’re at the beginning of a culture change
- Retention of our students that know the climate expected
- Most behavior problems are new students
- MSU doing a climate survey of CCAE Elementary
- We are one of two schools chosen for study by MAPSA grant for positive school culture

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

- Classroom management—wide variety of achievement level
- Home problems are a big factor
- Motivation
- Evaluation pressure

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

- Financial stability—need students or state increase in FTE
- Academic achievement—on the right track with data teams

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

- Safe and academically sound
- Orderly, organized and stable
- Family atmosphere—word of mouth brings many families here

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

- One campus—a residential setting
- Student-teacher ratio of 15:1
- Vocational programs
- Early childhood center
- Health clinic
- Have facility plan laid out
- If we were in Detroit we would be able to partner more
- Higher salaries
- House Detroit kids but since outside of Detroit cannot get Detroit support

**9. *Anything for our attention?***

- Kids want to be here—attendance rate daily is high
- Kids really appreciate what they have here
- Does the FSU Board of Trustees really know how we are affecting Detroit students
- Test scores are improving and expect them to continue to improve in the future
- Lee Robinson has been a great help for our school—AAP has been very successful and supportive



# INSTRUCTIONAL STAFF INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **October 29-30, 2012**

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?**

Elementary:

- Create an environment that allows students to achieve
- Teachers are empowered
- Pre- and post-tests can see the growth
- Students excited and accepting ownership for their learning
- Teaching more intentional due to new initiatives
- Yes—good environment
- Life-long learners

MS/HS:

- Yes—moving beyond the classroom to inspire dreams
- See students' faces light up
- Inspire by allowing students to make decisions about learning
- Promote community involvement such as Open Arms
- Connecting to real world—Community Garden, etc.

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

Most Proud Of--Elementary:

- Problem-solving abilities of the staff
- Communicate well with each other and willingness to work together

- Hold each accountable for betterment of students
- School has improved in reading

Could Be Improved—Elementary:

- Being consistent
- More parent involvement
- Prepare for new state test that will replace MEAP
- Need to hold parents accountable
- Make sure following through with parents for their responding to teacher ideas

Most Proud Of—MS/HS:

- ACT Prep, a class most students don't get to take at other schools
- ACT growth academic interventions
- Seeing kids grow up and mature
- Relationships among students and staff, diversity
- Teacher autonomy improved

Could Be Improved—MS/HS:

- The arts have been sacrificed
- Common planning time
- After-school time is limited
- Parent involvement

**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**

Elementary:

- “6” “6” “7” “7”

MS/HS:

- “10” “10” “10” “10” “8” “10”

**b. Professional Training**

Elementary:

- “9” “8” “8” “9”

MS/HS:

- “9” “9” “9” “10” “7” (most times) “8”

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

Elementary:

- “7” “8” “8”

MS/HS:

- “10” (six times)
- Very clear expectations
- Data-driven for two years
- Scantron is a great tool and can use to form interim assessments
- Data teams are well accepted

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

Elementary:

- Considered as an urban school
- Depends on the day
- Gets better as the year goes along
- Ranges from “2” to “9”
- Has improved—“6”
- “7”—some good days and some bad days
- Most of staff work together

MS/HS:

- “7”—need stronger culture of decorum at middle school in hallways
- “8”—we are the safest place the kids go all day
- “8”—need to learn to appreciate the social culture you see
- “8” (two more)
- “9”—parent image—important support

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

Elementary:

- Yes—need high expectations

MS/HS:

- Yes—academic intervention and computer-based reading programs are a help
- ACT growth expectations are appropriate
- Honors classes are a help
- Differentiated instruction helps
- Explore testing helps unify our approach

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

Elementary:

- Yes—I did
- Yes—if I had children—Like what they get here
- Teachers are fantastic
- Prefer public school where she lives but if lived in Detroit would enroll child at CCAE

MS/HS:

- Yes
- No, because I work there—lack of diversity
- If I lived near here, absolutely
- Depends on the circumstances

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

Elementary:

- New building
- Cafeteria
- New science curriculum
- All the materials teachers need

- Updated play equipment

MS/HS:

- Computer for every child
- Distance learning
- Athletic facility
- Auditorium
- Football stadium
- Need space

### **8. *Anything for our attention?***

Elementary:

- CCAE gives kids a chance to succeed—students here are expected to learn
- School is something to believe in
- Students will believe in themselves
- Their home situations are sometimes deplorable

MS/HS:

- Family—safe place
- Take into account the lives our kids have
- We have best friends at this school



# SUPPORT STAFF INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **October 29-30, 2012**

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?***

Elementary:

- Yes—word of mouth positive to bring other kids into school
- Test scores improving
- Teachers encourage students to perform and made good choices
- At lunchtime kids are respectful
- Parents are well satisfied—like the results students are getting
- Teachers are very strong and present well

MS/HS:

- Yes—son attended here and it worked for him
- Yes—many students come back from college or military service
- Students are well prepared for college
- Students recognize us as an example

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

Most Proud Of--Elementary:

- Teachers K-12 and the changes they are seeing (i.e. positive attitudes)
- Culture has changed and teachers have adapted
- Kids feel the school is like family

Could Be Improved—Elementary:

- Need more funding

Most Proud Of—MS/HS:

- Honor to be part of the whole staff—like a family
- Students also see the family attitude—lots of caring
- Free food programs
- Hard to imagine caring more or working harder for the kids

**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**

Elementary:

- “10”—all five

MS/HS:

- “10” (four times)—get what we need

**b. Professional Training**

Elementary:

- “10”—(three votes for “10”) some areas could be improved

MS/HS:

- “9-10”
- “10” (three times)—Support us whenever we need it

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

Elementary:

- “10”—all five

MS/HS:

- “10” (four times)

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

Elementary:

- “8”—always room for improvement
- “8”—better behavior
- “9”—see a lot of improvement

MS/HS:

- “10”—staff is a ten; kids relationships/social skills would be a little lower (9)
- “9”—Students are different culture, but they are taught real world social skills
- Positive, caring interactions with students
- Great difference by end of the year

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

NOTE: Change this since some support staff aren’t directly involved in instructional program

Elementary:

- Don’t really address by everyone talked to
- Yes—students go away with a strong foundation for the future
- Some students come way below grade level and struggle to catch up

MS/HS:

- Yes—our students are challenged at various levels
- Teachers stay in touch with parents
- Students respond well to expectations and help offered
- Our daughter was challenged at an appropriate level—when she needed help, she got it

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

Elementary:

- Children feel at home here
- Culture of school

- Daughter is on Facebook with
- Convenient as an employee—go to school with daughter
- Personal warmth—loving environment
- Teachers
- Yes—very happy I did
- Teachers are very friendly and outgoing

MS/HS:

- No, for religious reasons, but otherwise yes
- Yes, including granddaughter
- No—location—there are great schools 35 minutes away, where I live

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

Elementary:

- Bring Spanish back
- Performing arts building
- Elementary cafeteria
- Tablets available in classrooms
- A program to send food home on weekends
- Maintenance items are needed—building is old and movement between buildings is difficult
- Raze current facility and have one building

MS/HS:

- Bring the arts back, electives—even if after school
- More rooms
- More staff
- Industrial arts classes
- Storage

**8. *Anything for our attention?***

Elementary:

- The administration's focus is tremendous on the future—Chuck and Karen are forward thinking and providing solid leadership

- Have high esteem for administrators

MS/HS:

- Staff—added work over the past two years has been accepted and accomplished with quality and on time
- We're accountable to each other



## PARENT INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **October 29-30, 2012**

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?***

Elementary:

- Diversity of population
- Good curriculum
- Parent involvement
- “9”
- Class size is low
- More individualized attention
- Teachers offer more individual attention
- “9”

MS/HS:

- Third child going to CCAE
- Pleased with the school after nine years
- “8”
- Safety issue in Detroit
- Bullying in another charter school
- Large staff turnover in another school
- Son is motivated and excited about going to school—“10”
- Daughter is a senior—“9”

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

Elementary:

- Immediate response—school lockdown on a rude neighbor as example
- Very good response
- Phone calls from teachers as an update

MS/HS:

- Very responsive
- Safety is a first priority
- Good response, on top of issues

**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.***

Elementary:

- “9”—likes ability to interact with children and staff
- “9”—atmosphere is great—all nationalities are accepted
- Students are very respectful

MS/HS:

- “10”—grades are excellent and loves to come to school
- “10”—genuine concern for children and their learning
- “8”—some problems grades 10-11, but straightened out
- Good to have teachers repeat assignments from grade to grade

**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.***

Elementary:

- Yes—sometimes to full potential, sometimes not challenged enough
- Possibly more advancement available for those that can move on—have a curriculum which addresses more advanced kids

MS/HS:

- Yes—now doing dual enrollment—English 120
- Son wants to be in school; this speaks to quality
- Staff is responsive

- Yes
- Lots of innovative teaching techniques
- Teachers even call late in evenings—that's good

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

Elementary:

- No complaints for the most part, normal stuff

MS/HS:

- Sometimes first choice menu items are gone by 8<sup>th</sup> grade lunch
- Cooked on-site would be good—need on-site kitchen

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

Elementary:

- Everything—like computers and science (hands-on)
- After school activities are great
- Gym

MS/HS:

- Happy about trying to get a band together
- Daughter is a cheerleader on the pep squad, in drum line
- Science class is a favorite
- Computer classes—online classes

**7. *Tell us about the level of communication you receive from this academy? Is it adequate? Do you understand what is being communicated?***

Elementary:

- Yes—very much so
- Parent portal system needs updating
- More use of email alerts
- Website for parents to use (forum page)

MS/HS:

- Yes—adequate
- Will call and follow up
- The school tells parents what is going on
- Teachers are proactive
- Lots of parent letters—very timely, with notice if money is involved

**8. *Anything for our attention?***

Elementary:

- Would like to see 6<sup>th</sup> graders have a graduation ceremony
- Policing internet sites of bad information—lots of it out there
- More recreational sport activities for elementary students
- More parent involvement—a parent-teacher organization—have a committee
- Didn't like Spanish being dropped
- Like the structure of the school

MS/HS:

