



American Academy Board of Directors Meeting Minutes

September 27, 2007
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 7:35pm.

2) **Pledge of Allegiance**

Erin Kane led the recitation of the pledge of allegiance.

3) **Amendments to the Agenda**

Upon motion of Chad King, seconded by Erin Kane, the board unanimously voted to amend the Agenda to consider changes to the School's organizational structure.

4) **Approval of Prior Meeting Minutes**

Upon motion of Jackie Santos, seconded by Erin Kane, the board unanimously voted to approve the meeting minutes of the August 18, 2007 meeting of the Board of Directors.

5) **Audience Participation**

There were no public comments.

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

- The Chief Administrative Officer delivered the report attached hereto as Exhibit A.
- The Academic Director delivered the report attached hereto as Exhibit B.
- The STEM Director delivered the report attached hereto as Exhibit C.

7) **School Advisory Council Report**

Roberta Harrell gave a report on recent activities of the School Advisory Council.

8) **Discussion Items**

- **Parent Advisory Board status**

The Board and the Parent Advisory Board discussed the future role of the Parent Advisory Board at the School.

- **Permanent Facility Update**

Erin Kane updated the Board on the current status of the Permanent Facility project.

- Previous Meeting Public Comments (None.)

9) Action Items

- Upon motion of Erin Kane, seconded by Jackie Santos, the board unanimously voted to approve a charter contract renewal request, in the form attached hereto as Exhibit D, and to authorize Roberta to take necessary action to cause the renewal request to be sent to the District.
- Upon motion of Chad King, seconded by Dave Romero, the board unanimously voted to approve and adopt a response to the School's Parent Survey, in the form attached hereto as Exhibit E.
- Upon motion of Erin Kane, seconded by Jackie Santos, the board unanimously voted to approve and adopt a School Improvement Plan, in the form attached hereto as Exhibit F.
- Upon motion of Chad King, seconded by Erin Kane, the board unanimously voted to approve a group benefits proposal presented by the Chief Administrative Officer.
- Upon motion of Erin Kane, seconded by Chad King, the board unanimously voted to approve a revised Organizational Structure of the School, in the form attached hereto as Exhibit G.

10) Review of Agenda for Next Meeting

Erin Kane led the Board in a review of the agenda for the Board's next meeting.

11) Dismissal

Erin Kane dismissed the meeting at 9:27pm.

Respectfully submitted,

Chad King
Secretary
September 28, 2007

Exhibit A
Report of the Chief Administrative Officer (attached)



CAO Report

September 27, 2007

I. Public Relations/Communication

- Charter School Administrators Meeting – Assistant Superintendent, Annette Fante, attended our last meeting, speaking about the district Ends Statements. She reviewed the goals and the progress that is being made toward reaching these goals. American Academy's focus on authentic learning is right on target with the emphasis of developing critical thinking skills in students.
- CAO Teas – The teas have been a pleasant experience for the new parents and current parents to meet with a board member and the school administration to visit and chat informally. The permanent facility, STEM weeks, and curriculum have been the major topics of discussion. Teas are every Tuesday from 8:30-10:00 a.m. if any board member would care to join us – just drop in!
- Parent Portal – Parents are responding to the request that all parents login to this communication tool. Teachers have been given the task to ask parents to login to the parent portal during the Parent/Teacher conferences to ensure that everyone understands the process.

II. Financial Stability

- Financial Consultant – The contract to secure the services of Joanna Jasmin as our Financial Consultant is attached. Update on Joanna's work:
 - July/August payroll cleaned up
 - All payroll updated and information forwarded to ADP for them to begin services for October payroll. This involved a great deal of work in getting all bank statements reconciled.
 - Completed 4th quarter financials and forwarded to DCSD
 - Advised DCSD of our projected date to complete the audit
 - Audit – Joanna will have everything completed by the end of this week.
- Enrollment Update:

<u>Grade</u>	<u>Actual Count</u>	<u>October Count</u>
Kindergarten	55	27.5
1 st Grade	69	69
2 nd Grade	91	91
3 rd Grade	89	89
4 th Grade	71	71
5 th Grade	51	51
6 th Grade	45	45
7 th Grade	31	31
8 th Grade	16	16
Totals	518	490.5

III. Educational Success

- School Improvement Plan attached
- MAPS testing Fall 2007 results attached.
- Academic Director's report attached

IV. Staff Management

- Office Manager – We have expanded Lisa King's role as office manager to include daily bookkeeping duties
- Registrar – We have expanded Suzanne Hank's role as registrar to include additional front office duties
- Instructional Assistants – We have expanded our instructional assistants hours to include additional hours dedicated to assisting in the front office

V. Operational Success

- School Advisory Council – The SAC is up and running with their first assignment to give input to the School Improvement Plan. We also reviewed the parent survey from last year and made recommendations to the board, the administration, and staff.
- Recertification – Here is a timeline of events for our charter renewal process:
 1. By October 1, I need to receive a letter of intent to renew contract. (A copy is attached to this report)
 2. By December 1, I need to receive a packet of information as described in the renewal document. As noted in the attached packet, those items would include: (Charter administrators and liaisons will be at American Academy on October 29 and 30 to review and give input to these documents.)
 - * A report of the progress of the charter school which would include a copy of your SIP.
 - * A financial statement.
 - * A renewal contract template which I have requested from the district's attorney and will forward to you as soon as I get it.
 - * A report of the charter school's performance -- this would be the final accreditation document.
 - * Evidence of current curriculum.
 3. You and your governing board need to revisit, and revise if necessary, your Bylaws and your waivers as both of these documents are exhibits that will need to be included in the final contract.
 4. Contract negotiations will begin in January, 2008, and conclude by March 31, 2008. We will initially set up two negotiation meetings with additional meetings scheduled if necessary. I will send you some dates to choose from in the near future.
 5. Four original hardcopy renewal contracts with exhibits and charter school signatures must be completed by May 9th.
 6. An electronic version of #5 above will be sent to Annette Fante on May 9th.
 7. A brief presentation will be made to the BOE on May 20th with the Board of Education's decision to follow.
 8. A completely executed renewal contract, if approved by our Board of Education, will be signed by May 30th. At this time, your school would also receive its accreditation.

Charter School Renewal Process
Revised 9/07

The purpose of accreditation is to ensure that all schools within the Douglas County School District demonstrate improved student performance, as required by state and federal law and District standards. Accreditation acts as a license to operate without undue intervention from the district (beyond routine district policies, regulations, procedures, and processes).

The charter renewal process for Douglas County School District charter schools is tied to the accreditation process and is intended to verify for the Board of Education that the school is, A) making reasonable progress toward fulfilling its mission, B) is focused on improving student achievement and C) is fiscally sound. For that purpose, the charter school will adhere to the following timeline:

- September 1 of the second to last year of its charter:
 - the charter school will initiate the Charter School Accountability Visitation Process by scheduling a site visit with the District's Charter School Administrator or designee "Liaison"
- October 1 of the last year of its charter:
 - submit a letter to the Charter School Liaison indicating your intent to seek re-chartering
- December 1 of the last year of its charter:
 - submit to the Charter School Liaison an application for renewal consisting of the following five items:
 - A. A report of the progress of the charter school in achieving the goals, objectives, pupil performance standards, content standards, and other terms of the charter contract and the results achieved by the charter school's students on the assessments administered through the Colorado student assessment program ("CSAP"). The report shall include a **school improvement plan** reflective of identified needs and the goals determined by the School District for all of its schools.
 - B. A **financial statement** that discloses, among other things, the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the State Board of Education.
 - C. A **renewal contract template** revised to reflect the charter school's proposal for the terms of its agreement with the Douglas County School District. The template will be sent to the charter school governing board chairperson by the Liaison.
 - D. A **report of the charter school's performance** in relation to the questions included in the template enclosed.
 - E. Evidence of **current curriculum** with overview.

Upon receipt, the School District will review the five requested items. Contract negotiations will begin in January and conclude by the end of March, unless extended. The renewal process and Board of Education decision will be completed before June 30th. Upon completion of the renewal contract, accreditation, if appropriate, will be awarded at that time.

Upcoming Dates:

- **September 26-28** 4th grade STEM week
- **October 2** CAO Tea (8:30 a.m.)
- **October 1-5** 5th grade STEM week
- **October 1-5** 8th grade STEM week
- **October 8-12** 6th grade STEM week
- **October 9-11** Parent Teacher Conferences
- **October 15-19** Fall Break

Exhibit B
Report of the Academic Director (attached)

I. Core Knowledge content –

- Kindergarten: weather; Colorado; five senses
- First Grade: Ancient Egypt (geography, hieroglyphics, pyramids); circulatory and digestive systems
- Second Grade: Water cycle; China (calligraphy, proverbs and folklore, New Year, Great Wall)
- Third Grade: Food chain (decomposers); Ancient Rome (Punic Wars, Caesar)
- Fourth Grade: Middle Ages; human body systems (the heart—dissection)
- Fifth Grade: Tom Sawyer (L.A.); Renaissance (Popes, Venice, daVinci); beginning unit on Space (Planets)
- Sixth Grade: LA—Greek Myths; finishing Christianity and Judaism, beginning Ancient Greece;
- Seventh Grade: LA—Realms of Gold short stories (Tell-Tale Heart, Walter Mitty); early 20th Century US history (America becomes a world power)
- Eighth Grade: 1950's (the Cold War); LA—To Kill a Mockingbird;

Several of our teachers will be attending the Core Knowledge Regional Conference in Colorado Springs on November 9th. Two of these teachers, Chris Todd and Jackie Christie, will be among the presenters at the conference.

