



# Academic Arts High School

ISD # 4119-07

School Year 2014-15 CHARTER SCHOOL ANNUAL REPORT  
&  
WORLD'S BEST WORKFORCE REPORT

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(WBWF requirements bolded)

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## School Information

Address: 60 East Marie Avenue, Suite 220  
West Saint Paul, Minnesota 55118

Phone: 651/457-7427

Website: [www.academicarts.org](http://www.academicarts.org)

Grades Served: 9-12

Opened in: 2004

### Mission Statement:

Learn by doing, embrace your place in the world, prepare for success, and make friends along the way.

### Vision Statement:

A community supporting the individual through authentic education that supports life-long learning.

### Authorizer Information

Academic Arts High School opened in 2004 as River Heights. 2015/16 is AAHS' eleventh year as a charter school authorized by Audubon.

### **Audubon Center of the North Woods**

Charter School Division  
43 Main St. S.E., Suite #238  
Minneapolis, MN 55414  
612-331-4181  
[www.audubon-center.org](http://www.audubon-center.org)

David Greenberg, Director of Charter School Authorizing

## Implementation of Primary and Additional Statutory Purposes

*Describe the statutory purposes of the school, as presented in the charter contract (124D.10, Subdivision 1). Include a description of how the school implements the primary purpose to improve all pupil learning and all student achievement, as well as the additional purposes identified in the charter contract.*

Academic Arts High School meets the primary statutory purpose of charter schools: to improve pupil learning and student achievement, by striving to create a learning community where students become active, caring citizens and inquisitive, resourceful lifelong learners. Efforts to implement this type of learning community in our school are described throughout this report.

AAHS also seeks to meet the additional statutory purposes: the program increases learning opportunities by providing a small, project-based program where students who may not thrive in traditional high schools can learn and build their unique paths toward graduation and beyond. We incorporate innovative teaching through our project-based learning platform focusing on artistic expression. We are continuously developing measurement outcomes and accountability methods to gauge students' progress. As a small, close-knit school, teachers have the ability to give input and guide the development of the school. We are working to cultivate a more balanced school board with three teacher members, one parent member, and three community members. Regarding the components of the World's Best Workforce, AAHS focuses on ensuring all students are ready for life after high school.

## Student Enrollment

*Provide a brief narrative discussing enrollment trends, anticipated enrollment, or other relevant enrollment information.*

### Number of Students Enrolled

	2013-14	2014-15	2015-16
8 <sup>th</sup> Grade	1	N/A	N/A
9 <sup>th</sup> Grade	10	8	10
10 <sup>th</sup> Grade	9	39	25
11 <sup>th</sup> Grade	19	29	30
12 <sup>th</sup> Grade	37	48	30
<b>Total</b>	76	100	95
<b>Total ADM*</b>	<b>88.3</b>	<b>84.82</b>	90

## Key Demographic Trends

Provide a brief narrative regarding demographic trends.

This information represents October 1 enrollment data and does not reflect year-end enrollment.

	2013-2014	2014-2015	2015-16 (est.)
<b>Total Enrollment</b>	76	124	100
<b>Male</b>	38	62	50
<b>Female</b>	38	62	50
<b>Special Education</b>	21	25	25
<b>EL</b>	0	0	0
<b>African American</b>	8	12	12
<b>Latino</b>	10	29	23
<b>Asian/PI</b>	0	0	0
<b>American Indian</b>	1	1	1
<b>White</b>	57	82	64
<b>F/R Lunch</b>	40	44	55

## Student Attendance, Attrition & Mobility

### Student Attendance

	2012-13	2013-14	2014-15
<b>Overall Attendance Rate</b>	72%	88%	85%

### Student Attrition

Percentage of students\* who are continuously enrolled between October 1 of 2013/14 school year and October 1 of 2014/15 school year. 44%

Percentage of students\* who continue enrollment in the school from Spring 2014 to October 1, 2014. 56%

### Student Mobility

	Summer Transfers In	Number of students on Oct. 1	Mid-year Transfers In	Mid-year Transfers Out	Total Mid-year Transfers	Mobility Index* (as a percent)
<b>2011-12</b>	0	66	22	21	43	65%
<b>2012-13</b>	0	65	20	13	33	50%

<b>2013-14</b>	4	87	42	9	33	37%
<b>2014-15</b>		79				

\* Total mid-year transfers divided by Number of students on Oct. 1.

The mobility index at Academic Arts High School has dropped steadily over the last three school years. The number of students transferring out mid-year has also dropped, while the number of students transferring in has remained at a steady level. The decrease in students transferring out suggests that the school is experiencing a continued increase in stability.

Percentage of students who were enrolled for 95% or more of the 2014/15 school year.

41%

Student retention from year-to-year has decreased from the 2013/14 school year. Year-to-year enrollment from 12/13 to 13/14 was 49%, from 13/14 to 14/15 the year-to-year retention rate is 44%. Spring to fall retention in 13/14 was 70%, for 14/15 it was only 43%. However, mid-year student mobility has decreased significantly over the last three years. The 2014/15 school year is the first school year in which we graduated students who had completed all of High School at Academic Arts.

## Worlds' Best Workforce Components

### Educational Approach and Curriculum

*Describe the school's key pedagogical approaches and how does they align to the school mission?*

Before the 2014/15 schools year, AAHS updated the school mission to reflect the work being done at school more accurately. The new mission statement is: "Learn by doing, embrace your place in the world, prepare for success, and make friends along the way". Academic Arts High School utilizes a foundational approach to student success. We value information, techniques, and skills that are learned outside of the classroom and we seek to integrate core classes with Project Based Learning. Project Based Learning (PBL) enables students to complete practical work that reflects their interests, in school and out of school skills, work independently, and collaborate with other students.

Our school program uses a combination of in-class, traditional teaching for core subjects and Project Based Learning, that is teacher guided and student driven, for electives. Students work independently to develop strong self-advocacy skills. A student-driven project is a project designed by a student with the guidance of their advisor. The advisor ensures that the project addresses state standards for learning. Teacher-driven projects are devised by a student's advisor that is based on state standards and aligns with a student's credit needs. Group work is highlighted during projects so students can learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.

For the 2015/2016 school year, a new position of Instructional Leader is planned to be implemented. The development of this position was based on input from the school's authorizer and the agreement of our Leadership team and school board. The IL will work with teaching staff to ensure that all curriculum aligns with state standards. The alignment is done via the "backward design" method that focuses on the "big ideas" and "core tasks" of understanding. We hope this new position will allow our school to gather data more efficiently and analyze it promptly. This information will be used to improve the program and therefore, student success.

*Describe the instructional program and curriculum. Explain the breadth and depth of the curriculum and its alignment with state standards and school mission.*

The unique combination of project-based learning and traditional lecture curriculum ensures that students receive an education that aligns with state standards and caters to their individual interests. In the "real" world, where technology and knowledge are changing on a daily basis, it is imperative that students learn how to learn. It is necessary that students understand how to comprehend the information they are receiving and work with it. Project-based learning allows students to cultivate this skill. Traditional classroom time develops the core foundational skills needed for advanced and lifelong learning, and PBL gives students the time to apply those skills in a way relevant to their personal interests and passions.

Due to the collegial nature of Academic Arts High School, teachers are involved in the day-to-day operation of the school. They are participating in the development and implementation of the school curriculum. Project-based learning requires students be inquisitive and develop a passion for life-long learning. During the 2015/16 academic year, the Instructional Liaison will be doing an in-depth analysis of the curriculum and its alignment to state standards. Employing an individual to specialize in curriculum, instruction and data analysis is a new step for AAHS and will take school curriculum and teaching to a new depth.

*Describe remediation and acceleration practices or programming.*

Each student is assessed upon enrollment so their education program may be tailored to fit their body of knowledge. Student coursework is selected based upon previously completed credits. The assessment enables the school to develop a course load that addresses any gaps in student knowledge. Assessments also identify students who are well-prepared academically and provides them with a challenging and appropriate course load. Students whose skill levels are lower spend more time with teachers developing and honing their skill sets. Projects these students develop focus on developing remedial skills. Students who require a more challenging program receive it. These students develop more complex projects and are challenged by their advisors. This is one of the benefits of a PBL program and a small school environment.

*Describe the special education program.*

The Special Education population at Academic Arts High School represents roughly 25% of the student body. Students with an Individualized Education Program (IEP) are integrated into the general education population as much as their IEP allows. Their coursework is modified as required by their IEP document. All of their classes are the same as general education students. AAHS utilizes the inclusion model of instruction, which keeps special education students and general education students in the same classes. Accommodations are made based on IEP needs.

AAHS now has two full-time Special Education Teachers, one half-time Special Education teacher, three full-time Paraprofessionals and one full-time School Psychologist. We have two 1-1 paraprofessionals. A more comprehensive special education staff allows for the inclusion model to be fully utilized.

*Describe the English Learner program.*

Academic Arts High School has not had any English Learner students for the last four years. If an LEP student were to enroll, AAHS would utilize literacy strategies and individualized attention to



build student literacy skills and support learning. We would also look into hiring an EL or Literacy consultant to work with this student.

*Describe how the school is staffed to meet its educational mission.*

Academic Arts High School is staffed to have less than twenty students per classroom/advisory group. The school employs four general education teachers, two and a half special education teachers, three paraprofessionals and a school psychologist. Each advisor has less than 20 students assigned to them. We aim to keep class size small, focusing on individualized attention.

Each student’s advisor ensures that projects and core subject work contribute to overall student achievement and learning. Student work is in alignment with state standards; the project-based learning aspect contributes to AAHS mission of preparing students for life after high school. A senior-specific advisory team works with senior students to fully prepare them for graduation.

Graduation Requirements	
Language Arts	16
Mathematics	16
Science	12
Social Studies	14
Sustained Silent Reading	4
Art	4
Life Plan	2
Senior Project	4
Elective Projects	22
	94

Project-based learning allows teachers to utilize interdisciplinary knowledge; providing maximum integration of teaching subjects and increasing learning efficiency.

### Graduation Requirements & Daily Schedule

A student graduating from AAHS will earn 94 credits in the below areas. Student can choose from a multitude of electives in their PBL seminars. Electives for the 2014/15 school year included: MAP STARS, Custom Electronics, Music Production – Studio Class, History through Film, Archery, Ultimate Frisbee, No Drama for Your Mamma – looked at clips from film to analyze tone of voice and body language, DIY Pinterest Class.

Students start their day at 8:00 a.m. and remain at school until 3:30 p.m. A sample of student schedules is below.

Daily Schedule		
Time Start	Time End	Regular Schedule
8:00	8:55	Period One
9:00	9:55	Period Two
10:00	10:55	Period Three
11:00	11:55	Period Four
11:55	12:40	Lunch
12:40	1:35	Elective Class
1:40	3:30	Advisory PBL / Thursday Reading

See **Attachment 1** for the School Calendar.

## Innovative Practices & Implementation

*Describe innovative or unique aspects of the school, especially as they relate to the school mission.*

Academic Arts High School is deeply invested in preparing students for life outside of High School. We utilize project-based learning to reach that goal because it reflects the way students will live their lives after graduation. Group work is highly emphasized and reflects the team-oriented environment of the workplace.

Each year, we make a point of visiting community colleges, technical schools, and after school graduation opportunities. We invite schools to visit AAHS to speak about their programs, campus life, and financial options for schooling. We focus on setting students up for a successful life post-graduation. This year the following schools visited Academic Arts: IPR, the Arts Institute, Inver Hills Community College, and Rasmussen College.

Graduating seniors complete two individual projects. The first of these projects is the Life Plan. The Life Plan helps students understand how independence will affect them. Students must find housing for themselves, apply and secure a job or college to attend, create a balanced budget that includes their rent, utilities, bills, transportation costs, daily necessities and other needs. The student must fill out the paperwork to apply for jobs, college, financial aid, etc. They must write a resume and a cover letter. They must look into and sign up for the required testing for college enrollment if their schools require it. Guidelines for the student Life Plan can be viewed in attachment 2.

The second project graduating seniors must complete is called the Senior Project. The senior project has a few requirements that smaller school projects do not have. The senior project is a capstone requirement that is individualized to each student and is of benefit to their community.

These projects usually take three to four months for students to complete. Topics of completed senior projects for the 14/15 school year were: Animal Cruelty Awareness, The Great Masquerade (AAHS 14/15 School Prom), Writing a Novel, SMART Things, A Trip to Japan, Building a Longboard, Creating a Safe Space: The GSA, Cruelty Free Beauty Products, and Cooking on a Budget.

One further aspect that Academic Arts High School focuses on is artistic expression. Over the last several years, AAHS has invested in a studio space for students to utilize. During the 13/14 school year, the school purchased new equipment that students may use to record music, podcasts, spoken word poems and more. The development of this space is in alignment with one of AAHS's key goals.

### *Describe after school and/or summer programs*

Academic Arts High School offers after school clubs as enrichment programs. The purpose of these organizations is to provide a safe space for students to enjoy after school. This safe environment develops a sense of community and support for students. The clubs offered during the 15/16 academic year were: Archery, Guitar Lessons, Studio Time, Podcasts, Boxing Skills.

The school did not offer a summer program during the 14/15 academic year.

### *What were the key successes from past school year?*

- Academic Arts High school enjoyed stable enrollment during the 14/15 academic year.
- Improved relationships with parents. By providing more advanced notice of open house nights and parent-teacher conferences and then following up these invitations with a phone call, the school saw an increase in parent participation. Feedback from the parent survey indicates this is an area for continued improvement.
- AAHS received a grant from Dakota Country Schools, which was used to enhance the environmental science curriculum. The school used this grant to implement an organics recycling program.
- 12 students attended the state MAAP Stars competition.
- Over 30 students attended camp at the Audubon Center for the Northwoods. This is the largest group the school has brought to date.
- Increased usage of the music studio
- 14 students who were on track for graduation in the fall succeeded in graduation (73%). 7 of these graduated were graduating after 5 years of high school. This is the first year that AAHS graduated students who had been enrolled at our school for all four years of high school. One of these students graduated in less than 4 years.
- 3 students participated in PSEO during the 14/15 school year. All of our PSEO students earned credits at Inver Hills Community College.

*What were the key challenges from past school year? Plans to address these challenges.*

- While overall attendance at school has increased, there is a problem with students being at school but failing to be on-track or engage in school work while at school.
  - For the 15/16 school year we have adjusted the schedule. We have added additional study halls and advisory times for students to allow them to catch up during this time.
  - We also setting up an automatic notification system so that parents are notified when a student is marked absent.
- A large amount of standardized testing required a significant quantity of time away from instruction that created a challenge to functional learning and student engagement.
  - A further problem related to testing is the limit to what type of technology standardized tests are administered on. For the 14/15 school year, AAHS purchased one (1) Chromebook per student. However, Pearson did not support testing on Chromebooks. AAHS was required to spend additional funds to update the desktop computers so testing could be administered.
  - Forewarned is forearmed, now that we are aware of the technology limitations regarding Pearson's online testing, we can adequately prepare ahead of time. We will have the desktop computers up and running in time for the testing season.
- Aleks Math was implemented as a teaching resource for the 2014/15 school year. Students did not like utilizing this resource, and it was a poor use of time and resources.
  - This resource will not be used for the 15/16 school year. Our IL will work on identifying a different resource to take its place.
- Parent Involvement continues to be a struggle. The school board is developing plans to address this in our strategic plans.
  - AAHS is going to host more events for parents to attend at the school.