- Bus service has been better this year—often late last year
- Students are not physical, but there is some emotional bullying—teachers follow up on the situations when they know about them
- Rowdiness on the bus
- High school graduates were very disruptive on the bus on last day of school last year—bus returned to school, no communication with parents

# STUDENT INTERVIEW SUMMARY

Academy Name: **Conner Creek Academy East**

Date: **October 29-30, 2012**

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

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

Elementary:

- Would go to HS elsewhere
- Yes, like friends, the way we are treated, learning
- Yes, better education than other schools

MS/HS:

- Yes—helpful teachers
- Family atmosphere
- Good learning environment
- Perhaps a different school for extracurriculars

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

Elementary:

- Like learning, mastering a subject
- Challenged just the right amount
- Want to be more challenged, if challenged get more credits

MS/HS:

- Yes—sometimes challenged lots, but it is good
- English is an area of need, but now being successful
- Teachers go out of their way to help
- Challenged enough—teachers get you through

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

Elementary:

- Yes
- Sure
- Some students don't behave the way they should sometimes
- Teachers give equal consequences to students

MS/HS:

- Overall—very fair
- Some teachers are more strict than others
- Teachers adjust to provide enough time
- Some teacher turnover issues
- Little time outside of school
- Administrators are caring
- Administrators balance each other

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

Elementary:

- Math—more challenging
- Music—get to sing and dance
- Reading
- Art—like to draw, like teacher

MS/HS:

- Whole day is good
- After lunch is better time
- Little time outside of school
- Athletics are a push sometimes
- Would like to get out earlier—more time to study

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

Elementary:

- Choir
- Casual days

MS/HS:

- Used to have art, sewing, etc., now having fewer
- Soccer, baseball, football—St Claire Shores, Lakeview for games
- Grad Paint offers some other classes
- Debate would be nice

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

Elementary:

- Didn't feel safe because there was an accident and man came near school and said "going to shoot you"
- Put in security cameras, feel a little more safe
- Don't let students have free access to outside or inside
- School drills help a lot—teachers know where we are all the time

MS/HS:

- Yes—lots of safety procedures, cameras, etc.
- Safety drills
- Positive learning environment
- Yes, feel welcome here

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

Elementary:

- Yes (four times)
- Cousins lived close to school but had to move

MS/HS:

- Yes—all agree—some have recommended it

## **8. *Anything for our attention?***

Elementary:

- More money to buy more things
- Library
- New class chairs
- Playground equipment
- Improve play skate area
- Small groups for people who want to be challenged more
- Music activities after school
- Garden for everyone
- Clean up play yards and stop littering
- “Success Maker Class” is okay but sometimes not organized right—like it because we learn new things
- Don’t like Scantron testing—sitting too long, bothers eyes
- Don’t like MEAP testing because don’t get results right away
- Need clubs for the weekend

MS/HS:

- Honors class is helpful
- Ms. Fockler helps us with college scholarships
- Free dress Fridays, guidelines

# REAUTHORIZATION APPLICATION SCORING RUBRIC

1. A. Is the academy making academic progress?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	A C A D E M I C  P R O G R A M
	1A.				
	1B.				
<p>B. How does the academy compare academically relative to the State, resident district, and demographically comparable district? Discuss both criterion referenced testing such as MEAP, and standardized testing such as Scantron or Terra Nova Tests.</p> <p>Total Possible Pts=5</p>	<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>The questions were answered with charts to show the progress being made. Evidence is shown that the Improvement Plan is addressing weaknesses found. Although they have not met the contractual goals steady improvement has been shown.</p> <p>I thought their response was clear and covered the questions. Data and explanations were described. Good Job.</p> <p>Appropriate comparisons were described. Specific improvement activities are listed, but not discussed.</p> <p>Good job of showing academic growth backed by quantifiable data. Weaknesses and plans to address those weaknesses are in the SIP. Comparable school and cohort data is included that shows relative cohort achievement compared to FAY students.</p>				A C A D E M I C  P R O G R A M

2. A. What progress has been made toward meeting the academy's mission?  B. What changes are proposed (if any) in the Academy's Mission Statement or Vision for the new contractual period?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	A C A D E M Y  M I S S I O N
	2A.				
	2B.				
	<p><b>What reviewers will look for:</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.</p> <p><b>Reviewer Comments:</b></p> <p>The financial stability of the district was well answered with figures to support the Boards Management of its finances. The board has been more diligent on asking financial questions at meetings and did form a financial committee for such purposes.</p> <p>Good response! However the mission and vision statement lack specificity. It makes it difficult to quantify progress. The school is addressing its mission and vision and their impact on students.</p> <p>The applicant does a good job of aligning its answers to each of the questions posed in this area. Connections are made between mission statement bullets and how those items are measured with quantifiable data. The mission and vision statements are reviewed annually by the academy and the statements are widely disseminated in a variety of ways, both internally and externally.</p>				

Total Possible Pts=5

3. A. Is the academy financially solvent and stable?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	S U S T A I N A B I L I T Y	
						S U S T A I N A B I L I T Y
<p><i>What reviewers will look for:</i></p> <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> <p><i>Reviewer Comments:</i></p>						

Total Possible Pts=2.5

3. B. Is student enrollment stable and near capacity?	Did Not Answer 0 Pts.	Somewhat Answered 1.5 Pts.	Answered 2 Pts.	Outstandingly Answered 2.5 Pts.	V I A B I L I T Y
	<p><b>What reviewers will look for:</b></p> <p><i>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.</i></p> <p><b>Reviewer Comments:</b></p> <p>Student enrollment history was given with turnover reasons for both students and staff. More needed on allocation of resources to help achieve the academy's mission and vision. More needed on enrollment history and more information on the causes of student turnover.</p> <p>Appropriate examples are provided.</p> <p>The board has adopted a continuous sixteen-month budget review calendar and adopted a fund balance philosophy. The applicant also does a nice job of discussing its investment in professional development for staff, and the purchasing and/or upgrading of books, supplies and technology. More information could have been provided about how the allocation of resources is targeted to achieve the academy's mission and vision.</p>				

Total Possible Pts=2.5

4. How does the academy (staff, administrators, and Board) use assessment data to make decisions?	Did Not Answer 0 Pts.	Somewhat Answered 2 Pts.	Answered 3.5 Pts.	Outstandingly Answered 5 Pts.	D E C I S I O N S
	<p><b><i>What reviewers will look for:</i></b></p> <p>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?</p> <p><b><i>Reviewer Comments:</i></b></p> <p>A number of assessment strategies are used to assist with decisions of the data team and board.</p> <p>Answered.</p> <p>Good examples of the use of data are included in the answer.</p> <p>Comments document enrollment trends, identify a small staff turnover rate, and state the reasons for student departures as primarily for transportation or economic reasons. The 6<sup>th</sup>-8<sup>th</sup> grade years are shown as the areas in which the greatest student loss occurs.</p>				
Total Possible Pts=5					

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?  B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.   
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Question	Points Possible	Points Awarded	
1	5	4, 4.5, 4, 5 = 17.5 <b>4.37</b>	
2	5	4.5, 4, 4, 5 = 17.5 <b>4.37</b>	
3	5	4, 3, 2, 4.5 = 13.5 <b>3.37</b>	
4	5	5, 3.5, 3.5, 2 = 14 <b>3.5</b>	
5	5	4, 4.5, 4.5, 5 = 18 <b>4.5</b>	TOTAL SCORE: <b>20.12</b>



# Conner Creek Academy East Reauthorization Application

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**Board of Directors**

**8/22/2012**

# 1A Is the Academy making academic progress?

Yes, we are making academic progress at all levels. At the high school level, since being placed on the Michigan Department of Education's Persistently Lowest Achieving (PLA) list, we have grown each year on the ACT. In fact, our scores have gone from the 2<sup>nd</sup> percentile to the 23<sup>rd</sup> percentile on the MDE's Top to Bottom ranking. Because of this improvement, we are not on the MDE's list of Priority or Focus schools which has replaced the PLA list.

## Michigan Collegiate

### 11<sup>th</sup> grade

#### OVERALL POPULATION

	Composite	English	Math	Reading	Science	English/writing
Spring 2012	15.9	15.7	15.8	15.2	16.8	16
Spring 2011	15.7	14.5	16.0	15.3	16.3	14.0
Spring 2010	15.2	13.7	16.0	14.7	15.7	15.2
Spring 2009	15.1	13.1	16.0	14.9	15.9	13.3

#### FAY POPULATION

	Composite	English	Math	Reading	Science	English/Writing
Spring 2012	16.2	16.2	15.9	15.2	17.3	16.4
Spring 2011	15.8	13.9	16.2	15.3	17.0	14.3
Spring 2010	15.8	14.9	16.1	15.5	16.3	15.3

## High School Pre to Post ACT Scores 2011-2012

	FAY 2011 Fall	FAY 2012 Spring	Year Growth
ENG	14.4	16.2	1.8
MATH	14.7	15.9	1.2
READ	14	15.2	1.2
SCI	14.7	16.8	2.1
COMP	14.5	16.2	1.7

At the elementary and middle school levels, when comparing the 2010-2011 to the 2011-2012 Full Academic Year (FAY) MEAP scores, five out of six grade levels (grades 3-8) improved in reading, as well as four out of six in math. (See charts below) Also, in grades 3-8, we met three of six target goals on the Reading MEAP test and two out of six target goals on the Math MEAP test, as demonstrated by the "Progress Toward Goal Attainment" report distributed by the Ferris State CSO. This shows a trend of improvement that we anticipate will continue.

Grade 3-8 Reading FAY MEAP Growth:

Grade	2010-2011 FAY	2011-2012 FAY
3	35.6	29.7
4	26	34.1
5	41.5	49
6	37	49
7	34.9	37.8
8	28.6	32.3

Grade 3-8 Math FAY MEAP Growth:

Grade	2010-2011 FAY	2011-2012 FAY
3	6.7	16.2
4	4	9.8
5	13.5	6.1
6	10.9	21.6
7	23.3	11.1
8	4.8	7.7

In grades 3-8, our Global Scholar Assessments showed growth as well. Our middle school, grades 7 and 8, met all three of our annual target goals. Reading and ELA were met by attaining a minimum of 90% of the contractual goal. See charts below.