II. Induction Program – The induction program is designed for our teachers with Initial (Provisional) Colorado Teaching Licenses to be eligible to apply for their Professional Colorado Teaching Licenses.

- We have 15 teachers who have Initial Colorado Teaching Licenses.
- I have met with those teachers to explain the process that will make them eligible to apply for their Professional Teaching License by the end of the school year.
- I will be meeting at least weekly with these teachers and they will post weekly on an AA Induction blog.

III. Discipline –

- Commendations: During August and September, twenty-eight students have received commendations for exemplary behavior during the school day.
- The Core Virtues Committee, headed by Holly Anthony, have done a great job in organizing and coordinating various programs and special events around the monthly Core Virtues. For the first Core Virtue(s), Respect and Responsibility, each grade level was asked to do a video or slide show about what the virtues mean to their students. These videos are housed in the Shared Staff Server so that everyone may share them. Beginning in October and running through May, each month's Core Virtue will be assigned to a grade level, which will coordinate an event or activity around that particular virtue.
- Infractions: During August and September, fourteen students received at least one infraction (4 were severe infractions which resulted in detentions and loss of Dress of Choice Days).

IV. Professional Development—

- Teacher-designed Staff Development Program: Each teacher is required to design a program for his or her own staff development for the current school year. Teachers are required to complete a minimum of twenty clock hours of training in an area that he or she considers relevant to their needs. These hours may come from college courses (some teachers are working on advanced degrees), DCSD in-service opportunities, conferences, outside courses or workshops, or school-mandated training. These hours

must be pre-approved by the Academic Director and CAO. Teachers must fill out a form stating how they will be able to use the information in their professional life.

- So far, teachers have completed hours through Infinite Campus training, MAPs training, a workshop through Qwest regarding technology and its impact on teens and families, DCSD in-service on Microsoft applications (graphics and spreadsheets); workshops featuring ideas about how to use technology in kindergarten and primary grades. The hours clocked in sessions at the Core Knowledge Conference in November and the CCIRA Conference in February will be eligible for staff development hours.

Exhibit C
Report of the STEM Director (attached)

STEM@AA

News and Notes for the American Academy
Science, Technology, Engineering and Math Director

STEM Director's Report

- I. Successful STEM Discovery Weeks (30%)
 - Schedule for the year is complete and development is currently ongoing. Schedule with descriptions of weeks in active development below.
 - All teachers are scheduled for training at the CLCCS
 - Continuing to network with members of the business community with the STEM Education Council.
 - Currently scheduled to speak at the 2007 Colorado Software and Internet Association (CSIA) DEMOgala Innovation Conference/ Strategies for Educational Success-Roundtable October 11th.
 - STEM news webpage is scheduled for an update 10/1/07.

STEM Weeks

Kindergarten

10/29 and 10/30 Gemini at Challenger Learning Center Colorado Springs

In the Gemini Space Adventure program, students will learn about why we have day and night, the sun the moon and its phases. They will participate in five hands-on centers: Moonlight Madness, Sunny Day, One Small Step, Countdown to Concentration, and Trip Through the Transporter.

11/26 – 11/30 Math Geometry and Architecture

The Elementary Math & Geometry Set allows students to construct squares, rectangles, trapezoids, rhombi, prisms, triangles, quadrilaterals, plus symmetry, pattern and fraction models. Key concepts include: shapes, lines, segments, angles, congruence, sides, faces, polygons, 2D and 3D shapes, and fractions. A trip to the Denver Museum for the Performing Arts is planned where the students will tour the building learning about the architecture and geometry that was used to create the building. Two speakers (engineer and architect) are being scheduled for the week

4/25- Science Carnival

5/12 – 5/15 Animals

First

12/3 – 12/7 Marine Science

3/7 and 3/11 Voyager I at Challenger Learning Center

During the Voyager I program, students learn about the solar system and enjoy five hand-on centers, including: Perfect Planetary Experiments, Sweet! It's the Solar System, Planet Twister, Cosmic Computers, and Trip Through the Transporter.

4/25- Science Carnival

TBD by first grade **Electricity**

Second

10/8 – 10/11 Rocketry

The unit includes lessons on force, motion, thrust, center of gravity, predictions and measurements. Field trip and speakers are not currently scheduled. We are investigating ideas.

12/3 – 12/7 Machines/Magnetic Machines?

3/12 – 3/13 Voyager II Challenger Learning Center

Voyager II is a packed, two-hour program that tests students' skills--do they have "the right stuff"? They will build an edible space vehicle based on specific criteria to be met before they snack; they will prove they have "the right stuff" with astronaut exercises; they will explore the propulsion of flight; and they will become math wizards. A visit to the transporter will round out their adventures.

4/25- Science Carnival

Third

9/24 – 11/15 NASA Engineering Design Challenge

In anticipation of the need for research into lunar plant growth, NASA and the International Technology Education Association, or ITEA, present the NASA Engineering Design Challenge: Lunar Plant Growth Chamber for the 2007-2008 school year. Elementary, middle and high school students design, build and evaluate lunar plant growth chambers -- while engaging in research- and standards-based learning experiences. Students participate in the engineering design process and learn how to conduct a scientific experiment.

Choose from three ways to participate in the challenge:

1. Design, Build and Evaluate a Chamber
2. Design and Evaluate a Chamber
3. Evaluate a Chamber

Educators who complete the challenge with their students can request cinnamon basil seeds that have flown in space on the STS-118 space shuttle mission. Students can compare plants grown from both space-flown and Earth-based control seeds, and test the designs of the lunar plant growth chambers.

The week will be kicked off by a program sponsored by the DMNS entitled *Mission Microgravity*.

12/10 – 12/17 Electronics Lab

1/9 – 1/10 Return to the Moon Challenger Learning Center

The year is 2025. For the first time since the last Apollo mission in 1972, humanity returns to the Moon. The goal of the mission is to establish a permanent lunar base that will allow the astronauts to: (1) make lunar observations; (2) study the feasibility for developing a self-sustaining off-planet settlement; and (3) create a stepping stone for human planetary exploration. Students will apply school knowledge and solve a myriad of problems for this exciting mission to Earth's only moon to be successful!

2/25 – 2/29 GPS, Geocaching and Cryptography

4/25- Science Carnival

Fourth

9/26 – 9/28 Cardiac A&P and Health

Completed.

12/10 – 12/17 Robotics

3/5 and 3/6 Return to the Moon Challenger Learning Center

Described above

4/23- Science Fair

Fifth

10/1 – 10/5 Robotics

10/30 Return to the Moon Challenger Learning Center

Described above

2/18 – 2/22 Rocketry and Flight

4/22- Science Fair

Sixth

10/8 – 10/12 Sustainable Energy, Alternative Energy Technologies

Students will be introduced to photovoltaics and sustainable energy technologies, the need for them, as well as careers in energy tech. Their project consists of building a solar vehicle. Concepts covered are drive, pinion gears, slope and coordinate graphing, speed, velocity and acceleration.

12/17 – 12/21 Rapid Prototyping

This STEM week requires the student to use industry specific computer aided drawing software to design a prototype piece for an apparatus to make it functional. After design the piece is commercially manufactured out of urethane casting and given back to the student for testing, evaluation and modification if necessary. A speaker from Solid Works has been scheduled. A field trip has not been arranged.

2/19 – 2/20 Rendezvous with a Comet

Students become a team of scientists and engineers acting as astronauts and mission controllers on a daring exploration of comets. Their goal will be to successfully plot a rendezvous course with a comet,

launch a probe, and collect scientific data on the object. What may seem to be a routine exploration is sprinkled with lots of surprises and emergencies, giving students a first-hand insight into teamwork, decision-making, and problem-solving skills.

4/6 -4/12 Crow Canyon

Archeology, history, language and math education at a working research center. Includes both field and laboratory time.

Seventh

10/22 – 10/26 Sea Camp

It is SEACAMP's goal to supplement traditional marine biology classroom study by providing a hands-on marine science education program to students of all ages. SEACAMP's curriculum encompasses the fields of marine biology, marine mammals, marine ecology and physical oceanography. Students are exposed to the latest advancements in each of these fields. SEACAMP provides students with an opportunity to examine various areas of marine science through study in the classroom and lab as well as in the natural environment. Students not only learn specific information in fields including oceanography, biology, ecology, and physiology, but also have the opportunity to learn about the research process and career opportunities in these fields.

12/17 – 12/21 Forensic Science

2/8 Mission to Mars at Challenger Learning Center

In the year 2076, a voyage to Mars brought the latest human crew into Martian orbit. Control of the incoming flight transfers from Houston's Mission Control to Mars Control at Chryse Station. The crew arrives from Earth on the Mars Transport Vehicle and is specially trained to replace the existing crew of astronauts. The new astronauts continue their scientific explorations. The students use teamwork and problem-solving skills to ensure a successful transfer by overcoming emergencies and environmental variables.

5/12 – 5/15 Technologies in Medicine

Eighth

10/1 – 10/5 Satellite Tool Kit

Students use AGI software to develop astrodynamics scenario development, calculate sensor analysis, and orbit propagations. John Kane will speak about how the software is used at Lockheed.

