



American Academy Board of Directors Meeting Minutes

September 19, 2006
American Academy

Directors present were, Jackie Santos, Erin Kane, Chad King, Adil Khan, Denese Gardner and Dave Romero.

1) **Call to Order**

Erin Kane called the meeting to order at 8:03pm.

2) **Pledge of Allegiance**

Erin Kane led the recitation of the pledge of allegiance.

3) **Approval of Prior Meeting Minutes**

Upon motion of Chad King, seconded by Dave Romero, the Board unanimously voted to approve the minutes of the August 22, 2006 Board meeting.

4) **Audience Participation**

There were no public comments.

5) **Chief Administrative Officer's Report**

The Chief Administrative Officer delivered the report attached hereto as Exhibit A.

6) **Parent Advisory Board Report**

The Parent Advisory Board delivered the report attached hereto as Exhibit B.

7) **American Academy PTO Report**

The American Academy PTO delivered the report attached hereto as Exhibit C.

8) **School Advisory Council Report**

The School Advisory Council delivered the report hereto attached as Exhibit D

9) **Discussion Items**

- **Permanent Facility Update**

Erin Kane stated that the board held a permanent facility meeting for parents last week. Approximately 60 parents attended. The attendees were introduced to Chris Fellows, the developer who donated American Academy the land for the facility. There will be another parent meeting on Monday September 25th at 7:30pm.

- **Fundraising Update**

Jackie Santos stated that the fund raising committee met last night and things were progressing nicely. There will be a standard meeting every Monday night at 7:45pm.

- Previous Meeting Public Comments

None.

10) Action Items

- Upon motion of Chad King, seconded by Jackie Santos, the Board unanimously voted to approve the final reading of the Technology Scope and Sequence in the form attached hereto as Exhibit E.
- Upon motion of Erin Kane seconded by Chad King the board unanimously voted to approve the DCSD Bond Election position.
- Upon motion of Dave Romero, seconded by Erin Kane, the board unanimously voted to approve the School Improvement Plan in the form attached hereto as Exhibit F

11) Review of Agenda for Next Meeting

The agenda for the Board's next meeting will be distributed by electronic mail prior to the next meeting.

12) Dismissal

Erin Kane dismissed the meeting at 8:53pm.

Respectfully submitted,

Jackie Santos
Secretary
September 27, 2006

Exhibit A
Report of the Chief Administrative Officer (attached)



I. Public Relations/Communication –

- Wings over the Rockies – Our field trip to this event at Centennial Airport was a success for networking opportunities. Jackie Santos secured Colorado Lieutenant Governor Jane Norton’s visit to our school on October 19. Erin Kane and I met the governor and told him about our school. We had a short blurb on Channel 2, the evening of the event, talking about the Barnstorming tour and Eric Lindberg. We received some wonderful photos from a professional photographer that was taking pictures for Wings. We made a lot of connections with contacts in different airline industries. (Adams Aircraft)
- The PTO now has a regular newsletter, the PTO Post.
- I have submitted 2 small grant applications this month – one for \$500 Title II money for Safe and Drug Free Schools, and a \$1000 Target grant for field trips (SEACAMP).

II. Financial Stability –

- The actual budget for August is included in the Board packet.
- We have revised the budget to reflect 429 students. We are currently at 430.
- Diane, Jonathan and I have made adjustments to reflect the change in PPR in the budget.

III. Educational Success –

- SIP: The School Improvement Plan is attached for your review. The SAC will review the plan at their meeting on September 18 and any additional recommendations will be added. The final copy needs to be submitted to the district on October 1.
- Shurley English – This new grammar program that we implanted this year is getting rave reviews. The teachers are already amazed by how well the students are learning the jingles and learning from them. Mark Middlebrooks is working on a CD with all of the jingles recorded in his voice.
- Handwriting Without Tears – Connie Mullans, our Occupational Therapist, trained all K-4 teachers this past Thursday on this new handwriting program during their lunch periods. We are going to start a Pen & Quill club to recognize outstanding penmanship papers each quarter.
- Step-up-to-Writing – Leslie Silvers will train all teachers in this program at our inservice day on November 3.

Our first MST Week is off to a strong start. Here is a sample of what took place the week of September 11-15.

THIRD GRADE—Civil engineering and energy

- Monday-- Dr. Hatton engineer and speaker from 9:00 am to 11:30 am in each classroom.
- Tuesday-- Presentation and hands-on activities by Amanda on energy, conservation and resources
- Wednesday—Presentation allocating scarce resources by Audra and Shannon (Cookies!)
- Thursday—Class trip to the Engineering Lab at the Denver Federal Center focus on energy from water
- Friday—Culminating project students build their own waterwheel

FOURTH GRADE—Engineering “Lost in the Amazon” (survival skills)

- Monday—9:15 Speaker Carl Pistole Navy Pilot and survival specialist, afternoon begin Amazon unit
- Tuesday---Work on Amazon unit
- Wednesday-- Work on Amazon unit
- Thursday-- Work on Amazon unit
- Friday-- finish Amazon Unit with homeroom teachers

- Monday 9/18— Field trip to Castlewood Canyon-orienteeing

FIFTH GRADE—Engineering “Asteroid” (Planning for underground caverns)

- Monday—Begin Asteroid Unit
- Tuesday—Speaker Clint Werden, Geologist and engineer. A presentation for each class 1:45 pm and 2:30 pm
- Wednesday—Work on Asteroid Unit
- Thursday-- Work on Asteroid Unit
- Friday—Field trip to Denver Gem and Mineral Show at Denver Merchandise Mart depart at 9:15

IV. Staff Management –

Staff development meetings that took place this month included training for staff to input their attendance into Infinite Campus. They also were trained on the Infinite Campus grade book. Teachers were also shown the Harry Wong video on “Discipline in the Classroom.”

Vertical team meetings are taking place this coming week, with the agenda items including:

- ✓ *Lesson Plans Review – This should be a working document – is yours?*
- ✓ *Core Knowledge Sequence – is teaming taking place across grade levels?*
- ✓ *MST Week feedback – How did you assess the learning your students gained?*
- ✓ *Technology – Think of one lesson you taught this week that technology could have improved the instruction. Get ideas from your vertical teammates.*
- **Observations** – Vertical teams have started their observations of each other. The feedback has been very positive. I’m starting reading observations of all teachers, Mary will observe writing, and Amanda will observe math and science instruction.
- **Core Virtues, Essential 55** – I have been going around to classrooms reading stories about our Core Virtue or the month, *Responsibility*. Students are mentioned everyday during morning announcements of those that receive a commendation. The first Commendation Breakfast will be at the end of first quarter.

Other Staff issues:

- We hired a new, part-time ability level teacher, Holly Anthony. Holly is teaching one Saxon 54 math class, one 2/3 reading combo class, one class of Kindergarten specials. Holly is also covering Ms. Murch’s class for lunch period.
- Thanks to Lynda Hernandez for taking the lead getting our Student Council up and running. We are going to send out information next week to all students regarding upcoming elections.
- The first grade team met with the Kindergarten team to review expectations for reading and writing when students come to first grade.