Global Scholar Assessment Data, Grades 7-8 (3-year cohort)

Subject	2011-2012 Target	Actual	Met Target (Y/N)
Reading	73.9%	70%	Y
Math	64.5%	79%	Y
ELA	73.9%	68%	Y

Furthermore, grades 7 and 8 showed significant growth from Fall to Spring as well. See below.

Subject	Fall 2011-2012	Spring 2011-2012
Reading	46%	70%
Math	54%	79%
ELA	44%	68%

The elementary school did not meet their 2011-2012 Ferris contractual targets. However, they did show significant gains, both from Fall to Spring, as well as Spring 2011-Spring 2012. (See charts below) The elementary school is participating in the Teacher Incentive Fund (TIF) Grant, known as TEAMS in Michigan. This Grant also uses the Global Scholar Assessment to evaluate schools. Based on student growth of *all* students, CCAE scored in the above average performance tier for Fall to Spring improvement, one of the highest performing schools out of the 20 that participated. As a result, CCAE received \$116,000 based on teacher performance and student achievement.

Global Scholar Assessment, Grades 3-6 (3-year cohort)

Subject	Fall Students in IQR 2011	Spring Students in IQR 2012	Increase from Fall to Spring
Reading	57%	69%	12%
ELA	51%	66%	15%
Math	44%	66%	22%

Subject	2011 Spring Results	2012 Spring Results	Increase from 2011 to 2012
Reading	53%	69%	16%
ELA	47%	66%	19%
Math	56%	66%	10%

Even though we have not consistently achieved our contractual targets, we have significantly shown growth in ACT, MEAP and Global Scholar assessment scores. We anticipate continual improvement in the years to come.

Some of the weaknesses we have identified are as follows:

- 3<sup>rd</sup> grade MEAP reading decreased from 2010-2011
- 5<sup>th</sup> and 7<sup>th</sup> grade MEAP mathematics decreased from 2010-2011
- 11<sup>th</sup> grade MME mathematics and reading decreased from 2010-2011

Our school improvement plan addresses these weaknesses in the following ways:

K-12 Formative Data Teams

K-6 RtI Program Implementation (including Walk to Read and SuccessMaker/Waterford)

K-6 Curriculum Maps aligned with Common Core and Pre and Post Tests

7-12 Pre and Post EPAS (Explore, Plan, ACT) testing

7-12 ACT Focused Curriculum Alignment

7-12 Common Core Alignment and Mapping

7-12 Proficiency Program focused on minimum Lexile and math scores to move on

7-12 Extended Learning Academic Intervention program

**1B. How does the academy compare academically relative to the state, resident district, and demographically comparable district?**

The chart below shows that CCAE 3-8 scores vary from grade to grade. Most full academic year scores and 3-year cohort scores were significantly higher. Our FAY and/or 3-year cohort scores were generally higher than Detroit Public Schools (a comparable district). While there were some areas where our 3-year cohort students scored above the state average, our future goal is to see all grade levels at or above our resident district and the state average.

**Conner Creek East Elementary MEAP Scores (2011-2012)**

	CCAЕ	CCAЕ FAY	3-year Cohort	Detroit	Roseville	State
3rd grade Reading	24	30	20	33	53	62
3rd grade Math	13	16	20	10	23	26
4th grade Reading	31	34	47	38	60	68
4th grade Math	7	10	0	11	60	40
5th grade Reading	47	49	71	41	61	69
5th grade Math	5	6	7	11	31	40
5th grade Science	1	0	0	3	8	15
6th grade Reading	46	49	50	38	57	67
6th grade Math	18	22	23	13	29	37
6th grade Soc. Studies	7	11	4	9	19	28
7th grade Reading	27	38	42	30	44	60
7th grade Math	14	11	8	10	22	37
8th grade Reading	31	32	40	35	48	61
8th grade Math	6	8	10	7	12	29
8th grade Science	12	14	30	2	8	16

When viewing the MME state averages in our Ferris reports, MC's trends have generally remained on the lower end. We are below the resident district average (Roseville) and state average. However, when comparing to Detroit Public Schools (a comparable district), Michigan Collegiate is at or above their averages in math and reading. Furthermore, reading improved from 15.7% to 18% and writing improved from 18% to 22% from 2011 to 2012.

### Michigan Collegiate High School Scores (2012)

	<u>Michigan Collegiate</u>	<u>Detroit</u>	<u>Roseville</u>	<u>State</u>
2012 MME Reading (% Proficient)	18	15	37	56
2012 MME Math (% Proficient)	2	2	6	29
2012 ACT	15.9	16	16.9	19.6

To summarize, although we have not met our contractual goals on a consistent basis, we continue to show improvement. We have started to meet targets in some grade levels for MEAP and all subject areas for Middle School Global Scholar. In those areas where we have not met the targets, we are seeing progress and anticipate that this growth will ultimately lead us to achieve our goals. While our immediate goal is to meet the Ferris trajectories, our long-term goal is to meet the MDE created MEAP target of 85% proficiency by the year 2022. For the Global Scholar assessment, our goal is for all students to be in the proper inter-quartile range.

#### **2A. What progress has been made toward meeting the academy's mission?**

Our mission statement reads as follows:

##### ***Conner Creek Academy East***

***Inspires students to become lifelong learners***

***Creates responsible citizens***

***Empowers students to develop their potential***

***In a caring, supportive and diverse environment***

We are making progress toward meeting our mission. We view our mission in three parts, and evaluate each part with quantifiable data and environmental observations.

#### **Do we Inspire students to become lifelong learners (as measured by MEAP and MME/ACT)?**

Students are now taking ownership of their assessment scores. They realize the impact it can have on their future, including college and career options. This is shown in our MEAP and ACT growth in previous charts (page 2 and 3). We also see evidence of this in the students' anticipation of receiving assessment scores, conversations with teachers and administration regarding assessments, taking more time to prepare for assessments, observations of the atmosphere during testing, and witnessing student excitement or disappointment upon receiving scores. Some ways to quantify this climate shift are our 100% attendance rate

during the 2012 ACT test as well as the increase in students registering to retake the ACT during their senior year.

**Do we create responsible citizens (as measured by attendance, discipline, graduation rate, and community service)?**

CCAE/MC students are progressing toward becoming more responsible citizens each year. The district daily average attendance rate for the 2011-2012 school year was 92%. In the area of discipline, we have recently integrated a K-12 In-School Intervention room, which has decreased the amount of time students are out of school due to discipline concerns. Community Service is also monitored in grades 7, 8, and 12. Each student in the middle school is required to complete ten community service hours and each 12<sup>th</sup> grader is required to participate in two school-approved community service projects, such as Habitat for Humanity. These hours and activities are recorded and monitored. Last year, every senior met his or her community service requirement. In 2011, according to the MDE, our four-year graduation cohort rate was 91%.

**Do we empower students to develop their potential? (as measured by Global Scholar, SuccessMaker, EPAS, Career Pathways)**

We measure student growth and development in a few ways. Through the use of Global Scholar, we are able to track a student's growth throughout the year (see fall to spring Global Scholar charts on page 4). SuccessMaker provides specific instruction to each student at their targeted level in reading and math. This allows each student to address their weaknesses and to reach their academic potential (See SuccessMaker charts below). Data teams use the Suggested Learning Objectives (SLO's) to drive the formative assessment cycles. Additionally, we measure middle and high school academic potential using the Explore, Plan, and Pre-ACT data (see EPAS charts below). Students also participate in the Career Pathways program, helping them to identify areas of future interests in careers and college. In addition, this program informs them of the education requirements necessary to pursue their area of interest (100% of 7<sup>th</sup>-12<sup>th</sup> grade students participate in this program). We empower students by providing programs and experiences that allow them to track their own growth from year to year and develop their potential.

**SuccessMaker Growth**

Grade Level	Math Growth (years)*	Reading Growth (years)
2 <sup>nd</sup>	.78	1.51
3 <sup>rd</sup>	.61	1.51
4 <sup>th</sup>	.31	1.08
5 <sup>th</sup>	.29	1.13
6 <sup>th</sup>	.23	.95

\*Only done for part of the year.

8th grade Explore		
	Spring 2012	Fall 2011
English	12	11.4
Math	13.3	12.6
Reading	12.5	12.3
Science	14.9	14.7
Composition	13.3	12.9

9th grade Explore			10th grade PLAN		
	Fall 2011	Spring 2012		Fall 2011	Spring 2012
English	11.9	12.6	English	13.1	14.3
Math	12.3	12.6	Math	13.4	13.7
Reading	11.5	12.3	Reading	13.5	14.6
Science	14.1	14.5	Science	15.5	16.5
Composition	12.6	13.1	Composition	14.1	14.9

**2B. What changes are proposed, if any, in the Academy's Mission Statement or Vision for the new contractual period?**

Our vision statement reads as follows:

*Conner Creek Academy East/Michigan Collegiate*

*A community of independent thinkers who contribute positively to society and live with a sense of purpose*

Each year, we assess our mission and vision statements.

We believe that the mission/vision is a continually evolving process. We continue to use and adapt our mission/vision to guide our school community.

We review our Mission and Vision Statements every fall at our in-house professional development. In recent years, we have found ways to quantify our mission so we are able to measure its validity (as noted above). Likewise, we have found ways to incorporate our mission and vision into additional aspects of our district. It is posted throughout each building, on stationary, and on meeting agendas. We have also recently rearranged the wording in the mission in order to align with the acronym "ICE" (Inspire, Create, Empower). This will make it more memory friendly for our community and stakeholders. Mission and vision are communicated to stakeholders through newsletters to parents, emails to staff, and board meetings. These statements, as well as our strategies for monitoring them, help us identify strengths and weaknesses in our program, therefore guiding decision making.

