

Individual School Plan For Tier I or Tier II Schools

Restart Model

School Name:	MidValley High (6-12) Restart: American Charter Academy	Tier:	I
District:	Matanuska-Susitna Borough SD	Intervention :	Restart Model
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B.1 ANALYSIS OF SCHOOL'S NEEDS

Required Data Analysis:

- SBA Data** – Attach the SBA Report Card Reports for 2006-2007, 2007-2008, and 2008-2009 from DIASA that shows SBA results for this school for all students as well as subgroups
- Attendance and Graduation Rates** - Include a copy of the School Report Card for 2008-2009 that shows the attendance and graduation rates by subgroup.
- ELP assessment** – Complete the following chart showing the number of LEP students in the school and their results on the annual ELP assessments

School Year	Number of LEP students	# Tested on ELP Assessment	% Making Progress on ELP Assessment	% Attaining Proficiency on ELP Assessment
2007-2008	2	2	*	*
2008-2009	3	2	*	*

- Did this school have an **Instructional Audit** by a site visitation team? What year? No
- Has this school completed any domains from the **Self-Study Tool**? If so, indicate what domains and attach results.

Additional Areas to Consider for Data and Need Analysis: Check the box for each type of additional data or information that was used to consider the school's needs and choose the intervention approach.

<p>Demographics</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> enrollment <input checked="" type="checkbox"/> drop-out Rate <input checked="" type="checkbox"/> ethnicity <input checked="" type="checkbox"/> grade level <input checked="" type="checkbox"/> discipline incidents <input type="checkbox"/> other: 	<p>Curriculum</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> alignment with AK standards & GLEs <input checked="" type="checkbox"/> research-based <input checked="" type="checkbox"/> implemented with fidelity <input checked="" type="checkbox"/> schedule for review & revision of curriculum <input checked="" type="checkbox"/> assessment data used to identify gaps <input checked="" type="checkbox"/> review process to determine if meeting needs of all students
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<p>Instruction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective and varied instructional strategies <input checked="" type="checkbox"/> instruction is aligned to AK GLEs <input checked="" type="checkbox"/> instruction is differentiated <input checked="" type="checkbox"/> system for timely & early interventions for low-performing students <input checked="" type="checkbox"/> teachers communicate high expectations to students <input type="checkbox"/> other: 	<p>Assessment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> aligned with AK standards & GLEs <input type="checkbox"/> data from classroom assessments guides instruction <input checked="" type="checkbox"/> universal screening data for all students <input checked="" type="checkbox"/> progress Monitoring data <input type="checkbox"/> other Formative Assessments <input checked="" type="checkbox"/> teacher observations <input checked="" type="checkbox"/> other: System for data recording and reporting
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<p>Professional Development</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> student achievement data determines pd priorities <input checked="" type="checkbox"/> professional development is job embedded <input checked="" type="checkbox"/> teacher evaluation process is aligned to AK teacher standards <input checked="" type="checkbox"/> teacher evaluation process consistently applied <input checked="" type="checkbox"/> teachers receive ongoing & systematic feedback to improve instruction <input checked="" type="checkbox"/> teacher mentoring program <input checked="" type="checkbox"/> other: Staff will create their own ILPs 	<p>Supportive Learning Environment</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> effective classroom management strategies <input checked="" type="checkbox"/> schoolwide behavior standards <input checked="" type="checkbox"/> attendance policy <input checked="" type="checkbox"/> cultural awareness and understanding <input checked="" type="checkbox"/> extended learning opportunities <input checked="" type="checkbox"/> effective school-parent communication <input checked="" type="checkbox"/> parent & community engagement <input checked="" type="checkbox"/> Social & emotional services & supports <input checked="" type="checkbox"/> Physical facilities safe & orderly <input type="checkbox"/> other:
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<p>Other</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> master schedule & classroom schedules <input type="checkbox"/> perception surveys of teachers, parents, or students <input type="checkbox"/> implementation data for specific program or process <input checked="" type="checkbox"/> administrator and teacher experience & qualifications <input checked="" type="checkbox"/> policies & procedures facilitate learning <input checked="" type="checkbox"/> teacher turnover & attendance rates <input checked="" type="checkbox"/> School improvement plans, Title I plans, grant application plans, etc. <input type="checkbox"/> other: 	<p>Leadership</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> facilitate development & implementation of school goals <input checked="" type="checkbox"/> analyze student assessment data <input checked="" type="checkbox"/> leaders assist staff in understanding & using formative & summative assessment data <input checked="" type="checkbox"/> leaders monitor delivery of instruction <input checked="" type="checkbox"/> leaders monitor implementation of school improvement plan <input checked="" type="checkbox"/> leaders ensure staff trained in AK GLEs <input checked="" type="checkbox"/> leaders have support from district office or others
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For each type of data analyzed or area of need checked, including the SBA data, list the needs determined from that analysis, and what might be contributing to those needs (add rows as needed to the table):