*Describe the highlights of the school's strategic plan? (Plan may be attached.)*

We are still working to generate a strategic plan for our school. We are utilizing a planning rubric to keep ourselves on track to produce this document in a timely manner. We have been careful to communicate with parents and community stakeholders about the creation of a strategic plan. Students have also been given the opportunity to contribute input. At the time this report was submitted, three out of five action steps have been completed. A copy of the completed strategic plan will be submitted to the authorizer when it is complete.

## Academic Performance

*Summary Narrative: Provide two or three paragraphs describing the school's performance on ACNW contractual goals. Highlight strengths, provide reasoning why goals may not have been met, and describe any plans for improvement in areas which goals were not met.*

Contractual Goals are goals set between a charter school and their Authorizer to evaluate the schools performance and effectiveness. During the 2014/15 school year we worked with our Authorizer to develop a new contract for the next three school years 2015-2018. Part of this new Authorization contract is a new set of contractual goals. What follows is a report on the contractual goals in place for the 2014/15 school year and initial reporting on the goals which will be in place from 2015 to 2018.

## 2014/15 Contractual Goals

### 1. Academic Proficiency Goals

- a. Reading Proficiency Goal: By 2014-15, 33% of all students in grade 10, enrolled by October 1, will achieve proficiency in reading as measured by the MCA tests.
  - i. Outcome: Did Not Meet. MCA Proficiency data from 2014-15 showed 10<sup>th</sup> grade students as 17.2% proficient.
- b. Math Proficiency Goal: The percentage of 11 grade students enrolled by October 1 who achieve proficiency or partial proficiency on the MCA math test will increase in 2013-14 and 2014-15 based on 2013 baseline data (0% proficient and 7.7% partially proficient).
  - i. Outcome: Did Not Meet. MCA Proficiency data from 2014-15 showed 11<sup>th</sup> grade students as 0% proficient.

### 2. Academic Growth Goals

- a. Reading Growth Goal: At least 55% of students in grades 8-12 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in reading for the school year 2014-15.
  - i. Outcome: Did Not Meet. Of 19 students who tested in both Fall and Spring, 10 met their growth targets (52.6%).
- b. Math Growth Goal: At least 52.50% of students testing in grades 8-12 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math for the school year 2014-15.
  - i. Outcome: Did Not Meet. Of 18 students who tested in both Fall and Spring, 8 met their growth targets (44.4%).
- c. Mathematics Curriculum-Based Growth Goals:
  - i. In 2014-15, 75% of students enrolled in a mathematics course by October 1 that scored between 0%-25% on their entrance examination will increase their score by at least 30% as measured by their score on the exit examination.
    1. Outcome: Approaching Standard. 22 out of 32 students who scored between 0%-25% on their entrance examination increased their score by at least 30%. 68% of students met this goal.
  - ii. In 2014-15, 75% of students enrolled in a mathematics course by October 1 that scored between 26%-50% on their entrance examination will increase their score by at least 20% as measured by their score on the exit examination.

1. Outcome: Met Goal. 2 students fell into this category based on their entrance examination, both made at least 20% growth. 100% of students met this goal.
  - iii. In 2014-15, 75% of students enrolled in a mathematics course by October 1 that scored between 51%-75% on their entrance examination will increase their score by at least 10% as measured by their score on the exit examination.
    1. Outcome: Not Applicable. No students fell into this category based on entrance examinations.
3. Post-Secondary Readiness
  - a. Post-Secondary Exam Completion: By the spring of 2015, at least 70% of 11<sup>th</sup> and 12<sup>th</sup> grade students will take the ACCUPLACER, ACT, or SAT Test.
    - i. A majority of 11 & 12<sup>th</sup> grade students enrolled in Academic Arts High School took the Accuplacer. We were not given the results of the test, and therefore cannot give an exact number of students who fully completed the Accuplacer.
    - ii. Met Goal. All required students took the ACT. No students took the SAT.
  - b. In 2015, 70% of graduating seniors will complete an application to at least one post-secondary institution prior to graduation.
    - i. Outcome: Met Goal. 73% of students completed an application for post-secondary education.
4. Mission Related Goals
  - a. Public Speaking, by spring of 2015 75% of all students in grades 8-12 will have given at least one passing presentation to a small group of peers and staff.
    - i. Outcome: Met Goal. 75 out of 94 students gave a passing presentation. 79% of students gave a passing presentation.
  - b. Life Plan, by spring of 2015, 70% of 12<sup>th</sup> graders enrolled by October 1 will earn a passing score as outlined on the school-developed rubric for their Life Plan project.
    - i. Outcome: Met Goal. There were 17 seniors during the 2014/15 school year. 15 out of 17 seniors attempted the Life Plan. 12 students completed the Life Plan (80%) at a passing grade. 10 students completed the Life Plan with a C or better grade (66%).
5. Academic-Related
  - a. 70% of students enrolled at AAHS will achieve an attendance rate of 90% or better during the 2014-15 school year.

### 2015 through 2018 Contractual Goals.

This set of goals was provided to AAHS mid-way through the 2014/15 school year. We are reporting the baseline data. These goals will be used as an evaluative tool beginning in the 2015/16 school year.

## World's Best Workforce (WBWF) Goal Areas:

- **Ready for Kindergarten [R4K]:** All students are ready for kindergarten.
  - Not Applicable, Academic Arts High School does not serve PreK or Kindergarten students.
- **Reading Well by 3rd Grade [RG3]:** All students in third grade achieve grade-level literacy.
  - Not Applicable, AAHS does not serve third grade students.
- **Achievement Gap Closure [AGC]:** All racial and economic achievement gaps between students are closed.
  - Based on NWEA test scores, there is no fall-to-spring test data for students identified in racial or economic subgroups. We cannot, at this time, measure achievement gap closure based on this metric.
- **Career and College Ready [CCR]:** All students are career- and college-ready before graduating from high school.
  - 80% of graduating seniors during the 2014/15 school year completed the Life Plan project and meet AAHS criteria for career and college ready.
- **Graduate from High School [GRAD]:** All students graduate from high school.
  - 87% students enrolled on October 1 on-track for graduation succeeded in graduating during the 2014-15 school year.

### Indicator 1: Mission-Related

**Goal: Over the period of the contract, students at Academic Arts High School (AAHS) will demonstrate stronger building blocks of healthy development.**

**Measure 1.1 – 5%: From FY16 to FY17, the aggregate percent decrease of the number of students who score in the challenged or vulnerable range on the Search Institute School Assets subscale from fall to spring of the same year will be at least 30.0%.**

- Exceeds Standard: The aggregate percent decrease is at least 40.0%.
- Meets Standard: The aggregate percent decrease is at least 30.0%.
- Approaches Standard: The aggregate percent decrease is at least 20.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

We are unable to report on this at this time, having not administered the Search Institute School Assets subscale.

**Measure 1.2 – 5%: From 2015 to 2017, the aggregate percentage of continuing, non-graduating**

**students who are enrolled in the spring, re-enroll in the subsequent academic year, and remain enrolled through at least October of that year will be at least 75.0%.**

- Exceeds Standard: The aggregate percentage is at least 90.0%.
- Meets Standard: The aggregate percentage is at least 75.0%.
- Approaches Standard: The aggregate percentage is at least 65.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Does Not Meet Standard. Rollover enrollment from Spring 2014 to Fall 2015 was 43%.

**WBWF Goal Areas Addressed by this Goal:** *Career and College Ready*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this goal, addressing key measures.*

### **Indicator 2: English Language Learners**

**Goal:** *The school does not have a contractual goal in this indicator area as it does not serve a significant population of English Learners.*

### **Indicator 3: Reading Growth**

**Goal:** *Over the period of the contract, students at AAHS will demonstrate growth in reading as measured by nationally normed assessments.*

**Measure 3.1 [CCR] – 10%:** *From FY16 to FY18, the school will earn at least 70.0% of possible growth index points\* on the NWEA MAP-Reading.*

- Exceeds Standard: The school earns at least 90.0% of possible growth index points.
- Meets Standard: The school earns at least 70.0% of possible growth index points.
- Approaches Standard: The school earns at least 60.0% of possible growth index points.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Measure 3.2 [CCR] – 10%:** *From FY16 to FY18, the school will earn at least 70.0% of possible growth index points\* on the NWEA MAP-Language Usage.*

- Exceeds Standard: The school earns at least 90.0% of possible growth index points.
- Meets Standard: The school earns at least 70.0% of possible growth index points.
- Approaches Standard: The school earns at least 60.0% of possible growth index points.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this*



*goal, addressing key measures.*

#### **Indicator 4: Math Growth**

**Goal: Over the period of the contract, students at AAHS will demonstrate growth in math as measured by nationally normed assessments.**

**Measure 4.1 [CCR] – 10%: From FY16 to FY18, the school will earn at least 70.0% of possible growth index points\* on the NWEA MAP-Math.**

- Exceeds Standard: The school earns at least 90.0% of possible growth index points.
- Meets Standard: The school earns at least 70.0% of possible growth index points.
- Approaches Standard: The school earns at least 60.0% of possible growth index points.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this goal, addressing key measures.*

#### **Indicator 5: Reading Proficiency**

**Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in reading as measured by state accountability tests.**

**Measure 5.1 [CCR] – 5%: From FY15 to FY17, the school's aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 10) OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 50.0).**

- Exceeds Standard: The school's aggregate proficiency index score is at least 15.0 points above the state's score OR it is at least 20.0 points above the baseline score.
- Meets Standard: The school's aggregate proficiency index score is equal to or greater than the state's score OR it is at least 10.0 points above the baseline score.
- Approaches Standard: The school's aggregate proficiency index score is within 10.0 points of the state's score OR it is at least 5.0 points above the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

*On the MCA-II exams, students tested as 17.2% proficient in the Spring of 2015.*

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this goal, addressing key measures.*

## Indicator 6: Math Proficiency

**Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in math as measured by state accountability tests.**

**Measure 6.1 [CCR] – 5%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (grade 11) OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 4.4).**

- Exceeds Standard: The school’s aggregate proficiency index score is at least 15.0 points above the state’s score OR it is at least 30.0 points above the baseline score.
- Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the state’s score OR it is at least 15.0 points above the baseline score.
- Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the state’s score OR it is at least 10.0 points above the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

On the MCA-II exams, students tested as 0% proficient in the Spring of 2015.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school’s performance on this goal, addressing key measures.*

## Indicator 7: Science Proficiency

**Goal: Over the period of the contract, students at AAHS will demonstrate proficiency in science as measured by state accountability tests.**

**Measure 7.1 [CCR] – 5%: From FY15 to FY17, the school’s aggregate proficiency index score will be equal to or greater than that of the state for the same grades (High School) OR it will increase by at least 15.0 points from the baseline proficiency index score (baseline score – 18.8).**

- Exceeds Standard: The school’s aggregate proficiency index score is at least 15.0 points above the state’s score OR it is at least 30.0 points above the baseline score.
- Meets Standard: The school’s aggregate proficiency index score is equal to or greater than the state’s score OR it is at least 15.0 points above the baseline score.
- Approaches Standard: The school’s aggregate proficiency index score is within 10.0 points of the state’s score OR it is at least 10.0 points above the baseline score.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

MCA-II tests for Science were not administered in the Spring of 2015.

**WBWF Goal Areas Addressed by this Goal:** *Achievement Gap Reduction*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this goal, addressing key measures.*

**Indicator 8: Proficiency in Other Curricular Areas**

**Goal:** *The school does not have a contractual goal in this optional indicator area.*

**Indicator 9: Post-Secondary Readiness**

**Goal:** **Over the period of the contract, students at AAHS will demonstrate readiness for post secondary success.**

**Measure 9.1 [CCR] -6%:** **From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the**

**Accuplacer-Reading will be at least 70.0%.**

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- Meets Standard: The aggregate percentage is at least 70.0%.
- Approaches Standard: The aggregate percentage is at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Accuplacer did not share student test scores with our school this year, we are unable to report on this measure.**

**Measure 9.2 [CCR] - 6%:** **From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the**

**Accuplacer-Math will be at least 70.0%.**

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- Meets Standard: The aggregate percentage is at least 70.0%.
- Approaches Standard: The aggregate percentage is at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Accuplacer did not share student test scores with our school this year, we are unable to report on this measure.**

**Measure 9.3 [CCR] - 6%:** **From FY16 to FY17, the aggregate percentage of graduating students who earn a score of college ready or needing no more than one semester of remediation on the**

**Accuplacer-Writing will be at least 70.0%.**

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- Meets Standard: The aggregate percentage is at least 70.0%.

- Approaches Standard: The aggregate percentage is at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Accuplacer did not share student test scores with our school this year, we are unable to report on this measure.**

**Measure 9.4 [CCR] – 6%: From FY16 to FY17, the aggregate percentage of students that complete their Life Plan project with a grade of C or better will be at least 75.0%.**

- Exceeds Standard: The school earns at least 80.0%.
- Meets Standard: The school earns at least 70.0%.
- Approaches Standard: The school earns at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Approaches Standard. 66% of students completed the Life Plan with a grade of C or better.**

**Measure 9.5 [CCR] – 8%: From FY16 to FY18, the school will earn at least 75.0% of possible credit index points.\***

- Exceeds Standard: The school earns at least 90.0% of possible credit index points.
- Meets Standard: The school earns at least 75.0% of possible credit index points.
- Approaches Standard: The school earns at least 60.0% of possible credit index points.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Measure 9.6 [GRAD] – 6%: From FY16 to FY17, the aggregate percentage of students that graduate on or before their identified Graduation Year will be at least 70.0%.**

- Exceeds Standard: The aggregate percentage is at least 80.0%.
- Meets Standard: The aggregate percentage is at least 70.0%.
- Approaches Standard: The aggregate percentage is at least 60.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

**Exceeds standard. 87% of students enrolled on October 1 on-track for graduation succeeded in graduating during the 2014-15 school year.**

**WBWF Goal Areas Addressed by this Goal:** *Career and College Ready*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this goal, addressing key measures.*

**Indicator 10: Federal and State Accountability**

**Goal:** *The school does not have a contractual goal in this indicator area. ACNW will evaluate the*

*school's performance in this area based on results from the Multiple Measurement System.*

### **Indicator 11: Attendance**

**Goal: Goal: Over the period of the contract, students at AAHS will attend the school at high rates.**

**Measure 11.1 – 7%: From FY15 to FY17, the average of the school's annual attendance rates will be at least 85.0%.**

- Exceeds Standard: The average of the school's annual attendance rates is at least 92.0%.
- Meets Standard: The average of the school's annual attendance rates is at least 85.0%.
- Approaches Standard: The average of the school's annual attendance rates is at least 80.0%.
- Does Not Meet Standard: The school did not meet the criteria for any of the ratings above.

Meets Standard. The attendance rate for the 2014/15 school year was 85%.

**WBWF Goal Areas Addressed by this Goal:** *Graduation Rates*

**Key Measures & Results for this Goal:** *Provide an analysis of the school's performance on this goal, addressing key measures.*

### **Educational Effectiveness: Assessment & Evaluation**

*Provide a narrative regarding the school's education effectiveness practices that integrate high-quality instruction, rigorous curriculum, instructional technology, and a collaborative professional culture that supports teacher quality, performance and effectiveness. Include:*

- *The school's process for assessing and evaluating each student's progress toward meeting state and local academic standards;*

For each student, the advisor monitors the students attendance, project completion and credits earned. Graduation plans are developed between the student and the advisor and the advisor monitors progress quarterly and yearly.

- *The school's process to review and evaluate the strengths and weaknesses of instruction and curriculum;*

We utilize a teacher evaluation progress, take into account Parent feedback, feedback and evaluations from the Authorizer and MN Department of Education. The school has also, in the past, contracted with outside agencies for a school evaluation.

