



American Academy Board of Directors Meeting Minutes

September 24, 2008
American Academy

Directors present were Jackie Santos, Chad King, Denese Gardner and Dave Romero.

1) **Call to Order**

Chad King called the meeting to order at 6:10pm.

2) **Pledge of Allegiance**

Jackie Santos led the recitation of the pledge of allegiance.

3) **Amendments to the Agenda**

- Upon motion of Chad King, seconded by Denese Gardner, the Board unanimously voted to consider a motion to suspend the school's Investment Policy through the end of the 2008 calendar year, to consider a resolution establishing a flexible spending account for school employees, and to consider a motion to modify the school's agreement with Coal Creek Consulting to include services for the American Academy Foundation.

4) **Approval of Prior Meeting Minutes**

- Upon motion of Chad King, seconded by Dave Romero, the board unanimously voted to approve the meeting minutes of the July 14, 2008 meeting of the Board.
- Upon motion of Chad King, seconded by Dave Romero, the board unanimously voted to approve the meeting minutes of the July 14, 2008 executive session of the Board.

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.

7) **STEM Director's Report**

The STEM Director delivered the report attached hereto as Exhibit B.

8) **Discussion Items**

None

9) Action Items

- The Board tabled consideration of the school's action plan in response to the School Advisory Council survey.
- After discussion with the Chief Administrative Officer, and upon motion of Chad King, seconded by Jackie Santos, the Board unanimously voted to adopt the School Improvement Plan proposed by the school's administration, in the form attached hereto as Exhibit C.
- Upon motion of Chad King, seconded by Jackie Santos, the Board unanimously voted to approve the school's financial statements, in the form attached hereto as Exhibit D.
- The Board tabled consideration of a resolution taking a position on the district's bond and mill levy ballot initiatives.
- After discussion of the current state of financial market, and upon motion of Denese Gardner, seconded by Jackie Santos, the Board unanimously voted to suspend the application of the school's Investment Policy through the end of the 2008 calendar year.
- Upon motion of Denese Gardner, seconded by Dave Romero, the Board unanimously voted to modify the school's agreement with Coal Creek Consulting to include services to be performed for American Academy Foundation at an hourly rate of \$75.00.
- Upon motion of Chad King, seconded by Denese Gardner, the Board unanimously voted to adopt a series of resolutions, in the form attached hereto as Exhibit E, regarding the formation of a flexible benefits plan.

10) Review of Agenda for Next Meeting

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

11) Dismissal

Chad King dismissed the meeting at 6:34pm.

Respectfully submitted,

Chad King
Secretary
September 28, 2008

Exhibit A
Report of the Chief Administrative Officer (attached)



CAO Report

September 24, 2008

I. Public Relations/Communication

- **CAO Tea** – We had a small group come together for our first tea. We had 2 new families attend, along with 2 current parents, and thanks to Erin Kane for representing the board.

I am going to send out eVites to our entire community for next month's tea, in hopes of increasing attendance. A suggestion has been made to change the title to "CAO Coffees", stating that a "tea" sounds like something only for women. (However, we did have one dad attend this first one!)

- **Staff Development Day with other Charters** – On our staff development day on September 26, our teachers are meeting with teachers from Parker Core Knowledge, Platte River, Northstar, and Academy Charter. At AA, we are hosting the math and science groups and art teachers.
- **Meetings** – The schedule for Parent Information meetings are as follows:
 - Tuesday, Nov 11, 2008, 8:30 to 10:00 AM
 - Thursday, Dec 11, 2008, 6:30 to 7:30 PM
 - Wednesday, Jan 14, 2009, 8:30 to 10:00 AM
 - Wednesday, Jan 28, 2009, 6:30 to 7:30 P

II. Financial Stability

- **Security Guard** – We hired security guards for the first two months of school to assist with our morning and afternoon carpool. I believe this benefit to safety is worth the \$500/per month. I would like to continue this service and I will discuss with Joanna to investigate including in our budget.
- **Request for Additional Staff** – Our Data Management Specialist, Cindy Rhatigan, has requested a new staff position, of "Campus Portal Manager and Textbook Coordinator" be added to relieve her of some of her duties. Both the Data Management Specialist and the proposed new position job descriptions are attached.
- **August Financials** – Joanna will present to the board.

III. Educational Success

- **CSAP** – Thanks to Erin for the providing the CSAP information:
- **School Improvement Plan** – A copy of the SIP is attached for your review.
- **Math and Reading Placement** – Kindergarten parents received an email this week stating data of their child’s placement for math and reading groups. Thanks to Erin for working with the Kindergarten team to make this happen.
- **Ability Grouping** – To meet the needs of all students at their correct ability level, we are using every nook and corner and every available staff member!
 - First grade math – We have one first grader who needed a higher level of instruction in math. Due to our tight specials schedule, first grade does not have math at the same time as the rest of the school. Therefore, to provide the instruction that this child needs, Lisa Dunjishaw, under the direction of Mrs.Yrastorza, is providing the instruction to this student during math time.
 - Kindergarten reading – We have one Kindergarten student with reading scores far above the others in the afternoon Kindergarten class. Donna Loy will be giving individual instruction to this student during the afternoon Kindergarten reading time. Donna is coordinating with Michelle DeSouza, who provides the higher level reading instruction to the morning reading ability group.