Data Analyzed	Observations (Describe needs determined from data)				
SBA data	<p>In the 2010-2011 school year, the Annual Measurable Objective (AMO) for determining AYP increases to 82.88% proficient in Language Arts and 74.57% proficient in Math.</p> <p>From the 2006-2007 school year to the 2008-2009 school year, the percentage of students proficient on all areas of the SBA has increased. Reading has increased from 71.4% to 81.6%; Writing increased from 57.8% to 66% and Math increased from 44% to 49%.</p> <p>The main areas of concern at Mid Valley, based on an analysis of SBA data from school years 2007, 2008, and 2009 are Math and Students with Disabilities in all three areas: Reading, Writing, and Math. This data includes all students, not just the FAY students used for AYP calculations.</p> <ul style="list-style-type: none"> • In 2009, 49% of students were proficient on the SBA Math across all categories. <ul style="list-style-type: none"> ○ Students with Disabilities were 20% proficient ○ Asian/Pacific Islanders and Multi-Ethnic were the only proficient groups • In 2009, 66% of students were proficient on the SBA Writing. <ul style="list-style-type: none"> ○ Females were 80% proficient, while Males were only 57% proficient. ○ Migrant students, Students with Disabilities, and Alaska Native/American Indian students were less than 40% proficient ○ Females, Asian/Pacific Islanders, and Multi-Ethnic were the only groups who were proficient • In 2009, 82% of students were proficient on the SBA Reading <ul style="list-style-type: none"> ○ All groups were proficient with the exception of Students with Disabilities who were 55% proficient 				
	Subject		2009	2008	2007
	Reading	Migrant students	100	75	0
	Reading	LEP students	0		66.7
	Reading	Students with Disabilities	55	16.7	20
	Reading	Economically Disadvantaged	81.8	76.2	71.5
	Reading	African American	0	100	100
	Reading	Alaska Native /American Indian	86.7	75	50
	Reading	Asian/Pacific Islander	100	0	0
	Reading	Caucasian	80.2	74.6	72.6
	Reading	Hispanic	0	0	100
	Reading	Multi-Ethnic	100	100	100
	Reading	Female	78	73.7	74.4
	Reading	Male	83.8	77.2	68.3
	Reading	Total	81.6	75.6	71.4



	Subject		2009	2008	2007
	Writing	Migrant students	25	75	0
	Writing	LEP students	50		0
	Writing	Students with Disabilities	36.8	0	20
	Writing	Economically Disadvantaged	67.6	52.4	50
	Writing	African American	0	100	20
	Writing	Alaska Native /American Indian	35.7	41.7	42.9
	Writing	Asian/Pacific Islander	100	0	0
	Writing	Caucasian	70.3	50.7	65.6
	Writing	Hispanic	0	0	50
	Writing	Multi-Ethnic	100	100	0
	Writing	Female	79.5	61.1	67.4
	Writing	Male	57.3	43.2	47.5
	Writing	Total	66	51.3	57.8
	Subject		2009	2008	2007
	Mathematics	Migrant students	50	25	0
	Mathematics	LEP students	50		0
	Mathematics	Students with Disabilities	20	8.3	10
	Mathematics	Economically Disadvantaged	53.9	37.5	44.6
	Mathematics	African American	0	50	80
	Mathematics	Alaska Native /American Indian	50	23.1	7.1
	Mathematics	Asian/Pacific Islander	100	0	0
	Mathematics	Caucasian	47.6	35.8	50
	Mathematics	Hispanic	0	0	50
	Mathematics	Multi-Ethnic	100	0	0
	Mathematics	Female	55	21	37.2
	Mathematics	Male	45.1	44.5	51.2
	Mathematics	Total	49	33.7	44
Graduation Rate	<p>Graduation rate has been below 60% for the last three years.</p> <p>Area of concern with graduation rate is that boys are graduating at a rate of 35%</p> <ul style="list-style-type: none"> • The graduation rate of Mid Valley in 2009 was 54.1% • Females graduated at a rate of 56.2%, while males graduated with a rate of 35% • Caucasian students graduated at a rate of 41.6% and Alaska Native/American Indian students graduated at a rate of 50%. 				
Attendance Rate	90.7% during 07/08 and 90.5% during 08/09.				
ELP Assessment	Two of our three ELP students were tested. Both stayed steady on their assessments but did not show expected growth.				
Self Study Tool for Alaska Schools <i>Evaluating Instructional</i>	<p>MidValley Staff conducted an internal review using the Self Study Tool. The domains concentrated on included Assessment, Instruction and Supportive Learning Environment. The identified opportunities for improvement (OFIs) areas are listed below:</p>				