V. Operational Success –

- Mary Catton trained all teachers on inputting attendance into Infinite Campus. This should make the front office job of collecting and keeping attendance much more efficient.
- Karen Romero has taken the responsibility of organizing all of the volunteers who signed up this year. She is appointing a coordinator for each area and turning over names to the coordinators. This includes the front office, art and music, MST, just to name a few.
- Carpool – I met with Karen Student and Pilates to discuss carpool, specifically, red flag days. We have changed the staff parking area to allow more close-in parking for parents, so they do not flow into the Pilates’ places. Karen is also going to re-stripe the front parking lot to include a crosswalk. Then, parents will only be allowed to park on our side of the crosswalk.

- Facility –
 - We have added an office area space in the staff lounge for 3 staff members: Holly Anthony, Julie Huebner, and Erin McCarraher.
 - We are also in the process of sectioning off another small teaching area for morning Kindergarten ability grouping and rearranging the staff lounge.
 - We still need assistance getting the Kindergarten hallway more organized.

Upcoming Dates:

- The Scholastic Book Fair will be held September 21, through September 29.
- PTO Meeting – Monday, September 25, at 6:30 p.m. in the MPR.
- PAB Meeting – Tuesday, October 3, at 7:00 p.m. at AA.
- Alan November Parent Presentation, 8:00-9:30 a.m. October 12.
- Alan November Teacher Presentation 9:30-12:30 P.M. October 12

Exhibit B
Report of the Parent Advisory Board

Lisa Maas stated that the PAB is doing an October meeting for how a charter school works. She also reported that the PAB is not receiving many email messages.

Exhibit C
Report of the American Academy Parent Teacher Organization

Will Meyers stated that the carnival did make a small profit.

Exhibit D
Report of the School Advisory Council

Phil Rubino stated that the SAC met and went over the School Improvement and Technology Plans. They did not see anything that they would recommend changing. The SAC discussed car pool safety and plan on meeting with the car pool coordinator shortly. PTO concerns: New parents not informed about tasks and responsibilities they need to know about. They recommended a new parent orientation meeting.

Exhibit E
Technology Scope and Sequence (attached)



American Academy Technology Plan

Draft 1, August 1, 2006.

I. Introduction

American Academy in Lone Tree, Colorado, strives to be a leader in the use of technology to support teaching and learning in the classroom. At American Academy we do not teach technology, we use technology to teach. From our first year in 2005, technology has permeated our school in both infrastructure and curriculum with 80 student laptops networked for approximately 475 students to use everyday. We are dedicated to increasing our computer to student ratio every year to make technology an integral part of the curriculum with Internet and instructional software for grades K-8. Our school climate is an environment where teachers and students work towards proficiency in using a wide variety of tools to enhance learning, problem solving, communication, collaboration, productivity and creativity. In addition, during the 2006-07 school year, we hope to strengthen the home-school connection by the addition of a link through our existing website to a new MST homepage with detailed information about the many facets of how technology and curriculum at American Academy are used to educate our students.

American Academy has made every effort to align this technology plan with the National Educational Technology Standards developed by the International Society for technology in Education (ISTE).

II. Justification

Why should schools emphasize the use of technology? The decision to infuse technology throughout the American Academy curricula is based on solid research demonstrating enormous educational benefits for our students. Our students will gain two very important competencies:

- They will become technically skilled. From a very young age, our learners will understand how to use computers, digital cameras, and hand-held devices. Students will also become users of technology resources, software, and applications such as video-conferencing, Podcasting, computer aided drawing, web-site development, and animation as productive and innovative technical tools.
- They will use the internet and the flow of information gained to think, reason, analyze and compare. Our children will grow up in and work in a world that gives them access to massive amounts of information. At American Academy, students will learn how to access and validate information and understand the organization of information. In other words, they will become information literate and better prepared for the digital world in which they live.

The Center for Applied Research in Educational Technology (CARET) has carefully reviewed and reports results from many studies supporting the integration of technology use in schools. Studies show that academic achievement is markedly increased in schools where technology is integrated into the day to day learning environment. Furthermore, research evidence indicates that technology improves student performance when the specific application:

- Directly maintains the curriculum objectives being assessed;
- Provides opportunities for student collaboration;
- Adjusts for student ability and prior experience, and provides feedback to the student and teacher about student performance;
- Is integrated into the typical instructional day;
- Provides opportunities for students to design and implement projects that extend the curriculum content being assessed by a particular standardized test.

In addition to enhancing student performance, research reports clear findings that illustrate how technology can influence cognitive functioning especially in the area of critical thinking. Specifically noted in the literature is a measurable increase in higher order thinking skills, problem solving ability, conceptualization, and the logical application of information. The advanced development of

these skills is directly connected to technology as it is used when students are allowed to work collaboratively and when students use technology presentation and communication tools to present, publish and share their work.

Finally, technology improves motivation, attitude, and interest in learning. Most teachers that use technology readily have experienced that technology has the ability to inspire students with low intrinsic motivation for academics. When students use computer applications to produce, demonstrate, and share their work with peers, teachers, and parents, these students are inspired. Motivation is also enhanced in all students, regardless of their ability or achievement, when technology uses challenging, game-like programs and applications designed to develop background skills and knowledge.

III. Mission Statement

American Academy will achieve academic excellence through a challenging sequenced curriculum that emphasizes math, science, and technology, to provide our children with the tools to become the leaders of tomorrow. Together, our students, faculty, parents, and community will cultivate character, civic responsibility, and intellectual development.

IV. Technology Vision Statement

American Academy will develop and maintain the technology infrastructure, supporting curricula, and professional development structure to become a standard for excellence in Colorado as a school that uses technology to empower the learning community. Our mission is to ensure for each student a comprehensive education that provides students with technological ability as well as empowers these students with literacy in information technologies and communications networks as they connect to resources brought to them through the Internet. Through technology empowerment, American Academy students will become critical thinkers and achieve a desire for life long learning in their personal, educational, and workplace environment.

V. Strategy

A. IMPLEMENTATION

American Academy will continually update and implement a comprehensive school wide technology plan for the effective integration of technology that will provide appropriate guidelines for acquisition, training, and support for staff, students, and the community.

- Survey and research the most effective practices for technology integration in the school.
- Provide adequate technology resources to support students, staff, and parent community.
- Update the American Academy Technology Plan annually based upon evaluation data, research, recommendations from IT consultants, administration, staff and Board of Directors.
- Promote parent community outreach through a variety of offerings that may include, but not be limited to, “open technology” nights and/or instructional classes for parents.
- Disseminate information to assist in the purchase of American Academy comparable laptops for middle school students to use at school and at home.
- Update and maintain the American Academy website and technology homepage to include relevant information to the school community.

B. INFRASTRUCTURE

American Academy will maintain and upgrade a state-of-the-art network infrastructure to provide global communications and information literacy for school wide use with sufficient technical support to extend, further develop, and maintain optimal operation of the network.