### **3A. Is the Academy financially solvent and stable?**

Since our last reauthorization application in 2010, there have been several improvements to the financial conditions at CCAE. First, the Board implemented a 16 month Budget Review Calendar. The process begins in March to develop the next year's budget and then continues throughout the next 16 months. This allows the Board to meet all legal deadlines, as well as giving them several opportunities for revisions during the fiscal year. Additionally, the school has aligned with the "Best Practices" as proposed by the governor for the 2011-2012 school year. By meeting these Best Practices, the school received an additional \$100/student in funding. The Board anticipates adhering to these guidelines during the 2012-2013 school year. Finally, we have increased the school's Fund Balance to just over \$900,000 with the 2011 audit. This has been a challenging task, as we have added many new programs to our curriculum in order to help students that come to us multiple grade levels behind. The Board's goal is to reach 120% of its annual debt service (approximately \$1,500,000) to earn a BBB+ Dunn and Bradstreet rating which would be investment grade. The Board has made student achievement and financial responsibility its two major goals.

The CCAE Board makes it a priority to invest in staff training, books and supplies, and technology.

#### **Staff Training**

The CCAE Board ensures our staff attends numerous Professional Learning opportunities (many at our local ISD). These trainings consist in the following areas:

MAPSA (Michigan Association of Public School Academies)

Global Scholar Training

Rtl (Response to Intervention)

Subject matter by grade levels

Facilitators of School Improvement

Data and Assessment

Common Core Curriculum

Smarter Balanced Assessments

Marzano's Instructional Strategies

Title I

Curriculum meetings

Principal Leadership

Special Education

Safe Schools

Social Worker seminars

Power School trainings

Grant Writing

Our district-facilitated teacher training is very comprehensive. We implement PLC meetings, grade level team meetings, data teams, monthly professional learning time, and weekly update meetings. At the beginning of each school year, we plan a week long professional learning time.

#### Books and supplies

The CCAE Board makes investments with books and supplies by purchasing replacement textbooks as needed, investing in new texts as we change curriculum, and designating a stipend for each teacher to purchase supplies for their classrooms. Since establishing our 501c3, we formed a partnership with Operation Kid Equip which provides teachers with an array of classroom supplies at a minimal charge.

#### Technology

The CCAE Board makes investments in technology by providing funds for new purchases and/or upgrades on a regular basis. We purchased interactive white boards and projectors for all K-8 classrooms and select high school classrooms. Some of our programs include FAST Math, Study Island, SuccessMaker, Waterford, Gradpoint, E2020, Achieve3000, ACT Prep, and United Streaming. We have classroom computers, 8 labs and 2 mobile labs in the district, now averaging approximately 3.0 students per computer.

### **3B. Is student enrollment stable and near capacity?**

Enrollment since our last review has remained fairly stable and at capacity. In February 2011 our pupil count was 1,034 with 93% African American and a Free/Reduced Lunch rate of 79.8%. In February of 2012, our count was 1,061 with 94.2% African American and 84.1% Free/Reduced Lunch rate. Although both school buildings are located in the suburbs of Detroit, our student population comes primarily from Detroit. In 2012, 74.4% of our students came from Detroit. Only 7.4% live in Roseville, where the elementary is located, and 4.8% live in Warren where the middle/high school is located. Our student turnover rate remains fairly constant at about 15%, with the transition grades (6 and 8) being higher. In particular, our high school, with over a 90% graduation rate, is very stable with minimal turnover. The primary reasons given for students leaving has been twofold including transportation for those not using our bus service and relocation due to the economic situation in the state.

Staff stability has always been one of CCAE's strengths at all school levels. Over the past two years, our district's yearly average turnover rate is 7.8%.

**4A. How does the academy (staff, administration, and the board) use assessment data to make decisions?**

CCAIE is very intentional in our use of data. We use assessment data to make decisions in a variety of ways. Through our experiences with Ferris State's AAP and Intensified Monitoring Plan, we have grown into a highly data driven academy. At all levels, our school improvement goals (Ferris State Trajectories) are closely tied to internal and external assessments. These assessments, MME/ACT, MEAP, and Global Scholar, are also used in monitoring our mission statement (as discussed in 1B.). We also use our stakeholder perception data (surveys) to assess our overall school climate and assist us in making future decisions.

During the year, the SIP committee meets regularly to discuss and evaluate the strengths and weaknesses of our School Improvement Plan. Each month, student achievement data is presented and discussed with the Board as we monitor our progress toward these goals throughout the year.

Within the district, we use achievement data in the following ways:

- We identify students for extended learning (Rtl) and/or interventions (Academic Intervention)\*
- Data Teams use Suggested Learning Objectives to drive formative assessment cycles (pre and post tests)
- Teachers analyze MEAP data from Orange Grove MEAP Viewer to find curricular gaps
- MEAP data is used to determine students eligible for Carnegie Learning Mathematics summer school
- K-6 Dibels assessments determine students who need reading interventions in decoding, fluency and comprehension
- Dibels/MLPP is used in the early grades to determine walk-to-read instructional groups
- SuccessMaker/Waterford is monitored to ensure that each student experiences at least one year's growth in reading
- Scholastic Reading Inventory data is used to place incoming high school students into appropriately leveled reading classes and intervention classes (Read180 and Expert 21)
- Locally Developed Mathematics Placement Test data is used to place grades 7-9 students into appropriately leveled mathematics classes and intervention classes
- Explore, Plan, and ACT data (pre and post) is used to assess teacher performance, curriculum delivery, student achievement growth and administrative performance each school year

\*summer school, after school tutoring, reading specialist support, para-professional assistance, walk to read, Achieve3000, ACT Preparation course, Academic Intervention period

**5A. What are the biggest challenges facing the academy during the new authorization period, and how does the academy intend to address those challenges?**

The challenges that face our academy are academic growth and financial challenges.

As far as academic growth, our immediate priority is to meet our contractual goals with Ferris State University. We are encouraged that we have met some of our trajectories, and are showing growth towards other targets. However, we need to be consistent in meeting all trajectories in both MEAP/MME and Global Scholar.

CCAE has intentionally implemented many strategies and programs to address this challenge. These strategies and programs are directly tied to our SIP and are monitored on a regular basis. Each school has a progress monitoring matrix that demonstrates the evidence we have to show our SIP activities are being implemented.

Our long range goal aligns with the MDE target of 85% proficiency by the year 2022. In addition to meeting our Ferris Trajectories, we have created additional SIP targets for each year based on a rate of growth to meet the MDE's 85% target in 2022.

All of our SIP strategies/programs/resources are shown in the attached progress monitoring matrixes. These matrixes provide a timetable of how we collect evidence and/or monitor activities.

- Appendix A – Elementary
- Appendix B - Middle School
- Appendix C – High School

Besides the academic challenges listed above, financial challenges would be next on the list. Over the past two years the school has invested a considerable amount of money in programs and technology that will help improve our student achievement. This has been challenging during these difficult economic times, as our funding sources have remained mostly stagnant. Keeping a financial balance between academic priorities and staff expenses remains a top priority for the Board. Because of this, one of the goals the Board has in its new Strategic Plan is developing and maintaining a 5 year budget projection. This has been made much more practical with the purchase of Dynamic Budget from the Michigan School Business Officials (MSBO). Even with these hurdles ahead, the Board sees them as opportunities to be achieved, rather than obstacles impeding the way.

**5B. Describe how the Board of Directors has demonstrated growth as a governing body during this contractual period.**

During the past contractual period the Board has made progress in the following areas:

- Implementing the budget committee and the adopting of the 16 month budget calendar
- Developing a 4-5 year Budget outlook
- Developing a Strategic Plan based on the last reauthorization rubric results

- Becoming more active in monitoring student achievement, with the institution of monthly reports from the various buildings on academic progress
- Becoming more active in recruiting of new members to replace those that leave, to maintain 7 members as suggested by FSU
- Creating community partnerships

The following are comments from the Board:

Dave Chegash:

One of the areas of demonstrated growth is within the financial arm of the board. Previously, the budget would be prepared with only a little input from the board. The budget would be mailed to us ahead of time and it would be presented to us at the next board meeting. Some board members would review it before the general meeting and some would review it at the meeting. Either way, the knowledge of the inner workings of the budget just weren't there.

The board formed the finance committee with the Treasurer as the chair, the business manager and one director as members-at-large. This group developed a 16 month review cycle wherein a new budget was started even before the current budget was complete. The committee would meet after school and review the budget for any major alterations, exceptions, omissions, etc. Basically, any entry that varied significantly from the last budget was examined and explained to the satisfaction of the committee. If the committee wasn't satisfied with the explanation, the members would 'roll up their sleeves and dig in' to find a proper reason for the entry.

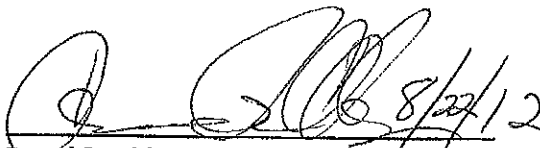
Another area of growth is the requirement for a 4-5 year plan for CCAE. After some discussion in committee, it was decided that a 5 year financial plan would help to pinpoint areas of concern and also allow us to plan for future requirements, for example, repaving the elementary school parking lot. The business department is in the process of developing this plan, however, the software purchased for this has been a concern, but, the business manager seems to have it under control.

The board has taken a much more active role in recruiting new members. We have just lost two members and thanks to hard work on the part of one of our members, and the desire to give back from a parent (I think) we had two people already approved. Of course, now we have to get more interested parties to want to serve on the board and that's just what we'll do.

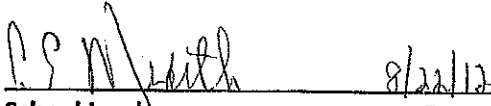
Danielle Filipiak

One of the primary improvements that I have seen in the past two years is an increased understanding of assessment, achievement, and what methods are used to connect the two. Previously, the Board might ask questions along the lines of achievement, based upon their own prior understandings of such in their own experiences as students years or even decades before. Now, Board members ask questions that are more informed; we are more aware of state standards and trends, the methods of data collection and assessment at the school level, and overall trends that occur at our particular school and with an urban population in general. I believe that this makes us more effective in our roles as Board members, not only for the purposes of accountability, but also in the arena of communication. We are better able to communicate with administration, parents, and teachers about important decisions made to benefit the student body. This includes budget, academic and school culture decisions.