2007-2008

	State	DCSD	AA
Math	60	76	87
Reading	67	83	91
Writing	55	70	81
Science	45	58	85
		72	86

2006-2007

	DCSD	AA
Math	69	88
Reading	55	83
Writing	66	77
Science	37	70
	72.3	80.9

2005-2006

	DCSD	AA
Math	82	94
Reading	85	94
Writing	72	85
Science	52	74
	72.75	86.75

IV. Staff Management

- **Staff Development – Aims Web** – Kindergarten through 2nd grade teachers received training on this reading assessment for K-2 students on September 16 and 17. Everyone came back very excited about this quick, assessment tool to monitor student’s reading progress as well provide data for reading group placement. We will begin testing next week. The tests are a short, 3 minute evaluation.
- **Teacher Observations** – I am pleased to report that I am allotting additional time in my daily schedule to observe teacher instruction in the classroom. I am extremely pleased with the level of math instruction taking place in classrooms.
- **SPED Staff** – We are still in the process of working with Douglas County to find a qualified candidate for our Learning Specialist position. We had interviews on Monday, September 22. The current substitute that we have in this position is a strong candidate for the job.

The district is also giving us a new Speech and Language Pathologist, beginning Wednesday, September 24. This is not our request, we were very pleased with our current Speech Path and quite upset that they are taking her from our school. We are in the process of negotiating with the district to try to work out a solution that is best for all schools.

V. Operational Success

- **Enrollment** –

Kindergarten	
AM	16
PM	16
Full Day	20
1st grade	69
2nd grade	69

3rd grade	88
4th grade	84
5th grade	75
6th grade	46
7th grade	29
8th grade	21
Total	533
FTE totals	507

VI. Important Upcoming Dates

- **September 26** – No School, All day teacher Inservice
- **October 10** – Half day for students – Grading Day for teachers
- **October 10** – Skate Party in the afternoon at Skate City
- **October 15-16** – Parent Teacher Conferences 4:00-8:30 p.m.
- **October 17** – No School, Comp Day for Staff
- **October 20-24** – Fall Break

Exhibit B
Report of the STEM Director (attached)



AMERICAN ACADEMY
EDUCATE | INNOVATE | EXPLORE

STEM News

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

August 24, 2008

STEM:

- Some of the first quarter STEM weeks have been rescheduled due to STEM Director being on another task.
- All Challenger Learning Center missions have been scheduled, and teachers have been trained. All missions will take place in October.
- First Q STEM
 - Kindergarten Nov. 4th – 14th Geometry and Architecture- Details not confirmed
 - 1st Grade Nov. 10th – 14th Marine Science- Dissections of shark, lamprey, starfish, squid, perch with trip to downtown aquarium.
 - 2nd Grade Industrial Engineering Rescheduled (see EiE description below)
 - 3rd Grade Oct. 6th – 13th Acoustical Engineering (see EiE description below)
 - 4th Grade Electrical Engineering Rescheduled (see EiE description below)
 - 5th Grade Rocketry— Completed the computer based design, built, Launched. Still trying to obtain Launch Alliance for speaker and Lockheed for a trip.
 - 6th Grade through 8th Grade – Science Fair has begun. Students are finishing the research phase
 - 7th Grade Forensics Nov. 17th – 21st FBI will be coming to the class again to speak to the students. We are trying to obtain a commitment from the Lone Tree police to conduct a class on crime scene identification.
 - 8th Grade Oct. 13th – 16th –GIS and GPS Discussions with Carl Edwards from MapQuest to come and speak to the students. A geocaching activity is planned for the 16th at Tolland Falls Ventures in Sedalia.
- Middle School Camps
 - SeaCamp- We are looking into dates for next year
 - Crow Canyon- We are again contemplating charter vs district bus—a charter is unlikely due to the number of students—too many for 1 bus. Two buses are cost prohibitive. A parent meeting is set up for early Nov.
 - Still in discussions with Carnegie Mellon regarding the robotics overnight camp.
- Robotics
 - We have two teams this year for the For Innovation and Recognition of Science and Technology competition. This year we are attending both a Scrimmage in Loveland and the Regional Qualifier at the Colorado School of Mines. The Rookie team is also attending a Booster event.
 - We have two 2nd and 3rd grade junior teams
- Rocketry
 - We have begun the Team America Rocketry Challenge
- Math Counts
 - Veazie is finalizing team details and is projected to begin work in October.
- A STEM program assessment was created this year. It is based on the DCSD End Statements for problem solving and citizenship.

Technology:

- MAP testing began on September 2nd and will end October 3rd. Computers have been unavailable during the school day with some exceptions.
- An all school data base that includes all measures of academic progress (DRA2, CSAP, MAP) was created this year for ability grouping and communication to parents.
- Tech scope and sequence link and documentation is not correct on the website will provide corrections this week.