11/4 – 11/9 Space Camp

Participants will have three fields of specialized study (or track options) to choose from: AVIATION, SPACE, and ROBOTICS tracks. Team-Building skills, Space Simulators Training and Space Shuttle Mission Training

2/18 – 2/22 Mag-Lev

5/12 – 5/15 Light, Lasers and Optics

Sea Camp

Students are scheduled for Camp from October 22-26, 2007. Air flight and room reservation have been scheduled. All payments have been made and registration packets have been sent. All communications have been sent to parents. Douglas County School District has approved the trip.

Space Camp

Students are scheduled for camp from November 4-9, 2007. Air flight and room reservations have been scheduled. All payments have been made and registration packets have been sent. All communications have been sent to parents. PENDING: Douglas County School District approval. Risk assessment has been completed.

Crow Canyon

Students will be attending camp from April 6 – 12, 2008. Communications have been made with parents. Charter bus has been booked. PENDING: Students' 1st payment of \$367.00 due October 12, 2007, final payment of \$367.00 due January 9, 2008. Registrations due April 1, 2008. Payment for bus due February 1st. Douglas County School District risk assessment will be completed by October 15th.

Costa Rica

PENDING: We are researching other avenues. World Strides is too expensive.

Grants

We are currently researching possible grants for STEM. Possibilities: Biological Research Initiative, National Space Grant College and Fellowship Program and the National Science Foundation.

There are two capital construction grants that are available—CDE and the Daniels Fund. January opening.

Miscellaneous

Fourth grade– Scheduled Jason Boyer Channel 2 News on October 5th to visit about weather predicting and meteorology. Researching the possibility of purchasing *Weather-bug Technologies*, a school based weather tracking station located on top of the school. The weather data can be collected and processed daily by AA students (4th grade Weather Team).

Electives in-progress

ThinkQuest:

Students work in teams to build innovative and educational websites focusing on science and technology. Websites are entered in a global competition. Guest instructors regularly come in and teach students about web design.

Geocaching:

Students learn about the Global Positioning System by geocaching; a treasure hunting game where students use handheld GPS systems to hide and seek containers with other participants in the activity.

Science Olympiad:

Students are practicing tournament events. Warren is attending a Sciences Olympiad coaching conference in order to facilitate this competition effectively.

Rocketry:

Students are learning how to design their own rockets using “RockSim8,” a software program that allows students to design any size of rocket and simulate a launch. Using this program, students will design, build and launch a rocket that will successfully carry a payload (a raw egg) and bring it safely back to earth. This class will be a spring board to a future elective. This new elective, which takes place in the second, third and fourth quarter, will allow 7th and 8th graders to compete in the Team America Rocketry Challenge (TARC), a national competition where students work in teams to design, build and launch a model rocket carrying 2 raw eggs and return them safely to the ground while staying aloft for 45 seconds and reach an altitude of 750 feet.. Student will be exposed to the TARC (<http://www.aia-aerospace.org/tarc/>) but also the National Association of Rocketry (<http://www.nar.org/>) for science inspiration.

First Lego League Robotics Team:

Mission for the competition this year concerns alternative energy and power. Missions were released on 9/5. Students have designed robotic attachments for completing 3 of the 12 missions. Programming for these three missions has been successful. A production company contracted by the FLL is completing a documentary about our progress. It will be aired on YouTube.com. John Kane has offered to provide some mentorship. Attempts to get support from the Lockheed Robotics team have not been successful.

Denver Metro Regional Science and Engineering Fair:

No report

MathCounts:

No report

II. Technology Integration in Math and Science (30%)

- Teachers continue to use computers in their classrooms for all disciplines.
- MAP testing has prevented the use of regular use for the last three weeks.
- Math MAP scores will be evaluated in the coming weeks. Data will be used to drive instruction.

III. Educational Success in Math, Science, and Technology (30%)

Math

- This year, 38 students tested for math acceleration. 1 was successful.

- 102 new students including kindergarten tested for math placement this year.
- 11 students are repeating last year's math class.
- Algebra ½ is a new class that was added this year.
- An ELMO document camera was purchased for the science room.

Observations

- A new evaluation tool was adapted from the District's Summative Evaluation Model for use by STEM; it has subsequently been adapted again for use by the entire administration.
 - All k – 8 teachers of science have been scheduled for an observation. To date, 12 are complete.

IV. Individual Contributions (10%)

- Financial
 - Current STEM balance is:
 - \$19,880
 - \$ 7,000 is encumbered for Delta Airlines
 - \$10,100 is expected to be added back from PTO for Challenger Learning Center
 - \$22,980 remains for development of remainder of STEM programs

Exhibit D
Contract Renewal Request (attached)

TO: Brien Hodges, Director of Schools, Douglas County School District
RE: Charter Contract Renewal Intent
DATE: September 27, 2007

Dear Brien,

This letter serves as a formal request to begin contract renewal negotiations with Douglas County School District. Our current contract term ends in June of 2008.

Our goal is to have a new contract in place before the school year ends in June, 2008. We will follow the timeline of events for the charter renewal process that was forwarded from your office.

Thank you,

Roberta Harrell
Chief Administrative Officer

Cc: Erin Kane, AA Board President
RoxAnn Hiam, Options Coordinator
Ruth Boyle, Assistant to the Director of Schools

Exhibit E
School Improvement Plan (attached)



SCHOOL IMPROVEMENT PLAN

2007 - 2008 SchoolYear

American Academy CS

Signature of Principal

Date

Signature of School Advisory Council

Date

Signature of Director of Schools

Date

School 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:

SIP Goal: Student Achievement-- Reading

American Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council
SMART Goal	A minimum of 80% of the students will score proficient or advanced on all CSAP reading tests.
BOE Alignment	G 1.1 Critical Thinking G 1.3 Self-Motivation G 1.4 Application of Learning EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge EL 2.3 Exposure of the Fine Arts

Action Plan

Strategy	Students will demonstrate a year's growth in their reading level as evidenced by DRA2 scores. Students will receive instruction in Open Court reading including phonics instruction, reading comprehension strategies, word attack skills, critical thinking skills, and predicting strategies.
Responsibilities of Human Resources	All American Academy teachers will receive ongoing instruction as needed to deliver the Open Court reading program and DRA2 testing.
Timeline	Analysis of student grades on the first and second quarter report cards.
Funds/Resources	Budget line item to supply all teachers with ability level materials for Open Court reading instruction along with supplementary intervention materials. Purchase testing services through Douglas County for DRA2 testing materials.
Monitor Plan	The Academic Director will examine fall quarter report card reading scores with grade level teams. Any student receiving a grade of C or below in reading will receive an individual action plan, targeting areas of concern in reading. RTI strategies will be implemented for each student according to their individual plan.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, and curriculum based measurement

Staff Development Plan

Activity	MAPS Training and delivery of MAPS testing. We are adding second grade MAP testing this year, so all second grade teachers need training on delivering and analyzing MAPS testing, specifically in the area of reading instruction.
Person Responsible	Our MAPS liaison will set up the initial MAPS training along with ongoing mentoring as needed for the second grade teachers and any new teachers who will be proctoring the MAPS testing.
Timeline	Prior to the fall testing window, September 20-30, all teachers will receive instruction.
Funds/Resources	The training is part of our MAPS agreement for purchases services with Douglas County.

SIP Goal: Student Achievement-- Reading (cont.)

American Academy CS

2007 - 2008

Evidence of Attainment	Successful completion of the MAPS testing for all second grade students
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Staff Development Plan

Activity	Formation of a literacy team to evaluate the delivery of our Open Court curriculum.
Person Responsible	Our Educational Specialist will head up this group of lead teachers at each grade level.
Timeline	By the conclusion of third quarter, an action plan will be put in place by this committee for recommendations to provide a systemic Open Court reading program for K-4 grades.
Funds/Resources	A line item in the 2008-2009 school budget for additional materials if necessary.
Evidence of Attainment	CSAP reading goal for 80% of students to be at proficient or advanced in reading scores.

Staff Development Plan

Activity	K-6 grade teachers will attend the Core Knowledge conference in Colorado Springs to gain understanding of delivering our Core Knowledge curriculum to all students. A focus will be the connection with Core Knowledge literature with our Open Court reading program to strengthen reading instruction.
Person Responsible	Our Academic Director will organize the conference, teachers will attend and report back to the school.
Timeline	November 2007
Funds/Resources	The third year CDE grant plus Title V grant money
Evidence of Attainment	CSAP goal attained of 80% of all students scoring proficient or advanced in reading.

SIP Goal: Student Achievement -- Writing

American Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council
SMART Goal	A minimum of 80% of the students will score proficient or advanced on all CSAP writing tests.
BOE Alignment	G 1.1 Critical Thinking G 1.4 Application of Learning EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge

Action Plan

Strategy	All students will receive grammar instruction through the Shurley Grammar program to achieve grade level proficiency in grammar standards as evidenced by reading and writing CSAP scores.
Responsibilities of Human Resources	All K-4 language arts teachers will receive training with this program
Timeline	Analysis of student grades on the first and second quarter report cards.
Funds/Resources	Budget line item to supply all teachers with ability level materials for Shurley Grammar writing instruction along with supplementary intervention materials.
Monitor Plan	The Academic Director will examine fall quarter report card writing scores with grade level teams. Any student receiving a grade of C or below in writing will receive an individual action plan, targeting areas of concern in reading. RTI strategies will be implemented for each student according to their individual plan.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, and curriculum based measurement

Action Plan

Strategy	All students will exhibit proficiency in writing through instruction in Step-up-to-Writing and Six Trait writing programs. Examples of student written work will document proficiency in all areas, reinforced by CSAP writing scores.
Responsibilities of Human Resources	The literacy team will observe individual teacher instruction to ensure systemic writing program is in place.
Timeline	Analysis of student grades on the first and second quarter report cards.
Funds/Resources	Budget line item to supply all teachers with ability level materials for Six Trait and Step-up-to-Writing reading instruction along with supplementary intervention materials.