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<i>Effectiveness Through Six Domains</i>	Area	Element Number	Element Description	School Avg Ratings	Rating Description	Notes
	Assessment	2.2	The school staff uses established systems for collecting, managing, analyzing and reporting data	2	Some staff members use est. systems for data.	Data systems are for Carnegie units - a data system for standards is needed for accurate reporting and recording.
	Assessment	2.6	School's leadership and instructional staff review SBA data to evaluate school programs and student performance	2	School administrative leaders and some instructional staff members review SBA results to evaluate school programs and student performance.	We schedule time for review of data at the beginning of the year. Do a good job at that time. Not systemic to account for schedule changes and new students.
	Instruction	3.4	The use of research-based instructional practices guides instructional planning and teaching	2	Some teachers use scientifically based instructional practices to teach at appropriate levels of student readiness, interest and learning needs.	Training on available practices need to be planned for the myriad of student readiness, interest and needs.
	Instruction	3.5	Classroom instruction addresses diverse student learning needs	2	Some classroom instruction throughout the school is differentiated to meet diverse student learning needs	Differentiated instruction through project-based and standards needs to be improved.
	Instruction	3.6	High academic expectations for student learning are conveyed to students, so that they know what is needed for them to achieve at proficient levels	3	Some teachers convey high academic expectations and provide support for student learning to proficient levels.	Resources to offer / support more than the minimum required levels need to be identified.
	Supportive Learning Environment	4.1	Effective Classroom Management strategies that maximize instructional time are evident throughout the school.	1	No consistent strategy	Training needs to be provided to ensure consistency throughout the school.
	Supportive Learning Environment	4.5	Extended learning opportunities are made available and utilized by students in need of additional support	2	Extended learning opportunities are made available to some students in need of additional support in SBA tested areas.	Schedule extended opportunities as a regular event - not something to rush to try to resource.
	Supportive Learning Environment	4.9	Physical facilities are safe and orderly	2	Parts of the facility have one or more of the following: minor disrepair, areas of clutter, minor safety concerns, lack of cleanliness.	We have clutter due to needing more space to provide the interventions and extended opportunities we are planning for our Restart.



Other: MAP	Students lose motivation after the beginning of the year. Assessments at the end of the year seem to overload students. We have connected positive consequences to all assessments other than the spring MAPs. These need to be connected as well.
Other: WorkKeys	Our analysis identified the current graduation and assessment items used measure student success did not necessarily correlate with student success in college or job/career after high school. WorkKeys was developed and is a part of ACT, a not-for-profit organization committed to education and workplace success. ACT is probably best known for their college entrance exam. In a time where the US workforce is experiencing a mismatch of skills to the requirements of current jobs, ACT has worked to assist in overcoming this challenge by creating the nation’s workforce credential – the National Career Readiness Certificate. Students earn their certificate based on their achievement levels within the world-renowned WorkKeys. We have not used the WorkKeys yet, but have researched their credibility and are planning on making WorkKeys our measurement of growth and success as we work towards improving our graduation rate – ensuring graduates are college and/or career ready. This is a major void that can be filled with our emphasis in this area. The State of Alaska is moving in this direction, as well, as next year (2010/2011) all 11 th grade students will be required to be assessed through WorkKeys.
Other: YRBS	<p>MidValley participated in the Alaska Alternative School Youth Risky Behaviors Survey (YRBS). Areas of concern include:</p> <ul style="list-style-type: none"> • 38.3% have been in a physical fight in the last 12 months, • 82% have tried cigarette smoking, • 33.5% smoked a whole cigarette before age 13, • 46.8% smoke daily, • 77.4% have had at least one drink, • 28.8% drank prior to age 13, • 40.5% have had 5 or more drinks at the same time in the last 30 days, • 73.1% have used marijuana at least once, • 37.9% before age 13, • 38.6% have taken prescription drugs without a prescription, • 69.5% have had intercourse, • 60.7% are currently active.