Academic Success:

- Observations
 - Science and math observations are in progress. Goals:
 - 1 observation a week of math instruction by Veazie

- 3 observations a week of Science instruction and 3 observations a week of Math instruction by Cline
 - 5 observations of Science instruction by Astler
 - All math and science classes are on track for within curriculum
- New math assessments for placement 1st, 2nd, 3rd were finished this summer. Kindergarten assessment will be done this summer.

Other:

- Engineering is Elementary (EiE) Professional Development Conference in Austin—attended by Heins and Cline
 - EiE is a curriculum development project that introduces children to engineering and technology—the T and E of STEM). Through curriculum and storybooks, readers learn how characters from around the world use science and engineering to solve problems. Children are then invited to engage in a hand-on design challenge.
 - A professional development day is planned for Oct. 3rd with all elementary science teachers.
- National Science Teachers Association (NSTA) conference is Nov. 20th – 22nd in Portland Oregon. Cline, Heins, Smith, Rice, Yrastorza, and Todd will be attending.
- Cline and Chapleski attended the National Robotics Conference in Pittsburgh in August.
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Exhibit C
School Improvement Plan (attached)



AMERICAN ACADEMY
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SCHOOL IMPROVEMENT PLAN 2008 - 2009 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

2008 - 2009

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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.9 Exposure of the Fine Arts G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 2 Close the achievement gaps in reading, writing and mathematics by achieving a year or more growth. (SubEnd 1.7) G 3 Provide access to a liberal arts education; exploration beyond the liberal arts through a continuum of choice programming. (SubEnds 1.8, 1.9 and 1.10)
Content Area	Language Arts
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: MAPS
Supporting Data	
SMART Goal	A minimum of 85% of the students will score proficient or advanced on all CSAP reading tests.

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 MAPS reading data for fall, winter, and spring. Ongoing monitoring of data from AimsWeb for grades Kindergarten through 2nd grade.
Funds/Resources	Budget line item to supply all teachers with ability level materials for Open Court reading instruction along with supplementary intervention materials. Title grant money to administer professional development to teachers to strengthen reading instruction. Purchase testing services through Douglas County for DRA2 testing materials.

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

American Academy CS

2008 - 2009

Monitor Plan	Teacher takes concerns and applicable data (DRA2, MAP, CSAP, AIMSWeb, classwork samples) to Horizontal Team meeting for discussion, suggestions of possible intervention. If student shows improvement, keep intervention in place and monitor. If not, meet with SST to review collected data and make intervention recommendations. Teacher will implement and monitor interventions. If student shows improvement, keep intervention in place and monitor. If not, meet with parent, student, and SST to review collected data and make targeted intervention recommendations. Teacher will implement and monitor targeted interventions. (Tier 2) If the student demonstrates no improvement, the teachers, SST team, parents and student will meet again to review the collected data and make recommendations for further action.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, DRA2, AIMSWeb, and curriculum based measurement and samples
Staff Development Activity	All Kindergarten through second grade teachers will attend AimsWEB training on September 16 and 17.
Evidence of Attainment	Implementation of the AimsWeb assessment program.

SIP Goal: Student Achievement -- Writing

American Academy CS

2008 - 2009

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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 2 Close the achievement gaps in reading, writing and mathematics by achieving a year or more growth. (SubEnd 1.7) G 3 Provide access to a liberal arts education; exploration beyond the liberal arts through a continuum of choice programming. (SubEnds 1.8, 1.9 and 1.10)
Content Area	Language Arts
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: MAPS
Supporting Data	CSAP Writing Scores
SMART Goal	A minimum of 85% of the students will score proficient or advanced on all CSAP writing tests.

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 new K-4 language arts teachers will receive training for implementation of this program
Timeline	Monthly horizontal team meetings to discuss any individual student concerns. Review of Fall, Winter, and Spring MAP testing results to analyze student progress.
Funds/Resources	Title Grant money will provide staff development to new teachers. Budget line item will supply all teachers with ability level materials for Shurley Grammar writing instruction along with supplementary intervention materials.

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

American Academy CS

2008 - 2009

Monitor Plan	Teacher takes concerns and applicable data (DRA2, MAP, CSAP, AIMSWeb, classwork samples) to Horizontal Team meeting for discussion, suggestions of possible intervention. If student shows improvement, keep intervention in place and monitor. If not, meet with SST to review collected data and make intervention recommendations. Teacher will implement and monitor interventions. If student shows improvement, keep intervention in place and monitor. If not, meet with parent, student, and SST to review collected data and make targeted intervention recommendations. Teacher will implement and monitor targeted interventions. (Tier 2) If the student demonstrates no improvement, the teachers, SST team, parents and student will meet again to review the collected data and make recommendations for further action.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, writing samples, 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. All K-4 teachers will be using the same terminology and process of Step-Up to create a strong writing foundation in all students. Six trait writing techniques will be implemented starting slowly in second grade and grow in importance up through 8th grade.
Responsibilities of Human Resources	The literacy team will observe individual teacher instruction to ensure systemic writing program is in place.
Timeline	Monthly horizontal meetings will be used to monitor individual student progress and address any areas of concern. Fall, winter, and spring MAP testing will also be used to analyze student progress and address individual needs.
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. Title grant money has been targeted for writing staff development, specifically Six Trait and Step-Up.
Monitor Plan	As part of their job description, the senior teachers will meet monthly to monitor the progress throughout the grade levels. K-8th grade writing teachers will meet at the beginning of the year and again at the end of the year to ensure a strong systemic writing program is in place. For individual student concerns, RTI process will be implemented
Results Analysis Recommendations	Data compiled from CSAP, MAPS, writing samples, and curriculum based measurement
Staff Development Activity	Step-Up-To-Writing and/or Six Trait writing instruction will be offered to any teacher requesting additional training in these areas.
Evidence of Attainment	Observation of the teacher's instruction of the Step-up-to-Writing and Six Trait writing program. Exemplary student written work produced in teacher's classroom.