- *The school's system to periodically review and evaluate the effectiveness of all instruction and curriculum, taking into account strategies and best practices, student outcomes, school principal evaluations under section 123B.147, subdivision 3, and teacher evaluations under section 122A.40, subdivision 8, or 122A.41, subdivision 5;*

Teacher evaluations are done yearly, and our process is modeled after the MN Department of Education’s model for teacher evaluations. Our evaluation has multiple points of contact and is careful to track progress on student learning goals. Curriculum is reviewed and adjusted yearly based on prior year feedback from teachers and parents. As a project-based school, we have ample flexibility in our curriculum. The school director is evaluated yearly by the school board, in accordance with best practices.

- *Specific information on strategies for improving instruction, curriculum and student achievement; and*

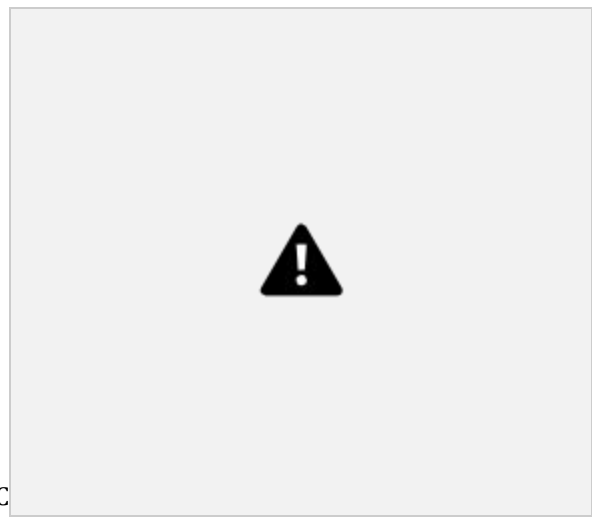
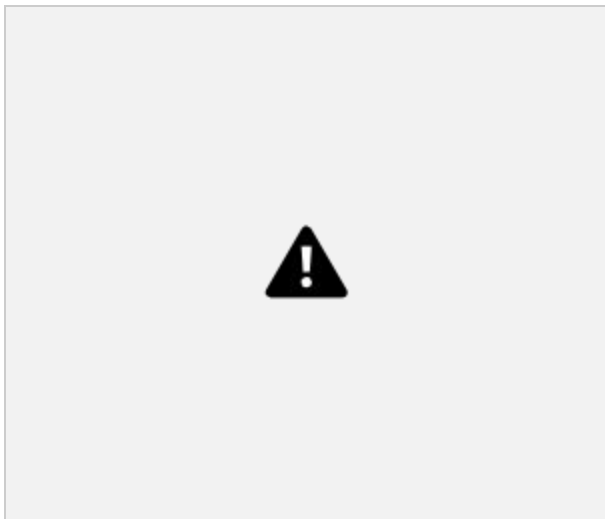
Please see the Record of Continuous Improvement for this information, Attachment 5.

- *Education effectiveness practices that integrate high-quality instruction, rigorous curriculum, technology, and a collaborative professional culture that develops and supports teacher quality, performance, and effectiveness.*

Our small –scale school and close-knit staff create a caring space and investment in student achievement. Individualized instructional practices are tailored to meet students at their academic levels and support their overall learning and personal growth. The individualized programs allows students to learn effectively and develop personal ownership over their education and development. Students each have their own Chromebook, we utilize Google Classroom and have recently invested in a 3D printer. Teachers attend a multitude of conferences to gain knowledge on new educational practices and technologies to use in an enhanced classroom.

## Student & Parent Satisfaction

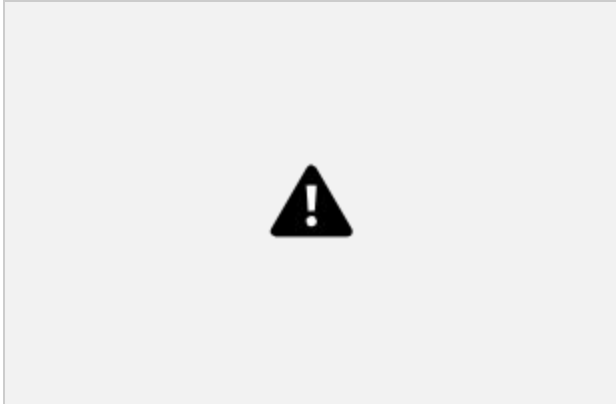
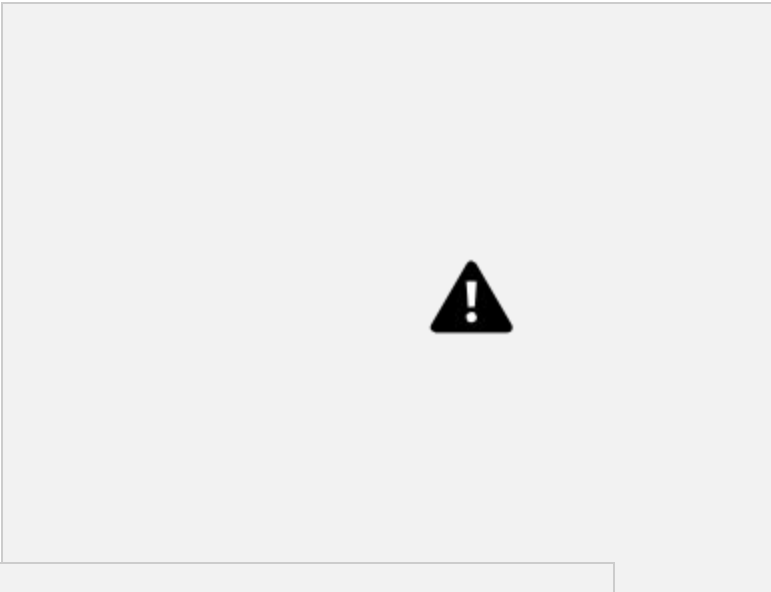
One June 1<sup>st</sup> students completed a student satisfaction survey, 61 out of 79 students completed the survey. Overall, students’ responses were very positive. Most questions were answered positively by more than 80% of the student body. A full summary of results are available as attachment 4 of this report.



Survey results show that students feel that AAHS is a generally safe environment. Related questions to this query such as “I get along with my peers” and “the environment is good for learning” show similar response levels. Peer relationships have a direct impact on feelings of safety and overall school environment. Results from these questions imply that we need to improve student’s relationships to each other. A positive school climate will improve responses to these question in the future.

The graph to the right highlights results of three separate questions which all relate to the work and learning completed by students. The results of these questions illustrate that students feel that they are encouraged to understand their work comprehensively and that they have choices regarding what they learn. This is a result of the project-based-learning approach that AAHS utilizes to encourage our students to make their own choices and take ownership over their education.

Areas in which AAHS can improve which were highlighted in this year’s student survey are the lunch program and student motivation. 50% of the students who responded to this survey stated that they were “neutral” about trying to do well in school. Less than 50% agreed or strongly agreed that they try and do well in school. While these



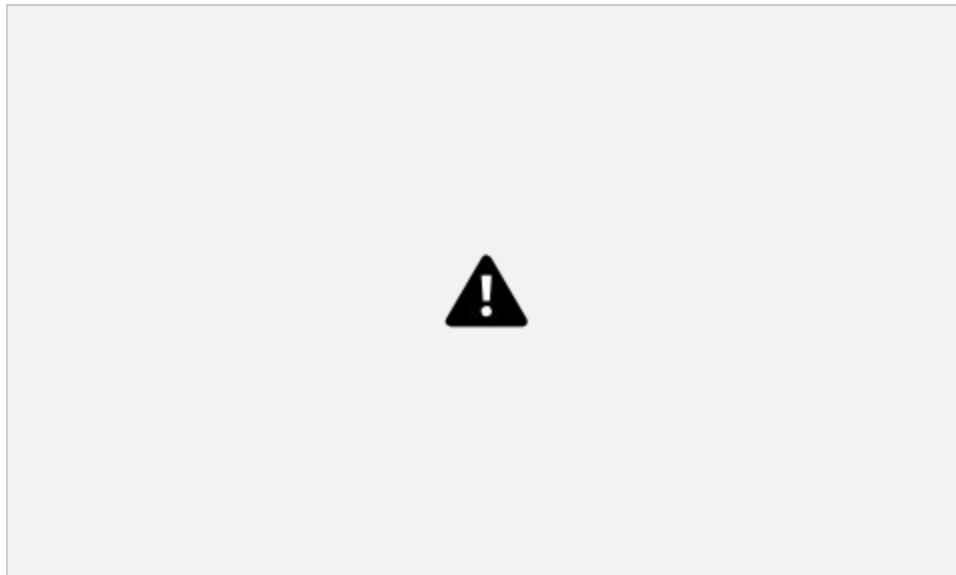
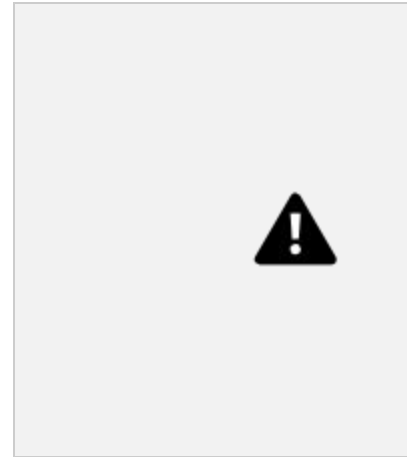
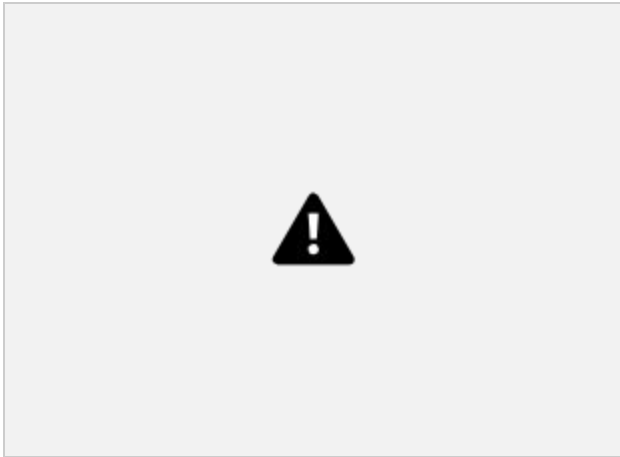
results are not surprising coming from high school students, we feel that our school is small enough that we can work on bolstering student motivation. This relates back to improving overall school climate which was discussed earlier.

Another area of concern is our food program, 71% of students stated that they disagreed with the statement “I am satisfied by the breakfast and lunch program”. In response to the school lunch satisfaction issue, the school feels that the lunches offered to students are healthy and well balanced. These are not the types of foods High School students prefer to eat but they are solid food choices and meet all State and Federal Standards.

## Parent Survey

11 parents participated in the parent survey for the 14/15 school year. This is an increase over last year, when no parents participated. Overall, results of the parent survey are very positive. Most questions have a response rate that is 90% positive, with the other 10% being “not sure”.

An area for improvement which was identified as a result of the parent survey is increased communication with parents. During the 15/16 school year we will strive to identify an efficient and effective communications strategy, or strategies.



Survey results also illustrated that we can provide more support to our parents. Increased communication with parents regarding student activities or projects may help parent’s better support their students learning. We will attempt to include parents better by increasing communication. A full summary of the parent survey can be found as Attachment 3 of this report.



End of Worlds' Best Workforce Components

## Environmental Education

The mission of Academic Arts High School's authorizer, the Audubon Center of the North Woods, is to "instill a connection and commitment to the environment in people of all communities through experiential learning." As part of our contract with our authorizer, we have agreed to the following environmental education goal:

**Staff, students and parents at Academic Arts High School, will increase their environmental literacy, and develop the knowledge, skills and attitudes to support a sustainable, healthy environment.**

The Audubon Center of the North Woods defines environmental education as the implementation of values and strategies that foster learning and create environmentally literate citizens who engage in creating healthy outcomes for individuals, communities, and the earth. Environmental literacy is the knowledge, skills, attitudes, motivation, and commitment to work individually and collectively toward sustaining a healthy natural and social environment. To meet the above goal, Academic Arts High School has agreed to provide opportunities to instill a connection and commitment to the environment through experiential learning.

### Indicator Area 1: EE-based Curriculum Components

Describe how the school integrates environmental education into the science curriculum and other disciplines.

- *In what ways does the school integrate environmental education into its academic program?*

Currently, the environmental science class curriculum at Academic Arts High School includes concepts such as resource management, carrying capacity, ecology, C/N/P cycles, and agriculture. These concepts are taught during the environmental science class and are measured using formative assessments such as fist to five, live blogging on the class website and KWL.

During the 2015/16 school year the Leave No Trace program will be implemented in our school. Traveling trainers will be visiting the school during opening week and provide guidance to students in developing Leave No Trace (LNT) principles for the school. These principles will guide students as they redevelop school culture to align with the seven principles of LNT.

- *Are EE values and strategies present in disciplines other than science? If so, in what way(s)?*

Due to the Project Based Learning and integrative learning approach of AAHS, environmental values are brought up in projects and learning activities regularly. Students are routinely encouraged to consider the environmental aspects and repercussions of any project. What follows are examples and short descriptions of projects that involved EE values.

**Watersheds and Politics:** Students learned about the nature of watersheds (areas in which rain or snowmelt runs off and drains into a river) and the politics that surround the ways this land is treated. We related this specifically to the controversy behind Minnesota's "Buffer Bill". The buffer bill requires that 50 feet along streams, rivers and runoff ditches be designated for perennial vegetation to help filter phosphorous, nitrogen, and sediment.

**Propaganda:** Our World History and Environmental Science classes both covered the purpose and implications of propaganda. In History class, students learned about the various types and psychology behind propaganda, in Environmental Science we had students use this knowledge to develop their own propaganda items for our Recycling program. Students produced PSA media posters, video, radio ads, etc. which promoted the recycling program, school forest and LNT principles.

**Examples PBL projects students initiated related to Environmental Education from the 14/15 school year include** Phenology, a science and language arts project related to brain function and size (phrenology). In science class, the student collected phrenology data and practiced journaling and data analysis in language arts class.

Students also linked topics between mathematics and science for a Stats of Recycling project. Students measured recycling habits, analyzed their collected data, presented the results and proposed changes based on their data.

- *Please provide a list of specific examples (e.g. courses, projects, EE-related student accomplishments, etc.) that demonstrate EE integration in science and other discipline areas.*

Students in the environmental science class participated in the following projects during the 2014/15 school year. : Recycling Organics, Water Sampling with the Dodge Nature Center, School Forest, Archery, Urban Gardening, and the Student Environmental Club.

The cross-disciplinary nature of project-based learning allows environmental concepts to be integrated into student projects as well. Student projects with EE components are the Phrenology project and Recycling Stats project which were mentioned previously.

## Indicator Area 2: Field Trips to Natural Areas

Describe how the school engages students in nature-related outdoor experiences at least twice per school year.

**Three day trip to Audubon:** April 13-15, 2015; students worked on the Ropes Course, went rock climbing, participated in a team challenge, Orienteering (a sport that requires navigational skills using a map and compass); the learning goals for this field trip were primarily to expose our urban students to the outdoors. Our students are from very low-income families and many of them have spent little to no time in what is described as “the great outdoors”. The purpose of this trip is to get them outside of city limits and developing a positive attitude towards nature.