SIP Goal: Student Achievement -- Writing (cont.)

American Academy CS

2007 - 2008

Monitor Plan	The Academic Director will examine fall quarter report card writing scores with grade level teams. Any student receiving a grade of C or below in writing will receive an individual action plan, targeting areas of concern in reading. RTI strategies will be implemented for each student according to their individual plan.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, and curriculum based measurement

Staff Development Plan

Activity	Writing instruction for any teachers not proficient with Step-up-to-Writing and Six Trait writing programs.
Person Responsible	Literacy team to deliver instruction
Timeline	Ongoing throughout the year
Funds/Resources	No additional funds needed
Evidence of Attainment	CSAP writing goal for 80% of students to be at proficient or advanced in writing scores.

Staff Development Plan

Activity	MAPS Training and delivery of MAPS testing. We are adding second grade MAP testing this year, so all second grade teachers need training on delivering and analyzing MAPS testing, specifically in the area of writing instruction.
Person Responsible	Our MAPS liaison will set up the initial MAPS training along with ongoing mentoring as needed for the second grade teachers and any new teachers who will be proctoring the MAPS testing.
Timeline	Prior to the fall testing window, September 20-30, all teachers will receive instruction.
Funds/Resources	The training is part of our MAPS agreement for purchases services with Douglas County.
Evidence of Attainment	Successful completion of the MAPS testing for all second grade students

SIP Goal: Student Achievement -- Math

American Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council
SMART Goal	A minimum of 80% of the students will score proficient or advanced on all CSAP math tests.
BOE Alignment	G 1.1 Critical Thinking G 1.3 Self-Motivation G 1.4 Application of Learning EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge

Action Plan

Strategy	As evidenced by the MAPS math testing results which predict a student's performance on math CSAP tests, all students will score at or above the proficient level. Any students falling below this level will receive an individual action plan targeting the areas of concern. Data from weekly Saxon assessments will also be analyzed when implementing the plan.
Responsibilities of Human Resources	All American Academy teachers will receive ongoing instruction as needed to deliver the Saxon math program and analysis of MAPS testing results.
Timeline	Analysis of student grades on the first and second quarter report cards.
Funds/Resources	Budget line item to supply all teachers with ability level materials for Saxon math instruction along with supplementary intervention materials.
Monitor Plan	The Academic Director will examine fall quarter report card reading scores with grade level teams. Any student receiving a grade of C or below in math will receive an individual action plan, targeting areas of concern in math. RTI strategies will be implemented for each student according to their individual plan.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, and curriculum based measurement

Staff Development Plan

Activity	MAPS Training and delivery of MAPS testing. We are adding second grade MAP testing this year, so all second grade teachers need training on delivering and analyzing MAPS testing, specifically in the area of math instruction.
Person Responsible	Our MAPS liaison will set up the initial MAPS training along with ongoing mentoring as needed for the second grade teachers and any new teachers who will be proctoring the MAPS testing.
Timeline	Prior to the fall testing window, September 20-30, all teachers will receive instruction.
Funds/Resources	The training is part of our MAPS agreement for purchases services with Douglas County.

SIP Goal: Student Achievement -- Math (cont.)

American Academy CS

2007 - 2008

Evidence of Attainment	Successful completion of the MAPS testing for all second grade students
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SIP Goal: Student Achievement -- Science

American Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	
SMART Goal	A minimum of 80% of the students will score proficient or advanced on 5th grade and 8th grade CSAP science tests.
BOE Alignment	G 1.1 Critical Thinking G 1.4 Application of Learning G 1.5 Leadership EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge

Action Plan

Strategy	Students will understand the science process skills and scientific investigation through instruction of the Scientific Method as early as kindergarten as evidenced by data in their science journals of scientific experiments in the science labs. 100% of science teachers will implement scientific inquiry methodologies into each unit of the science curriculum. Students will become proficient understanding and using key terms, such as investigative question, hypothesis, data comparison, discussion and conclusion
Responsibilities of Human Resources	Science department chair and STEM Director will work with classroom science teachers to ensure understanding of the scientific process and together develop age appropriate experiments for students to gain understanding. Middle school science teachers will offer electives to students focusing on different areas of science, including science competitions.
Timeline	Ongoing throughout the 2007-2008 school year
Funds/Resources	Budget line item for science materials, PTO support funds, student STEM fee (\$60.00 per student)
Monitor Plan	The STEM director and science department chair will be provided with a list of student scores for 5th and 8th grade students scoring below a C in science. Together with the classroom teacher, a plan to strengthen the student's understanding of the scientific method as well as science curriculum material will be developed. Student performance at different science competitions will also monitor success.
Results Analysis Recommendations	Compare the instruction given in the classroom with CSAP prep materials for the 5th and 8th grade science test.

SIP Goal: Student Achievement -- Science (cont.)

American Academy CS

2007 - 2008

Action Plan

Strategy	Through STEM (Science, Technology, Engineering, Math) Discovery weeks four times each year, second through eighth grade students will gain a solid understanding of the scientific process demonstrated by their quarterly report card grades. Students will work through genuine problems related to high tech professions in science or engineering. These problem solving exercises will involve the intellectual, active involvement in interacting with peers, analyzing information, and synthesizing information.
Responsibilities of Human Resources	STEM Director, Science Department Chair, and STEM assistant will plan and implement meaningful STEM weeks for all students
Timeline	Quarterly STEM weeks for K-8 grades throughout the 2007-2008 school year
Funds/Resources	Student STEM fee (\$60.00 per student); PTO support fees; budget line item for science materials
Monitor Plan	Assessments of the learning activities. For example, the assessment for the 6th grade experience at the Challenger Learning Center would be a successful completion of the assigned mission.
Results Analysis Recommendations	Analysis of the programs by the STEM Director. This includes assessments, feedback from teachers, students, and parents.

Staff Development Plan

Activity	Training at the Challenger Learning Center for all grade level teachers to support our STEM weeks. Every grade level will participate in a mission with the Challenger Learning Center and it is mandatory that all teachers attend a training at the center in Colorado Springs to properly prepare students for their mission.
Person Responsible	STEM Director, Science Department Chair, and STEM assistant will plan and implement meaningful STEM weeks for all students
Timeline	Each grade level team will receive training prior to their assigned time for their mission.
Funds/Resources	Part of the student fees for STEM weeks
Evidence of Attainment	CSAP and other classroom assessments

SIP Goal: Student Achievement -- Critical Thinking

American Academy CS

2007 - 2008

Category	Student Learning
Origin(s)	BOE Monitoring Report, School Advisory Council
SMART Goal	All K-8 students will increase their critical thinking skills as demonstrated in authentic learning assessments.
BOE Alignment	G 1.1 Critical Thinking G 1.3 Self-Motivation G 1.4 Application of Learning G 1.5 Leadership EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge EL 2.4 Exploration Beyond Liberal Arts

Action Plan

Strategy	Students will develop critical thinking skills as evidenced by scores and evaluations on authentic learning projects. This includes solving real-life problems such as developing a business plan, making decisions about land use, designing and producing a program for a school play, and launching a satellite in outer space. Authentic tasks usually involve multiple disciplines and are challenging in their complexity. Higher order thinking skills--such as comprehension, design, analysis, and problem solving-- typically are important components of these tasks
Responsibilities of Human Resources	STEM Director, Science Department Chair, Math Department Chair, Academic Director, Classroom teachers, and CAO will all be involved in the implementation and monitoring of these projects to develop critical thinking skills in all students.
Timeline	ongoing
Funds/Resources	STEM and technology budget
Monitor Plan	Authentic assessments that are relevant to the learning activities will be evidence of critical thinking projects taking place. For example, the assessment for the 6th grade experience at the Challenger Learning Center would be a successful completion of the assigned mission. Use of webcams by teachers to connect with experts, scientists, peers and companies around the world to share information will also be an indicator.
Results Analysis Recommendations	CSAP, MAPS, curriculum based measurements

Staff Development Plan

Activity	All teachers will receive instruction for use of a webcam and SKYPE to connect classrooms with peers and professionals across the world. This will add to the goal of using authentic tasks to develop critical thinking skills in students.
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SIP Goal: Student Achievement -- Critical Thinking (cont.)

American Academy CS

2007 - 2008

Person Responsible	STEM Director, technology
Timeline	Prior to the end of first quarter
Funds/Resources	Webcams purchased through our CDE grant
Evidence of Attainment	Teachers are all to do a "Test SKYPE" to the CAO to ensure account is set up and the webcam is working properly.