SIP Goal: Student Achievement -- Math

American Academy CS

2008 - 2009

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 1.7 Essential Skills G 1.8 Core Body of Knowledge
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 2 Close the achievement gaps in reading, writing and mathematics by achieving a year or more growth. (SubEnd 1.7)
Content Area	
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: MAPS
Supporting Data	
SMART Goal	A minimum of 85% of the students will score proficient or advanced on all CSAP math tests.

Action Plan

Strategy	As evidenced by the MAPS math testing results which predict a student's performance on math CSAP tests, all students demonstrate adequate progress, including performance at or above proficient level. Any students failing to meet typical growth will receive an RTI 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 Saxon math testing. All teachers will receive training for careful and accurate analysis of MAPS testing results.
Timeline	Analysis of student progress on fall, winter, and spring MAPS testing.
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 STEM Director and Math Department Chair will examine Saxon math test scores and MAPS math testing results monthly. RTI strategies will be implemented for each student according to their individual plan.
Results Analysis Recommendations	Data compiled from CSAP, MAPS, and Saxon math tests
Staff Development Activity	Saxon Math training from the regional Saxon director will be set up for all teachers.
Evidence of Attainment	Teachers all receiving training on August 11, prior to the beginning of school.

SIP Goal: Student Achievement -- Science

American Academy CS

2008 - 2009

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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 3 Provide access to a liberal arts education; exploration beyond the liberalarts through a continuum of choice programming. (SubEnds 1.8, 1.9 and 1.10)
Content Area	Science
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: Formative Assessments
Supporting Data	The STEM Crisis taking place in America
SMART Goal	A minimum of 85% of the students will score proficient or advanced on 5th grade and 8th grade CSAP science tests.

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 experiements for students to gain understanding.
Timeline	Ongoing throughout the 2008-2009 school year
Funds/Resources	Budget line item for science materials, PTO support funds, student STEM fee (\$60.00 per student)
Monitor Plan	Formative assessments in the science classroom along with student performance at different science competitions will gage 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

2008 - 2009

Staff Development Activity	A representative from each grade level will attend the NSTE (National Science) convention in November to gain instructional and curriculum knowledge in their particular area of science.
Evidence of Attainment	Improved science instruction in the classroom as evidenced by increased science labs in each grade level, stronger science fair projects, higher level of student inquiry question, and successful test results in all science classes.

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. 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 Activity	All K-8 teachers will receive training at the Challenger Learning Center specific to their grade level program.
Evidence of Attainment	Successful missions at the Challenger Learning Center

SIP Goal: Student Achievement -- Critical Thinking
American Academy CS **2008 - 2009**

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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6)
Content Area	School to Career
Goal Origin(s)	School Advisory Council, Other: District Ends Statements
Supporting Data	
SMART Goal	A framework will be designed to integrate current practices and expand practices to align with END STATEMENT 1 interpretations.

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, 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

SIP Goal: Student Achievement -- Critical Thinking (cont.)
American Academy CS **2008 - 2009**

Staff Development Activity	Provide staff development to teachers on facilitating socratic seminars.
Evidence of Attainment	Socratic seminars taking place in all classrooms.

SIP Goal: Stakeholder Communication

American Academy CS

2008 - 2009

BOE Alignment	G 1.5 Leadership G 1.6 Well-being G 1.7 Essential Skills
Student Learning Goal Alignment	
Content Area	
Goal Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, System Check
Supporting Data	Parent survey
SMART Goal	Continue with current communication tools in place to maintain clear and consistent communication between school and stakeholders. As evidenced by our Parent Survey; the websites, emails, newsletter, phone calls, notes, meetings, and other forms of communication are currently meeting the needs of our community.

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.
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SIP Goal: Stakeholder Communication (cont.)

American Academy CS

2008 - 2009

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 individual boards/committees will maintain their respective pages.
Timeline	Ongoing during the school year
Funds/Resources	Budget line item for technology services to maintain a live website
Monitor Plan	The CAO 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

SIP Goal: Responsible Citizens

American Academy CS

2008 - 2009

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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	
Content Area	
Goal Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, School Data: Infractions Report, Other: DCSD Ends Statements
Supporting Data	
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.