- Utilize technology to support the curriculum and improve student achievement with an emphasis on classroom integration to facilitate implementation of American Academy’s Student Skills Continuum.
- Evaluate and purchase emerging technologies to create and maintain expansive programs that challenge all learners.
- Maintain the hardware for efficient operation of the American Academy
- Each staff member is provided a laptop

- Network and System Architecture – Main Campus
 - 3Mb bonded T-1's to provide voice and data communications
 - Cisco Call Manager Express Voice Over IP phone system utilizing Cisco Unity Express for voicemail capabilities
 - 802.11b/g wireless network within the school campus
 - Web filtering and web blocking for the campus network.
 - Two Dell PowerEdge servers to provide access to applications, printers and file sharing
 - Printers for a diverse set of requirements: HP color LaserJet for art classes; two high speed Canon ImageRunner printer/copiers for large print jobs, and 4 HP LaserJet black/white printers for general printing needs
 - Epson and Hitachi projection systems for each classroom
 - Support staff to maintain, backup, configure and support the servers and phone system and network
 - Network/System Architecture Auxiliary Kindergarten Campus
 - Comcast high speed internet connection with secure VPN to the Main Campus.
 - Approximately 80 Standard Student Laptops:
 - HP NC6120 laptop
 - Pentium M 1.6GHz processor
 - 512Mb of RAM
 - 40Gb hard drive
 - Media Card Reader and USB ports
 - Intel Pro Wireless adapter
 - High-end Staff/Student Graphics Art Laptops:
 - HP NX6125 laptop
 - AMD Turion 64 bit 2.2 GHz processor
 - 1GB of RAM
 - 60Gb hard drive
 - Media Card Reader and USB ports
 - Broadcom Wireless adapter
- Review and update available software titles currently available for use at American Academy:
 - **United Streaming**
Discovery Education *unitedstreaming* is a digital video-based learning resource from Discovery Education. With Discovery Education *unitedstreaming*, educators gain on-demand access to 50,000 content-specific segments from 5,000 full-length educational videos. Today, educators at more than 70,000 schools across the United States use *unitedstreaming* to integrate vibrant digital content into the curricula of more than 30 million students.
 - **STAR Early Literacy**
Developed by Renaissance Learning Inc., STAR Early Literacy, a computer-adaptive diagnostic assessment, evaluates early literacy skills of students in grades Pre-K through 3. It assesses phonemic awareness, phonics, and other readiness and literacy skills. Additionally, it identifies specific strengths and weaknesses in these areas for early intervention.
 - **Accelerated Reader**
Accelerated Reader, a Renaissance Learning Inc. product, is reading management software intended to help teachers guide students' independent reading practice and motivate students to read more books. Essentially, "AR" is an assessment that primarily determines whether a student has read a book, with more efficiency, speed, and accuracy than a book report because it is computer-scored. The software provides additional information to teachers regarding reading rates, amount of reading, and other variables related to reading.

- **Classroom Performance System Software**
 E-instruction's classroom performance system (CPS) is an infra-red response system that obtains immediate feedback from every student via the use of a "clicker" style device. The CPS results are exported to Excel, Word, or the CPS grade book. CPS provides instant feedback to teachers and students and increases the flow of student performance data for a clearer picture of student comprehension.
- **Timeliner 5.0**
 TimeLiner 5.0 provides for the visual organization of challenging content and concepts in a chronological order.
- **Alice**
 Alice is a tool for creating Pixar-style animated movies. It teaches problem solving skills that can be integrated into a variety of subject areas. This program was recently released for use by Carnegie Mellon University and Electronic Arts Inc. (EA) and is changing how computer programming is taught in the U.S. Instead of manipulating numbers and code, the Alice programming language lets students drag and drop 3-D characters - people, houses or animals - into scenes on the computer screen, move them around and tell stories as the student is learning the basics of programming. A great strength lies in making abstract concepts concrete in the eyes of first-time programmers.
- **Adobe Photoshop**
 Adobe Photoshop is a [graphics editor](#) developed and published by [Adobe Systems](#). It is the current [market leader](#) for commercial [bitmap](#) and [image](#) manipulation, and, in addition to [Adobe Acrobat](#), is one of the most well-known pieces of software produced by Adobe Systems. It is considered the industry standard in most, if not all, jobs related to the use of visual elements.
- **Adobe Illustrator**
 Adobe Illustrator is a [vector-based drawing program](#) developed and marketed by [Adobe Systems](#).
- **Microsoft Office XP Professional**
 Used by staff and students, MS Office XP Professional is American Academy's office applications system and standard for word processing, spreadsheet, and presentation documents. In addition to the core Office XP programs - Microsoft Word, Excel, Outlook, and PowerPoint - Office XP Professional includes Microsoft Access 2002, the Office XP database solution that allows for storage, access, and data analysis.
- **Inspiration**
 Inspiration Software, Inc. develops and publishes [visual learning](#) software for educators, students and business professionals. Inspirations encourages learning through visual representation by creating [graphic organizers](#)--such as [diagrams](#), webs and [concept maps](#)--to visually represent ideas and relationships. Research in both educational theory and cognitive psychology indicates that visual learning is among the very best methods for teaching students of all ages how to improve thinking skills, retention and writing.
- **Kidspiration**
 The [visual learning](#) software tool Kidspiration is published by [Inspiration Software, Inc.](#) and is used primarily by students in kindergarten through 5th grade to build [graphic organizers](#) such as [concept maps](#), [diagrams](#) and webs. Students combine pictures, text and spoken words to represent thoughts and information. Kidspiration was developed to help younger students develop early literacy skills and more advanced students to improve comprehension skills and better organize ideas for writing.
- **KidPix**
 Kid Pix is a [bitmap](#) drawing program created for young [children](#). The latest version of Kid Pix includes the ability to create slide shows and to incorporate animated elements into an otherwise static canvas.

- **Harmonic Vision Music Ace Maestro**
Music Maestro is a [software package](#) for [music](#) publishers created by Systems. It has a modular framework which allows its users to build a personalized system tailored to deal with their particular niche within the Music Publishing industry. Music Maestro gives users access to any related details, like publishers, rates and composers. For example, Music Maestro automates the song registration process, so users can provide societies with all the information they need much faster than was previously possible.
- **Yamaha Survival Kit CD for Yamaha Keyboards and Yamaha Portable Grand CD software**
Music applications
- **Writer's Companion**
Writer's Companion software allows students to organize concepts and ideas from the initial stages of writing through completion. Upon completion students can publish their work or export it to a word processor or page layout program.
- **Google Earth**
Google Earth is a free-of-charge, downloadable [virtual globe](#) program. It maps the entire earth by pasting images obtained from [satellite imagery](#), [aerial photography](#) and [GIS](#) over a 3D globe.
- **TestTaker (this will need to be re-installed in Mid-Aug.)**
Test Taker is the software for the Measures of Academic Progress (MAP). MAP is a series of tests that measure the student's general knowledge in reading, language usage, and math.