## SIGNATURE PAGE

  
Board President Date

Amanda Allen

  
School Leader Date

Charles E. Meredith

  
School Improvement Team Chair Date

Karen Smith

# CCAE Elementary Progress Monitoring Matrix (ELA)

## Appendix A

ELA		Trimester 1		Trimester 2		Trimester 3	
Strategies	Activities	Admin	Staff	Students	Staff	Students	Students
	Teachscope	Collected and view videos for teacher performance. Provide feedback to teachers	Record Fall lesson for MSU evaluation & share with admin	NA	Record lesson (optional) and share with admin	NA	Collected and view videos for teacher performance. Provide feedback to teachers
	Data Team Cycles (with curriculum units & pre/posttests)	Collected data cycle materials from grade-levels. Attend meetings periodically & provide support	Create & analyze pre/post tests based on mastery standards in curriculum units. Collaborate with grade-level teachers to provide best practices. Set SMART goals. Turn in data cycle materials	Complete pre/post tests for curriculum units. Receive feedback on assessments	Complete pre/post tests for curriculum units. Receive feedback on assessments	Complete pre/post tests for curriculum units. Receive feedback on assessments	Complete pre/post tests for curriculum units. Receive feedback on assessments
PLC Data Teams		Provide sub release time for vertical teams to analyze Scantron data. Attend meetings periodically & provide support	Vertically analyze Scantron data for suggested learning objectives. Collaborate with teachers to provide best strategies on instruction and incorporating SLOS in their teaching	Complete Scantron fall assessment. Receive feedback on assessment	Complete Scantron fall assessment. Receive feedback on assessment	Provide sub release time for vertical teams to analyze Scantron data. Attend meetings periodically & provide support	Complete Scantron fall assessment. Receive feedback on assessment
	Vertical Teams						
	Large & Small PLC Teams	Provide professional learning (large group PLCs) centered around Charlotte Danielson's Framework. (TEAMS). Turn in small group feedback sheets	Meet with small group PLC (one time per month) to work based on Charlotte Danielson's Framework. (TEAMS). Turn in small group feedback sheets	NA	NA	Provide professional learning (large group PLCs) centered around Charlotte Danielson's Framework. (TEAMS). Turn in small group feedback sheets	NA
Rti Model	Tier I Data Collection	Input MEAP, Scantron, & Dibels data into school database. Provide SSWaterford PD. Determine eligibility for Rti services	Administer Fall assessments (Scantron, MEAP, Fall Dibels Benchmark, SSWaterford Initial Placements). Rti team identifies students who receive services (defined criteria). Rti team meets weekly to analyze data and instruction in regards to their intervention groups. Rti team completes Dibels progress monitoring	Complete Scantron, MEAP, Dibels, SuccessMaker/Waterford Initial placements. Strategic/intensive students complete Dibels Progress Monitoring	Input Winter Scantron & Winter Dibels data into school database. Determine eligibility for Rti services. Monitor Rti programs through data analysis & walkthroughs/observations	Administer Winter assessments (Winter Scantron, Winter Dibels) (Strategic/intensive students complete Dibels Progress Monitoring)	Input Spring Scantron & Dibels data into school database. compare fall to spring growth, evaluate Rti programs during title I Evaluation meeting
	Tier I Data Input & Report Generation						
	Tier I Data Analysis & Dialogue						
	Tier I Data Collection and Analysis PD						
	Tier II/Tier III Data Collection						
	Tier II/Tier III Data Input and Report Generation						
	Tier II/Tier III Data Analysis and dialogue						
	Tier II/Tier III Data Collection and Analysis PD						

## Appendix A

	<b>ELA</b>					
	<b>Trimester 1</b>			<b>Trimester 2</b>		
<b>Strategies</b>	<b>Activities</b>	<b>Admin</b>	<b>Staff</b>	<b>Students</b>	<b>Admin</b>	<b>Staff</b>
<b>Daily Five</b>	Provide Daily Five/Cate PD for staff, Conduct walk-throughs, Review lesson plans.	Plan Daily Five 3-5 times per week in lesson plans, Plan what tasks you will complete (guided reading groups, SLO testing, etc.) Share academic growth with students	Work independently & increase stamina during Daily Five activities, Meet with teacher for interventions/enrichment & receive feedback on growth	Conduct walk-throughs, Review lesson plans, Provide parapro support for grades 3-6	Plan Daily Five 3-5 times per week in lesson plans, Plan what tasks you will complete (guided reading groups, SLO testing, etc.) Share academic growth with students	Work independently & increase stamina during Daily Five activities, Meet with teacher for interventions/enrichment & receive feedback on growth
<b>COR Questions</b>	Provide Close & Critical Reading PD for staff, Conduct walk-throughs, Review lesson plans	Include use of framing the text & CCR questions in lesson plans, Have questions posted in classroom	Refer to questions posted in room, Participate in close & critical reading & use questions as a guide to critically think about text	Conduct walk-throughs, Review lesson plans	Include use of framing the text & CCR questions in lesson plans, Have questions posted in classroom	Refer to questions posted in room, Participate in close & critical reading & use questions as a guide to critically think about text
<b>Close &amp; Critical Reading</b>	Provide Guided Highlighted Reading training for staff, Conduct walk-throughs, Review lesson plans	Grades 3-6: Plan at least 1-2 guided highlighted reading lessons between each reading unit (in lesson plans). Also, GH passages in 3-5 Literacy Block Units	Self-monitor fluency in reading by quickly scanning to highlight answers to questions, self-monitor comprehension by improving in accuracy	Conduct walk-throughs, Review lesson plans	Grades 3-6: Plan at least 1-2 guided highlighted reading lessons between each reading unit (in lesson plans)	Self-monitor fluency in reading by quickly scanning to highlight answers to questions, self-monitor comprehension by improving in accuracy
<b>WriteSteps</b>	Collect monthly (high, medium and low) writing samples from each class, Conduct walk-throughs, Review lesson plans, Collect fall common assessment	Administer, analyze, and submit common assessment, include WriteSteps lessons in weekly plans (4 times, 50 min) Analyze and submit H,M,L writing pieces	Complete unit writing pieces, Reflect on improvement of writing in Journal/WriteSteps binders from beginning to end of year, Receive feedback from teacher on 6 traits of writing	Collect monthly (high, medium and low) writing samples from each class, Conduct walk-throughs, Review lesson plans	Include WriteSteps lessons in weekly plans (4 times, 50 min), Analyze and submit H,M,L writing pieces  Complete unit writing pieces, Reflect on improvement of writing in Journal/WriteSteps binders from beginning to end of year, Receive feedback from teacher on 6 traits of writing	Collect monthly (high, medium and low) writing samples from each class, Conduct walk-throughs, Review lesson plans, Collect Spring common assessment  Administer, analyze, and submit common assessment, include WriteSteps lessons in weekly plans (4 times, 50 min) Analyze and submit H,M,L writing pieces
<b>Student Conferencing</b>	PD, Conduct walk-throughs during writing instruction, Review teachers' conferencing sheets for students	Document 3 students per day that you conference with on WriteSteps Conferencing Sheets (1 teaching point for revising, 1 teaching point for editing)	Periodically conference with teacher, Receive 1 revision, 1 editing skill to improve writing	PD, Conduct walk-throughs during writing instruction, Review teachers' conferencing sheets for students	Document 3 students per day that you conference with on WriteSteps Conferencing Sheets (1 teaching point for revising, 1 teaching point for editing)	Periodically conference with teacher, Receive 1 revision, 1 editing skill to improve writing

# CCAE Elementary Progress Monitoring Matrix (ELA)

## Appendix A

ELA		Trimester 1			Trimester 2			Trimester 3		
Strategies	Activities	Admin	Staff	Students	Admin	Staff	Students	Admin	Staff	Students
Tier II/III Interventions	Walk to Read	Provide schedule & staffing to conduct Walk to Read, provide resources to use for walk to read groups, Review lesson plans, Conduct walkthroughs	Refer to Walk to Read sequence for K-1 or 2-3, determine missing foundation skills & plan instruction that correlates to needs of students, provide guided reading at appropriate level for fluency & comprehension.	Participate in walk to read groups & receive feedback on reading goals & growth	Provide schedule & staffing to conduct Walk to Read, provide resources to use for walk to read groups, Review lesson plans, Conduct walkthroughs	Refer to Walk to Read sequence for K-1 or 2-3, determine missing foundation skills & plan instruction that correlates to needs of students, provide guided reading at appropriate level for fluency & comprehension.	Participate in walk to read groups & receive feedback on reading goals & growth	Provide schedule & staffing to conduct Walk to Read, provide resources to use for walk to read groups, Review lesson plans, Conduct walkthroughs	Refer to Walk to Read sequence for K-1 or 2-3, determine missing foundation skills & plan instruction that correlates to needs of students, provide guided reading at appropriate level for fluency & comprehension.	Participate in walk to read groups & receive feedback on reading goals & growth
	SuccessMaker/ Waterford	Monitor cumulative reports for students, Conduct walk-throughs, Set incentives for student growth	(Facilitators) monitor student progress daily, Set goals for students, Give cumulative reports to homeroom teachers to communicate with parents, Meet with individual students to	Take initial placement, Set personal goals for improvement, Complete daily progress reports for accuracy, Meet with facilitators on areas of difficulty	Monitor cumulative reports for students, Conduct walk-throughs, Set incentives for student growth	(Facilitators) monitor student progress daily, Set goals for students, Give cumulative reports to homeroom teachers to communicate with parents, Meet with individual students to	Set personal goals for improvement, Complete daily progress reports for accuracy, Meet with facilitators on areas of difficulty	Monitor cumulative reports for students, Conduct walk-throughs, Set incentives for student growth	(Facilitators) monitor student progress daily, Set goals for students, Give cumulative reports to homeroom teachers to communicate with parents, Meet with individual students to	Set personal goals for improvement, Complete daily progress reports for accuracy, Meet with facilitators on areas of difficulty
	Reading Intervention Groups	Provide schedule & staffing for reading pull-out groups (1-6) & Daily Five support resources to use for pull-out groups, Conduct walkthroughs, Review student progress monitoring sheets	(RtI team) focus on reading deficiencies including decoding, fluency, & comprehension using FAST reading & guided reading groups, Document all time & skills worked on with students in pull-out groups	Participate in reading intervention groups, receive feedback on reading goals & growth	Provide schedule & staffing for reading pull-out groups (1-6) & Daily Five support resources to use for pull-out groups, Conduct walkthroughs, Review student progress monitoring sheets	(RtI team) focus on reading deficiencies including decoding, fluency, & comprehension using FAST reading & guided reading groups, Document all time & skills worked on with students in pull-out groups	Participate in reading intervention groups, receive feedback on reading goals & growth	Provide schedule & staffing for reading pull-out groups (1-6) & Daily Five support resources to use for pull-out groups, Conduct walkthroughs, Review student progress monitoring sheets	(RtI team) focus on reading deficiencies including decoding, fluency, & comprehension using FAST reading & guided reading groups, Document all time & skills worked on with students in pull-out groups	Participate in reading intervention groups, receive feedback on reading goals & growth
	Resource Room	Monitor teacher performance by evaluating students reaching IEP goals, Conduct walkthroughs, Attend IEP meetings	Conduct state-mandated IEP reviews, assessing student growth toward goals, Revise goals as necessary	Receive feedback on achievement towards IEP goals	Monitor teacher performance by evaluating students reaching IEP goals, Conduct walkthroughs, Attend IEP meetings	Conduct state-mandated IEP reviews, assessing student growth toward goals, Revise goals as necessary	Receive feedback on achievement towards IEP goals	Monitor teacher performance by evaluating students reaching IEP goals, Conduct walkthroughs, Attend IEP meetings	Conduct state-mandated IEP reviews, assessing student growth toward goals, Revise goals as necessary	Receive feedback on achievement towards IEP goals
Summer School		NA	NA	NA	NA	NA	NA	Determine eligibility for summer school, determine standards, Monitor to address through MEAP gap analysis and/or Scantron suggested learning objectives	Create lesson plans based on identified standards, Monitor student growth through SuccessMaker gains	Participate in summer school lessons & activities, receive feedback on progress