Action Plan

Strategy	Provide students with the strategies necessary to become educated and responsible thinkers. This includes providing the necessary tools to become skilled thinkers. Skilled thinkers routinely ask questions specifically targeting: clarity, precision, accuracy, relevance, depth, breadth, logicalness, and fairness. This will be accomplished through book study groups of such books as <i>The Thinking Classroom</i> , <i>25 Days to Better Thinking</i> , and <i>Intellectual Character</i> .
Responsibilities of Human Resources	Vertical team leaders will be provided with the tools necessary to instruct their team in administering critical thinking techniques to their students.
Timeline	Monthly vertical team meetings will include some aspect of critical thinking techniques incorporated into the agenda.
Funds/Resources	Budget line item to purchase books for book studies and instructional materials
Monitor Plan	Monthly meetings with vertical team leaders and the administration will occur to discuss implementation in the classrooms of ongoing quality thinking strategies.
Results Analysis Recommendations	
Staff Development Activity	Administer the Bear Canyon Elementary Survey on Critical Thinking to all staff members.

SIP Goal: Responsible Citizens (cont.)

American Academy CS

2008 - 2009

Evidence of Attainment	Administer the Post Bear Canyon Elementary Survey on Critical Thinking to staff and review results. Ask questions, "Are additional staff development workshops needed?" "Are students exhibiting Critical Thinking in their assessments and daily work?"
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Action Plan

Strategy	A Core Virtues Committee was established last year to ensure the implementation of our Core Virtues program in all grade levels. This committee will expand their duties to include communication to the parent community for support of this program at home.
Responsibilities of Human Resources	Grade level representatives, parent volunteers
Timeline	Beginning in August and continue through June of the 2008-2009 school year.
Funds/Resources	PTO will assist in funding materials for the specific projects
Monitor Plan	Oversight by the CVC committee of monthly activities related to our Core Virtues program taking place at school and at home.
Results Analysis Recommendations	The number of bullying incidents as well as a positive response regarding bullying issues will occur on the parent and student surveys.
Staff Development Activity	Training to all staff on our Essential 55 program and our Core Virtues curriculum.
Evidence of Attainment	Systemic implementation of these programs in the classroom. Outreach programs that represent our core virtues in the community.

SIP Goal: Effective Use of Resources

American Academy CS

2008 - 2009

BOE Alignment	G 1.2 Ethical Principles G 1.5 Leadership
Student Learning Goal Alignment	
Content Area	
Goal Origin(s)	System Check, School Data: Financial Policies, Other: Board Review
Supporting Data	
SMART Goal	American Academy will implement the Internal Audit Policy approved by the Board of Directors.

Action Plan

Strategy	American Academy has approved a Fiscal Accounting and Reporting Policy that will be followed for the 2008-09 school year. Successful completion of quarterly internal audit reviews as documented by the informal audit committee and the compliance with the Fiscal Accounting and Reporting Policy will provide evidence of responsible use of school resources.
Responsibilities of Human Resources	Increase duties of the Financial Consultant to include all financial reporting to the board, oversight of all financial policies, and oversight of on staff personnel functioning in a role connected to the financial operations of the school. This includes the STEM (Science, Technology, Engineering, Math Assistant and the Office Assistant.
Timeline	This will be accomplished by the end of October, 2008 to ensure compliance with the policy.
Funds/Resources	2008-2009 budget line item increase for contracted purchase services.
Monitor Plan	Monthly meetings between the financial consultant and CAO to examine financial reports. Monthly finance meetings with the Board of Directors to present monthly reports.
Results Analysis Recommendations	Review of actual data submissions to determine if all deadlines are being met
Staff Development Activity	Staff will be informed at a staff meeting in August of the new financial procedures, including money collection in classrooms, field trip requirements, sick days, health benefits, and other financial related issues.
Evidence of Attainment	The financial operations of the school will run smoothly.

SCHOOL ADVISORY COUNCIL MEMBERSHIP

American Academy CS

2008 - 2009

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
1	Teacher (1 required)	Nancy Heins
3	Parents (3 required)	Anne Ducey, Paula Romero, Elizabeth Emerson
	Parent/Teacher/Student Organization (1 required)	Katherine Parker
	Business Person from the Community (1 required)	Rachel Kragel
<i>Non-Voting Members (at-large members):</i>		<i>Name(s):</i>
	Staff (Administrator/Teacher/Classified)	Jacki Christy (teacher) Lynda Hernandez (teacher)
	Parent(s)	
	Student(s)	
	Other	

Total SAC school improvement funds allocation received:

School Improvement Funds Allocation: Describe the process used by SAC members to make recommendations about prioritization of funds, budget requests tied to student learning objectives and School Improvement funds.

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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.

We do not have any open positions for the 2008-2009 school year. Our process for elections includes: 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?

9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13, 5/11, 6/8

SCHOOL ADVISORY COUNCIL MEMBERSHIP (cont.)

American Academy CS

2008 - 2009

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 CAO presented recommendation during a review of the 2007-2008 School Improvement Plan at the SAC meeting on 9/8. Discussion followed. A revised draft of the plan was submitted to the SAC on 9/16. After input from SAC members, adjustments were made to the SIP. Another draft was presented to the American Academy Board of Directors on 9/24 for final approval.