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Briefly describe why the Restart model was chosen for this school and how it is most likely to dramatically improve the student achievement and/or graduation rate in this school.

MidValley High (6-12) School has been identified as a Persistently Lowest-Achieving Title I School because we have not made 60% graduation rate each of the past 3 years. While we have shown improvement, we have not been able to reach the 60% level as we are currently organized/structured, with our current level of staffing, the manner in which we try to capitalize on our researched-based standards-based curriculum while adjusting to fit it into the Carnegie world of the district and our limited learning time. That is not acceptable to anyone associated with MidValley High (6-12) School. The Restart model will allow for our school to capitalize on the autonomy over personnel, calendar and schedule decisions, resource management, and educational programs provided to our students and families needed to engage in dramatic improvement efforts (Handbook on Restructuring, p 35). MidValley High (6-12) will, based on the above indicators and statistics, restart as a charter school. The name of our Restart charter school will be: American Charter Academy.

In direct response to the data analysis of MidValley 2009 SBA results, the Self-Study Tool, Measurement of Academic Process (MAP) and our YRBS results, our Restart Charter School (American Charter Academy) will use the Indicators of Effective Practice in the Handbook on Restructuring and Substantial School Improvement for Rapid School Improvement (corresponding page numbers will be in parentheses) to correlate and describe how the Restart model (transitioning to a Charter School) will provide the vehicle for dramatic improvement of student success (academic achievement and graduation rate) for students of American Charter Academy. Identified 'Barriers to Overcome' for our successful Restart of American Charter Academy are listed at the end of this segment – after the Eight Elements of High School Improvement.

Rapid Improvement Leader (American Charter Academy Principal in concert with APC) (p. 203):

- *Initial Analysis and Problem Solving*—Data from 2002-2009 has been analyzed with the analysis of 2007-2009 data the basis for this Restart. Initial problem solving includes:
 - Reorganization – to best implement Reinventing Schools Coalition (RISC) standards-based model; E.D. Hirsh's Core Knowledge; Buck Institute of Education (BIE) Project-Based Learning (PBL); Marzano; Sax Gender-based classrooms; Advisor / Advisee program improved available portions of the Alaska Career and Technical Educational Plan and Placed-Based Learning and Assessments (e.g. DOL Jobs Club, WorkKeys and National Career Readiness Certificate, Career and Tech opportunities, activities connected to specific themes and topics connected with the students and or community, dual enrollment (receiving HS and post-secondary credit concurrently), and competency based focusing on mastery in connection to all of the above, etc.) as American Charter Academy's foundation. Dramatic Improvement: 1) Learning is the constant and time is the variable, 2) Each student and staff member will have an Individual Learning Plan (ILP) to serve as the road map and the tracking tool to ensure the path to success for the specific person is known and followed, 3) Differences between males and females appreciated and capitalized on for the benefit of the student, 4) curriculum and student interest will be matched to improve motivation correlating with academic achievement, 5) Connections with students will be a whole child approach to include academics, family connections, addressing risky behaviors and, most importantly, students knowing they are someone and we care (p. 49-62, 149.)
 - Retooling the schedule -- to include extended days and extended year and to incorporate additional staff resources to be able to provide the reorganization to its best utilization and provide the varied opportunities for students. Dramatic Improvement: 1) Increasing time students are productively engaged in academic learning through block scheduling allowing for Project –based and placed based learning activities, 2) Interventions will have the requisite time available to implement with fidelity, 3) Provide time for parallel classes in a content area to be in addition to

other options as opposed to being limited by time and having to make a decision of providing parallel classes instead of other offerings, 4) Coordinate with SES services to be available for qualifying students to take away the barrier of transportation and 5) researching and building community consensus to expand the year to offer an academic rich option that is available throughout the year (p. 69, 153).