**Archery Program** During the 2014/15 school year we ran a school-wide archery program. During this class we taught students safety protocols and basic archery techniques. The learning goals for this program were based on enrichment and physics. The students set personal goals related to their self-esteem, perseverance and self-improvement. Classroom discussion centered on the origins and necessity of archery historically as well as the physics involved affect arrow flight and piercing distance.

**Water Sampling** Through April and May students participated in water sampling. This involved sampling water, testing and analyzing the water samples from various locations in the school community. The learning goals of this activity were to understand the effects of point and nonpoint pollution, analyze the implications of impervious surfaces on urban watersheds and to understand the movement of water pollution within and beyond watersheds.

## Indicator Area 3: Promote Environmental Stewardship

*Describe how the students and faculty engage in activities that promote environmental stewardship at home and in their community or neighborhood.*

Academic Arts High School was awarded a grant by Dakota County Recycling and Organics Grant, which enabled the school to implement an organics recycling program at AAHS. The students involved in this program practice and teach responsible recycling and organics protocols to the rest of the student body. They did this through demonstrations and Public Service Announcement campaigns. The PSA campaigns involved posters throughout the school, emails and videos. These students were also involved in drafting the report on the grants success to Dakota County, giving them real life experience in implementing and reporting on a science focused grant.

*Provide the date (MM/YYYY), description, and targeted audience (e.g. community, families, neighbors, etc.) of activities that promote environmental stewardship at home or in the community during SY2014/2015.*

The organics recycling project (year-long) targeted the student body, their families, and community. This was accomplished through the PSA campaign and demonstrations provided by students.

*How do these stewardship activities increase the environmental literacy of the targeted audiences?*

The organics recycling program provided students with the opportunity to demonstrate ownership and mastery over an environmental topic. Sharing this information through demonstrations and public service announcements increases the environmental literacy of the entire school.

### Indicator Areas 4 & 5: EE Elective Trend Areas

Describe how the school participates in at least two activities in at least two trend areas.

**Indicate the elective trend area(s) in which your school participates:**

X EE trained teachers or experts

Energy efficiency

Food program

X Natural vegetation/wildlife use

X Outdoor recreation

Operations & Finance

X Waste reduction

Organics Recycling: A year-long project in which students learned about organics recycling, procured the necessary tools and demonstrated their use to the student body. This activity meets elective trends: EE trained teachers or experts, and waste reduction.

Archery: the Archery program ran in fall and winter of the 2014/15 school year. This activity meets the elective trends for Outdoor Recreation and also partially wildlife use for its practical application towards hunting that students may pursue at their own leisure.

### Indicator Area 6: Commitment

*Describe how the school uses its resources to carry out EE mission match activities.*

The school secured two environmentally focused grants for the 2014/15 school year. The first was used for the organics recycling program and the second for the archery program. General education funds are used to fund the environmental science class and student field trips. Field trips taken include two trips to Como Park, a 4-day excursion to Audubon Center of the Northwoods as well and short trips out for water sampling activities.

*Describe the school's commitment to EE in its financial and operational decision-making.*

Our student population is urban, our Environmental Education program is oriented towards getting students into nature and educated about how to integrate it into their lives. This involves

trips to several local nature preserves that are near to our schools. Familiarizing students with where their local parks and nature centers are is one step. Teaching them how to enjoy and treat these areas with respect is the next. Next school year, we will be utilizing Leave No Trace (LNT) as our guiding principles. When planning the school year's field trips we consider their impact on our students' relationship to nature and the benefit they will gain from each experience.

### Indicator Area 7: Science Proficiency

This indicator is addressed in section 7. Academic performance: Goals & Benchmarks.

### Indicator Area 8: Environmental Literacy

Are students knowledgeable about the environment, and have the capacity and commitment to engage in inquiry, problem-solving, decision-making, and action to foster environmental sustainability?

- *Describe the school's approach to environmental education.*  
AAHS seeks to highlight environmental education through the environmental science class. The school also seeks to integrate concepts of environmental literacy into the cross-disciplinary project-based learning approach. Attendance at experiential learning days is encouraged for both students and parents. AAHS tries to include environmental literacy into students overall worldview.
- *What have been your success and challenges related to environmental education?*

Our students enjoy the overnight to the Audubon Center. Getting out of the city and participating in the variety of outdoor activities is greatly enjoyed by our students. All of our environmental and outdoor based activities for the year were enjoyed by students, the Audubon trip was their favorite.

- *Have the school's EE activities impacted students' environmental literacy? How do you know?*

This year's recycling initiative was very effective in developing students' environmental literacy. Students engaged with this program and took great ownership over it during the school year. We feel that environmental literacy is a person's ability to interact with the world in daily life with an understanding of how their actions impact the environment and how to interact with the environment sustainably. Our activities in water sampling, recycling, and camping work on developing this sense of awareness regarding environmental impacts.

- *If not, what future plans does the school have to increase students' environmental literacy through curriculum-based measures?*

During the 2015/16 school year we will be implementing Leave No Trace practices in our school. A LNT trainer will come meet with students at the beginning of the school year and assist in developing a set of principles for the school to follow for the 15/16 school year. Students will be in charge of implementing these principles and holding our school accountable.

## Governance and Management

### BOARD OF DIRECTORS

*Provide a brief narrative about the capacity and role of the board. This narrative should address key indicators included on the ACNW evaluation (see below).*

#### Board Membership Table

Member Name	Board Position	Member Type	Date Seated	Term Expiration	Attendance
Zimmiewicz, Bill	Community Member	Community Expert	11/18/14	11/18/17	100%
Ng, Andrew	Teacher Member	Math Teacher	11/18/14	11/18/17	100%
Fjelstad, Heather	Teacher Member	Special Education Teacher	11/19/13	11/19/16	85%
Thompson, Kelley	Secretary	Community Member	11/20/12	11/20/15	85%
Hoffman, Michelle	Parent Member	Parent Member	11/19/13	11/19/16	100%
Downs, Craig	Chair	Lawyer	11/18/14	11/18/17	100%
Medwetz, Laura	Community Member	Professor, St. Thomas	11/18/14	11/18/17	73%

Board training was held on: November 22<sup>nd</sup>, 2014 and performed by Bryan Rossi. All board members attended and were trained in accordance with the rules and regulations required of charter school board members. In the fall of 2014 Bill Zimmiewicz was added to the AAHS School Board. Bill is the Executive Director of Jennings Community Learning Center and brings many years of experience in charter schools and education to the school board. Laura Medwetz is a Professor at the University of St. Thomas, teaching in the Special & Gifted Education program. Heather Fjelstad also joined the school board in the fall of 2014, Heather is a special education teacher for our school.

Approval of School Policies:

POLICY	DATE APPROVED	REVIEW DATE
BULLYING	11/18/2014	11/18/2015
CONFLICT OF INTEREST	11/19/2013	11/19/2015

CONTRACTING/PURCHASING	11/19/2013	11/19/2015
FUND BALANCE	9/30/2013	9/30/2015
LOTTERY	11/19/2014	11/19/2016
NEPOTISM	11/19/2013	11/19/2015

The school materially complies with applicable laws, rules, regulations and provisions of the charter contract and school bylaws relating to:

- ❖ School board composition and the board demonstrates the capacity to govern an effective charter school
- ❖ Board member training
- ❖ Effectively and transparently conducting meetings:
  - A discernible method for conducting meetings (i.e. Robert’s Rules)
  - Complying with MN Open Meeting Law
  - Timely distribution of board materials prior to meetings to board members and authorizer
  - Appropriate documentation of board and committee meetings
- ❖ Board decision-making and oversight, including but not limited to:
  - Establishing, reviewing and implementing policy
  - Establishing performance expectations that are in alignment with charter contract
  - Regularly reviewing academic, financial and operational data
  - Overseeing school improvement plans as necessary
  - Conducting timely review and approval of key organizational documents including the budget, contracts for service, facility lease, annual reports, and financial audits.



## Staffing

There is no staff turnover to report for the 14/15 school year. A few teachers are changing positions for the 2015/16 school year, but no staff have left or been let go. As a charter school, we are incredibly proud of our strong and consistent staffing base. Our staff are highly invested in our students and our school. We see this as one of our greatest strengths as a school.

### Licensed Teaching Staff

<b>Name</b>	<b>File #</b>	<b>License/Assignment</b>	<b>2014/15 Status</b>
Fjelstad, Heather	476801	Special Education Coordinator	Returning
MacLachlan, James (Josh)	443250	Secondary Science Teacher	Returning
Ng, Andrew	449484	Secondary Mathematics Instructor	Returning
Peterson, Julie	997261	Special Education Instructor	Returning
Thompson, Kelley	460463	Language Arts Instructor	Returning
Wright, Kristen	463254	Special Education Instructor	Returning
Morgen, Linnea	482162	Social Studies	Returning

### Other Staff

<b>Name</b>	<b>Assignment</b>	<b>2014/15 Status</b>
Cody, Ty	School Psychologist	Returning
Davin, Lauryn	Administrative Assistant	Returning
Ingram, Donald	Paraprofessional	Returning
Wright, Kristen	Director	Returning
Yang, Shoua	Administrative Assistant	Returning
Lambert, Shanika	Paraprofessional	Returning
Cellette, Joe	Paraprofessional	Returning
Parilla, Mari	Paraprofessional	Returning

## MANAGEMENT

Academic Arts High School has two staff in administrative positions. This includes an Administrative Manager, Administrative Assistant, both of which report to the Executive Director. The Executive Director reports to the Board of Directors.

Instructional and Administrative staff peer evaluate each other at the end of the year on that year's performance with anonymity. This includes Instructional staff evaluating Administrative staffs' performance with anonymity. Evaluations are then given to the Board of Directors to evaluate.

### Professional Development Plan(s) and Implementation

#### PROFESSIONAL DEVELOPMENT PLAN FOR AAHS Board of Directors

<b>AAHS - Board of Directors Professional Development Plan</b>			
	2015-16	2016-17	2017-18
Board Training			
Governance	All board members	All board members	All board members
Finance	All board members	All board members	All board members
Operations	All board members	All board members	All board members
Major responsibilities: Govern an effective charter school Goals: Effectively conduct board meetings, board decision and oversight of school Actions: Properly train all board members Evaluation: Evaluate the school's director, board self-evaluation			

#### PROFESSIONAL DEVELOPMENT PLAN FOR Kristin Wright, Director

##### Professional Development Context (Section 1)

- A. From your self-reflection time and worksheets write into this section a narrative what represents the primary factors that you used to form this PDP. Factors that may be important: your situation, targeted personal areas for growth, school situation, important values and goals in the school, opportunities you know about, etc. This narrative will help you and any who read the PDP appreciate what led you to this plan.

I am new to this position and it is not a position that I had planned to be in. I am also fairly new in the education game so I could use guidance to resources. I would like to build my management and leadership skills as well as communication with staff, students and parents.

AAHS has had enrollment increase fairly steadily over the past couple years and the staff and I have worked to create a mostly autonomous and teacher-powered school. I am currently taking classes to earn my masters in Educational Leadership and participating in an educational policy fellowship with the Center for Policy Design. I would like to work on education policy that is relevant to my school.

- B. Description of the Situation: Succinctly describe your Job Responsibilities and how these link to your school's Mission, Goals & Results, and your current situation as Director.

#### Overview of Responsibilities

- A. promoting the mission of AAHS
- B. understanding the community in which AAHS operates
- C. ensures the needs of all students are met as much as possible including, but not limited to, special education students, English language learners and at-risk students
- D. oversight of the continuing operation of the school
- E. leading the staff (staff consists of faculty and non-faculty staff)
- F. oversees financial management and budgeting
- G. policy/legislative work
- H. management of overall AAHS administration including physical facilities, equipment, capital investment and supplies
- I. provides information to Authorizer as requested and/or required.

Our policies and curriculum are guided by four main pillars:

- Authentic Learning
- Environmental Education
- Real-world Readiness
- Personal Relationships

My job as director is to oversee and make sure that all of this happens. I need to identify where things aren't working and come up with solutions.

- C. Supervision and Support: Who will you be accountable to for your PDP? Who will support and help evaluate your progress?

The Instructional Lead will hold me accountable on a day to day basis and the board will oversee it as a whole.

#### **Professional Development Plan Components (Section 2)**

### Professional Goals

1. Continuing Ed. - Mankato - Professional Development
2. Pursue more grants
3. Community/Parent Interactions
  1. Monthly newsletter
  2. Monthly Meeting (PTA)

### Personal Goals

1. Scheduling
  1. Observations
  2. Student time outside of the front
2. Find comfort in your role
  1. Plan Future
3. Organization

## Operational Performance

Academic Arts High School materially complies with applicable laws, rules, regulations, and provisions of the charter contract relating to:

- Academic Arts High school completes relevant compliance and reporting requirements for the authorizer, state education agency, and/or federal authorities, including but not limited to:
  - State reporting and applications, including but not limited to: MARSS, STARS, UFARS, EDRS, Q Comp, DIRS, lease aid;
  - TRA/PERA;
  - School website is compliant with statutory and authorizer expectations;
  - Insurance coverage;
- the school facilities, grounds and transportation, including but not limited to:
  - Fire inspections and related records;
  - Viable certificate of occupancy or other required building use authorization;
  - Physical space provides a safe, positive learning environment for students;
  - Appropriate and safe student transportation practices;
- health and safety, including but not limited to:
  - Nursing services and dispensing of pharmaceuticals;
  - Food service;
  - Emergency management plan;
- admission and enrollment rights of students, including but not limited to policies and practices related to admissions, lottery, waiting lists, fair and open recruitment;
- due process and privacy rights of students, including but not limited to:
  - Due process protections, privacy, civil rights and students liberties requirements, including First Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction;
  - Conduct of discipline pursuant to the Pupil Fair Dismissal Act;
  - Maintain the security of and provide access to students records under the Family Educational Rights and Privacy Act and other applicable authorities;
  - Transfer of student records;
- employment including transparent hiring, evaluation and dismissal policies and practices;
- required background checks for all school employees

## Finances

**Questions regarding school finances and for complete financials for 2014-2015 and/or an organizational budget for FY16 contact:**

Position: Dean Walczak – Finance Manager

Phone: 612-396-3694

Email: dean.walczak@dwfinman.com

Dean Walczak Financial Management LLC provides accounting services for School.

The information presented below is from the yearend financial reports. A full financial audit will be completed and presented to Minnesota Department of Education and Audubon Center of the North Woods no later than December 31, 2015.

<b>FY15 Finances</b>	Fund 1	Fund 2	Total all funds
FY14 Accrued received in FY15 Revenue	\$149,761	\$3,008	\$152,769
FY15 accrued and received Revenue	\$1,036,018	\$9,929	\$1,045,947
<b>TOTAL REVENUE</b>	\$1,185,779	\$12,937	\$1,198,716
<b>TOTAL EXPENDITURES</b>	\$1,083,217	\$21,379	\$1,083,217
Net Income	\$123,941	\$(8,442)	\$115,499
Fund Balance	\$297,673	\$(11,450)	\$286,223
FB % of expenditures	27.5%		26.4%

### Overview

The FY15 school year continued to see growth in student numbers and resulting changes to staffing and operations related to that growth. The overall budget increased in Revenue and Expenses. Delayed payments to the school from the state provided some challenges for cash flow, but overall the school was able to make positive gains in its overall financial position. Gains in special education students resulted in increases in staffing in the special education department. The initial budget for the year was based on an enrollment of 85 (ADM) with the guidance from the board to work towards growing enrollment to 100. An enrollment of 85 represented a small

increase over our ending enrollment of the previous year. We reached and maintained our target ADM in October and from February on were + 5 students of the growth goal of 100 students.