Math		Trimester 1		Trimester 2		Trimester 3	
Strategies	Activities	Admin	Staff	Students	Admin	Staff	Students
PLC Data Teams	Teachscape	Collected and view videos for teacher performance, Provide feedback to teachers	Record Fall lesson for MSU evaluation & share with admin	NA	Collected and view videos for teacher performance, Provide feedback to teachers	Record lesson (optional) and share with admin	NA
	Data Team Cycles (with curriculum units & preposts)	Collect data cycle materials from grade-levels, Attend meetings periodically & provide support	Create & analyze pre/post tests based on mastery standards in curriculum units, Collaborate with grade-level teachers to provide best practices, Set SMART goals, Turn in data cycle materials	Complete pre/post tests for curriculum units, Receive feedback on assessments	Collect data cycle materials from grade-levels, Attend meetings periodically & provide support	Create & analyze pre/post tests based on mastery standards in curriculum units, Collaborate with grade-level teachers to provide best practices, Set SMART goals, Turn in data cycle materials	Complete pre/post tests for curriculum units, Receive feedback on assessments
	Vertical Teams	Provide sub release time for vertical teams to analyze Scantron data, Attend meetings periodically & provide support	Vertically analyze Scantron data for suggested learning objectives, Collaborate with teachers to provide best strategies on instruction and incorporating SLOS in their teaching	Complete Scantron fall assessment, Receive feedback on assessment	Provide sub release time for vertical teams to analyze Scantron data, Attend meetings periodically & provide support	Vertically analyze Scantron data for suggested learning objectives, Collaborate with teachers to provide best strategies on instruction and incorporating SLOS in their teaching	Complete Scantron fall assessment, Receive feedback on assessment
	Large & Small PLC Teams	Provide professional learning (large group PLCs) centered around Charlotte Danielson's Framework, (TEAMS) Turn in small group feedback sheets	Meet with small group PLC (one time per month) to work based on Charlotte Danielson's Framework, (TEAMS), Turn in small group feedback sheets	NA	Provide professional learning (large group PLCs) centered around Charlotte Danielson's Framework, (TEAMS) Turn in small group feedback sheets	Meet with small group PLC (one time per month) to work based on Charlotte Danielson's Framework, (TEAMS), Turn in small group feedback sheets	NA
	Inquiry	Monitor math lessons during walk-throughs specifically looking for inquiry problem-solving & real-life application, Review lesson plans	Monitor the daily "pose the question" section in EnVision math to see growth in students' ability to solve problems and create their own knowledge, Plan & implement higher-order thinking lessons from MISD math common core trainings	Participate in problem-solving activities, Work in cooperative groups, Receive feedback from teachers	Monitor math lessons during walk-throughs specifically looking for inquiry problem-solving & real-life application, Review lesson plans	Monitor the daily "pose the question" section in the question section in EnVision math to see growth in students' ability to solve problems and create their own knowledge, Plan & implement higher-order thinking lessons from MISD math common core trainings	Participate in problem-solving activities, Work in cooperative groups, Receive feedback from teachers
Math Process Skills Communication Connections Problem-Solving Reasoning Representation	Technology	Monitor use of technology (interactive technology, Elmos, whiteboards, Elmos, instructional technology) during walk-throughs, Review lesson plans, Monitor scheduling of Study Island for grades 2-6	Use interactive technology, Elmos, instructional technology to enhance math instruction & provide alternative representation for mathematical content, Plan time for students in grades (2-6) to use Study Island.	Engage in interactive whiteboard lessons & instructional software, Self-monitor progress on Study Island (grades 2-6).	Monitor use of technology (interactive technology, Elmos, whiteboards, Elmos, instructional technology) during walk-throughs, Review lesson plans, Monitor scheduling of Study Island for grades 2-6	Use interactive technology, Elmos, instructional technology to enhance math instruction & provide alternative representation for mathematical content, Plan time for students in grades (2-6) to use Study Island.	Engage in interactive whiteboard lessons & instructional software, Self-monitor progress on Study Island (grades 2-6).
	Writing in Mathematics	Review math journal questions written in teacher lessons plans 3-5 times per week, Monitor writing in mathematics during walk-throughs	Plan & implement 3-5 math journal entries per week in lesson plans, Guide students through writing in classroom assignments & monitor growth in writing on assessments	Use writing in mathematics (journals, assignments) to communicate concepts and explain their reasoning	Review math journal questions written in teacher lessons plans 3-5 times per week, Monitor writing in mathematics during walk-throughs	Plan & implement 3-5 math journal entries per week in lesson plans, Guide students through writing in classroom assignments & monitor growth in writing on assessments	Use writing in mathematics (journals, assignments) to communicate concepts and explain their reasoning

## Appendix A

Math									
Strategies		Trimester 1			Trimester 2			Trimester 3	
Activities	Admin	Staff	Students	Admin	Staff	Students	Admin	Staff	Students
SuccessMaker	Monitor cumulative reports for students, Conduct walk-throughs, Set incentives for student growth	(Facilitators) monitor student progress daily, Set goals for students, Give cumulative reports to homeroom teachers to communicate with parents. Meet with individual students to work on areas of difficulty.	Take initial placement, Set personal goals for improvement, Complete daily progress reports for accuracy, Meet with facilitators on areas of difficulty	Monitor cumulative reports for students, Conduct walk-throughs, Set incentives for student growth	(Facilitators) monitor student progress daily, Set goals for students, Give cumulative reports to homeroom teachers to communicate with parents. Meet with individual students to work on areas of difficulty.	Set personal goals for improvement, Complete daily progress reports for accuracy, Meet with facilitators on areas of difficulty	Monitor cumulative reports for students, Conduct walk-throughs, Set incentives for student growth	(Facilitators) monitor student progress daily, Set goals for students, Give cumulative reports to homeroom teachers to communicate with parents. Meet with individual students to work on areas of difficulty.	Set personal goals for improvement, Complete daily progress reports for accuracy, Meet with facilitators on areas of difficulty
Math pull-out	Determine eligibility for math services (3 yr cohort students not passing Scantron), Provide schedule & staffing for math pull-out groups (2-6), Conduct walk-throughs, Review student progress monitoring sheets	Use Scantron practice materials from students' suggested learning objectivesand/or SIM resources, Rtl team documents all time & skills worked on with students in pull-out groups	Participate in math intervention groups, Receive feedback on growth	Determine eligibility for math services (3 yr cohort students not passing Scantron), Provide schedule & staffing for math pull-out groups (2-6), Conduct walk-throughs, Review student progress monitoring sheets	Use Scantron practice materials from students' suggested learning objectivesand/or SIM resources, Rtl team documents all time & skills worked on with students in pull-out groups	Participate in math intervention groups, Receive feedback on growth	Provide schedule & staffing for math pull-out groups (2-6), Conduct walk-throughs, Review student progress monitoring sheets	Use Scantron practice materials from students' suggested learning objectivesand/or SIM resources, Rtl team documents all time & skills worked on with students in pull-out groups	Participate in math intervention groups, Receive feedback on growth
Tier III/II Interventions									
Resource Room	Monitor teacher performance by evaluating students reaching IEP goals, Conduct walk-throughs, Attend IEP meetings	Conduct state-mandated IEP reviews, assessing student growth toward goals, Revise goals as necessary	Receive feedback on achievement towards IEP goals	Monitor teacher performance by evaluating students reaching IEP goals, Conduct walk-throughs, Attend IEP meetings	Conduct state-mandated IEP reviews, assessing student growth toward goals, Revise goals as necessary	Receive feedback on achievement towards IEP goals	Monitor teacher performance by evaluating students reaching IEP goals, Conduct walk-throughs, Attend IEP meetings	Conduct state-mandated IEP reviews, assessing student growth toward goals, Revise goals as necessary	Receive feedback on achievement towards IEP goals
After-school Tutoring	Provide schedule for after-school tutoring, Funding for teachers, and transportation for students to attend after-school tutoring	Monitor student growth on SuccessMaker and/or FAST math, Provide assistance to students on areas of difficulty	Participate in SuccessMaker and/or FAST math, Self-monitor growth and progress toward goals	Provide schedule for after-school tutoring, Funding for teachers, and transportation for students to attend after-school tutoring	Monitor student growth on SuccessMaker and/or FAST math, Provide assistance to students on areas of difficulty	Participate in SuccessMaker and/or FAST math, Self-monitor growth and progress toward goals	Provide schedule for after-school tutoring, Funding for teachers, and transportation for students to attend after-school tutoring	Monitor student growth on SuccessMaker and/or FAST math, Provide assistance to students on areas of difficulty	Participate in SuccessMaker and/or FAST math, Self-monitor growth and progress toward goals
Summer School									