The following technology supports American Academy curricular materials:

- **Open Court (via website)**
- **Scott Foresman Science Games and MindPoint Quiz Show**
- **Scott Foresman ExamView Pro**

The following technology is application software:

- **Mozilla Firefox**
- **Internet Explorer**
- **Adobe Reader 7.0.8**
- **JAVA, Shockwave, Flash, DirectX**
- **QuickTime**
- **Real Player**
- **Windows Media Player**
- **Visio Viewer 2002 and 2003**
- **Grisoft Antivirus Software**
- **VPN software on teacher laptops to remote into school**

C. TECHNOLOGY SKILLS, STANDARDS AND EVALUATION FOR STUDENTS

Even though American Academy doesn't necessarily teach technology, but uses technology to teach, students will gain significant knowledge compared to their peers who only learn technology in a computer lab. Students' will still graduate from American Academy having mastered abundant technology skills by our staff integrating technology into assignments and assessments.

Teaching the technology standards is a team effort. Classroom teachers work with their grade level teams, MST Director, Academic Director, and other teachers to discuss how and when the objectives will be incorporated into the lessons.

American Academy's Student Skills Continuum contains a list of minimum standards that students should master by the end of each grade. Each performance objective will be assessed yearly.

American Academy's Student Skills Continuum

KINDERGARTEN	
K.1	Use school approved software in reading, writing, math and drawing. (See American Academy software list.)
K.2	Use input devices (mouse, keyboard) and output devices (monitor, printer).
K.3	Identify key terms -computer, monitor, printer, keyboard, mouse, disk, CD-Rom.
K.4	Demonstrate how to use the enter key, space bar, and how to click and double click.
K.5	Be able to find and start a program from an icon on the desktop.
K.6	Be able to exit a program.
K.7	Become familiar with letters and numbers on the keyboard.
K.8	Use correct posture when working at the computer.
K.9	Type own name.
K.10	Work cooperatively and collaboratively with peers when using technology.
K.11	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
GRADE 1	
1.1	Use district approved software in reading, writing, math and drawing. (See American Academy software list.)
1.2	Perform simple word processing (writing and retrieving stories, making corrections, saving and printing a file.)
1.3	Know how to turn the computer on and how to properly shut it down.
1.4	Use educational CD ROMS.
1.5	Learn the home row keys
1.6	Use correct posture while working at the computer.
1.7	Communicate electronically with others for educational purposes via online projects. These activities can be whole class, small group or individual student.
1.8	Communicate about technology using developmentally appropriate and accurate terminology.
1.9	Work cooperatively and collaboratively with peers when using technology.
1.10	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
GRADE 2	
2.1	Use school approved software in reading, writing, math and drawing. (See American Academy software list.)

GRADE 2 continued	
2.2	Use library automation software.
2.3	Word Processing-use Spell Check and print landscape or portrait.
2.4	Introduce how to properly turn on and shut down a computer.
2.5	Demonstrate proper care of CDs while removing and inserting them into the computer.
2.6	Introduce the following internet terms: web browser, web address, (URL) search engine, hyperlink and home page.
2.7	Use technology resources (logical thinking programs, puzzles, writing tools, drawing tools, multimedia software, Kidspiration &/or the Internet) for problem solving, communication, and illustration of thoughts, ideas, concepts and stories.
2.8	Use American Academy approved keyboarding software to build knowledge of appropriate keyboarding.(not yet available)
2.9	Gather information and communicate electronically with others for educational purposes via online projects, with support from teachers, family members or student partners.
2.10	Work cooperatively and collaboratively with peers when using technology.
2.11	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
GRADE 3	
3.1	Use school approved software in reading, writing, math and drawing. (See American Academy software list.).
3.2	Use American Academy approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 10 w.p.m. minimum with 70% accuracy.
3.3	Communicate electronically with others for educational purposes via online projects, with support from teachers, family members or student partners.
3.4	Use technology resources such as (e.g., PowerPoint (tutorial), digital cameras (tutorial), scanners, Internet, email) PowerPoint, digital cameras, Internet online databases and virtual libraries, filtered search engines and email for research on individual and collaborative writing and communication and publish some of the activities.
3.5	Correctly cite electronic and print references- Easy Bib
3.6	Navigate internet toolbar with assistance.
3.7	Use a simple rubric self-assess technology used in classroom projects.
3.8	Use word Processing tools -format text by changing fonts, text size and color, and are able to horizontally align text. Literacy Activities w/MS Word
3.9	Use concept mapping software to define or refine information such as Kidspiration or Inspiration. (Using Inspiration or similar tool).This includes developing a simple research question or perspective on a topic.
3.10	Understand the difference between a local hard drive and a network server Flash Movie
3.11	Work cooperatively and collaboratively with peers when using technology.
3.12	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
3.1	Use school approved software in reading, writing, math and drawing. (See American Academy software list.).
3.2	Use American Academy approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 10 w.p.m. minimum with 70% accuracy.
GRADE 4	
4.1	Use school approved software in reading, writing, math and drawing. (See American Academy software list.).
4.2	Use American Academy approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 20 w.p.m. with 70% accuracy.
4.3	Use word Processing applications such as Microsoft Works and Microsoft Publisher to create a simple newsletter brochure with two or three columns, use page borders, insert tables and use drawing tools. Teacher resource- Microsoft Word tutorial , Literacy Activities w/MS Word
4.4	Create and interpret graphs, charts and tables using appropriate software. Sample Excel Spreadsheet activities
4.5	Use concept mapping software to define or refine information such as Inspiration. Be able to use both the graphic organizer and the outline format and insert notes (using Inspiration or similar tool).

GRADE 4 continued	
4.6	Use technology tools (e.g., PowerPoint (tutorial), digital cameras (tutorial), scanners, Internet, email) for individual and collaborative writing, communication and to create products for publishing.
4.7	Correctly cite electronic and print references. Easy Bib
4.8	Use the recycle bin.
4.9	Record speech and import sounds.
4.10	Check which applications are running by using ctrl + alt+ delete and shutting down selected programs.
4.11	Use software and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products (such as WebQuests or Problem-Based Learning situations).
4.12	Use a rubric to self-assess technology used in classroom projects.
4.13	Work cooperatively and collaboratively with peers when using technology.
4.14	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
GRADE 5	
5.1	Use school approved software in reading, writing, math and drawing. (See American Academy software list.).
5.2	Use school approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 25 w.p.m. with 70% accuracy.
5.3	Create a webpage using Front Page Express (tutorial) whose subject matter integrates with a content area. (Students can present research on a topic or a solution to a problem based scenario).
5.4	Use principles of good design and layout in student generated work.
5.5	Edit images using graphic software. Ex. crop, resize
5.6	Delete files from their personal network folders.
5.7	Create a spreadsheet to organize and interpret data. Teacher Resource- Excel tutorial Sample Excel activities
5.8	Develop graphs from spreadsheets. Sample Excel activities
5.9	Use concept mapping software to define or refine information (such as Inspiration). Be able to use both the graphic organizer and the outline format and insert notes (using Inspiration or similar tool).
5.10	Use technology tools (e.g., PowerPoint (tutorial), digital cameras (tutorial), scanners, Internet, email) for individual and collaborative writing, communication and to create products for publishing.
5.11	Correctly cite electronic references- Easy Bib Copyright issues
5.12	Use software and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products (such as WebQuests or Problem-Based Learning situations, Science Court , International Inspirer, Global Projects).
5.13	Use a rubric to self-assess technology used in classroom projects.
5.14	Determine and select appropriate tool(s) and technology resources to address a variety of tasks and problems.
5.15	Work cooperatively and collaboratively with peers when using technology.
5.16	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
GRADE 6	
6.1	Use school approved software in reading , writing, math, drawing, and productivity tools (MS Office)
6.2	Use school approved keyboarding software to build knowledge of appropriate keyboarding skills with a minimum rate of 30 w.p.m. with 70% accuracy
6.3	Use proper finger position on number keys using keypad.
6.4	Use proper finger position on symbol keys.
6.5	Use Print Screen to create how to documents technical writing.