### **Revenues**

*General Fund 01* - Primary revenue sources continued to be funding from the State of Minnesota.

Overall total revenue increased as a result of an increase in student numbers and higher retention of students.

*Food Service Fund 02* – This was our second year of food service operation and the revenue source continued to be the state for students using the food service program.

### **Expenses**

Gen Fund 01 – Operating expenses on a per pupil basis went down. Investments in technology, such as a 3 D printer, additional computers and better network were made while still being able to build our cash reserves.

Food Service Fund 02 – Expenses continue to outpace revenues primarily as a result of decisions made (need some help here putting this in politically correct/not get in trouble language - basically - we are offering free meals to everyone while at the same time trying to get as many eligibility forms returned as possible. A transfer of funds from the general fund to the Food Service Fund was authorized by the board. The FY16 budget has a line item for transfer from the General Fund to the Food service Fund as an on-going item.

### **Net Income and Fund Balance**

General Fund 01 - Preliminary financials show an increase in Net income for FY15 and a resulting net increase in the fund balance. The goal of the school was to reach fund balance percentage of 25% by year end. We exceeded this goal.

Food Service Fund 02 – Due to school policy, fully supported by the board, regarding Food Service. The meals program at AAHS will continue to result in negative balances. As previously noted, a transfer to the fund has been authorized and the FY16 and future budgets will include an annual transfer from accounts.

## **World's Best Workforce Annual Budget**

*Brief narrative on the budget allocated to implement the WBWF plan.*

There was no separate budget for the World's Best Workforce plan for the 2014/15 school year. This will be addressed during the 2015/16 school year.

## Future Plans

In tandem with the school's authorizer, Academic Arts plans to focus on data-driven assessment in the coming school year. Creation of a new position -- Instructional Liaison, will enable to school to actively pursue and monitor data-driven assessment efforts. The instructional liaison will be hired from existing AAHS staff, and a new teacher will be hired to fill in the open teaching slot. The IL will focus on data-driven assessments, curriculum alignment, professional development and implementation of the Understanding by Design instructional approach.

At least one AAHS teacher will be attending the Leave No Trace Master Educator course in the summer of 2015. Leave No Trace (LNT) is a national education program dedicated to promoting and inspiring responsible recreational practices through education, research and partnerships. Having a Master Educator in LNT allows for all students at AAHS to participate in Leave No Trace training. This program will enrich the curriculum at AAHS and more closely align the curriculum with the mission of the school's authorizer.

A second science teacher will be added to the school staff for the 2015/16 school year. This will allow AAHS to have a science teacher focused on Environmental Sciences and one on Engineering.

Additional purchases will be made for the 21<sup>st</sup> Century Learning Lab. AAHS intends to purchase a 3D printer, DSLR Cameras, additional computers and software for recording, digital design and film production.

Implementation of the Understanding by Designs instructional approach will begin in the summer of 2015 and continue throughout the 2015/16 school year. Understanding by Design (UbD) utilizes a "backwards design" model which focuses on "big ideas" and "core tasks" of understanding/transfer to frame and plan curriculum; focuses on anticipating student misunderstandings, and makes assessment a central part of curriculum design instead of an afterthought. This process requires "test as you go" or more formative assessment as well as consistent (early and often) feedback. This feedback is for students and staff. Peer review is an essential part of this model.



Attachment 1 - School Calendar



## 2014-2015 School Calendar

District 4119  
60 E Marie Ave Suite 220  
W. Saint Paul, MN 55118  
651-457-7427

Board Approved 6/17/2014

AUGUST 2014						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August  
25-28 Staff Workshop

SEPTEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September  
2-First day of school  
12- Project/Presentation Friday 1/2 day  
25-Experiential Day  
26- Project/Presentation Friday 1/2 day

OCTOBER 2014						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October  
10- Project/Presentation Friday  
16- No School/Ed Visions Conversation Day  
17-Education MN No School  
30- Experiential Day  
31- Project/Presentation Friday 1/2 day

NOVEMBER 2014						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

November  
20-Experiential Day  
21- Project/Presentation Friday 1/2 day  
27 & 28- Holiday/No School  
26- half day

DECEMBER 2014						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December  
5- Project/Presentation Friday 1/2 day  
18-Experiential Day  
19- Project/Presentation Friday 1/2 day  
22-Jan 2-Winter Break

JANUARY 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January  
16- Project/Presentation Friday 1/2 day  
19- MLK/No School  
29-Experiential Day  
30- Project/Presentation Friday 1/2 day

February  
13- Project/Presentation Friday 1/2 day  
16-Presidents Day/No School  
12 & 13 Prof. Development (No Students)  
26-Experiential Day  
27- Project/Presentation Friday 1/2 day

FEBRUARY 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March  
9-MCA testing window opens  
13- No School/ Ed Visions Conversation Day  
23-25 Ed Visions Wolf Ridge  
26-Experiential Day  
27-Project/Presentation Friday 1/2 day  
30-April 3 Spring Break

MARCH 2015						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April  
10- Project/Presentation Friday 1/2 day  
23-Experiential Day  
24- Project/Presentation Friday 1/2 day

APRIL 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

May  
8- Project/Presentation Friday 1/2 day  
8-MCA Testing session closed  
25-Holiday/No School  
999 Audubon Retreat  
28- Project/Presentation Friday 1/2 day

MAY 2015						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June  
4-End of Year celebration 1/2 day  
4-Last day of school  
4- Graduation at the Wington Pavilion 5pm-7pm

JUNE 2015						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

### Color Key

First/Last Day of School
No School/Holiday
Experiential/Half day 8am-12
End of Quarter

JULY 2015						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31



## Attachment 2 – Life Plan Guidelines

The Life Plan is a single project that earns two credits at Academic Arts High School. Students are expected to be working and regularly checking with their advisor on their progress. This project may take upwards of 100+ hours.

The proposal and presentation processes should remain the same, but the content of the Life Plan should be about you and your future and should have the following elements:

- 1.) My Career
- 2.) My Life
- 3.) My Credit
- 4.) My Budget
- 5.) My Paperwork

### 1.) My Career:

**Students will use an interest inventory and their own personal exploration to create a collection of potential career opportunities and the necessary training/skills that are needed for these career options. Also, students will also recognize some of the challenges and obstacles they may face in these career choices.**

#### 1.) **List your interests** (1-2 pages)

What interests you? Search the internet for help with an "interest inventory" or ways to explore your interests. Think about your personality and what you like doing.

Come up with an extensive list of interests - They don't all have to have a practical career application right away. They don't all have to make money. Answer: What would you like to do every day? What makes you curious? What makes you happy? Where would you like to be? Who would you like to be working with? Come up with more of your own questions and answer them. Does your paper match the interest inventory?

#### 2.) **List career choices** with descriptions (1-2 pages)

Come up with a list of major career fields that interest you and get more detailed as you narrow down and explore three specific professions. For example, narrow the large field of psychology to a specific career choice such as "police psychologist specializing in post-traumatic stress disorder."

One way to help you think of careers is to start at the other end: Look through the employment listings at Startribune.com, or go to different companies' websites and look at their "employment opportunities" pages.

**3.) List training, education, and obstacles** for each career choice (1-2 pages)

This will require research, but sometimes it could be as simple as making a phone call: If you find someone willing to talk to you, they'll likely be pretty open about the education, training, and obstacles they needed to overcome to do a certain job.

Otherwise, use the internet to find what specific professions require in terms of types and hours of training, what type of education or degree is needed, etc.

**2.) My Life:**

- Lifestyle Choices: Students will explore their preferred lifestyle choices which may include, but is not limited to: location of residence, hours working per week, family structure, mode of transportation, type of housing, vacation and leisure time, and monetary comfort.

- Personal Choices: Students will explore the impact their personal, family, and consumer choices have on their personal life, family life, and local and global society. This may include, but is not limited to: home maintenance, transportation choices, purchasing, cooking food, cleanliness, and entertainment.

The choices and information found from the "My Career" section, will influence your choices in the "My Life" portion of the life plan, as well as the rest of your Life Plan, since you will now know what type of salary you might expect with your career options.

**1.) Lifestyle Choices** (1-2 pages)

The "Lifestyle Choices" half of this is fun, as you will be picturing your ideal life: Where would you like to live and why? How many hours would you like to work a week and why? How will you get around? What type of housing, vacations, and leisure time would you like?

**2.) Personal Choices** (1-2 pages)

The "Personal Choices" half begins to ground those choices in every day routines: If you picture a beautiful apartment, how often will you clean it? Will you learn how to fix your furnace, or will you hire someone to do it? Will you cook your own food or

always order out? What effects will your choices have on the community and your family? If you eat nothing but drive-through fast food, what's the effect on your health, your wallet, and your community?

### **3.) My Credit**

- Credit Choices: Students will examine the risks and benefits of credit and investment in various circumstances such as: credit cards, mortgages, car loans, post-secondary/college loans, mutual funds, retirement plans and savings accounts. The student will also examine how credit ratings are developed and how those ratings can impact what loans a person is able to obtain.

#### **1.) Credit Choices**

What is a credit rating and what makes a rating improve or drop? What are the risks of using credit cards and not paying your bills on time? How much money do you need for a down payment on a house?

**The end product will be an in-person presentation or speech.** You could either do the research online or seek the help of a credit counselor. Either way, the answers need to be in your own words, so that it's clear you've learned them. You can use a few notes to remind you of what you're going to say for the presentation, but the presenter mustn't read directly from notes or the speech outline.

### **4.) My Budget**

- Budgets: Students will create a sample personal and/or family budget reflecting their lifestyle choices and career options based on research of the area the student would like to reside.

#### **1.) Create a budget**

Now that you've chosen a career and lifestyle and a place where you'd like to live, can your job pay the rent and bills? Can you keep your credit good? Create a monthly budget to make it work. The end product will be a **budget in a spreadsheet**. The template will be provided. Incorporate, at minimum, the following items:

- a. **Monthly Salary**
- b. **Rent or Mortgage**

- c. **Property Taxes**
- d. **Utilities and Garbage**
- e. **Groceries or Food**
- f. **Gas or Transportation**
- g. **Bills (Credit Cards, Student Loans, etc.)**
- h. **Vehicle Payment (If Applicable)**
- i. **Insurance (Health, Car, House, etc. If Applicable)**
- j. **Clothing**
- k. **Entertainment**

## **5.) My Paperwork**

- Health Care: Students will explore the role of health care in their life and examine various options and plans for health care insurance.

- Post-Secondary Paperwork/Job Applications: Students will practice filling out important paperwork for applications toward a job in the field of interest or application to a college with a program for desired degree. Students may complete paperwork required to be accepted into a college and application for financial aid (FAFSA), or application for work in their field.

### **1.) Write a resume and cover letter**

In order to find work, you will need to create a resume of your academic and professional achievements. Search resumes and cover letters and/or ask friends, family, and other resources to find what others have done for these important documents. Find out what looks good and what you should avoid.

### **2.) Apply for a Job and/or Post-Secondary Options**

Once your resume and cover letters are completed, find what requirements a few post-secondary options and professions require for enrollment or employment. Find the paperwork and applications for some choice schools and/or jobs. Fill them out as part of your final product.

The final products for this section will be **copies of real job, school, financial aid, and insurance applications**. You will create, fill out, and hand in a **copy of your resume and cover letter**. Find what references you can use for employment applications.

The Life Plan should have many sources, so keep track of where everything came from!

## **Life Plan Recap**

The items you will need to turn in are the following:

- List your interests (1-2 pages)
- List career choices with descriptions (1-2 pages)
- List training, education, and obstacles for each career choice (1-2 pages)
- Lifestyle Choices (1-2 pages)
- Personal Choices (1-2 pages)
- Credit Choices and Ratings Presentation or Speech Outline
- Budget Spreadsheet
- Resume and Cover Letter
- Applications for Employment, School, Financial Aid, and Insurance



# Attachment 3: Summary of Parent Survey

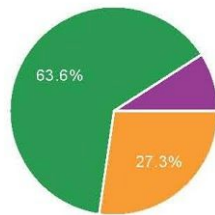
designlearn2233@gmail.com [Edit this form](#)

## 11 responses

[View all responses](#) [Publish analytics](#)

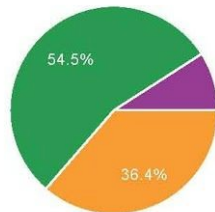
### Summary

#### My student enjoys going to school at Academic Arts High School



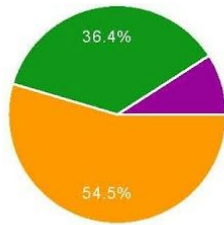
Strongly Disagree	0	0%
Disagree	0	0%
Agree	3	27.3%
Strongly Agree	7	63.6%
Not Sure	1	9.1%

#### My student is making academic progress at AAHS



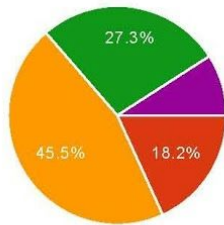
Strongly Disagree	0	0%
Disagree	0	0%
Agree	4	36.4%
Strongly Agree	6	54.5%
Not Sure	1	9.1%

**My student enjoys the classes and coursework at AAHS**



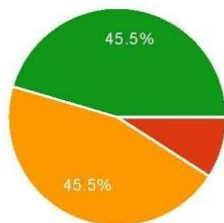
Strongly Disagree	0	0%
Disagree	0	0%
Agree	6	54.5%
Strongly Agree	4	36.4%
Not sure	1	9.1%

**My student is challenged by the classes and coursework at AAHS**



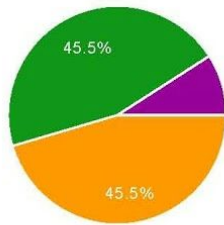
Strongly Disagree	0	0%
Disagree	2	18.2%
Agree	5	45.5%
Strongly Agree	3	27.3%
Not sure	1	9.1%

**AAHS succeeds in motivating my student to achieve academically**



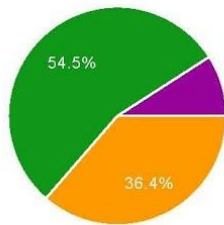
Strongly Disagree	0	0%
Disagree	1	9.1%
Agree	5	45.5%
Strongly Agree	5	45.5%
Not sure	0	0%

**My student is becoming a better reader at AAHS**



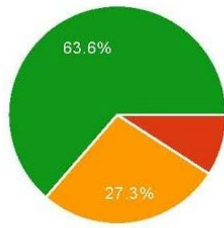
Strongly Disagree	0	0%
Disagree	0	0%
Agree	5	45.5%
Strongly Agree	5	45.5%
Not sure	1	9.1%

**My student is becoming a better writer at AAHS**



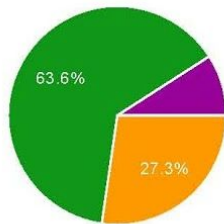
Strongly Disagree	0	0%
Disagree	0	0%
Agree	4	36.4%
Strongly Agree	6	54.5%
Not sure	1	9.1%

**I think the teachers and director are very accessible**



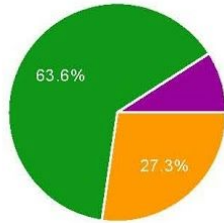
Strongly Disagree	0	0%
Disagree	1	9.1%
Agree	3	27.3%
Strongly Agree	7	63.6%
Not sure	0	0%

**I think AAHS staff are accessible to discuss curriculum or other issues with parents**

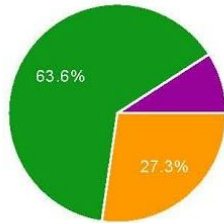


Strongly Disagree	0	0%
Disagree	0	0%
Agree	3	27.3%
Strongly Agree	7	63.6%
Not sure	1	9.1%

**I think the staff are very welcoming and supportive of students**

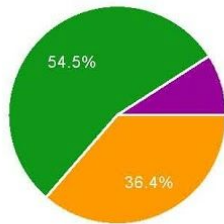


**Parents are welcomed and supported by AAHS staff**



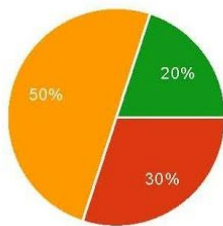
Strongly Disagree	0	0%
Disagree	0	0%
Agree	3	27.3%
Strongly Agree	7	63.6%
Not sure	1	9.1%

**I think the teachers and staff are knowledgeable and competent**



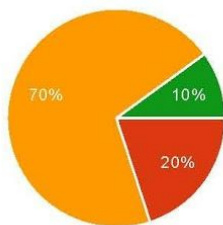
Strongly Disagree	0	0%
Disagree	0	0%
Agree	4	36.4%
Strongly Agree	6	54.5%
Not sure	1	9.1%
Other	0	0%

**I feel “up to date” and well informed about events and special dates**



Strongly Disagree	0	0%
Disagree	3	30%
Agree	5	50%
Strongly Agree	2	20%
Other	0	0%

**I feel I receive enough information to help with homework or school projects**



Strongly Disagree	0	0%
Disagree	2	20%
Agree	7	70%
Strongly Agree	1	10%
Other	0	0%

**What do you feel the school could improve on? How would you suggest we improve on it?**

Online access for parents to student's academic records/grades/missing work/attendance.