Science					
Strategies	Activities	Trimester 1		Trimester 2	
		Admin	Staff	Students	
5 E Model	Engage	Review lesson plans for components of Five E's, Conduct walk-throughs ,	Use 5 E Language, Write lesson plans, including (all or some) of the following: hands-on activities, activities from MDE companion guides, Discovery Education	Actively participate in the following: engage, evaluate, explain, explore, and extend/alaboard with science content in the classroom	Review lesson plans for components of Five E's, Conduct walk-throughs ,
	Evaluate	Provide funding for Discovery Education			Provide funding for Discovery Education
	Explain				
	Explore				
	Extend/Elaborate				

## APPENDIX B

### Middle School

2012-2013 Progress Monitoring Matrix	TRI I September	October	November
Achieve 3000	Initial Teacher Training _____ Initial placement testing _____	Daily independent readings with comprehension questions _____	Meet with teachers, review growth data, grading _____
Close and Critical Reading	Teachers trained on program and familiar with requirements _____	ELA Teachers provided with cross-curricular text to use _____	Meet with teachers to review progress and check evidence in binder _____
SUCCESSMAKER Reading	Initial Placement Testing _____ Begin Program _____	Daily independent readings with comprehension questions _____	Meet with teachers, review growth data, grading _____
Math Process Standards	Math Teachers Review of Process Standards, Posters in room _____	Daily use of Process Standards with evidence in binder _____	Daily use of Process Standards with evidence in binder _____
SUCCESSMAKER Math	Initial Placement Testing _____ Begin Program _____	Daily independent instruction and practice _____	Meet with teachers, review growth data, grading _____
Math Journals	Teachers provide journals to students, writing process introduced _____	Minimum of weekly journal entrees _____	Meet with Math Teachers, review growth of students _____
New Proficiency Standards	Students scheduled based on entrance exam results _____	Foundational Math, Math A,B,C,D _____	Final Exams 35/65, student grades reviewed, new schedules for next tri _____
Power Writing	Review Power Writing with Teacher, Training, Posters in room _____	Power Writing Structure Taught _____	Constructed Response Practice _____
6 Traits of Writing	Teacher introduces 6 traits of writing to students _____	6 Traits instruction _____	6 Traits evidence shown in binder and reviewed with admin _____
Writing Tracker	Register teachers for Wr. Tracker training at MISD/PD Training _____	Implement wr. Tracker in classes regularly, increase wpm _____	Implement wr. Tracker in classes regularly, increase wpm _____
Daily Oral Language	Department Wide Implementation Requirement _____	Daily bell work requirement with weekly quizzes, all grades _____	Daily bell work requirement with weekly quizzes, all grades _____
School-wide Community Project	Meet during PD week to have initial project idea discussions _____	Choose a project idea _____	Begin Project _____
Educational Field Trips	Begin Discussions with teachers about ideas/funds _____	Begin looking for appropriate trips/opportunities _____	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____
Academic Intervention	Flyers, website announcement, teacher _____	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____

	stipends, start Sept 4th ____		
Writing on all assessments	Discuss requirement with staff and effective ways to do it	Evidence in binder ____	Evidence in binder ____
Explore Testing	Letter home, schedule testing ____	8th grade pretest completed ____	Review test data, distribute data to sts & parents ____
Data Teams	Establish teams, mtg. schedule, agendas and times for each team ____	Meet with each team once this month ____	Meet with each team once this month ____
TRI Eval Meetings, classroom walk-throughs	Observe classrooms regularly- 5 min walk-throughs ____	Observe classrooms, meet with teachers as needed ____	Meet with all staff members individually, 20m ____
2012-2013 Progress Monitoring Matrix	<b>TRI II December</b>	<b>January</b>	<b>February</b>
Achieve 3000	Daily independent readings with comprehension questions ____	Daily independent readings with comprehension questions ____	Meet with teachers, review growth data, grading ____
Close and Critical Reading	Continue Implementing in ELA room ____	Continue Implementing in ELA room ____	Meet with teachers to review progress and check evidence in binder ____
SUCCESSMAKER Reading	Initial Placement Testing ____ Begin Program ____	Daily independent readings with comprehension questions ____	Meet with teachers, review growth data, grading ____
Math Process Standards	Daily use of Process Standards with evidence in binder ____	Daily use of Process Standards with evidence in binder ____	Daily use of Process Standards with evidence in binder ____
SUCCESSMAKER Math	Initial Placement Testing ____ Begin Program ____	Daily independent instruction and practice ____	Meet with teachers, review growth data, grading ____
Math Journals	Minimum of weekly journal entrees	Minimum of weekly journal entrees	Meet with Math Teachers, review growth of students ____
New Proficiency Standards	Students begin new class based on last tri results ____	Foundational Math, Math A,B,C,D ____	Final Exams 35/65, student grades reviewed, new schedules for next tri ____
Power Writing	Constructed Response Practice ____	Constructed Response Practice ____	Meet with Teacher, review student progress
6 Traits of Writing	6 Traits instruction ____	6 Traits instruction ____	6 Traits evidence shown in binder and reviewed with admin ____
Writing Tracker	Implement wr. Tracker in classes regularly, increase wpm ____	Implement wr. Tracker in classes regularly, increase wpm ____	Implement wr. Tracker in classes regularly, increase wpm ____
Daily Oral Language	Department Wide Implementation Requirement ____	Daily bell work requirement with weekly quizzes, all grades ____	Daily bell work requirement with weekly quizzes, all grades ____
School-wide Community Project	Continue Project ____	Continue Project ____	Continue Project ____

<b>Educational Field Trips</b>	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____
<b>Academic Intervention</b>	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____
<b>Writing on all assessments</b>	Evidence in binder _____	Evidence in binder _____	Evidence in binder _____
<b>Explore Testing</b>	Compare Explore data to other assessment data and use to direct instruction _____	Compare Explore data to other assessment data and use to direct instruction _____	Compare Explore data to other assessment data and use to direct instruction _____
<b>Data Teams</b>	Meet with each team once this month _____	Meet with each team once this month _____	Meet with each team once this month _____
<b>TRI Eval Meetings, classroom walk-throughs</b>	Observe classrooms regularly- 5 min walk-throughs _____	Observe classrooms, meet with teachers as needed _____	Meet with all staff members individually, 20m _____
<b>2012-2013 Progress Monitoring Matrix</b>	<b>TRI III March</b>	<b>April</b>	<b>May</b>
<b>Achieve 3000</b>	Daily independent readings with comprehension questions _____	Daily independent readings with comprehension questions _____	Meet with teachers, review growth data, grading _____
<b>Close and Critical Reading</b>	Continue Implementing in ELA room _____	Continue Implementing in ELA room _____	Meet with teachers to review progress and check evidence in binder _____
<b>SUCCESSMAKER Reading</b>	Initial Placement Testing _____ Begin Program _____	Daily independent readings with comprehension questions _____	Meet with teachers, review growth data, grading _____
<b>Math Process Standards</b>	Daily use of Process Standards with evidence in binder _____	Daily use of Process Standards with evidence in binder _____	Daily use of Process Standards with evidence in binder _____
<b>SUCCESSMAKER Math</b>	Initial Placement Testing _____ Begin Program _____	Daily independent instruction and practice _____	Meet with teachers, review growth data, grading _____
<b>Math Journals</b>	Minimum of weekly journal entrees	Minimum of weekly journal entrees	Meet with Math Teachers, review growth of students _____
<b>New Proficiency Standards</b>	Students begin new class based on last tri results _____	Foundational Math, Math A,B,C,D _____	Final Exams 35/65, student grades reviewed, program reviewed
<b>Power Writing</b>	Constructed Response Practice _____	Constructed Response Practice _____	Meet with Teacher, review student progress
<b>6 Traits of Writing</b>	6 Traits instruction _____	6 Traits instruction _____	6 Traits evidence shown in binder and reviewed with admin _____
<b>Writing Tracker</b>	Implement wr. Tracker in classes regularly, increase wpm _____	Implement wr. Tracker in classes regularly, increase wpm _____	Meet with Teacher to review program
<b>Daily Oral Language</b>	Department Wide Implementation Requirement _____	Daily bell work requirement with weekly quizzes, all grades _____	Daily bell work requirement with weekly quizzes, all grades _____

<b>School-wide Community Project</b>	Continue Project _____	Continue Project _____	Review Project Success/Failure _____
<b>Educational Field Trips</b>	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____	One 7th grade Field Trip and one 8th grade Field Trip throughout the year _____
<b>Academic Intervention</b>	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____	ELA Skills, Achieve 3000, Math Skills, Current Events, Science Critical Thinking _____
<b>Writing on all assessments</b>	Evidence in binder _____	Evidence in binder _____	Evidence in binder _____
<b>Explore Testing</b>	Organize and Administer Post-Test _____	Compare Pre-Post Explore Data with Staff	Report Results and Growth to the Board _____
<b>Data Teams</b>	Meet with each team once this month _____	Meet with each team once this month _____	Meet with each team once this month _____
<b>TRI Eval Meetings, classroom walk-throughs</b>	Observe classrooms regularly- 5 min walk-throughs _____	Observe classrooms, meet with teachers as needed _____	Meet with all staff members individually, 20m _____