GRADE 6 continued	
6.6	Use key words to search a reference CD Rom or webpage.
6.7	Recognize the history of computers.
6.8	Enter information into a database.
6.9	Use search criterion in a database
6.10	Sort information in a database.
6.11	Move/copy files and folders
6.12	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
6.13	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
6.14	Use content-specific tools, software and simulations (e.g. scanners, digital cameras, environmental probes, graphic calculators, web tools) to support learning and research.
6.15	Collaborate with peers, experts, and others using telecommunications and collaborative tools (e.g. keypals, Ask an Expert, Listservs, etc.) to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. GlobalNet Projects Registry .
6.16	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Links to website evaluation tools , The Quick Quiz , Lesson on Website Evaluation
6.17	Create a bibliography and cite electronic and print resources correctly. EasyBib
GRADE 7	
7.1	Use district approved software in reading , writing, math, drawing, and productivity tools (MS Office)
7.2	Use district approved keyboarding software to build knowledge of proper keyboarding technique with a minimum rate of 35 w.p.m. with 70% accuracy.
7.3	Use proper finger position on symbol keys.
7.4	Use Print Screen to create how to documents technical writing
7.5	Recognize the history of computers.
7.6	Create a database. Access database software tutorial
7.7	Add a field to a database
7.8	Create a form in a database
7.9	Create a report from database.
7.10	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
7.11	Demonstrate ethical and legal behaviors when using information and technology in accordance with American Academy Acceptable Use Policy Discuss the consequences of misuse.
7.12	Use content-specific tools, software and simulations (e.g. scanners, digital cameras, environmental probes, graphic calculators, web tools) to support learning and research.
7.13	Collaborate with peers, experts, and others using telecommunications and collaborative tools (e.g. keypals, Ask an Expert, Listservs, etc.) to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. GlobalNet Projects Registry .
7.14	Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. Links to website evaluation tools , The Quick Quiz , Lesson on Website Evaluation
7.15	Insert a formula into a spreadsheet
7.16	Insert a function into a spreadsheet.
7.17	Set margins, insert headers and footers, and create footnotes using a word processor.
7.18	Create a bibliography and cite electronic and print resources correctly. EasyBib
7.19	Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.

GRADE 8	
8.1	Use school approved content-specific tools, software and simulations (e.g. scanners, digital cameras, environmental probes, graphing calculators, web tools) to support and enhance learning and research in academic course work.
8.2	Use the proper media to store and retrieve files. Kids Computer Class
8.3	Launch applications from a variety of locations. Launch
8.4	Use correct terminology to discuss hardware and software. Webopedia
8.5	Create a bibliography. EasyBib
8.6	Cite electronic sources and print resources properly in all documents. Citation Machine
8.7	Use a variety of software/hardware to enhance learning, increase productivity and promote creativity.
8.8	Use the Internet/e-mail and other distance learning tools to publish and collaborate with various audiences. Use Email For Instruction
8.9	Use technology to locate, collect, sort and evaluate information from a variety of sources. What Source To Use?
8.10	Evaluate electronic sources for credibility. QUICK
8.11	Select the electronic resource most appropriate to the desired outcome. What Source To Use?
8.12	Use technology resources for solving real world problems and making informed decisions. http://www.ashland.k12.ky.us/resources/aisd_links.htm
8.13	Use a rubric to self-assess technology used in classroom projects. http://www.ashland.k12.ky.us/resources/rubrics.htm
8.14	Properly use a word processor to generate documents. Word Activities
8.15	Properly use a database program. Database Quickstart
8.16	Properly use a spreadsheet program to organize and interpret data. Help Desk
8.17	Create electronic presentations. Help Desk
8.18	Utilize desktop publishing software to create and publish electronic documents. Help Desk
8.19	Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. Troubleshooting Resources
8.20	Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. New Scientist.com
8.21	Collaborate with peers, experts and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. GlobalNet Projects Registry .
8.22	Demonstrate proper care of school and personal technology equipment. HC
8.23	Demonstrate proper navigation and research techniques when using the Internet. AISD Directory

**D. TEACHER TECHNOLOGY STANDARD CONTINUUM/
PROFESSIONAL GROWTH PLAN FOR TECHNOLOGY IN THE CLASSROOM**

American Academy will provide the leadership, support, and tools for the establishment and growth of teachers' educational technology skills, as well as the implementation of a variety of technological applications for all classrooms.