SIP Goal: Stakeholder Communication

American Academy CS

2007 - 2008

Category	Stakeholder Results
Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, System Check
SMART Goal	Communication will increase between the American Academy staff with the American Academy community as evidenced by parent survey feedback. Teachers will print out weekly reports of parent visits to the parent portal. This can be compared to parent questions regarding student assignments and/or classroom activities.
BOE Alignment	G 1.5 Leadership G 1.6 Well-being EL 2.1 Essential Skills

Action Plan

Strategy	All parents will be given a password and instructions to access the parent portal of Infinite Campus. This communication tool will enable parents to receive timely information regarding their student's progress.
Responsibilities of Human Resources	Teachers will be required to update the information in Infinite Campus weekly. Parents are responsible for checking the parent portal regularly.
Timeline	At parent/teacher conferences in October, all parents will be required to log in to the parent portal. The teacher will provide additional instruction at that time if necessary.
Funds/Resources	Line item in our budget for the Infinite Campus program
Monitor Plan	All parents received their login information at registration. Reminders will be included throughout the year on the website and in the CAO newsletter for parents to continue to check the parent portal. Teachers will printout activity data from Infinite Campus that shows the activity from each parent into the parent portal. Letters will be sent to parents who are not using this communication vehicle as it was intended.
Results Analysis Recommendations	Is there a pattern between parent participation in this program and grade level or subject matter?

Action Plan

Strategy	The American Academy website will be updated regularly for parent to access important information regarding upcoming meetings, activities, and school events. The website will also provide current information regarding relevant school issues, happenings in the classroom, and STEM week activities.
Responsibilities of Human Resources	All staff are to update their assigned pages. The front office staff will maintain the main page, the teachers will maintain their individual pages, the STEM Director will maintain the STEM pages, and the Academic Director will maintain the Classroom Connections page. The individual boards/committees will maintain their respective pages.

SIP Goal: Stakeholder Communication (cont.)

American Academy CS

2007 - 2008

Timeline	Ongoing during the school year
Funds/Resources	Budget line item for technology services to maintain a live website
Monitor Plan	The Academic Director will monitor classroom teacher websites to ensure updated information. The front office will monitor the PTO, SAC, and BOD pages to ensure timely information is being posted.
Results Analysis Recommendations	Parent survey

Action Plan

Strategy	All American Academy teachers will receive their own webpage linked to the school webpage, to provide timely information to parents regarding homework assignments, project details, and other pertinent information.
Responsibilities of Human Resources	Webpage developers to instruct teachers how to update their pages.
Timeline	Prior to the end of first quarter
Funds/Resources	No additional funds needed
Monitor Plan	Regular checks by the administration of each teacher's webpage.
Results Analysis Recommendations	Feedback on the parent survey

Staff Development Plan

Activity	All staff will be trained in Infinite Campus to ensure timely posting of grades, assignments, and other important information for parents to see. Teachers will also be trained how to generate reports showing the parents that are using the parent portal to access their student information.
Person Responsible	All classroom teachers/district IC training personnel
Timeline	Weekly updates must be made to Infinite Campus by all teachers
Funds/Resources	Training is included in our purchase of the Infinite Campus software
Evidence of Attainment	Positive comments from parents on the parent survey regarding communication with teachers

SIP Goal: Responsible Citizens

American Academy CS

2007 - 2008

Category	Leadership Results
Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, School Data: Infractions Report
SMART Goal	100% of American Academy staff will support Ends Statement 1.0; students will acquire the knowledge and abilities to be responsible citizens who contribute to our society.
BOE Alignment	G 1.1 Critical Thinking G 1.2 Ethical Principles G 1.3 Self-Motivation G 1.4 Application of Learning G 1.5 Leadership G 1.6 Well-being EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge EL 2.4 Exploration Beyond Liberal Arts

Action Plan

Strategy	A Core Virtues Committee will be established to ensure the implementation of our Core Virtues program in all grade levels. This will include teachers and parents. Each grade level will adopt a month to lead the school with activities and programs to implement in the classroom to teach the core virtue for that month.
Responsibilities of Human Resources	Grade level representatives, parent volunteers
Timeline	Beginning in August and continue through June of the 2007-2008 school year.
Funds/Resources	PTO will assist in funding materials for the specific projects
Monitor Plan	Oversight by the CVC committee of monthly activities made available to teachers and the follow-up by teachers in classrooms.
Results Analysis Recommendations	The number of student Commendations that are connected to the Core Virtue for the month

Staff Development Plan

Activity	The Core Virtues Committe will provide teachers with grade level specific ideas to incorporate the monthly core virtue into their classroom.
Person Responsible	Core Virtues Committee
Timeline	Year long
Funds/Resources	PTO
Evidence of Attainment	Number of activities/projects that teachers create during the year

SIP Goal: Effective Use of Resources

American Academy CS

2007 - 2008

Category	Budget and Finance
Origin(s)	System Check, School Data: Financial Policies, Other: Board Review
SMART Goal	American Academy will implement more detailed, formally approved and documented financial policies. This will be accomplished by the end of the first semester to ensure ongoing responsible management of school funds. Even though best practices are in place, documented, financial policies need to be board approved and monitored.
BOE Alignment	G 1.2 Ethical Principles G 1.5 Leadership

Action Plan

Strategy	A consultant will be hired to examine the current financial practices in place at American Academy to make recommendations and assist in the implementing of responsible financial policies for American Academy.
Responsibilities of Human Resources	The CAO will meet with the consultant, the American Academy Board of Director's treasurer, and the American Academy office manager to discuss current practices and those in need of change.
Timeline	The new policies will be in place and up and running by the end of the first semester 2007-2008 school year.
Funds/Resources	Change in the budget from a full time Business Manager to consultant services and in-house bookkeeping duties assigned to the office manager.
Monitor Plan	The American Academy board will provide feedback regarding the required monthly reports for school financials. The DCSD reports will be submitted in a timely manner.
Results Analysis Recommendations	Review of actual data submissions to determine if all deadlines are being met

Staff Development Plan

Activity	Our office manager will be trained on Quickbooks to perform bookkeeping duties necessary for the daily operation of the school.
Person Responsible	Office manager will secure necessary training
Timeline	The training will take place in September
Funds/Resources	Budget line items
Evidence of Attainment	Successful bill paying, ordering, and cash flow systems

SCHOOL ADVISORY COUNCIL MEMBERSHIP

American Academy CS

2007 - 2008

Representation of Community: The School Advisory Council should follow the membership and election guidelines as set forth by state statute and in alignment with SAC Bylaws, Article IV (Membership).

<i>Voting Members:</i>		<i>Name(s):</i>
1	Administrator (1 required)	Roberta Harrell, CAO
1	Teacher (1 required)	Nancy Heins
3	Parents (3 required)	Anne Ducey, Elizabeth Emerson, Paula Romero
1	Parent/Teacher/Student Organization (1 required)	Mary Schroeder
1	Business Person from the Community (1 required)	Rachel Kragel
<i>Non-Voting Members (at-large members):</i>		<i>Name(s):</i>
1	Staff (Administrator/Teacher/Classified)	Mary Catton
	Parent(s)	
	Student(s)	
	Other	

Describe the process used to elect the parent representatives: Parent members must be elected by a vote of the parents and legal guardians enrolled in the school.

Election of parent representatives shall occur by October 31. A notice of election shall occur by means of the school newsletter or similar format, and will include notice of the deadline for submission of nominations. The notice will allow sufficient time for submitting nominations and conducting the election prior to October 31. Any parent or legal guardian of a student enrolled in the school may nominate himself or herself and/or nominate another parent or legal guardian of a student enrolled in the school. Nominations shall be submitted in writing to the principal of the school. Only parents or legal guardians of a student enrolled in the school will be permitted to vote. The parent or legal guardian receiving the most votes shall be elected.

Meetings: Regular meetings of the SAC shall be held at least annually. What SAC meeting dates have been determined for the coming school year?

Regular meetings of the SAC shall be held monthly. The dates for this year are 9/10, 10/8, 11/2, 12/10, 1/14, 2/11, 3/10, 4/14, 5/12, 6/9.

SCHOOL ADVISORY COUNCIL MEMBERSHIP (cont.)

American Academy CS

2007 - 2008

School Improvement Plan: Describe the process used to effectively involve your SAC in the development/adoption of the School Improvement Plan (must be authored by the SAC Chair and approved by the SAC at-large).

The SAC is involved in revising the School Improvement Plan (SIP). We review the current plan and then the administration explains the various components. As we review the current plan, we give our feedback and suggestions for change. The administration then meets to discuss what should be added or changed, based on school data, experience, and the SAC's feedback. The SAC then sees a draft of the revised SIP, reviews and discusses the document, asks for revisions if necessary, and ultimately approves the changes.