The social studies class. I would suggest give her different materials to work with.

Teaching more life skills classes. Checkbook and banking, cooking, basic ironing, sewing a button on, health and wellness. Taking care of oneself. Proper body

maintenance, how to take care of a vehicle - the basics.

Mailings always came after the dates on them.

rename the turtle

**17. If you would like to be contacted about any comments or concerns that you may have, please leave your name and number:**

Cheryl Koehnen (651) 428-8344

Jack Koehnen (651) 621-4308

**Number of daily responses**







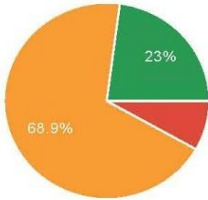
# Attachment 4: Student Survey Summary Results

# 61 responses

[View all responses](#)   [Publish analytics](#)

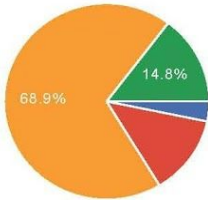
## Summary

**I am improving my skills in reading through my work at AAHS**



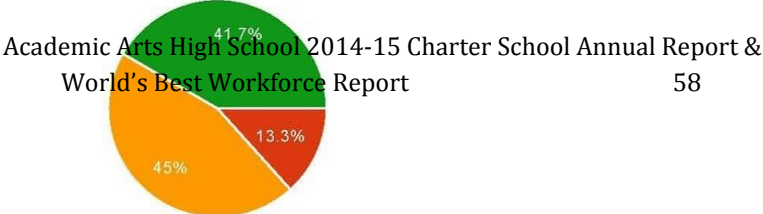
Strongly Disagree	0	0%
Disagree	5	8.2%
Agree	42	68.9%
Strongly Agree	14	23%

**I am satisfied with AAHS's program in reading**



Strongly Disagree	2	3.3%
Disagree	8	13.1%
Agree	42	68.9%
Strongly Agree	9	14.8%

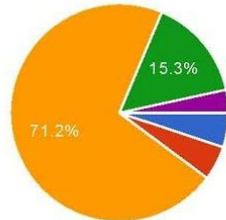
**I am improving my skills in math through my work at AAHS**



Strongly Disagree	0	0%
Disagree	8	13.3%

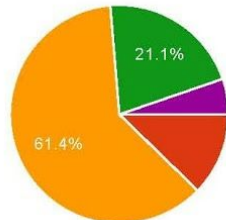
Agree	<b>39</b>	65%
Strongly Agree	<b>13</b>	21.7%

**In this school, you have to do work that really makes you think**



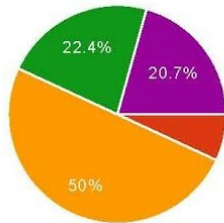
Strongly Disagree	<b>3</b>	5.1%
Disagree	<b>3</b>	5.1%
Agree	<b>42</b>	71.2%
Strongly Agree	<b>9</b>	15.3%
Other	<b>2</b>	3.4%

**Even when others get discouraged, I know I can find a way to solve the problem.**



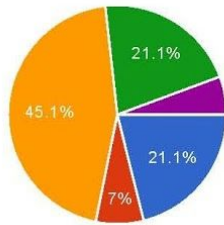
Strongly Disagree	<b>0</b>	0%
Disagree	<b>7</b>	12.3%
Agree	<b>35</b>	61.4%
Strongly Agree	<b>12</b>	21.1%
Other	<b>3</b>	5.3%

**I try hard to do well in school**



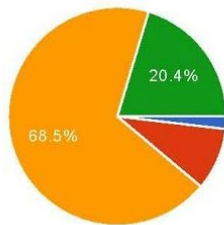
Disagree	4	6.9%
Neutral	29	50%
Agree	13	22.4%
Strongly Agree	12	20.7%

**I feel that my teachers provide me choices and options**



Strongly Disagree	15	26.8%
Disagree	5	8.9%
Agree	32	57.1%
Strongly Disagree	15	26.8%
Other	4	7.1%

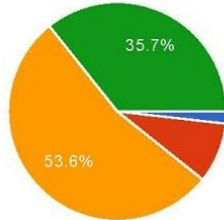
**My teachers encourage me to ask questions**



Strongly Disagree	1	1.9%
Disagree	5	9.3%
Agree	37	68.5%

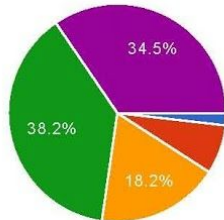
Neutral	11	20.4%
Other	0	0%

**Teachers at AAHS are continually challenging me to do my best work**



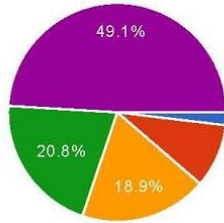
Strongly Disagree	1	1.8%
Disagree	5	8.9%
Agree	30	53.6%
Strongly Agree	20	35.7%
Other	0	0%

**Teachers in this school want students to really understand their work, not just memorize it**



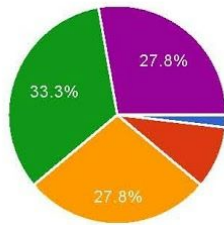
Strongly Disagree	1	1.8%
Disagree	4	7.3%
Neutral	10	18.2%
Agree	21	38.2%
Strongly Agree	19	34.5%

**I feel safe, physically and emotionally, at AAHS**



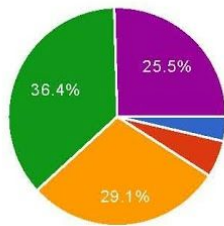
Some of the time	5	9.4%
Usually	10	18.9%
Most of the time	11	20.8%
Always	26	49.1%

**The environment at AAHS is good for learning**



Rarely	1	1.9%
Some of the time	5	9.3%
Usually	15	27.8%
Most of the time	18	33.3%
Always	15	27.8%

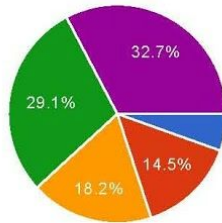
**I get along with my peers at AAHS**



Rarely	2	3.6%
Some of the time	3	5.5%

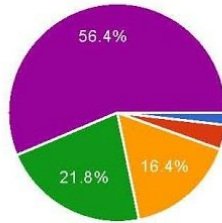
Usually	16	29.1%
Most of the time	20	36.4%
Always	14	25.5%

**Students are treated fairly at AAHS**



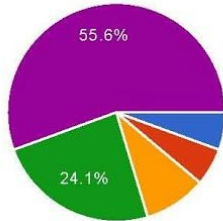
Rarely	3	5.5%
Some of the time	8	14.5%
Usually	10	18.2%
Most of the time	16	29.1%
Always	18	32.7%

**I think the staff is welcoming and supportive of students**



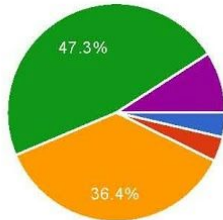
Rarely	1	1.8%
Some of the time	2	3.6%
Usually	9	16.4%
Most of the time	12	21.8%
Always	31	56.4%

**I would recommend AAHS to my friend or others**



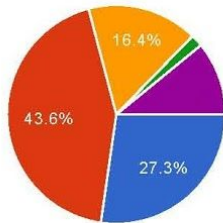
Frequency	Count	Percentage
Some of the time	3	5.6%
Usually	5	9.3%
Most of the time	13	24.1%
Always	30	55.6%

**There is at least one staff member at AAHS I can go to for help on problems at school or outside of school**



Strongly Disagree	2	3.6%
Disagree	2	3.6%
Agree	20	36.4%
Strongly Agree	26	47.3%
Not Sure	5	9.1%

**I am satisfied by the breakfast and lunch program**



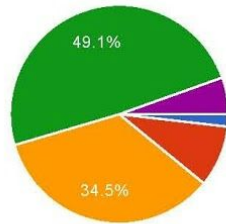
Strongly Disagree	15	27.3%
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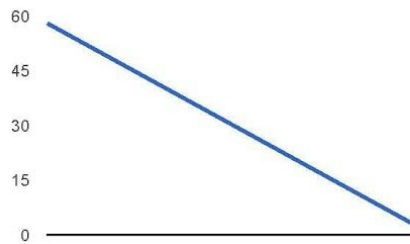
Disagree	24	43.6%
Agree	9	16.4%
Strongly Agree	1	1.8%
Other	6	10.9%


**I feel there is a variety of activities and field trips**



Strongly Disagree	1	1.8%
Disagree	5	9.1%
Agree	19	34.5%
Strongly Agree	27	49.1%
Other	3	5.5%

**Number of daily responses**



	<b>RECORD OF CONTINUOUS IMPROVEMENT SCHOOL IMPROVEMENT PLAN AND TITLE I SCHOOLWIDE PROGRAM (SWP) PLAN</b>	<b>School Year 2014-2015</b>
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**I. Identification Information**

DISTRICT INFORMATION	DISTRICT PHONE, FAX, EMAIL
District Name and Number: Academic Arts High School 4119-07	Phone: 651/457-7427
Superintendent (Director): Krissy Wright	Fax: 651/554-7611
District Address: 60 East Marie Avenue, Suite 220 West St. Paul MN 55118	Email: krissy.wright@academicarts.org
Title I Coordinator:	Phone:
Coordinator Address:	Email:

SCHOOL INFORMATION	SCHOOL PHONE, FAX, EMAIL
School Name, Number and Grade Span: Academic Arts High School 4119-07 Grades 9-12	Phone: 651/457-7427
School Address: 60 East Marie Avenue, Suite 223 West St. Paul MN 55118	Fax: 651/554-7611
Principal: Krissy Wright	Email: krissy.wright@academicarts.org

**Check if applies:**  Initial Schoolwide plan    Existing Schoolwide plan

**Enter Data:** 2012-13 MMR: \_\_\_\_ %   2013-14 MMR: \_\_\_\_ %

2012-13 FR: \_\_\_\_ %   2013-14 FR: 52.6 %

**Check one if Designated as a Priority or Focus School:**

Northern Sky Center    South/Central Lakes Center    SE/Metro Center

LOCAL BOARD OF EDUCATION ACTION	
<p>The local Board of Education/Charter Board of _____ (LEA Name) has authorized _____ (Name) at a monthly meeting on _____ (Date) to act as the Local Education Agency (LEA) representative in reviewing and filing the attached plan as provided under P.L. 107-110 for school year 2014-15. The LEA Representative will ensure that the school district (LEA) will maintain compliance with the appropriate federal statutes, regulations, and procedures and will act as the responsible authority in all matters relating to the administration of this improvement plan. The local Board of Education/Charter Board ensures that its designee(s) will periodically update the Board regarding goals and strategies/practices, participate as a member of the school leadership implementation team, and work in collaboration with the Regional Centers of Excellence and/or MDE in support of technical assistance through the Minnesota Statewide System of Support (SSOS) or the Department.</p>	
<p>_____ (Signature of Superintendent/Charter School Board Chair)</p>	<p>_____ (Date)</p>

## II. School Information

BUILDING LEVEL STUDENT DEMOGRAPHICS	PERCENTAGE OF TOTAL ENROLLMENT
American Indian:	1.3%
Asian:	0.0%
Black:	10.5%
Hispanic:	13.2%
White:	75.0%
Limited English Proficient:	0.0%
Special Education:	27.6%
Free or Reduced-Price Lunch:	52.6%

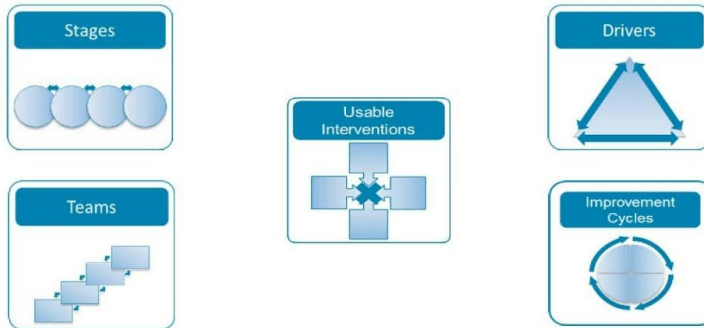
LEADERSHIP IMPLEMENTATION TEAM	ROLE	CONTACT INFORMATION
Krissy Wright	Principal	krissy.wright@academicarts.org
Kelley Thompson	Instructional Liaison	<a href="mailto:kelley.thompson@academicarts.org">kelley.thompson@academicarts.org</a>
Heather Fjelstad	Teacher	<a href="mailto:heather.fjelstad@academicarts.org">heather.fjelstad@academicarts.org</a>
Krissy Wright	Program Administrator	krissy.wright@academicarts.org
Michelle Hoffman	Parent/Board Member	<a href="mailto:michelle.hoffman@academicarts.org">michelle.hoffman@academicarts.org</a>
Ty Cody	Pupil Service Personnel	<a href="mailto:ty.cody@academicarts.org">ty.cody@academicarts.org</a>
Sophia Zabala	Student (if secondary)	
Andrew Ng	Technical Assistance	andrew.ng@academicarts.org

SCHOOL SUMMARY	STATEMENTS
Executive Summary of your school: Provide a school overview and include enough information for the reader to become acquainted with the focus of this action plan.	<p>Academic Arts High School utilizes a foundational approach to student success. AAHS values information, techniques, and skills that can be learned outside of the classroom and seeks to integrate core classes with Project Based Learning.</p> <p>AAHS uses a combination of in-class, traditional teaching for core subjects and project based learning that is teacher guided and student driven for electives. Students work independently to develop strong self-advocacy skills. They also work in groups to learn effective communication and collaboration. Self-advocacy and teamwork skills are essential for students to thrive in post-secondary education and careers.</p>
Describe the team's plan for communicating with the school and community.	The school will post relevant notices of Title program activity on its website and communicate the information at parent nights.