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

2008 - 2009

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2006 - 2007	2007 - 2008	2008 - 2009
Adopt Bylaws: <i>Are bylaws reviewed and approved annually?</i>		4.0	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	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	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	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

2008 - 2009

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	4.0
<p><i>Criteria:</i></p> <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	4.0
<p><i>Criteria:</i></p> <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	4.0
<p><i>Criteria:</i></p> <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	4.00
Number of Assessment Participants			5

School Systems Check

American Academy CS

2008 - 2009

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2006 - 2007	2007 - 2008	2008 - 2009
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	4.0
2. We utilize continual improvement principles and practices.		3.5	4.0
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	3.5
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	4.0
5. We align school goals to the requirements of the students and stakeholders.		4.0	4.0
6. We align grade level, department and classroom action plans to school goals.		3.5	3.5
7. We monitor and communicate progress toward school learning goals.		3.5	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	4.0
9. We monitor student and stakeholder dissatisfaction.		4.0	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	3.5
11. We use student achievement data to compare school performance to other schools in the district, feeder area and state over time.		3.5	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	3.5
13. We build skills and capacity for improvement through comprehensive and ongoing professional development focused on student achievement goals.		4.0	4.0
14. We create conditions that support productive change and continuous improvement.		4.0	4.0

School Systems Check (cont.)

American Academy CS

2008 - 2009

15. We foster building community and working relationships within the school.		4.0	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	4.0
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	3.0
18. We use quality tools to monitor and improve learning and support processes.		3.5	3.5
19. We communicate to suppliers to ensure success.		3.0	3.0
20. We use a plus/delta to evaluate school work and use the information to make improvements.		2.0	3.0
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	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	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	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	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	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	4.0
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	4.0

School Systems Check (cont.)

American Academy CS

2008 - 2009

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	4.0
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	3.5
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	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	4.0
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	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	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	3.0
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	3.5
36. School performance is improving compared to similar schools.		3.5	3.5
Average Score		3.46	3.68
Number of Assessment Participants			3

District Core Values Self-Assessment

American Academy CS

2008 - 2009

Scale: 4=Regularly, 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet	2006 - 2007	2007 - 2008	2008 - 2009
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	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	4.0
I practice Individual Potential by letting individuals develop within an environment that nurtures intellectual, social, emotional, physical, and aesthetic growth.		4.0	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	4.0
I practice Productive Effort by pursuing greater knowledge and more powerful thinking. This demands hard work, perseverance and commitment.		4.0	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	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	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	4.0
Average Score		4.00	4.00
Number of Assessment Participants			2

Information Literacy Self-Assessment

American Academy CS

2008 - 2009

Scale: 4=Regularly 3=Usually, 2=Sometimes, 1=Rarely, 0=Not Yet		2006 - 2007	2007 - 2008	2008 - 2009
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	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	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	3.0
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.			

Information Literacy Self-Assessment (cont.)

American Academy CS

2008 - 2009

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	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.		2.0	2.0
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 Information Literacy 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	The team explores the use of a limited number of research process models when planning projects.		2.0	2.0
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.			
2	Technology tools are taught only in the computer labs and are used by students and staff only at assigned times.		3.0	3.0
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	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.		2.0	2.0
1	Students and staff are just becoming familiar with the technology resources available in their schools.			

Information Literacy Self-Assessment (cont.)

American Academy CS

2008 - 2009

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	3.0
1	Students and staff are just becoming familiar with the technology resources available in their schools.			
Average Score			2.44	2.63
Number of Assessment Participants				2

ASSESSMENT MATRIX

American Academy CS

2008 - 2009

Grade K	District	School
Reading	DRA 2 EPR Reading	DRA 2, Open Court Reading assessments, Core Knowledge literature assessments, AimsWeb
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, AimsWeb
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 end of year testing
Other		
Grade 2	District	School
Reading	DRA 2 EPR Reading	MAP DRA 2 Accelerated Reading AimsWeb
Writing	EPR Writing	MAP Step-up-to-Writing writing assessments, Shurley grammar assessments
Mathematics	EPR Math	MAP Saxon end of year testing
Science/Soc Studies	EPR Science EPR SocialStudies	Core Knowledge end of year testing
Other		

ASSESSMENT MATRIX (cont.)

American Academy CS

2008 - 2009

Grade 3	District	School
Reading	DRA 2 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	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

ASSESSMENT MATRIX (cont.)

American Academy CS

2008 - 2009

Grade 6	District	School
Other		
Reading	CSAP EPR Reading	CSAP MAP DRA 2 Accelerated Reading
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

2008 - 2009

What do they need to know?	Curriculum
Who needs to know?	Parents, teachers, students, community
How will it be communicated?	Parent/teacher conferences, Parent Information Nights, School website, SAC, staff meetings, newsletters, board of directors' meetings
How often?	Continually on school website, updates as needed
Who is responsible?	CAO, STEM Director, Science Department Chair, Math Department chair, 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, STEM Director, 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, individual group newsletters (PTO Post, Board Shorts, SAC Connection)
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, Parent University, STEM webpage, STEM Director newsletters, teachers' newsletters and websites, local news media releases

COMMUNICATION PLAN (cont.)