Anne Ducey
SAC Chair

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

The name of your DAC Liaison is: Rachel Kragel

SAC Criteria Assessment

American Academy CS

2007 - 2008

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2005 - 2006	2006 - 2007	2007 - 2008
Adopt Bylaws: <i>Are bylaws reviewed and approved annually?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC Adopts Bylaws. 			
SAC Membership/Election: <i>Is the membership/election/appointment of SAC members in compliance with state statute?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • Three parent reps are elected by a vote of the parents of students enrolled in the school. • One teacher representative is elected by a vote of all licensed professionals. • Appointment of a business person from the community, the school administrator, and representative from the parent organization. • No more than three members on the seven-member Council are employees of the school district. 			
SAC Quarterly Meeting: <i>Does SAC have the required meetings and follow all procedures as outlined in the SAC Bylaws?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • Meeting calendar is established at the first meeting of the school year. • The meeting calendar reflects at least four meetings for the year. • The SAC follows the Open Meetings law. 			
School Goals, Objectives, and Improvement Planning: <i>Does the SAC adopt high but achievable goals and objectives for the improvement of education in its building and adopt a plan to improve educational achievement in the school to implement methods of maximizing graduation rates and to increase the ratings for the schools accreditation category?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC members have an understanding of the school profile, to include attendance, discipline, demographics of student population, vision and mission of the school, performance on special needs, exceptional and language minority students, CSAP, Adequate Yearly Progress, and other data used by the school to determine student achievement progress. • SAC members participate in the discussion of priorities for the SIP. • SAC members have a basic understanding of the strategies that will be used to accomplish goals, as well as how goals will be measured. • SAC members receive updates throughout the year that indicates progress towards the goals. 			

SAC Criteria Assessment (cont.)

American Academy CS

2007 - 2008

Budget Prioritization: <i>Does the SAC make recommendations to the principal relative to the prioritization of the school budget, to include grant monies and School Improvement funds?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC members have an understanding of the school budget process. • SAC members have opportunity to make recommendations relative to the prioritization of funds and to see that the budget requests are tied to student learning objectives as stated in the SIP, as well as the School Improvement funds (override funds). • SAC members receive updates on grants received as well as state and federal funds. 			
Report to the Community: <i>Does the report to students and parents on educational performance of the school provide data for the appraisal of such performance (i.e., review the school-authored report to the community)?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC agendas reflect discussion on this topic at least quarterly. • The SAC advised the principal about what info/format should be included with the Colorado State Accountability Report. • Revisions are considered, as appropriate. 			
Safety: <i>Does the SAC discuss safety issues related to the school environment?</i>			4.0
<i>Criteria:</i> <ul style="list-style-type: none"> • SAC agendas reflect discussion on this topic at least quarterly. • SAC recommends actions for improvement, and monitors the measurement(s) used to indicate improvement. 			
Average Score			4.00

School Systems Check

American Academy CS

2007 - 2008

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2005 - 2006	2006 - 2007	2007 - 2008
Leadership: This category examines how the school's leadership addresses the school's core values, directions and performance expectations as well as a focus on stakeholders and student learning.			
1. We collaboratively develop a shared vision, beliefs, and mission that define a compelling purpose and direction for the school.			4.0
2. We utilize continual improvement principles and practices.			3.5
3. We provide skillful stewardship by ensuring management of the organization, operations and resources of the school for a safe, civil, and healthy environment.			3.0
School Goal Setting - This category examines how the school develops SMART goals and strategies to meet those goals and action plans. Also examined are how the school implements the goals and action plans and measures progress.			
4. We define measurable goals focused on improving student learning.			3.0
5. We align school goals to the requirements of the students and stakeholders.			4.0
6. We align grade level, department and classroom action plans to school goals.			3.5
7. We monitor and communicate progress toward school learning goals.			3.5
Student and Stakeholder Focus - This category examines how your school determines requirements, expectations, and preferences of students, stakeholders and markets.			
8. We work to build positive relationships with customers of the school.			4.0
9. We monitor student and stakeholder dissatisfaction.			4.0
Information and Analysis - This category examines how your school selects, gathers, and analyzes, manages and improves its data, information and knowledge.			
10. We employ effective decision making that is data driven, research based and collaborative related to student performance.			3.0
11. We use student achievement data to compare school performance to other schools in the district, feeder area and state over time.			3.5
Staff Focus - This category examines how your school's work systems and faculty and staff learning and motivation enable faculty and staff to develop to their full potential.			
12. We have systems to recognize and reward student contributions toward achieving school goals.			3.5
13. We build skills and capacity for improvement through comprehensive and ongoing professional development focused on student achievement goals.			4.0
14. We create conditions that support productive change and continuous improvement.			4.0

School Systems Check (cont.)

American Academy CS

2007 - 2008

15. We foster building community and working relationships within the school.			4.0
16. We dialogue with colleagues in vertical and articulation groups about student learning in relation to standards and checkpoints and engage in collaborative action to improve student performance across all groups.			3.5
Process Management - This category examines the key aspects of your school's key processes, including key learning centered processes and key support processes.			
17. We use the PCTR cycle to improve school processes.			3.0
18. We use quality tools to monitor and improve learning and support processes.			3.5
19. We communicate to suppliers to ensure success.			3.0
20. We use a plus/delta to evaluate school work and use the information to make improvements.			2.0
21. Implements a Quality Curriculum - The taught curriculum is based on clearly defined standards for student learning and is focused on supporting and challenging all students to excel in their learning.			4.0
22. Ensures Effective Implementation and Articulation of the Curriculum - The curriculum implementation plan ensures the alignment of teaching strategies and learning activities, instructional support and resources, and assessments of student learning with the curriculum. The coordination and articulation of the curriculum leads to a shared vision for student learning held by teachers at each grade level, parents and community members.			3.5
23. Evaluates and Renews the Curriculum - There is a systematic process in place for monitoring, evaluating and renewing the curriculum that reflects a commitment to continuous improvement.			4.0
24. Aligns Instruction with Goals and Expectations for Student Learning - Instructional strategies and learning activities are aligned with the goals and expectations for student learning.			4.0
25. Employs Data-Driven Instructional Decision-Making - The instructional and assessment functions of the teaching process are integrated to support data-driven instructional decision-making.			3.5
26. Actively Engages Students in their Learning - Students engagement in their learning is maximized by employing effective classroom management and organizational strategies, by establishing a positive academic learning climate, and by emphasizing both essential knowledge and skills for student learning and higher order thinking skills.			3.0
27. Expands Instructional Support for Student Learning - Students are provided with a variety of opportunities to receive additional assistance to improve their learning beyond initial classroom instruction.			4.0

School Systems Check (cont.)

American Academy CS

2007 - 2008

28. Clearly Defines the Expectations for Student Learning to be Assessed - Assessments of student learning are aligned with clearly specified and appropriate achievement expectations.			3.5
29. Establishes the Purpose of the Assessment - Assessments arise from and are specifically designed to serve instructional purposes specified by the users of the results of the assessments.			3.0
30. Selects the Appropriate Method of Assessment - Assessments are developed using a method that can accurately reflect the intended goals for student achievement and serve the intended purpose.			3.5
31. Collects a Comprehensive and Representative Sample of Student Achievement - The student learning assessment system provides for the collection of a comprehensive and representative sample of student achievement and yield generalizable results.			3.5
32. Develops Fair Assessments and Avoids Bias and Distortion - Assessments are designed, developed, and used in a fair and equitable manner that eliminates any source of bias or distortion which might interfere with the accuracy of results.			4.0
33. Student Ownership of Learning - Students understand what they are expected to know and be able to do and can articulate in specific terms what it means to reach the standards or checkpoints.			3.0
34. Student Ownership of Learning - Students can describe where they are in regard to the standards and know what they need to improve to achieve it.			2.0
School Results - This category examines your school's results and improvement in key areas: student achievement, staff focus, stakeholder focus, process management and leadership.			
35. School performance in all areas is improving compared to past performance.			3.0
36. School performance is improving compared to similar schools.			3.5
Average Score			3.46

District Core Values Self-Assessment

American Academy CS

2007 - 2008

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2005 - 2006	2006 - 2007	2007 - 2008
I practice Educational Excellence by setting high expectations as the focus of everything I do. I challenge all people to acquire a foundation of knowledge and academic skills, and to achieve their highest potential.			4.0
I practice Human Diversity by valuing varied beliefs and backgrounds that strengthen a public education system. I respect differences that contribute to a better society for all human beings.			4.0
I practice Individual Potential by letting individuals develop within an environment that nurtures intellectual, social, emotional, physical, and aesthetic growth.			4.0
I practice Lifelong Learning because education is a process that begins at birth and continues throughout life. I foster curiosity, motivation and the desire to learn that extends beyond school settings.			4.0
I practice Productive Effort by pursuing greater knowledge and more powerful thinking. This demands hard work, perseverance and commitment.			4.0
I practice Shared Responsibility because success for each child is truly dependent upon a partnership among parents, students, staff and community members. It is characterized by mutual commitment and collaborative effort.			4.0
I practice Ethical Behavior . My actions are distinguished by the highest standards of personal behavior, including trust, honesty, fairness, integrity, and mutual respect.			4.0
I practice Continuous Improvement by allowing my systems and processes to be subject to continual scrutiny and improvement. I am recognized for management by fact, results focus, and a long range outlook.			4.0
Average Score			4.00

Educational Technology Information Literacy Self-Assessment

American Academy CS

2007 - 2008

Scale: 3=Highly Effective, 2=Effective, 1=Getting Started		2005 - 2006	2006 - 2007	2007 - 2008
LMS=Certified Media Specialist		ICRT=Instructional Computer Resource Person		Team=Instructional Team ~ Librarian, IT
Collaboration				
3	The LMS/CRT and classroom teachers collaboratively plan instructional activities that result in co-teaching . Providing a wide range of ideas and activities that support student learning and understanding, strengthening instructional units.			3.0
2	The LMS/ICRT interact with classroom teachers in coordinating instructional activities that are taught separately .			
1	The LMS/CRT cooperates with teachers and students providing a variety of resources and services.			
Instruction/Planning				
3	The LMS/CRT and classroom teacher extensively demonstrate and incorporate information literacy and technology content knowledge into a wide variety of collaboratively planned lessons across the curriculum .			3.0
2	The LMS/CRT and classroom teacher demonstrate information literacy and technology content knowledge and occasionally incorporate it into lessons taught.			
1	The LMS/CRT and classroom teacher demonstrate information literacy and technology content knowledge, and are beginning to incorporate that knowledge into lessons taught in the LMC/lab/classroom.			
Instruction/Delivery				
3	The team presents information literacy and technology instruction consistently and uses a variety of methods of presentation to make the lessons rich with learning, enabling students to become independent learners.			2.5
2	The team sometimes presents information literacy and technology content and uses active learning strategies.			
1	The team is beginning to present information literacy and technology content.			