# Facilitating Support for Sustainable Change in Minnesota Schools

## Using Implementation Science

The Active Implementation Frameworks based on Implementation Science were developed by the National Implementation Research Network (NIRN) to support system and practice change. This Record of Continuous Improvement uses those frameworks and Implementation Science to help schools establish a facilitated network of support for sustainable change. The change effort is led by a Leadership Implementation Team that understands and uses the five Integrated Active Implementation Frameworks effectively. A brief overview of these frameworks follows. An in-depth review of the frameworks, and supportive implementation tools, is located on the Active Implementation Hub at <http://implementation.fpg.unc.edu/>



Implementation Team Members are selected for their capacity to be effective leaders and willingness and ability to be accountable for implementation. Teams need to be purposefully linked to one another due to the nature of their work. They need to be linked to other teams at the instructional level (PLC's), district, regional, and state (Minnesota Department of Education) level. Implementation teams share the responsibility for improvement with administration and work with staff and community stakeholders to ensure all students receive high quality instruction in an equitable learning environment.

Implementation Teams review multiple sources of data (including student data) and then select a usable intervention during the exploration stage that will a) address the needs identified by reviewing the data and b) are most likely to create an increase in student performance over time. By definition, a useable intervention is one that is teachable, learnable, doable, and readily assessed. Once the intervention is selected, teams develop staged action steps that provide structural supports necessary for successful implementation. **A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework.** The stages include exploration; where teams are formed and the intervention is selected; installation, where supports such as guiding documents and initial training are provided and coaching routines and supports are articulated; initial implementation, where teachers begin using the practice, receive coaching, and work towards fidelity of implementation guided by fidelity data (e.g. are we doing what we said we would do); and, full implementation, when over 50% of the teachers using the instructional framework, and/or strategies/practices are implementing it as intended.

Teams track the progress of strategic implementation using both short-term and longer-term Plan, Do, Study, Act, cycles (PDSA) to provide feedback to the leadership implementation team, building administrators and teachers. Information from PDSA cycles provides ongoing snapshots of how the system is progressing towards fidelity of implementation and improved student outcomes. As implementation progresses through the stages, the focus of the PDSA changes. During exploration and installation the PDSA cycle is used to evaluate adult effort in selecting the intervention and preparing for implementation. During initial implementation the focus shifts to ensuring fidelity of the instructional or intervention processes. And while student outcomes are measured all along the way, it is most reasonable to expect that upon full implementation the focus includes not only fidelity data but also measures of formative and summative student performance (that should increase with increased fidelity). This stage-based process may span several years. The PDSA cycle also is used to provide a longer term evaluation of the overall impact of the instructional framework, strategy/practice on student success. This cycle informs decisions about continued use of the intervention, necessary improvements (e.g., more training or coaching), or whether the process should begin again to find an intervention that will provide a greater impact on student outcomes.

Leadership implementation teams address barriers and facilitate effective change through the use of the implementation drivers. Four drivers on the staff competency side of the process, three on the organizational side, and a leadership driver form the core components of the drivers. Teams use the drivers to guide every conversation they have about enhancing effective implementation and resolving barriers to implementation. The competency drivers include selection, training, coaching and performance assessment (fidelity of instruction). The organizational drivers include data management and use for decision making, facilitative administration, and systems intervention. The leadership driver makes use of both adaptive and technical strategies for problem solving. Schools using the active implementation frameworks must recognize that no one framework is more important than the others.

Focusing on one framework, or ignoring even one, diminishes the effectiveness of the continuous improvement process. By striving to understand the connections among all five frameworks, schools can expand their capacity to manage the complex variables of school change. This Record of Continuous Improvement is intended to support your ability to effectively manage change and create improved student outcomes.

## Instructions

Use the following guidelines when entering information in the numbered sections of your Record of Continuous Improvement (RCI). This Record evolves over time so **complete sections 4a-6c as you progress through the stages and document your most current work**. Use the Evidence Summary to record the barriers you need to overcome and the successes you have along the way. This will become a running record of your school improvement efforts.

**SCHOOL:** Identify your School Name.

**Plan Contact:** Person who serves as school contact for the plan

**Submission Date:** Enter the Quarterly Submission Due Date here.

1. Make copies of the plan template as needed. You will need one for Math, one for Reading, and one for Graduation, if applicable.
2. Identify which of the three plan categories the plan addresses.
3. Write your SMART Goal statement here. This is the All Student Goal that will allow you to reduce the achievement GAP. For additional support in computing your SMART Goal...

**4a. Exploration** is the first stage of the process. Identify the data sources you will review, what you learned from the data and what you will do next. This stage requires inquiry, research, learning and patience. Your final step in this stage is to select a usable intervention (strategy or practice) you will implement and measure during initial implementation and full implementation to determine if they lead to increased academic performance. For example, you might determine that Balanced Literacy is a framework that includes appropriate strategies to address the findings of your needs assessment. For additional resources regarding stages see the Active Implementation Hub <http://implementation.fpg.unc.edu/module-4>

**4b.** Name the **usable intervention** that you will implement. For example: Interactive Read Aloud.

List each of the usable interventions you will implement on the chart. Highlight one usable intervention to implement and monitor first.

**5a-c.** Write your usable intervention selected to monitor here so it can be easily referenced as you enter the installation and initial implementation stages. Select a change manager for each action plan and identify which plan you are completing.

**6a. Installation** is the second stage of the process. Use the chart to identify what you will do to provide the structural supports necessary for successful implementation of your usable intervention (strategy or practice). These activities could include selection and training of staff, development of documents such as practice profiles to help you clearly define your framework or strategies, documenting processes to monitor your implementation efforts, or addressing policy issues that will enhance or impede the implementation process. In this stage you need to measure your effort and report your findings in the Evidence Summary. For example, how many staff did you train? Was the document you were developing completed and ready for use? Is your coaching service delivery plan developed? For more guidance see Modules 2, 4, and 6 on the Active Implementation Hub <http://implementation.fpg.unc.edu/modules-and-lessons>

**6b. Initial implementation** is the third stage in the process. Use the chart to identify and track the actions you will take to implement your usable intervention. This stage focuses on the instruction that will occur in the classroom. What will your teachers do and what is your fidelity expectation? For example you might indicate in your Action Step that teachers will utilize Interactive Read-aloud three to five times per week. Your fidelity expectation may be that walk-throughs will indicate 60% of your teachers demonstrate proficiency according to a Read Aloud practice profile by December 1, 2014. Use the Evidence Summary to record the actual findings based on use of the PDSA study cycle. Consider and use the implementation drivers to guide your next steps.

**6c. Full implementation** is the fourth stage in the process. Once you have reached at least 50% fidelity in a given strategy or set of strategies, move that strategy into full implementation, identifying in the chart what you will do to increase the rate of proficiency among the teachers using the intervention. Reduce your monitoring frequency to a maintenance level unless you see the proficiency rates decline. When you reach fidelity of implementation with one intervention, create a new action plan for the next intervention. When fidelity is achieved in all interventions, evaluate student data to determine the overall impact.

## RECORD OF CONTINUOUS IMPROVEMENT - Graduation

SCHOOL: <b>Academic Arts High School</b>	PLAN CONTACT: <b>Krissy Wright</b>	SUBMISSION DATE: <b>4/30/2015</b>
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1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. Instructions for completing each section are provided as a separate document.
2. Each template will provide detail for math, reading or graduation. **Check one.**  Math  Reading  Graduation (if applicable)
3. **SMART Goal:** 35% of students enrolled on October 1 who are on track for graduation will graduate in the spring.

### 4a. EXPLORATION

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



#### PLAN

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
<i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	<i>Who will lead this action step? What resources are needed?</i>	<i>What did you learn from the data you reviewed?</i>		<i>What will you do next to advance the exploration process?</i>
Number of students graduating after 4, 5, and 6 years of High School Enrollment	School administration, education consultant: Designs for Learning	2013/14: 59% continuing for another year (5 year graduation plan)  FY13: 4 Year : 18.2% 5 Year: 24% 6 year: 40%	January 2015	Examination of intervention strategies to maintain student investment in graduation, earlier interventions for lower grades to keep them on track for a 4 year graduation plan.



<b>ACTION STEPS</b> <i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	<b>TEAM LEAD/ RESOURCES</b> <i>Who will lead this action step? What resources are needed?</i>	<b>DATA</b> <i>What did you learn from the data you reviewed?</i>	<b>BY DATE</b>	<b>NEXT STEPS</b> <i>What will you do next to advance the exploration process?</i>
Graduation Rate – Number of students who graduate in the spring/Number of students enrolled on track to graduate in the spring	School administration, education consultant; Designs for Learning	2009/10: 41% 2010/11: 50% 2011/12: 22% 2012/13: 37% 2013/14: 18.2%	Fall 2014	Encourage student attendance through: phone calls home, follow up with teachers and administration, home visits. Compare 13/14 attendance and grad rate to 15/16
Students dropping out before reaching graduation	School administration, education consultant; Designs for Learning	2013/14: 18% dropped out	Fall 2014	Encourage student attendance through: phone calls home, follow up with teachers and administration, home visits. Compare 13/14 dropout rate to 15/16 #'s
Post-Secondary Success: 70% of students will take the Accuplacer, ACT or SAT Meets ACNW Indicator 9	Shoua Yang	2013/2014 24 students took the Accuplacer, 19 students submitted the results to the school	June 2014	Use of the Accuplacer results to:
Graduation Rates for 15/16: Meets ACNW Indicator 9	Kelley Thompson		June 2015	Determine working incentives and areas for improvement
Dropout Rates for 15/16: Meets ACNW Indicator 9	Kelley Thompson		June 2015	Identify causes of drop-out and assistance strategies
Graduation intervention strategies: Meets ACNW Indicator 9	Kelley Thompson		September 2015	Strategies which resulted in improvement
Attendance: The school has a goal of 90% attendance rate. Meets ACNW Indicator 11	Shoua Yang	2011/12: 79%, 2012/13; 72%, 2013/14: 88	June 2015	Identify which attendance incentives were productive

**4b. SELECTING A USABLE INTERVENTION**

Identify the usable interventions (strategies or practices) the team has selected for monitoring.

If applicable, identify the instructional framework that includes the usable intervention : <Name the framework here if applicable>

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Attendance follow up: Phone calls, home visits, parent intervention, attendance incentives	X
2. Accuplacer, ACT, or SAT Completion	<input type="checkbox"/>
3.	<input type="checkbox"/>



5a. USABLE INTERVENTION SELECTED FOR MONITORING: <Insert selected intervention>

5b. Instructional Change Manager: <Insert Person's Name>

5c. Math Reading Graduation (check one)

6a. INSTALLATION




These activities provide structural supports necessary to implement the intervention successfully.



ACTION STEPS <i>What activities will provide structural supports necessary to implement interventions successfully?</i>	TEAM LEAD/ RESOURCES	EFFORT EXPECTATION <i>What is the expected result of this adult activity?</i>	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS <i>Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.</i>
Calls home to students who are absent, encourage them to attend late that day or make it to school the next day. Home visits by school staff to meet with truant students.	Krissy Wright,	Bolster student responsibility and accountability.	Sept. 2014- June 2015	




**6b. INITIAL IMPLEMENTATION**

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

DO 					STUDY 	ACT 
ACTION STEPS <i>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</i>	TEAM LEAD/ RESOURCES	FIDELITY EXPECTATION <i>What is the expected or desired fidelity outcome for this adult activity</i>	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS <i>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</i>		
Calls home to students who are absent, encourage them to attend late that day or make it to school the next day. Home visits by school staff to meet with truant students.	Krissy Wright,	Bolster student responsibility and accountability.	Sept. 2014- June 2015	Will examine: dropout rate, attendance %; 4, 5, and 6 year 15/16 grad rate.		

**6c. FULL IMPLEMENTATION**

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.

DO 				STUDY  ACT 
ONGOING MONITORING STRATEGY	TEAM LEAD/ RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<p><i>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</i></p> <p><i>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</i></p> <p><i>What is your measure of student performance change?</i></p>		<p><i>What is your target for student outcomes (e.g., achievement gap reduction)?</i></p> <p><i>What is your target for instructional behavior (e.g., increased fidelity)?</i></p>		<p><i>Record actual outcomes for both student outcomes and fidelity.</i></p> <p><i>Celebrate successes. Determine next action steps.</i></p>

**RECORD OF CONTINUOUS IMPROVEMENT - Math**

SCHOOL: <b>Academic Arts High School</b>	PLAN CONTACT: <b>Krissy Wright</b>	SUBMISSION DATE: <b>&lt;MM/DD/YY&gt;</b>
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1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**

2. Each template will provide detail for math, reading or graduation. **Check one.**  Math  Reading  Graduation (if applicable)

3. **SMART Goal:** At least 20% of students testing in grades 8-12 will meet expected growth targets established by NWEA for fall to spring administration of the NWEA MAP assessment in math for the current school year.

**4a. EXPLORATION**

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



**PLAN**

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
<i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	<i>Who will lead this action step? What resources are needed?</i>	<i>What did you learn from the data you reviewed?</i>		<i>What will you do next to advance the exploration process?</i>
MCA Testing Data will be reviewed for annual progress. Meets ACNW Indicator 4.	Andrew Ng	In 13/14, 21% of students tested were proficient. The school met their goal of a proficiency increase.	June 2014	Determine additional teaching strategies and interventions to bolster student achievement on 15/16 testing. Establish additional proficiency measures.
Internal Assessment Data reviewed Meets ACNW Indicator 4.	Andrew Ng	Assessment of internal mathematics scores showed that continuously enrolled students showed improvement in mathematics.	June 2014	Continue the pre and post testing of continuously enrolled students.
Exit examination – 70% of all students enrolled in a math class by October 1 will increase proficiency by at least 10%. Meets ACNW Indicator 4.	Andrew Ng	Assessment of internal mathematics scores showed that continuously enrolled students showed improvement in mathematics.	June 2014	Continue pre and post testing, lean on administration for continued improvement in attendance.
Administer Fall and Spring MCA's. Meets ACNW Indicator 4.	Krissy Wright, Shoua Yang	Fall 2014 MCA Scores and Spring 2015 MCA Scores.	April 2015	
Research & Identify additional teaching	Kelley Thompson		July 2015	

ACTION STEPS <i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	TEAM LEAD/ RESOURCES <i>Who will lead this action step? What resources are needed?</i>	DATA <i>What did you learn from the data you reviewed?</i>	BY DATE	NEXT STEPS <i>What will you do next to advance the exploration process?</i>
supports or strategies to improve student achievement. Meets ACNW Indicator 4.				
NWEA MAP Assessments will be administered fall and spring. Meets ACNW Indicator 4.	Krissy Wright, Shoua Yang		April 2015	
Pre and Post Math Assessments: Assessments of Mathematics skills will be administered at the beginning and end of the school year. Meets ACNW Indicator 4.	Andrew Ng.		June 2015	

**4b. SELECTING A USABLE INTERVENTION**

Identify the usable interventions (strategies or practices) the team has selected for monitoring.

**If applicable, identify the instructional framework that includes the usable intervention : <Name the framework here if applicable>**

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1. Pre and post Assessments	<input checked="" type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>




**5a. USABLE INTERVENTION SELECTED FOR MONITORING: <Insert selected intervention>**

5b. Instructional Change Manager: <Insert Person's Name>


5c.  Math  Reading  Graduation (check one)

**6a. INSTALLATION**


These activities provide structural supports necessary to implement the intervention successfully.