American Academy CS

2008 - 2009

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, 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, school front office staff

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, signs during carpool, 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 Post 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

2008 - 2009

Title	Student Achievement-- Reading
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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.9 Exposure of the Fine Arts G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 2 Close the achievement gaps in reading, writing and mathematics by achieving a year or more growth. (SubEnd 1.7) G 3 Provide access to a liberal arts education; exploration beyond the liberal arts through a continuum of choice programming. (SubEnds 1.8, 1.9 and 1.10)
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: MAPS
Supporting Data	
SMART Goal	A minimum of 85% of the students will score proficient or advanced on all CSAP reading tests.

Title	Student Achievement -- Writing
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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 2 Close the achievement gaps in reading, writing and mathematics by achieving a year or more growth. (SubEnd 1.7) G 3 Provide access to a liberal arts education; exploration beyond the liberal arts through a continuum of choice programming. (SubEnds 1.8, 1.9 and 1.10)
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: MAPS
Supporting Data	CSAP Writing Scores

Summary of Goals (cont.)

American Academy CS

2008 - 2009

SMART Goal	A minimum of 85% of the students will score proficient or advanced on all CSAP writing tests.
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Title	Student Achievement -- Math
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 1.7 Essential Skills G 1.8 Core Body of Knowledge
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 2 Close the achievement gaps in reading, writing and mathematics by achieving a year or more growth. (SubEnd 1.7)
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: MAPS
Supporting Data	
SMART Goal	A minimum of 85% of the students will score proficient or advanced on all CSAP math tests.

Title	Student Achievement -- Science
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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6) G 3 Provide access to a liberal arts education; exploration beyond the liberal arts through a continuum of choice programming. (SubEnds 1.8, 1.9 and 1.10)
Goal Origin(s)	CSAP Data, BOE Monitoring Report, School Advisory Council, School Data: Formative Assessments
Supporting Data	The STEM Crisis taking place in America

Summary of Goals (cont.)

American Academy CS

2008 - 2009

SMART Goal	A minimum of 85% of the students will score proficient or advanced on 5th grade and 8th grade CSAP science tests.
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Title	Student Achievement -- Critical Thinking
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 G 1.7 Essential Skills G 1.8 Core Body of Knowledge G 1.10 Exploration Beyond Liberal Arts
Student Learning Goal Alignment	G 1 Develop students as responsible, ethical citizens who demonstrate critical thinking. (SubEnds 1.1-1.6)
Goal Origin(s)	School Advisory Council, Other: District Ends Statements
Supporting Data	
SMART Goal	A framework will be designed to integrate current practices and expand practices to align with END STATEMENT 1 interpretations.

Title	Stakeholder Communication
BOE Alignment	G 1.5 Leadership G 1.6 Well-being G 1.7 Essential Skills
Student Learning Goal Alignment	
Goal Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, System Check
Supporting Data	Parent survey
SMART Goal	Continue with current communication tools in place to maintain clear and consistent communication between school and stakeholders. As evidenced by our Parent Survey; the websites, emails, newsletter, phone calls, notes, meetings, and other forms of communication are currently meeting the needs of our community.

Title	Responsible Citizens
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 G 1.7 Essential Skills

Summary of Goals (cont.)

American Academy CS

2008 - 2009

Goal Origin(s)	School Advisory Council, Staff Survey, Student Survey, Parent Survey, School Data: Infractions Report, Other: DCSD Ends Statements
Supporting Data	
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.

Title	Effective Use of Resources
BOE Alignment	G 1.2 Ethical Principles G 1.5 Leadership
Student Learning Goal Alignment	
Goal Origin(s)	System Check, School Data: Financial Policies, Other: Board Review
Supporting Data	
SMART Goal	American Academy will implement the Internal Audit Policy approved by the Board of Directors.

Exhibit D
Financial Statements (attached)

American Academy Charter School

Balance Sheet

As of August 31, 2008

	<u>Aug 31, 08</u>
ASSETS	
Current Assets	
Checking/Savings	
8101 · Cash	595,823
Total Checking/Savings	595,823
Accounts Receivable	
8153 · Accounts Receivable	4,769
Total Accounts Receivable	4,769
Other Current Assets	
8151 · Interfund Loan Receivable	625,462
8181 · Security Deposit	12,000
8191 · Deposits	1,700
Total Other Current Assets	639,162
Total Current Assets	1,239,753
TOTAL ASSETS	<u>1,239,753</u>
LIABILITIES & EQUITY	
Liabilities	
Current Liabilities	
Accounts Payable	
7421 · Accounts Payable	56,729
Total Accounts Payable	56,729
Other Current Liabilities	
7461 · Accrued Salaries and Benefits	20,491
7471 · Payroll Liabilities	294
Total Other Current Liabilities	20,786
Total Current Liabilities	77,514
Total Liabilities	77,514
Equity	
32000 · Unrestricted Net Assets	589,008
6761 · TABOR	98,000
6763 · Designated Fund Balance	128,236
6770 · Unreserved Fund Balance	-2,434
Net Income	349,429
Total Equity	1,162,239
TOTAL LIABILITIES & EQUITY	<u>1,239,753</u>