- Planned professional development (PD) -- (short term and long term) targeting the specific areas of concern (identified through our School-wide Action Plan (SWAP) or from each student's / staff member's Individual Learning Plan (ILP) with specific goals) working from a three-pronged design: 1st Prong – Professional Development connected with the American Charter Academy's educational program; 2nd Prong – Professional Development connected with strategies to improve the items in the 1st Prong; and 3rd Prong – Professional Development not connected with the items in the first two prongs but are other areas that would benefit our students or that may be part of the individual staff member's ILP. The SWAP will identify specific actions, interventions, etc. along with the systemic protocol to be followed. Dramatic Improvement: 1) Staff will understand and experience the requirement/usefulness of PD connected to their students and daily work, 2) Building capacities in our team connected to our foundational reorganization is a key to the staff behavioral change we need for school improvement, 3) Gains from the PD provided will be part of our place-based induction modules for new staff to ensure sustainability after the funding is no longer available, 4) PD will include a job embedded portion, 5) Just as instruction for students is best differentiated, PD, also will be differentiated to ensure each staff member is receiving the correct PD to best support student achievement and growth, 6) Fidelity of implementation of the reorganization plan due to PD will better ensure the dramatic improvement we are striving for our students 7) PD (especially associated with the 3rd prong) will be part of available incentives connected to student achievement, teamwork and school improvement. (p. 85, 95, 97, 103)

- Driving for Results —The Charter School will follow “Win Small, Win Quick, Win Often” attitude as described in Whatever It Takes by R. DuFour, R. DuFour, R. Eaker, and G Karhanek. Initially, the ‘wins’ will be visual to mark the new school – new name, new mission, vision, retooled schedule, additional options available, moving to the new curriculum, interventions, direction and most notably – new results! The name change is the most immediate and obvious marking of the Restart. Along with the name is the reorganization and addition of the needed school/classroom space providing a new ‘look’ for the students on their arrival this fall. The actions of the staff from the initial greeting, the additional options available due to the additional staff to the Pyramid of Support will also be a rapid improvement. The SWAP will identify the mandatory nature of the changes to ensure there isn't a thought of items being optional. Actions and tactics that have been used or are part of the historical expectations that are not producing the desired results will be identified and discarded. Resources, to include time, will be used on researched-backed /proven actions, tactics and interventions. Hiring decisions will be made using the tools in School Turnaround Teachers Selection Toolkit. Bottom line – American Charter Academy will keep the focus on our goal of graduating students, college and/or career ready. Dramatic Improvement: To this end, our goals also include individuals enrolled for the entire year in the 2nd through 4th year of high school will take WorkKeys assessments in Reading for Information, Applied Mathematics and Locating Information and will qualify for a National Career Readiness Certificate prior to graduation; students in levels up through their 1st year of high school will make a minimum of a year's worth of growth (Measurement of Academic Progress (MAP)s in Reading, Writing and Math); our school as a whole will meet AYP and achieve 75% graduation rate while continuing to improve to 100%. (p. 203)
- Influencing Inside and Outside the School—We will engage, motivate, and enlist the assistance and contributions of staff and community to the benefit of our students. The Charter School will incorporate service learning and community activities as well as partnerships such as with the Mid-

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Valley Senior Center, to create and strengthen connections, knowledge and support. Place-based learning connects strong academics with outside resources and opportunities. The Harlem Children's Zone Project is a blueprint we will be referring to as we build our support group including all portions of our communities in an interwoven system to provide the support our students will benefit from for their success. This includes but is not limited to available day-care, nutritional food at a quantity to satisfy growing active adolescents and young adults, soft skills (employability, fine arts, community, social, health, activities, personal, emotional and safety) along with rigorous academics at each student's level of competency and life coaching to improve destructive risky behaviors (p. 45, 203).

- *Measuring, Reporting, Improving*—Data analysis will be timely and readily available to all stakeholders. Data will be reported often and in the open for corresponding actions to the analysis as well as for accountability. We will use both student learning data and operational data. Student learning data will be assessed by analyzing classroom assessments, standards being met, level movement, RIT score growth from MAP testing, proficiency on state-wide SBAs, current National Career Readiness Certificate level (WorkKeys) and progression accomplished, etc. Students identified as being at risk in any category will be connected with the appropriate schedule, intervention, etc. through our school's Pyramid Response to Intervention. Being able to report and record our standards information using e-ducate, a web-based system created specifically for standards, will be a major asset for internal use as well as external reporting and communications. Our Standards-based model (RISC) provides data tools along with WorkKeys, AYP and MAPs. Operational data will be assessed through indicators/ evidence of effective practice, rubrics, student/teacher interactions, student success, etc. A user friendly report will be created to merge the various sources of data in an easy to read and understand format to document, study and adapt, if necessary, the SWAP. Data will be continually assessed by the Principal as well as routinely by the school improvement team (p. 79, 113, 203). There are no barriers with implementing a standards-based model in the new school as we have been using a standards based model for quite a few years. The district has supported our use of this model in our school and will continue to support us as we implement the same model in our restarted school.