ORIENTATION AND AWARENESS	PREPARATION AND APPLICATION	IMPLEMENTATION AND MANAGEMENT	REFINEMENT AND IMPACT	SELF-RATING
A. Operates a multimedia computer and a variety of software				
Can turn computer on/off properly; save/retrieve files, locate programs on the network. Is aware of hardware/software available in the school. Requires tech support for installation of new hardware or software.	Routinely makes simple hardware connections of peripherals such as projection devices and digital cameras, installs standalone software as needed. Uses hardware/software with assistance from other personnel.	Uses technology for multiple purposes in the classroom by routinely using MS Office applications, and instructional software. Downloads images or plug-ins from the Internet as needed to enhance instruction and facilitate student use.	Is competent in all areas of technological operation in the classroom. Can assist in school wide administration of professional development workshops.	
B. Uses terminology related to technology appropriately in written and verbal communications.				
Has access to multiple resources to become familiar with technology terminology.	Understands terms used in technology discussions and uses them correctly in writing and speaking.	Describes technology problems accurately for tech support. Participates in technology needs assessment for expanding schools access to state of the art classroom technology.	Serves as a school wide leader in classroom technology. Participates in the planning and delivery of PD.	
C. Creates multimedia presentations using scanners, digital cameras and video cameras.				
Is informed of electronic equipment and instructional materials available in the school and uses services.	Uses at least one of the following: scanner, digital camera or video camera. Teacher and students present a content-based, multimedia project occasionally.	Teacher/students use multimedia projects to enhance and differentiate instruction and assess student learning on a regular basis as reflected in lesson plans. Uses projection devices in instruction. Uses a specific rubric to judge student products.	Teacher is the a mentor providing PD to other educators in integrating multimedia presentations which use peripherals such as scanners, digital cameras, projection devices, and/or video to enhance and differentiate instruction and increase student achievement.	
D. Uses the computer to do word processing, create databases and spreadsheets, access electronic mail and the Internet to enhance professional productivity and support instruction.				
Uses basic e-mail and word processing to communicate, enhance productivity and support instruction.	Uses one application well and some applications on a basic level in teaching such as: Word, Excel, Access, PowerPoint, Publisher, and FrontPage Express.	Uses all applications and assessment data for planning. Lesson plans show use of productivity tools, appropriate software and the Internet to enhance teaching. Students routinely use technology to accomplish core content/academic expectations to demonstrate learning.	Can teach/mentor others in the use of applications and integration of technology in teaching/learning. Facilitates the design and maintenance of a classroom web site by students.	
E. Uses computers and other technologies such as interactive instruction, audio/video conferencing and other distance learning applications to enhance professional productivity and support instruction.				
Seeks training to participate in interactive instruction and audio/video desktop conferencing such as WebQuests, e-pals, global projects, or web cams.	Collaborates with colleagues online. Has participated in an interactive or distance learning activity. Uses key pals (e-mail pals) or WebQuests to provide interactive activities for students. Routinely uses voicemail and e-mail to communicate with students/parents and community.	Plans/designs classroom activities that include WebQuests, MarcoPolo, key pals, global projects, and/or desktop video conferencing (web cams). Routinely uses online databases and search engines for inquiries. Suggests online resources for students/colleagues.	Routinely facilitates desktop video conferencing. Maintains a classroom web site for publication of student work, classroom activities and communications. Designs WebQuests and online projects for students.	

ORIENTATION AND AWARENESS	PREPARATION AND APPLICATION	IMPLEMENTATION AND MANAGEMENT	REFINEMENT AND IMPACT	SELF-RATING
F. Practices legal, ethical, and equitable use of technology in professional activities and instruction.				
Awareness of the schools Acceptable Use Policy (AUP) and of copyright laws and how they relate to student learning.	Understands and has signed the AUP. Models guidelines for students. Requires student/parent signature on AUP form before granting access to technology. Students abide by fair use policies in classroom activities.	Monitors and assures compliance of ethical and legal use of technology on a daily basis. Lesson plans document expectations for students' use of technology. Students can discuss/explain AUP accurately.	Explains copyright, equity, fair use and AUP to others. Consistently addresses ethical and legal use in student activities. Use various media to stay informed of the latest developments in copyright law.	
G. Explores, uses, and evaluates technology resources: software, applications, or related documentation.				
Explores new and different technologies for the classroom.	Reads related periodical sources when purchasing classroom software. Evaluates software that supports core content and integrates higher-order thinking skills.	Participates in school software review committees. Pilots innovative software as evidenced in lesson plans and attends software showcases at conferences.	Uses on-line sources to evaluate technology. Keeps instruction and student need as the focus of purchasing decisions. Shares knowledge of evaluations of resources with others	
H. Applies research-based instructional practices that use computers and other technology.				
Awareness of research-based instructional practices using technology in the school and community, e.g. differentiation, project-based learning, technology integration.	Implements best practices in the classroom using research-based approach. Models a positive attitude towards using technology. Uses information gained in PD to enhance technology practices and increase student achievement.	Implements and models best practices for others. Professional growth plan includes technology training. Lesson plans document technology use on a routine basis in teaching, learning and assessment. Students know and use the technology in the classroom and community.	Shares and models best practices instructional strategies using technology. Mentors others in beginning to integrate technology in instruction. Makes connections between the school and the community that make the school a learning center for everyone.	

Comments/Evidence and Areas for Growth in all standards A - H:

D. PROFESSIONAL DEVELOPMENT

American Academy will provide a robust staff development program to facilitate and evaluate the relevant use of technology with the highest standards for professionalism and training in order to empower our staff and to inspire them to embrace technology as a tool that can be utilized effectively across the curriculum in all grades.

- Secure yearly funding for technology-focused professional development
- Utilize the Technology Integration Rubric and each teacher's professional growth plan developed to help guide professional development planning.
- Compile data annually to illustrate the progress made with technology integration and to determine the direction of the school's professional development program.
- Encourage teachers to perform a minimum of 10 hours annually of professional development for technology in conjunction with the teacher's Professional Growth Plan for Technology in the Classroom.
- Develop and implement an incentive program for teachers to become mentors in classroom technology use
 - Provide professional development opportunities for teachers to include:
 - Evening and/or Saturday workshops monthly for school sanctioned instructional software and open-source program applications
 - Wednesday morning professional development meetings monthly for sharing of knowledge amongst staff
 - Conferences for teachers such as Colorado's Technology in Education and the National Educational Computing Conference
 - Summer institutes
 - Individualized assistance by mentor teachers
 - Job-embedded instruction

Exhibit F
School Improvement Plan (attached)

SCHOOL IMPROVEMENT PLAN

2006-2007 School Year

American Academy
SCHOOL NAME

Rock Canyon
FEEDER AREA NAME

Signature of Principal

Date _____

Signature of School Advisory Council Chairperson

Date _____

Signature of Director of Schools

Date _____

School Mission Statement:

American Academy Mission Statement

American Academy will achieve academic excellence through a challenging sequenced curriculum that emphasizes math, science, and technology, to provide our children with the tools to become the leaders of tomorrow. Together, our students, faculty, parents, and community will cultivate character, civic responsibility, and intellectual development.

Please send completed form to:

School Feeder Director

Coordinator of School, Community Partnerships

Assistant Superintendent Learning Services

DUE: No later than October 1, 2006

School Advisory Council Membership

(To be included with School Improvement Plan)

Representation of Community: The School Advisory Council should follow the membership guidelines as set forth by state statute, but should also be representative of your student enrollment. Please indicate the makeup of your SAC.

Voting Members

- 1 Administrator(s)
- 1 Teachers
- 3 Parents
- 1 Representative from PTO/PTA
- 1 Community Person

Non-Voting Members (or at-large members):

- 1 Administrators
- 1 Staff (to include classified)
- 1 Parents
- 1 Students

Describe the process used to elect the parent representatives. Parent members need to be elected by a vote of the parents and legal guardians enrolled in the school. Interested persons submit a resume and letter of intent to be considered for membership in the American Academy School Advisory Board. These materials are reviewed and the SAC votes to decide which applicant will be offered the position.

Racial/Ethnic/Gender Representation: Is the racial/ethnic/gender representation of your council proportional to the school's community? (If not, describe what has been done to recruit.) Yes

Community Member: Does your council have a community (non-parent) member? (If not, what did you do to recruit one?) Yes, our SAC president is a community member.

Communication with District Committee: Effective communication should be maintained between the School Advisory Council and the District Advisory Committee.