Educational Technology Information Literacy Self-Assessment (cont.)

American Academy CS 2007 - 2008

Instruction/Technology			
3	The team teaches students and staff how to use the most effective questions, search strategies, and resources for their learning needs using the most appropriate technology (including books). The team is always searching for new ways to use current and emerging technology to enhance the learning experience for students. The team shares this knowledge with others in the school and district.		2.0
2	The LMS/ICRT teaches students and staff how to effectively use the Spectrum catalog, district databases, the internet and other technology resources. The team uses technology appropriately in the course of teaching and seeks new strategies that will enhance student achievement.		
1	The LMS/CRT introduces students and staff to the Spectrum catalog, district databases and electronic programs as effective research tools. The team is beginning to use technology appropriately.		
School Wide ETIL Research Process			
3	The team fosters a common research process model throughout the school to allow students to refine and retain their information management skills.		2.0
2	The team explores the use of a limited number of research process models when planning projects.		
1	The team is beginning to have an awareness of research process models and use a common language in planning and teaching ET-IL curriculum.		
Technology Skills			
3	Students and staff use the appropriate technology for lessons on a regular basis.		3.0
2	Technology tools are taught only in the computer labs and are used by students and staff only at assigned times.		
1	Technology tools are used sporadically by some staff and students.		
Ethical Use of Resources			
3	Students and staff understand and use appropriate technology in ethical ways related to their work .		2.0
2	Students and staff use many of the technology resources available to them. They are aware of ethical issues and what it means to be a responsible user.		
1	Students and staff are just becoming familiar with the technology resources available in their schools.		

Educational Technology Information Literacy Self-Assessment (cont.)
American Academy CS **2007 - 2008**

Safe Use of Resources			
3	Students and staff understand and use appropriate technology in safe ways related to their work.		
2	Students and staff use many of the technology resources available to them. They are aware of safety issues.		2.0
1	Students and staff are just becoming familiar with the technology resources available in their schools.		
Average Score			2.44

ASSESSMENT MATRIX

American Academy CS

2007 - 2008

Grade K	District	School
Reading	DRA 2 EPR Reading	DRA 2, Open Court Reading assessments, Core Knowledge literature assessments
Writing	EPR Writing	Step-up-to-Writing writing assessments, Shurley grammar assessments
Mathematics	EPR Math	Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge tests, STEM week assessments, authentic learning presentations/discussions
Other		
Grade 1	District	School
Reading	DRA 2 EPR Reading	DRA 2 Accelerated Reading
Writing	EPR Writing	
Mathematics	EPR Math	Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other		
Grade 2	District	School
Reading	DRA 2 EPR Reading	MAP DRA 2 Accelerated Reading
Writing	EPR Writing	MAP
Mathematics	EPR Math	MAP Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other		
Grade 3	District	School
Reading	DRA 2 CSAP EPR Reading	CSAP MAP DRA 2 Accelerated Reading
Writing	CSAP EPR Writing	CSAP MAP

ASSESSMENT MATRIX (cont.)

American Academy CS

2007 - 2008

Mathematics	CSAP EPR Math	CSAP MAP Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other	CogAT	
Grade 4	District	School
Reading	CSAP EPR Reading	CSAP MAP DRA 2 Accelerated Reading
Writing	CSAP EPR Writing	CSAP MAP
Mathematics	CSAP EPR Math	CSAP MAP Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other		
Grade 5	District	School
Reading	CSAP EPR Reading	CSAP MAP DRA 2 Accelerated Reading
Writing	CSAP EPR Writing	CSAP MAP
Mathematics	CSAP EPR Math	CSAP MAP Saxon end of year testing
Science/Soc Studies	CSAP EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other		
Grade 6	District	School
Reading	CSAP EPR Reading	CSAP MAP DRA 2 Accelerated Reading

ASSESSMENT MATRIX (cont.)

American Academy CS

2007 - 2008

Writing	CSAP EPR Writing	CSAP MAP
Mathematics	CSAP	CSAP MAP Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other		

COMMUNICATION PLAN

American Academy CS

2007 - 2008

What do they need to know?	Curriculum
Who needs to know?	Parents, teachers, students, community
How will it be communicated?	Parent conferences, Parent Information Nights, School website, SAC, staff meetings, newsletters
How often?	Continually on school website, updates as needed
Who is responsible?	CAO, Academic Director, teachers, Board of Directors, webmaster

What do they need to know?	Calendars and Schedules
Who needs to know?	Parents, teachers, students, community, district
How will it be communicated?	School website, teacher and grade-level webpages, newsletters, Friday Folders
How often?	End of year for next year, continually on school website, updates by teachers and/or CAO as necessary
Who is responsible?	CAO, teachers, Board of Directors, webmaster

What do they need to know?	Meeting Dates (BOD, SAC, PTO)
Who needs to know?	Parents, teachers, community
How will it be communicated?	School website, postings in school, newsletters
How often?	Continually on website, posted 24 hours before meeting dates, newsletters
Who is responsible?	CAO, Board of Directors, SAC, PTO, webmaster

What do they need to know?	STEM (Science, Technology, Engineering, Math) News and Events
Who needs to know?	Teachers, students, parents, community
How will it be communicated?	School website, STEM webpage, STEM Director newsletters, teachers' newsletters and websites, local news media releases

COMMUNICATION PLAN (cont.)

American Academy CS

2007 - 2008

How often?	Minimum of once per quarter information about STEM Week activities, beginning of year overview, end of year summaries, continually on school website, as needed on teachers' webpages
Who is responsible?	STEM Director, CAO, Academic Director, teachers, webmaster

What do they need to know?	Contact Information
Who needs to know?	Parents, teachers, students, community, district
How will it be communicated?	School website, teachers' webpages
How often?	Continually on the website, updated as needed
Who is responsible?	Webmaster, teachers, CAO

What do they need to know?	Special Events
Who needs to know?	Parents, Students, Teachers, Community
How will it be communicated?	School website, CAO and Grade Level Newsletters and websites, Student Council newsletters, Friday Folder flyers, Posters in lobby, multipurpose room, and library.
How often?	As needed
Who is responsible?	CAO, office staff, teachers, students

What do they need to know?	Fundraisers
Who needs to know?	Parents, teachers, students, community
How will it be communicated?	PTO emailed newsletters, CAO email newsletter, school website, Friday Folders, Student assemblies
How often?	As needed
Who is responsible?	PTO, office staff, teachers, students

Summary of Goals

American Academy CS

2007 - 2008

Title	Student Achievement-- Reading
Category	Student Learning
Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council
SMART Goal	A minimum of 80% of the students will score proficient or advanced on all CSAP reading tests.
BOE Alignment	G 1.1 Critical Thinking G 1.3 Self-Motivation G 1.4 Application of Learning EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge EL 2.3 Exposure of the Fine Arts

Title	Student Achievement -- Writing
Category	Student Learning
Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council
SMART Goal	A minimum of 80% of the students will score proficient or advanced on all CSAP writing tests.
BOE Alignment	G 1.1 Critical Thinking G 1.4 Application of Learning EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge

Title	Student Achievement -- Math
Category	Student Learning
Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council
SMART Goal	A minimum of 80% of the students will score proficient or advanced on all CSAP math tests.
BOE Alignment	G 1.1 Critical Thinking G 1.3 Self-Motivation G 1.4 Application of Learning EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge

Title	Student Achievement -- Science
Category	Student Learning
Origin(s)	

Summary of Goals (cont.)

American Academy CS

2007 - 2008

SMART Goal	A minimum of 80% of the students will score proficient or advanced on 5th grade and 8th grade CSAP science tests.
BOE Alignment	G 1.1 Critical Thinking G 1.4 Application of Learning G 1.5 Leadership EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge

Title	Student Achievement -- Critical Thinking
Category	Student Learning
Origin(s)	BOE Monitoring Report, School Advisory Council
SMART Goal	All K-8 students will increase their critical thinking skills as demonstrated in authentic learning assessments.
BOE Alignment	G 1.1 Critical Thinking G 1.3 Self-Motivation G 1.4 Application of Learning G 1.5 Leadership EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge EL 2.4 Exploration Beyond Liberal Arts

Title	Stakeholder Communication
Category	Stakeholder Results
Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, System Check
SMART Goal	Communication will increase between the American Academy staff with the American Academy community as evidenced by parent survey feedback. Teachers will print out weekly reports of parent visits to the parent portal. This can be compared to parent questions regarding student assignments and/or classroom activities.
BOE Alignment	G 1.5 Leadership G 1.6 Well-being EL 2.1 Essential Skills

Title	Responsible Citizens
Category	Leadership Results

Summary of Goals (cont.)