DO



STUDY




ACT


ACTION STEPS	TEAM LEAD/ RESOURCES	EFFORT EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<i>What activities will provide structural supports necessary to implement interventions successfully?</i>		<i>What is the expected result of /this adult activity?</i>		<i>Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.</i>
Continuous monitoring and assessment of student attendance	Krissy Wright	Students will attend more frequently and remain enrolled longer at AAHS.	14/15 school year	
Establish additional proficiency measures for Mathematics.	Kelley Thompson		July 2015	

**6b. INITIAL IMPLEMENTATION**


These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.



DO



STUDY




ACT

ACTION STEPS	TEAM LEAD/ RESOURCES	FIDELITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<i>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</i>		<i>What is the expected or desired fidelity outcome for this adult activity</i>		<i>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</i>


ACTION STEPS	TEAM LEAD/ RESOURCES	FIDELITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<i>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</i>		<i>What is the expected or desired fidelity outcome for this adult activity</i>		<i>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</i>

**6c. FULL IMPLEMENTATION**


Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.



**DO**



**STUDY**



**ACT**

ONGOING MONITORING STRATEGY	TEAM LEAD/ RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<i>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</i>  <i>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</i>  <i>What is your measure of student performance change?</i>		<i>What is your target for student outcomes (e.g., achievement gap reduction)?</i>  <i>What is your target for instructional behavior (e.g., increased fidelity)?</i>		<i>Record actual outcomes for both student outcomes and fidelity.</i>  <i>Celebrate successes. Determine next action steps.</i>



## RECORD OF CONTINUOUS IMPROVEMENT - Reading

SCHOOL: <b>Academic Arts High School</b>	PLAN CONTACT: <b>Krissy Wright</b>	SUBMISSION DATE: <b>4/30/2015</b>
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1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. Instructions for completing each section are provided as a separate document.

2. Each template will provide detail for math, reading or graduation. **Check one.**  Math  Reading  Graduation (if applicable)

3. **SMART Goal:** By 2016, 32% of all students in grade 10 (min. 20 students) enrolled by Oct. 1 will achieve proficiency in reading as measured by annual MCA tests.

### 4a. EXPLORATION

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



ACTION STEPS <i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	TEAM LEAD/ RESOURCES <i>Who will lead this action step? What resources are needed?</i>	DATA <i>What did you learn from the data you reviewed?</i>	BY DATE	NEXT STEPS <i>What will you do next to advance the exploration process?</i>
<p>NWEA MAP Assessment: The school goal is that 52.50% of students will meet NWEA MAP growth targets. Fall and Spring tests will be administered to determine where the schools performance is in relation to this goal. Meets ACNW Indicator 3</p>	<p>Kelley Thompson, Shoua Yang</p>		<p>Spring 2015, Fall 2014</p>	
<p>MCA Testing Data: Fall and Spring MCA's will be</p>	<p>Kelley Thompson, Shoua Yang</p>		<p>Spring 2015, Fall 2014</p>	<p>Goal: 30% of all students enrolled by October 1, 2015 will achieve</p>

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ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
<i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	<i>Who will lead this action step? What resources are needed?</i>	<i>What did you learn from the data you reviewed?</i>		<i>What will you do next to advance the exploration process?</i>
administered in 14/15. Meets ACNW Indicator 5				proficiency in reading as measured by annual MCA tests.
Internal Reading assessments/Interventions				

**4b. SELECTING A USABLE INTERVENTION**

Identify the usable interventions (strategies or practices) the team has selected for monitoring.

**If applicable, identify the instructional framework that includes the usable intervention : <Name the framework here if applicable>**

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>






**5a. USABLE INTERVENTION SELECTED FOR MONITORING: <Insert selected intervention>**

**5b. Instructional Change Manager: <Insert Person's Name>**

**5c. Math Reading Graduation (check one)**

**6a. INSTALLATION**




These activities provide structural supports necessary to implement the intervention successfully.

DO 		STUDY 		ACT 	
ACTION STEPS	TEAM LEAD/ RESOURCES	EFFORT EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS	
<i>What activities will provide structural supports necessary to implement interventions successfully?</i>		<i>What is the expected result of this adult activity?</i>		<i>Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.</i>	

ACTION STEPS	TEAM LEAD/ RESOURCES	EFFORT EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<i>What activities will provide structural supports necessary to implement interventions successfully?</i>		<i>What is the expected result of this adult activity?</i>		<i>Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.</i>




**6b. INITIAL IMPLEMENTATION**

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

DO 	ACTION STEPS	TEAM LEAD/ RESOURCES	FIDELITY EXPECTATION	BY DATE	STUDY  ACT 
	<i>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</i>		<i>What is the expected or desired fidelity outcome for this adult activity</i>		<i>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</i>

**6c. FULL IMPLEMENTATION**

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.

 DO				 STUDY	 ACT
ONGOING MONITORING STRATEGY	TEAM LEAD/ RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS	
<p><i>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</i></p> <p><i>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</i></p> <p><i>What is your measure of student performance change?</i></p>		<p><i>What is your target for student outcomes (e.g., achievement gap reduction)?</i></p> <p><i>What is your target for instructional behavior (e.g., increased fidelity)?</i></p>		<p><i>Record actual outcomes for both student outcomes and fidelity.</i></p> <p><i>Celebrate successes. Determine next action steps.</i></p>	

## RECORD OF CONTINUOUS IMPROVEMENT - Science

SCHOOL: <b>Academic Arts High School</b>	PLAN CONTACT: <b>Krissy Wright</b>	SUBMISSION DATE: <b>4/30/2015</b>
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1. Use this template to develop a record for each separate usable intervention being implemented. A usable intervention could be an instructional strategy or practice and may be part of a larger instructional framework. Copy the template as needed. **Instructions for completing each section are provided as a separate document.**
2. Each template will provide detail for math, reading or graduation. **Check one. Science**
3. **SMART Goal:** By 2016, 25% of all students in grade 10 (min. 20 students) enrolled by Oct. 1 will achieve proficiency in Science as measured by annual MCA tests.

### 4a. EXPLORATION

This process includes a **COMPREHENSIVE NEEDS ASSESSMENT** and will lead to the selection of a usable intervention you believe will lead to improved student outcomes. Consider the demographics of your school and community, academic achievement and other relevant information (section 1114(b) (1) of Title I of No Child Left Behind, the SWP).



### PLAN

ACTION STEPS	TEAM LEAD/ RESOURCES	DATA	BY DATE	NEXT STEPS
<i>What data will the team review and what activities will the team engage in to explore possible instructional strategies/practices?</i>	<i>Who will lead this action step? What resources are needed?</i>	<i>What did you learn from the data you reviewed?</i>		<i>What will you do next to advance the exploration process?</i>
MCA Testing Data: Fall and Spring Science MCA's will be administered in 14/15. Meets ACNW Indicator 7	Kelley Thompson, Shoua Yang		Spring 2015, Fall 2014	Goal: 30% of all students enrolled by October 1, 2015 will achieve proficiency in reading as measured by annual MCA tests.
Identify Environmental Literacy curriculum Meets ACNW Indicator 7	Kelley Thomson, Krissy Wright, Josh MacLachlan			

### 4b. SELECTING A USABLE INTERVENTION

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Identify the usable interventions (strategies or practices) the team has selected for monitoring.

**If applicable, identify the instructional framework that includes the usable intervention : <Name the framework here if applicable>**

List of usable interventions selected for monitoring below. Highlight the one you will measure first.	Fully Implemented?
1.	<input type="checkbox"/>
2.	<input type="checkbox"/>
3.	<input type="checkbox"/>



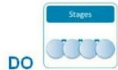
**5a. USABLE INTERVENTION SELECTED FOR MONITORING: <Insert selected intervention>**

**5b. Instructional Change Manager: <Insert Person's Name>**

**5c. Math Reading Graduation (check one)**

**6a. INSTALLATION**

These activities provide structural supports necessary to implement the intervention successfully.



**DO**



**STUDY**






**ACT**

ACTION STEPS <i>What activities will provide structural supports necessary to implement interventions successfully?</i>	TEAM LEAD/ RESOURCES	EFFORT EXPECTATION <i>What is the expected result of this adult activity?</i>	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS <i>Use the drivers to overcome installation barriers. Celebrate successes. Determine next action step.</i>




**6b. INITIAL IMPLEMENTATION**

These are the action steps you will take to implement the usable intervention you have selected to fidelity. Fidelity requires at least 50% of the teachers using the practice to do so with a high level of proficiency when observed.

DO 	ACTION STEPS	TEAM LEAD/ RESOURCES	FIDELITY EXPECTATION	BY DATE	STUDY  ACT 
	<i>What actions are taken to support teachers' implementation of the usable intervention? Use the drivers to develop these supports.</i>		<i>What is the expected or desired fidelity outcome for this adult activity</i>		<i>EVIDENCE SUMMARY TO INFORM NEXT STEPS</i>  <i>Record actual fidelity outcomes. Use the drivers to overcome barriers to improvement and guide next steps. Full implementation is attained when at least 50% of teachers use the intervention with fidelity.</i>

**6c. FULL IMPLEMENTATION**

Once this intervention has been implemented successfully by over 50% of the teachers, create a sustainability process for the intervention and processes to assist teachers who are still developing their proficiency. Then start a new action plan for the next intervention selected in 4b.

DO 	ONGOING MONITORING STRATEGY	TEAM LEAD/ RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	STUDY  ACT 
	<i>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</i>  <i>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</i>  <i>What is your measure of student performance change?</i>		<i>What is your target for student outcomes (e.g., achievement gap reduction)?</i>  <i>What is your target for instructional behavior (e.g., increased fidelity)?</i>		<i>EVIDENCE SUMMARY TO INFORM NEXT STEPS</i>  <i>Record actual outcomes for both student outcomes and fidelity.</i>  <i>Celebrate successes. Determine next action steps.</i>

ONGOING MONITORING STRATEGY	TEAM LEAD/ RESOURCES	SUSTAINABILITY EXPECTATION	BY DATE	EVIDENCE SUMMARY TO INFORM NEXT STEPS
<p><i>What data will you collect and review to measure whether or not you are reaching your desired educational outcomes?</i></p> <p><i>What is your measure of adult behavior change (e.g., is implementation of the intervention occurring as intended)?</i></p> <p><i>What is your measure of student performance change?</i></p>		<p><i>What is your target for student outcomes (e.g., achievement gap reduction)?</i></p> <p><i>What is your target for instructional behavior (e.g., increased fidelity)?</i></p>		<p><i>Record actual outcomes for both student outcomes and fidelity.</i></p> <p><i>Celebrate successes. Determine next action steps.</i></p>



### III. Schoolwide Program (SWP) Plan Required Components (SWP schools complete)

- Under section 1114(b)(1) of Title I of No Child Left Behind, the SWP must address the following 10 components.
- **Comprehensive Needs Assessment** (Component 1) action steps are included in **4a. EXPLORATION**. Required narrative is below.
- **Reform Strategy** (Component 2) action steps and responses b and e are included in **4b through 6c**. Other required narrative is below.

#### Assurances (check boxes for items 1-6)

1. Our schoolwide plan was developed during a one-year period and was developed with the involvement of parents and other members of the community including teachers, principals, administrators, pupil services personnel, technical assistance providers and school staff. It addresses the ten components listed below and is also available to the LEA, parents, and the public in an understandable and uniform format in a language the parents can understand.

a) **Comprehensive Need Assessment**

We conducted a comprehensive needs assessment of the entire school identifying specific areas of academic needs, resulting in a plan that reflects the use of data driven decision making, establishing challenging goals, as well as identified areas of instructional strengths and weaknesses.

b) **Reform Strategies**

We have provided the implementation of reform strategies designed to improve instruction throughout the school so all children can meet the state's proficient and advanced levels, including strengthening core academic program, increasing amount and quality of learning time, enriched and accelerated curriculum, and strategies to meet the needs of historically underserved populations and those at risk of not meeting academic performance standards.

c) **Highly Qualified Teachers**

We provide instruction by highly qualified teachers.

d) **High-quality and Ongoing Professional Development**

We provide high-quality and ongoing professional development for teachers, principals, and paraprofessionals and others as appropriate.

e) **Strategies to Attract High-Quality Highly Qualified Teachers**

We implement strategies to attract high-quality highly qualified teachers to high-need schools.

f) **Parental Involvement**

We have strategies in place to increase parental involvement to improve student academic achievement.

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**g) Transition**

We assist the transition of preschool children from early childhood programs to the local elementary schools.

**h) Teacher Involvement in Use of Academic Assessment**

Teachers are included in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program.

**i) Timely and Effective Assistance**

We identify students who are experiencing difficulty mastering the proficient or advanced levels of academic achievement standards and ensure they receive effective and timely assistance.

**j) Coordination**

We coordinate and integrate the use of federal, state and local resources, services and programs.

2. Our plan was developed in consultation with the district and its leadership implementation team or other technical assistance provider.

3. All paraprofessionals meet the definition of highly qualified as outlined under NCLB.

4. All paraprofessionals are working under the direct supervision of a highly qualified teacher.

5. We will conduct an annual review of the schoolwide plan to ensure that the program description in the plan is implemented as designed and has a positive effect on student achievement.

6. We will retain documentation in our district file related to the three core elements of a schoolwide program: conducting a comprehensive needs assessment, creating a comprehensive schoolwide plan, and conducting an annual evaluation.

Narrative

1. Describe the school's Comprehensive Needs Assessment process including data sources and data analysis. Indicate the priority needs to be address and the reform strategies to be implemented to improve teaching and learning at this site.

<Insert Response>

2. Describe your schoolwide program vision. How do you plan to operate differently in the new Title I schoolwide program model in order to impact the needs of all students including strategies for meeting the educational needs of historically underserved populations? Highlight staff and parent roles and responsibilities for supporting all learners.

<Insert Response>

3. Provide a summary of your plan to integrate multiple resources and funding sources to build capacity to improve student achievement. Include any examples of federal, state, local funding, partnerships, and/or other special resources.

<Insert Response>

4. What process was employed to engage parents, teachers, and community representatives in helping this school become a schoolwide program? How will you continue to inform all relevant stakeholders and engage them in the improvement process?

<Insert Response>

5. How will you evaluate your Title I schoolwide program?

The schoolwide Title I program will be evaluated based on the yearly performance of students based on assessment data and also their feelings of competency which will be evaluated via a student survey. Assessments and a student survey will be administered in the fall and the spring. Fall data will be used to present a baseline. Spring data will be used to measure student improvement.

If students have shown an overall increase in reading and math scores, as well as show that they feel more competent using their skills at the end end of the school year the program for the year will be counted as a success. If the assessment and survey data show a decrease in capability the interventions and program supports used will be modified to better support areas of need. Student input regarding their weaknesses will also be incorporated.

6. Describe how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by section 1111(b)(3).

<Insert Response>

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7. Provide a list of technical assistance providers who have contributed to the development of the SWP plan. Include meeting dates and topics.

Provider Name	Date	Type of Assistance	Provider's Experience in SWP Programming

Attachment 6: Board Training Certificates



*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

**Craig Downs**

Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.

*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

*Krissy Wright*

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Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.

*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

*Kelley Thompson*

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Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.



*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

*Andrew Ng*

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Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.

*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

*Laura Medwetz*

Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.

*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

*Heather Fjelstad*

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Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.

*Certificate of Completion*  
**Charter School Board Training**  
*Charter School Governance, Employment and Finances*

*Is Awarded To*

*Michelle Hoffman*

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Academic Arts High School

November 22, 2014



Bryan Rossi, Ph.D.