The SAC representative to DAC from the school is: Anne Ducey

School Advisory Council Responsibilities

First SAC Meeting

- **Meetings:** *A meeting calendar will be established for the school year that considers the needs of the community and the responsibilities as outlined in state statute.*
- **DAC Representative:** *The school has a person designated to attend DAC meetings and routinely report back.*

Quarterly

- **School Goals, Objectives, Improvement Planning.** *Does the SAC actively participate in the development of, approval of, and monitoring the implementation of, the SIP?*
- **Safety:** *The SAC discusses safety issues related to the school environment.*

October/November

- **Report to the Community:** *The SAC reviews the annual school-authored report to its community that may accompany the state produced accountability report.*

January/February

- **Budget/Grant:** *The SAC makes recommendations to the principal relative to the prioritization of school budget, to include grant monies.*

Annually

- **Membership/Election:** *The membership of the SAC is in compliance with state statute: community member, ratio 3 parents to 1 teacher, administrator, rep of parent organization? Parents and teachers are elected by their respective groups.*
- **SAC Satisfaction:** *The SAC has a sense of direction and purpose. The atmosphere at the school makes it clear that involvement of SAC members is highly valued.*
- **Operating Bylaws:** *Bylaws are reviewed and approved annually.*

On-going

- **Open Meetings:** *Procedures are in place to assure compliance with the open meetings law; i.e., meetings are open to the public, the community is notified in advance of meeting schedule and agendas are posted.*
- **Student Achievement:** *The SAC discusses whether the decisions affecting the educational process advance student achievement.*
- **Satisfaction Surveys:** *The SAC monitors student and parent satisfaction and dissatisfaction through surveys and/or informal feedback.*
- **Agenda development:** *Members are given an opportunity to contribute to the agenda.*

SCHOOL IMPROVEMENT GOAL SHEET

SCHOOL: American Academy

YEAR: 2006-2007

DCSD Scorecard	GOAL AREA	WHERE DID THE GOAL COME FROM?
Student Learning	<p><u>SMART Goal:</u></p> <p><i>80% of the 3rd-7th grade students will score Proficient or Advanced on Writing CSAP tests.</i></p> <p>Specifically, improvements will be made to move students from partially proficient to proficient. A focus will be placed on students' ability to summarize material effectively and to spell common words correctly.</p>	<p>Identification of a school gap per:</p> <p><input type="checkbox"/> BOE monitoring report</p> <p><input checked="" type="checkbox"/> System Check</p> <p><input checked="" type="checkbox"/> School data; specifically vertical team discussions around systemic practices for writing instruction and science instruction.</p> <p><input checked="" type="checkbox"/> CSAP data</p> <p><input type="checkbox"/> Body of Evidence</p> <p><input type="checkbox"/> Other : _____</p>
Staff Results	<p><u>SMART Goal:</u></p> <p><i>With our focus on technology at American Academy, our teachers are expected to challenge all students in the area of technology. Use of tools, systems, and infrastructure to enhance the ability of students and educators to obtain knowledge by using and communicating information, creating products, and solving problems is our goal.</i></p> <p>In order to accomplish this goal, teachers must be trained on the software and hardware as well as be clear on the expectations for technology instruction at each grade level. Therefore, it is our goal to ensure that all teachers are proficient with the technology tools we have available. All staff will also be clear on the goals for each student at each grade level.</p> <p>To accomplish this goal, we plan on implementing the following steps:</p> <ul style="list-style-type: none"> • Monthly staff development trainings on specific software. This includes hands-on learning by one of our technology support personnel. Teachers will have their laptops in front of them during the training to ensure that everyone is comfortable with the software enough to integrate the program into their curriculum. An example is the Writer's Companion program. This is a great tool to assist teachers' instruction of our Six Trait writing and Step-up to Writing curriculum. • One of the teacher in-service days will be devoted to Clicker Training, a classroom management tool that we have available to all teachers. A representative from eInstruction, the company that we purchase the devices from, will send a representative to train the staff. • Review of the Technology Scope and Sequence – this document has just been approved and is set for implementation. This will be a task for our monthly vertical teams to address. These teams can share ideas of how to implement the program across grade levels to ensure a smooth transition from grade to grade. 	<p>Identification of a school gap per:</p> <p><input checked="" type="checkbox"/> Teacher Satisfaction Survey</p> <p>Other: Part of every teacher's evaluation process includes their implementation of technology into the curriculum. Concerns were vocalized that it is difficult to find the time to learn all of the new programs and the new tools.</p> <p><i>Goal will be measured by:</i></p> <ul style="list-style-type: none"> • End of the year staff survey • Review of the teacher's quarterly evaluations and the amount of technology being implemented • Checkpoints from the Technology Scope and Sequence for student learning at the end of each year • Example of student work

Stakeholder Results	<p><u>SMART Goal</u> <i>The results of our parent survey indicated the need for improvement in the following areas:</i></p> <ul style="list-style-type: none"> • <i>Facility – need for a permanent facility – We will have a parent information meeting to update all families on the status of our new facility.</i> • <i>Increased communication – A request for more communication – We will continue weekly newsletters from the CAO and classroom teachers. We will add monthly newsletters from the Board of Directors, the PTO, the MST Director, and the PAB Committee. We will also design the webpage with a more prominent place to post upcoming meetings and events.</i> • <i>Increased respect among students - We will place a greater emphasis on our Core Virtues and Essential 55 curriculums.</i> 	<p>Identification of a school gap per:</p> <p>X School Advisory Council X School or District Survey <input type="checkbox"/> System Check <input type="checkbox"/> Other: _____</p> <p>Goal will be measured by:</p> <ul style="list-style-type: none"> • Results of our student survey • Number of infractions for bullying
Budget and Finance	<p><u>SMART Goal</u></p> <ul style="list-style-type: none"> • <i>American Academy will implement more detailed, formally approved and documented, financial policies</i> 	<p>Identification of a school gap per:</p> <p>X Solid financial stability needed for any successful organization.</p> <p>Goal will be measured by:</p> <ul style="list-style-type: none"> • Documents
Process Management	<p><u>SMART Goal:</u> <i>American Academy will transfer all school data, student data, and school processing data from Power School into Infinite Campus. With the district's conversion to Infinite Campus, we found that it was too cumbersome to try to maintain two SIS systems.</i></p> <p>This is an ambitious goal, however, our implementation for this transition includes:</p> <ul style="list-style-type: none"> • Training for all office, administrative, and technology support staff on Infinite Campus • In-house training from our technology support staff to the teachers • Release time for our Office Manager to input all student data 	<p>Identification of a school gap per:</p> <p><input type="checkbox"/> School or District Information X Evaluation Data <input type="checkbox"/> System Check X Configuration Maps (see previous plan) <input type="checkbox"/> Other: _____</p> <p>Goal will be measured by:</p> <ul style="list-style-type: none"> • All teachers will be able to access and use the IC tools (grade book, attendance, etc). • Registrar will operate efficiently