American Academy CS

2007 - 2008

Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, School Data: Infractions Report
SMART Goal	100% of American Academy staff will support Ends Statement 1.0; students will acquire the knowledge and abilities to be responsible citizens who contribute to our society.
BOE Alignment	G 1.1 Critical Thinking G 1.2 Ethical Principles G 1.3 Self-Motivation G 1.4 Application of Learning G 1.5 Leadership G 1.6 Well-being EL 2.1 Essential Skills EL 2.2 Core Body of Knowledge EL 2.4 Exploration Beyond Liberal Arts

Title	Effective Use of Resources
Category	Budget and Finance
Origin(s)	System Check, School Data: Financial Policies, Other: Board Review
SMART Goal	American Academy will implement more detailed, formally approved and documented financial policies. This will be accomplished by the end of the first semester to ensure ongoing responsible management of school funds. Even though best practices are in place, documented, financial policies need to be board approved and monitored.
BOE Alignment	G 1.2 Ethical Principles G 1.5 Leadership

Exhibit F
Response to Parent Survey (attached)

American Academy March 2007 Parent Survey Results

Prepared by the AA SAC: August 2008

Recommendation Status Updated by the AA BOD: September 27, 2008

ABOUT THE SURVEY

- This is the 2nd parent survey at AA. Students were not surveyed.
- The survey was taken online using Survey Monkey in March 2007.
- A “family” portion allowed a response for each family. 105 families responded to this part of the survey.
- A “child specific” portion allowed responses for each child attending AA. There were 158 responses to this part of the survey.
- For the child specific surveys, a third of responders (33.6%) had children in Kindergarten or First grade; 52% had children in grades K-2; and 88.8% had children in grades K-5.

MAJOR FINDINGS

Communication, general.

- Best sources of communication are (1) CAO Update, (2) PTO Post, and (3) AA website (in that order).
- Many positive comments about the power of our website but frustration over lack of updates.
- Lack of consistency in teacher communication to parents. Some are better than others with weekly updates, parent portal updates, etc.

Communication, children's academic progress.

- 87% are aware of the purpose of Parent Portal; 71% use it frequently.
- 63% believe their students are kept well informed of their progress.
- Only 43% think the teacher provides additional help when their child does poorly on tests/quizzes.
- 70% agree teachers will give extra help outside the classroom.
- 72% are satisfied with parent/teacher conferences.

Curriculum.

- 96% are satisfied with what is being taught at AA. 98% think AA provides a content rich, academically rigorous education.
- Science, Social Studies, and Math scored highest in satisfaction for what children are learning (94-95%). Language Arts (writing, reading, spelling, grammar) scored somewhat lower (81-86%).
- Specials (P.E., Art, Music) scored lower (77-82%).
- Computer skills scored lowest (72% were satisfied).
- 88% of respondents were satisfied with the textbooks/teaching materials.
- 95% support ability grouping in Math and Language Arts; only 57% understand the assessment process.
- 65% are satisfied with the amount of homework; several comments about too much homework.

- 74% are satisfied with the overall approach to MST week.
- 57% are satisfied with enrichment programs; several comments addressed the need for a foreign language in the daily curriculum.
- 79% support Accelerated Reader program; several comments about making it more effective (monitoring reading level) and less pressure.
- 94% support Core Virtues.
- 79% support Essential 55.

Discipline.

- While 88% said they support AA's discipline policy, only 66% think it is effective at achieving desired behavior.
- 56% believe the discipline policy is enforced fairly.
- 36% think before-school detention is effective, 63% think recess detention is effective.
- 65% think dress-of-choice day and commendations motivate positive behaviors.

AA Culture and Safety.

- 84% think the culture encourages their child(ren) to demonstrate personal responsibility.
- 79% believe their child(ren) have a positive attitude towards school.
- 60% agree that students respect each other.
- 84% said AA is a safe place for their child.
- Several comments about bullying outside classroom (bathroom, playground, lunchroom).
- Only 32% would be willing to pay to satisfy volunteer hours requirement.

Computers.

- 72% are satisfied with what their child(ren) are learning in Computer Skills.
- 63% are satisfied with the computer resources available to their child(ren).
- 33% are satisfied with their child(ren)'s knowledge of Internet safety and how to avoid problems.

Leadership.

- 75% are satisfied with the leadership of the BOD.
- 78% are satisfied with the leadership of the CAO.
- 63% are comfortable approaching CAO with questions/concerns.
- 56% are comfortable approaching Academic Dir. w/ questions/concerns.
- 52% are comfortable approaching BOD with questions/concerns.
- 49% are comfortable approaching MST Dir. with questions/concerns.

SAC RECOMMENDATIONS

Communication:

- Now that the website is up again, update the site regularly and frequently, and have space for groups such as PTO and SAC so that they can provide agendas, meeting minutes, etc. Add BOD meeting minutes on a timely basis.
 - **Status: Completed August 2008** with the implementation of the new website
- Stress consistency in communication from teachers to parents. Weekly updates and parent portal updates should be sent on a regular basis by every teacher; process should be monitored by administration.
 - **Status: Completed August 2008** - the CAO has instituted a policy that staff members update their web page and Infinite Campus by Friday of each week.
- Teachers should periodically remind parents to use parent portal.
 - **Status: Completed August 2008** – the CAO Newsletter reminds parents weekly to check the portal and teacher web pages.
- At the beginning and throughout the year, teachers should communicate their expectations and willingness to provide extra help when needed to both students and parents.
 - **Status: In Progress** – the CAO discussed this issue with the staff in September 2008. Teachers will be communicating in upcoming conferences.

Curriculum:

- Explain the assessment process for ability grouping in Math and Language Arts.
 - **Status: In Progress** - the STEM Director and Academic Director will publish a one-page explanation on math and language art placements to be published on the website. Due: November 2008
- Explore adding more student training in computer skills.
 - **Status: Complete August 2008** – the Technology Scope and Sequence (<http://www.americanacademyk8.org/policies.aspx>) is being implemented this school year.
- Teacher teams should discuss the amount of homework that routinely goes home with students, taking into account large projects.
 - **Status: In Progress** – the CAO is continuing to work with the staff on this issue. Due December 2008.
- Outline to parents the STEM week curriculum for each grade prior to STEM week.
 - **Status: In Progress** – the STEM Director will publish a STEM schedule that will be referenced in the CAO newsletter. In addition, the STEM Director will prepare a synopsis for each grade to be emailed or published in the online newsletter for that grade the week before STEM Week. Due October 2008.
- Explore ideas for enrichment programs.
 - **Status: Complete August 2008** – this year AA is offering more after school enrichment programs than ever before.
- Accelerated Reader program should require that most books for a given student be the appropriate level.
 - **Status: Complete August 2008** – the PTO has planned the AR program for this year. They adjusted points and promotions to accommodate different reading levels.

Discipline:

- Utilize Core Virtues to minimize bullying and teach students how to deal with a bullying situation. If this is not effective, keep this issue in front of the students with periodic speakers or a more formal bully-proofing program.
 - **Status: Complete August 2008** – *the school brought in an anti-bullying program in the fall. In addition, the playground has much improved and consistent supervision due to the addition of paid staff members to monitor all recesses. They are specifically charged to be on the lookout for bullying and have the authority to deal with it appropriately.*
- Work on administering the discipline program equitably and consistently across all grades (infractions and commendations).
 - **Status: In Progress** – *the CAO will be speaking to the staff about this in their October 2008 meetings. She will provide additional guidelines to the staff for both infractions and accommodations. Due August 2008.*

Computers:

- All teachers should teach grade-appropriate Internet safety techniques. Teachers should send home or post appropriate Internet safety techniques for parents.
 - **Status: Complete** – *Covered in the Technology Scope and Sequence*
- Communicate AA's current and planned computer resources, including the access each grade will have to computers.
 - **Status: Current** – *Covered in the Technology Scope and Sequence*

Leadership:

- Continue regular, frequent updates from the CAO and BOD.
 - **Status: Complete August 2008**
- Communicate accessibility of BOD, individual members, CAO, Academic Director, and STEM director, and then make sure each is accessible. Educate parents about the roles of each position.
 - **Status: Complete August 2008** with the implementation of the CAO Teas every Tuesday.
- Communicate in a regular, ongoing fashion what is happening with our STEM program, including the quarterly weeks, field trips, student progress, etc. STEM should have its own space on the website.
 - **Status: In Progress** – STEM Director will complete a monthly STEM update on the website that will be communicated through the CAO Newsletter. Due August 2008.

Exhibit G
Organizational Structure (attached)

**American Academy
Board of Directors**

**Chief Administrative
Officer (CAO)**

Technology Services
(Contract Service)

Business Services
(Contract Service)

**STEM
Director**

**Academic
Director**

**Operations
Manager**

MST Assistant (0.5)

**Science Dept
Chair (1)**

**Math Dept
Chair (0.25)**

**Classroom
Teachers (23.75)**

**Special
Instructors (3)**

Registrar (1.0)

**Instructional
Assistants (3.0)**

Special Ed (2.5)
(Contract Service)

**In-House
Substitutes (1.5)**

**Tech
Assistant (1)**

Custodial
(Contract Service)

Facility Management
(Contract Service)