## APPENDIX C

### High School

2011-2012 Progress Monitoring Matrix	TRI I September	October	November
READ 180/Expert 21	SRI Testing, level placement and collect initial data	Main idea/details/critical reading/analysis of text	Sequence of events, critical reading, synthesizing
SUCCESSMAKER	Testing for GLE collect data	Daily independent readings with comprehension questions	Meet with teachers, review growth data, grading
Math Support 9	Fractions, Distribution, Multiplication, + and - numbers	Support Alg 1 with practice of skills-order of op, simplifying, functions ECW	Support Alg 1, rates, ratios, graphing ineq, solving ineq, final exam ____
ACT Math Curriculum	Algebra II KIN, tests, notes (see binder), hybrid method ____	Algebra II KIN, tests, notes (see binder), hybrid method ____	Algebra II KIN, tests, notes (see binder), hybrid method, finals ____
Composition 9	Parts of speech, ACT grammar, DOLs, st vs. nonst. English ____	Personal narratives, peer editing, summarizing, writ. Process ____	MLA, Touching Sp. Bear, The Wri Process, lit. circles ____
Writing Tracker	Register teachers for Wr. Tracker training at MISD ____	Teacher training for Composition 9 teacher and Eng 11 teacher ____	Implement wr. Tracker in classes regularly, increase wpm ____
Daily Oral Language	Department Wide Implementation Requirement ____	Daily bell work requirement with weekly quizzes, all grades ____	Daily bell work requirement with weekly quizzes, all grades ____
Three Trimesters of Biology and Chem	Biology A- 72 min per day Chemistry A- 72 min per day ____	Biology A- 72 min per day Chemistry A- 72 min per day ____	Biology A- 72 min per day Chemistry A- 72 min per day ____
Addition of Lab Science and Anatomy	Anatomy A-72 min per day: body systems, terms, cells, chem. ____	Anatomy A-72 min per day: tissues, skeletal sys, muscular ____	Anatomy A- 72 min per day: Nervous Sys, Cells, final ex. ____
6th hour enrichment M-Th 3p-4p (ABC)	Flyers, website announcement, teacher stipends, start Sept 6th ____	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills ____	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills ____
Cambridge Curriculum Embedded	Cont. Requirement- ACT lessons embedded, all core areas ____	ACT lessons continue- math, science, ELA, soc. St.-check binder ____	ACT lessons continue all grades-math, science, ELA, soc. St. ____
Explore, PLAN, pre-ACT pre and post	Letter home, st. announcements, class prep, schedule testing ____	All pre-tests completed w/ 9, 10, and 11th grades ____	Review test data w/ grade level teams, distribute data to sts & parents, plan lessons ____
Transition Program	Fill program, handbook, establish procedures, schedules ____	Enroll sts. struggling in traditional classroom setting ____	Review program with coordinator and teacher, adapt, take sts. Back into gen. ed. ____
Middle College Curriculum	Addition of psychology, anatomy, lab science, college algebra, E2020 to 12th curr.	Observe classes, student feedback, teacher feedback ____	Continue implementation of required middle college curriculum ____
Education 2020 Credit Recovery	Addition of more classes to menu, all 11th and 12th enrolled ____	Teacher mentor monitors credit completion rates ____	Meet with teacher, teach/st. meetings, adapt program procdures as needed ____
ACT PREP I, II	Initial testing, goal setting, basic test taking tips, begin ELA prep ____	Take ACT, analyze score, create plan, math/reading prep ____	Take tests, analyze growth from Sept. to Nov., science prep ____
Gradel Level Team Collaboration	Establish mtg. schedule, agenda and times for each team ____	Meet with each team (9-12) once this month ____	Meet with each team (9-12) once this month ____
TRI Eval Meetings, classroom walk-thorughs	Observe classrooms regularly- 5 min walk-thorughs ____	Observe classrooms, meet with teachers as needed ____	Email eval sheet, meet with all staff members individually, 20m ____
2011-2012 Progress Monitoring Matrix	TRI II December	January	February

READ 180/Expert 21	Story elements, evaluate literary texts, review data _____	Cont. curr, present program and growth to school board _____	Problem and solution, critical reading _____
SUCCESSMAKER	Daily independent readings with comprehension questions _____	Daily independent readings with comprehension questions _____	Daily independent readings with comprehension questions _____
Math Support 9	Graphing ineq, solving ineq by + and -, solv. Ineq. w/variables, etc. _____	Relations and functions, using intercepts _____	Slope formula, slope-intercept, point-slope, absolute value function _____
ACT Math Curriculum	Trigonometry KIN, tests, notes (see binder), hybrid method _____	Quadratic functions KIN, tests, notes (see binder), hybrid method _____	Polynomials KIN, tests, notes (see binder), hybrid method _____
Composition 9	Character profile paper, DOL, writing tracker, laptop use, notebooks, vocabulary _____	Laptops in- 5 paragraph essay, complex sentence structure, self-edit, grammar elements _____	Persuasive essay, DOL, notebooks, debate, vocabulary _____
Writing Tracker	Implement Wr. Tracker in classes regularly, increase wpm _____	Implement Wr. Tracker in classes regularly, increase wpm _____	Implement Wr. Tracker in classes regularly, increase wpm _____
Daily Oral Language	Daily bell work requirement with weekly quizzes, all grades _____	Daily bell work requirement with weekly quizzes, all grades _____	Daily bell work requirement with weekly quizzes, all grades _____
Three Trimesters of Biology and Chem	Biology B- 72 min per day Chemistry B- 72 min per day _____	Biology B- 72 min per day Chemistry B- 72 min per day _____	Biology B- 72 min per day Chemistry B- 72 min per day _____
Addition of Lab Science and Anatomy	Anatomy B- 72 minutes per day, senses, endocrin sys _____	Anatomy B- 72 minutes per day, circulatory system, lymphatic _____	Anatomy B- 72 minutes per day, respiratory, digestive, nutrition _____
6th hour enrichment M-Th 3p-4p	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills _____	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills, Zumba, Mth & Sci Skills _____	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills, Zumba, Mth & Sci Skills _____
Cambridge Curriculum Embedded	ACT lessons continue- math, science, ELA, soc. St.-check binder _____	ACT lessons continue all grades- math, science, ELA, soc. St. _____	ACT lessons continue all grades- math, science, ELA, soc. St. _____
Explore, PLAN, pre-ACT pre and post	Continue adapted curriculum based on pre-test data _____	Continue adapted curriculum based on pre-test data _____	Continue adapted curriculum based on pre-test data _____
Transition Program	Continue adaptation of program, consideration of MVU courses _____	Add new students to program, transfers _____	Meet with coordinator to plan next year's program _____
Middle College Curriculum	Push enrollment of dual enrollment sts. For sem 2 _____	Continue implementation of required middle college curriculum _____	Continue implementation of required middle college curriculum _____
Education 2020 Credit Recovery	Consideration of other on-line programs for 12-13, teacher/st. meetings _____	Pilot MVU on-line curriculum with E2020 students _____	Teacher mentor monitors credit completion rates _____
ACT PREP I, II	Create ACT study plan by in-depth analysis of ACT test questions	Choose 2 subjects to focus on for ACT curr. Project-begin indiv. Projects _____	Sts. continue projects (see binder) _____
Grade Level Team Collaboration	Meet with each team (9-12) once this month _____	Meet with each team (9-12) once this month _____	Meet with each team (9-12) once this month _____
TRI Eval Meetings, classroom walk-thoroughs	Observe classrooms, meet with teachers as needed _____	Observe classrooms, meet with teachers as needed _____	Observe classrooms, meet with teachers as needed _____
2011-2012 Progress Monitoring Matrix	<b>TRI III March</b>	<b>April</b>	<b>May</b>
READ 180/Expert 21	problem and solution, analyze, synthesize _____	Check data, how many students are over 1000 as a Lexile _____	Evaluate year-long growth to assess program's value _____
SUCCESSMAKER	New student group enrolled into successmaker for tri III	Evaluate program, shop for other options if necessary _____	Review final growth data _____
Math Support 9	Graphing, substitution	Special Systems, Linear Inequalities	Review of Skills to prepare for Algebra II
ACT Math Curriculum	Systems, Linear Inequalities	Review of Basic Algebra Skills (due to low test scores)	Review of Basic Algebra Skills (due to low test scores)
Composition 9	Writing Process	Meaning Beyond the Literal Level, Close Literary Read, Text Analysis	research papers submitted _____ Samples reviewed _____

Writing Tracker	Implement Wr. Tracker in classes regularly, increase wpm _____	Introduce staff to writing tracker, review pros and cons _____	Implement Wr. Tracker in classes regularly, increase wpm _____
Daily Oral Language	Daily bell work requirement with weekly quizzes, all grades _____	Daily bell work requirement with weekly quizzes, all grades _____	Daily bell work requirement with weekly quizzes, all grades _____
Three Trimesters of Biology and Chem	Biology C - 72 min per day Chemistry C- 72 min per day _____	Biology C- 72 min per day Chemistry C- 72 min per day _____	Biology C- 72 min per day Chemistry C- 72 min per day _____
Addition of Lab Science and Anatomy	Lab Science- establish curriculum _____	Lab Science- review curriculum pacing with teacher _____	Lab Science- final project evaluation _____
6th hour enrichment M-Th 3p-4p	Change student enrollment for 6th hour- the other 50% _____	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills, Zumba, Mth & Sci Skills _____	Writing labs A/B, successmaker labs A/B, E2020, study skills, Read180, Col. Prep Lit, Choir, Spanish II, ACT Prep, Math Skills, Zumba, Mth & Sci Skills _____
Cambridge Curriculum Embedded	ACT lessons continue- math, science, ELA, soc. St.-check binder _____	ACT lessons continue all grades- math, science, ELA, soc. St. _____	ACT lessons continue all grades- math, science, ELA, soc. St. _____
Explore, PLAN, pre-ACT pre and post	All post tests completed, grades 9-11 _____	Review data with grade level teams, adapt curriculum _____	Continue adapted curriculum based on post-test data
Transition Program	review discipline data, is the program working behaviorally _____	Review program, adapt for next school year _____	Check percentage of courses passed _____
Middle College Curriculum	Observe classes, student feedback, teacher feedback _____	Continue implementation of required middle college curriculum _____	Continue implementation of required middle college curriculum _____
Education 2020 Credit Recovery	Meet with E2020 coordinator to make adaptations to current or future program _____	Review other on-line companies if changes are needed _____	Check percentage of courses passed _____
ACT PREP I, II	11th graders take ACT this month	N/A- ACT is over	N/A- ACT is over
Gradel Level Team Collaboration	Meet with each team (9-12) once this month _____	Meet with each team (9-12) once this month _____	Meet with each team (9-12) once this month _____
TRI Eval Meetings, classroom walk-thorughs	Email eval sheet, meet with all staff members individually, 20m _____	Observe classrooms, meet with teachers as needed _____	Email eval sheet, meet with all staff members individually, 20m _____