<p>Leadership Results</p>	<p><u>SMART goal:</u></p> <p><i>Our goal is to create clear leadership roles between the Board of Directors, the CAO, and the Administrative Team.</i></p> <p>The inaugural year of a charter school is especially challenging to create a clear division of power between the founding parents, the Board of Directors, and the Administration. With so many tasks to accomplish, a team effort is needed which may cross job description lines to accomplish all of the start-up year duties.</p> <p>We plan to implement a new Job Responsibilities document for the CAO with a more defined description of the duties for this position. We also attended training at the CLCS Board retreat to gain a better understanding of the division of responsibilities for the Board and the Administrative team. We also rewrote the job descriptions for all Administrative positions that will be implemented this year.</p> <p>Now that American Academy is in its second year, the goal is to continue to develop a more defined division for all leadership roles. An additional administrator has been added to assist with the day-to-day duties. It is our goal to communicate this shift in leadership to all of our community.</p> <p>The Organizational Structure is attached. The division of duties within the school include:</p> <p>Chief Administrative Officer – Roberta Harrell</p> <ol style="list-style-type: none"> 1) Public Relations (25%) 2) Financial stability (25%) 3) Educational success (25%) 4) Staff Management (12.5%) 5) Operational success (12.5%) <p>Math, Science, Technology Director – Amanda Lane-Cline</p> <ol style="list-style-type: none"> 1) Successful MST Discovery Weeks for all grades (30%) 2) Integration of technology in math and science in all grades (30%) 3) Educational success in math, science and technology for all grades (30%) 4) Individual contributions to the operational success of the school (10%) <p>Academic Director – Mary Catton</p> <ol style="list-style-type: none"> 1) Educational success in the Core Knowledge curriculum in all grades (30%) 2) Supervision, evaluation, and training of all teaching staff (30%) 3) Monitoring and implementation of the AA Discipline Policy (30%) 4) Individual contributions to the operational success of the school (10%) 	<p>Identification of a school gap per:</p> <ul style="list-style-type: none"> <input type="checkbox"/> System Check <input checked="" type="checkbox"/> Self Assessment <input type="checkbox"/> Evaluation Data <input checked="" type="checkbox"/> Other: Parent Survey <p>Goal is measured by:</p> <ul style="list-style-type: none"> • Parent Survey • Staff Survey • Organizational flow
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SCHOOL IMPROVEMENT ACTION PLAN

2006-07

School: American Academy	Reviewed by SAC: September 18, 2006
Related Board End Statement 1.0 or Executive Limitations: Students will acquire the educational foundation needed to lead meaningful and productive lives.	
Problem statement: Two major gaps were discovered in close analysis of CSAP writing results. These are: <ul style="list-style-type: none"> • Students' ability to summarize expository reading assignments. • Students' lack of skills in spelling when writing constructive responses. 	Cause: In only our second year of operation, teachers do not have the luxury of benefiting from our systemic writing curriculum. As we continue to educate our own students, the writing skills taught at each grade level can be reinforced each year.
SMART Goal: 80% of the 3 rd -7 th grade students will score Proficient or Advanced on Writing CSAP tests.	Result: Students will improve in their spelling and summarizing skills

Treatments/Strategies	Responsibilities of Human Resources	Timelines	Monitor Plan	Results Analysis Recommendation
Teachers will develop, in their vertical and grade level team meetings, teaching strategies to instruct students on outlining, note-taking and summarizing that will be consistent across grade levels and content areas. A systemic scope and sequence for Step-Up-to-Writing will be developed and implemented.	The administrators will provide staff development training in Shurley Grammar and Step-up-to-Writing for teachers to be systemic in their instruction. Additional Language Arts books will be added to the middle school curriculum to strengthen the writing program.	Shurley Grammar instruction during the week of August 8. Step-Up training at our Oct. Staff Development meeting. Development of Scope and Sequence by Oct.1	Administrators observe and provide feedback to teachers about the examples of students work posted on walls. Administrators will monitor lesson plans to ensure lessons are being delivered.	Summarizing skills on all CSAP writing tests will improve to 80% proficient or advanced.
Teachers will accumulate lists of most commonly misspelled words for all students. These lists will be distributed to students. Assignments will be given which focus on the correct spelling of these words.	The administrators will provide resources to teachers of the spelling lists and activities to support the goal. A Spelling Bee club is also being formed to emphasize the importance being placed on correct spelling.	Resources in teachers' hands by October 1. Spelling Bee club begins October 15.	Administrators will monitor lesson plans of teachers to ensure implementation.	Teachers are responding favorably to feedback. A noticeable improvement is seen in students' everyday work in the area of spelling of most commonly misspelled words.
Students will write for a variety of authentic purposes, including summarizing non-fiction reading assignments. Students will write constructive responses in reading assignments which focus on the correct spelling of commonly misspelled words.	Teachers will plan and instruct varied writing assignments that provide and authentic purpose for summarizing a piece of writing. Teachers will assign short response writing assignments that focus on correct spelling.	Monthly, beginning 10/01/06 and continuing through the 06/07 school year.	Grade level teachers will review examples of lessons. Administrators will conduct monthly walkabout observations specifically observing writing lessons.	Teachers are sharing effective lesson plans and are beginning informal peer observations. Students are understanding the concept of summarizing. Students are memorizing the correct spelling for commonly misspelled words.

Staff Development Plan

Douglas County School District

Treatment: All K-4th grade students will be trained in the Shurley English program to improve their grade-level writing skills. All 5-7th grade students will be trained in the Step-up-to-Writing program to improve their writing skills.

Staff Development Outcome	Measure of Effectiveness	S
<p>All staff will become proficient in the delivery of the Shurley English program.</p> <p>All staff will become proficient in the delivery of the Step-Up-to-Writing program.</p>	1. Students' ability to improve their CSAP writing scores.	All students will improve their writing skills.

Activity	Person Responsible	Evidence of Attainment	E
1. All K-4 American Academy teachers will be trained in Shurley English by the company. Ongoing communication will follow-up to ensure that all teachers are comfortable with the program and have the materials that they need.	Kristy Kaczynski, State Representative for Shurley English	Summary and minutes from training	All students will improve their writing skills.
2. Our music teacher will produce a music CD to assist classroom teachers with delivery of the jingles that go along with the Shurley English program.	Mark Middlebrooks, AA music teacher	Production of CD's	Blended learning model
3. Experienced classroom teachers with the Shurley English program will model instruction for new teachers to the program.	Ginger Norton, 4 th grade teacher	Dates of classroom visits	Gifted and talented
4. Writing assessments (local and state mandated) will be reviewed each quarter, as well as, documentation from classroom teachers' lesson plans and student work samples.	Mary Catton (Academic Director), Lead teachers (Nancy Heins, Chris Todd, Jackie Christy, and Julie Weiss)	Summary of data and conclusions	CSAP
5. Leslie Silvers, 6 th grade English teacher, will provide Step-up-to-Writing training for all teachers during on our November 3 inservice day for teachers.	Leslie Silvers, former Step-up-to-Writing trainer	Review of student work	Step-up-to-Writing materials for all teachers