American Academy Charter School

Income Statement: All School Activity

July through August 2008

	<u>Jul 08</u>	<u>Aug 08</u>	<u>TOTAL</u>
Income			
1000 · Revenue from Local Sources	307,807	500,030	807,837
5000 · Other Sources	0	0	0
Total Income	<u>307,807</u>	<u>500,030</u>	<u>807,837</u>
Gross Profit	307,807	500,030	807,837
Expense			
0100 · Salaries	40,759	134,719	175,478
0200 · Benefits	8,156	28,138	36,294
0300 · Purchased/Contracted Servi...	10,761	5,370	16,131
0400 · Purchased Property Services	62,261	12,622	74,884
0500 · Other Purchased Services	37,487	66,513	104,000
0600 · Supplies	9,985	41,148	51,133
0800 · Other Types of Expenses	10	479	489
Total Expense	<u>169,419</u>	<u>288,989</u>	<u>458,408</u>
Net Income	<u><u>138,388</u></u>	<u><u>211,041</u></u>	<u><u>349,429</u></u>

American Academy Charter School
Budget vs. Actual: General Fund
 July through August 2008

	Jul - Aug 08	Budget	\$ Over Budget	% of Budget
Income				
1000 · Revenue from Local Sources	807,837	765,642	42,195	106%
3000 · Revenue from State Sources	0	0	0	0%
4000 · Revenue from Federal Sources	0	0	0	0%
5000 · Other Sources	-53,579	-74,413	20,833	72%
Total Income	<u>754,258</u>	<u>691,229</u>	<u>63,029</u>	<u>109%</u>
Gross Profit	754,258	691,229	63,029	109%
Expense				
0100 · Salaries	175,478	254,899	-79,421	69%
0200 · Benefits	36,294	68,755	-32,461	53%
0300 · Purchased/Contracted Services	16,131	26,042	-9,911	62%
0400 · Purchased Property Services	21,305	17,237	4,068	124%
0500 · Other Purchased Services	104,000	101,903	2,097	102%
0600 · Supplies	50,545	72,236	-21,692	70%
0700 · Property	0	21,829	-21,829	0%
0800 · Other Types of Expenses	489	583	-94	84%
Total Expense	<u>404,241</u>	<u>563,485</u>	<u>-159,244</u>	<u>72%</u>
Net Income	<u><u>350,017</u></u>	<u><u>127,745</u></u>	<u><u>222,272</u></u>	<u><u>274%</u></u>

American Academy Charter School
Budget vs. Actual Capital Reserve Fund
 July through August 2008

	Jul - Aug 08	Budget	\$ Over Budget	% of Budget
Income				
5000 · Other Sources				
Transfer into CRF from GF	53,579	74,413	-20,833	72%
Total 5000 · Other Sources	<u>53,579</u>	<u>74,413</u>	<u>-20,833</u>	<u>72%</u>
Total Income	<u>53,579</u>	<u>74,413</u>	<u>-20,833</u>	<u>72%</u>
Gross Profit	53,579	74,413	-20,833	72%
Expense				
0400 · Purchased Property Services				
0440 · Rental				
0441 · Building Rental	53,579	74,413	-20,833	72%
Total 0440 · Rental	<u>53,579</u>	<u>74,413</u>	<u>-20,833</u>	<u>72%</u>
Total 0400 · Purchased Property Services	<u>53,579</u>	<u>74,413</u>	<u>-20,833</u>	<u>72%</u>
Total Expense	<u>53,579</u>	<u>74,413</u>	<u>-20,833</u>	<u>72%</u>
Net Income	<u><u>0</u></u>	<u><u>0</u></u>	<u><u>0</u></u>	<u><u>0%</u></u>

Exhibit E
Flexible Benefits Plan Resolutions (attached)

Corporate Resolution

For American Academy Flexible Benefits Plan Ending August 31st

Certificate of Corporate Resolution

The undersigned Secretary or Principal of American Academy (the Employer) hereby certifies that the following resolutions were duly adopted by the Employer on 9/24/08, and that such resolutions have not been modified or rescinded as of the date hereof:

RESOLVED, that the form of Flexible Benefits Plan including any applicable Dependent Care Assistance Program, Healthcare Flexible Spending Account Plan, Adoption Assistance Program, Tax-Free Transportation Program, and/or Health Savings Account, effective , presented to this meeting is hereby approved and adopted and that the duly authorized agents of the Employer are hereby authorized and directed to execute and deliver to the Administrator of the Plan one or more counterparts of the Plan.

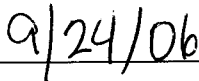
RESOLVED, that the Administrator shall be instructed to take such actions that are deemed necessary and proper in order to implement the Plan, and to set up adequate accounting and administrative procedures to provide benefits under the Plan.

RESOLVED, that the duly authorized agents of the Employer shall act as soon as possible to notify the Employees of the Employer of the adoption of the Flexible Benefits Plan by delivering to each Employee a copy of the summary description of the Plan in the form of the Summary Plan Description presented to this meeting, which form is hereby approved.

The undersigned further certifies that attached hereto as Exhibits A and B, respectively, are true copies of the Flexible Benefits Plan and Summary Plan Description approved and adopted in the foregoing resolutions.



Secretary/Principal



Date