School (American Charter Academy Principal in concert with school staff) (p. 199):

- *Leadership and Decision Making*— Our Restart school is organized into 'teams.' Members are part of multiple teams depending on the concept (content areas, educational level, and organizational effort). The teams will have statements of purpose, annual work plans to include products, agendas for meetings as well as minutes. With the ability to manage our calendar, these teams will have scheduled meetings weekly with a longer work session scheduled monthly. Representatives of each team will be part of the School's Leadership Team (which will operate with the same guidelines as listed above.) The Principal will actively participate in the teams, ensure focus is kept on instructional improvement and improving student learning and will challenge, support and monitor curriculum and instruction regularly. The Principal will work directly with teachers to improve instruction, and celebrate individuals, teams and school successes. Incentives will be provided for staff and student successes.

Dramatic Improvement: For our students, the 'possibility to succeed at school' is going to move to the 'probability to succeed' and then to further move to the 'will succeed' portion of the continuum due to the opportunity this SIG grant will provide through the Restart model. Scheduling will be a quarter block schedule. With flexibility built in to assist with planning, analyzing data and embedding professional development, the schedule will be built with improved student learning the goal and our school improvement efforts the priorities. To assist all stakeholders, we will have in place our Pyramid Response to Intervention which will serve to connect not only early warning signals with interventions, but also to connect behaviors and/or data signals to research-based strategies and interventions to keep students on track to successfully graduate. Our Restart will build the capacity of individual teachers as well as build the capacity as a united team to better teach our students through professional development and training on evidenced based practices along with ample resources. It

also will provide incentives for staff and students to strive to continually improve, working for self improvement and organizational improvement (p. 63-66, 69-72, 193).

- *Professional Development*—Professional development will be aligned with the SWAP, results of classroom observations and evaluation criteria in concert with our ‘team’ organization (p. 65). This portion is coordinated with the PD outlined under the ‘Rapid Improvement Leader above. Professional Development at American Charter Academy will be a three pronged approach putting into practice the concept of ‘life long learners.’ Each staff member will have their own Individual Learning Plan (ILP) with their goals identified discussion/coordination with the assigned ‘team’ as well as the Principal annotated. The three prongs are:

*1st Prong – Professional Development connected with the American Charter Academy’s educational program (e.g. RISC model; BIE Project-Based Learning; Core Knowledge; Place-Based Learning; Response to Pyramid of Support; Marzano; High Trust student engagement and Positive Behavior Supports; Sax Gender-based classrooms, the whole child as in Harlem Children’s Zone, etc.)

*2nd Prong – Professional Development connected with strategies to improve the items in the 1st Prong (e.g. reading strategies, classroom management, content area strategies, strategies for reconnecting students, etc.)

*3rd Prong – Professional Development not connected with the items in the first two prongs but are other areas that would benefit our students or that may be part of the individual staff member’s ILP.

Dramatic Improvement: The first year’s professional development will mostly be from the 1st Prong to establish the foundation of our Charter School and 2nd Prong to allow for policy and procedure to be uniform and consistent throughout the school and to enhance the quality of instruction (p. 65). The next two years will be continuation of establishing the foundation and policy/procedures. The bottom line is we will do Whatever It Takes. Additionally, PD will be used to improve Opportunities for Improvement (OFIs) identified through observations, evaluations, self evaluation tools, and requests from staff members. PD will include trainings off and on site and internal strengths and expertise capitalized within (peer to peer observations and sharing, self assessments based on indicators of effective teaching. The goal of our PD is to provide our teachers and staff with the training necessary to be highly effective in closing the achievement gap and reducing the drop out rate along with active engagement strategies and positive behavioral supports (p. 85, 95, 97, 103).

- *Parents and Learning*—Restart Staff will systemically include communication and actions to assist parents/guardians in helping their children successfully meet the standards and graduate. A community oriented school (which we are proposing to grow our community connections) is, among other things, a place where family and community are engaged which leads to increased family involvement, attendance and achievement (p.45). Parents/guardians are an integral group of stakeholders. As part of the Academic Policy Committee (charter school stakeholder governing body), commitment required through the Contract and the multiple family/parent opportunities provided by the school, the parents will be integrated into the school. According to Marzano, the ‘curriculum of home’ – the collection of attitudes, habits, knowledge and skills learned and accumulated by children through their interactions, connections and relationships with their family is a better predictor of academic success than the student’s socioeconomic status (p.185). *Dramatic Improvement:* The web-based recording and reporting tool, e-ducate, will enhance and improve communications with parents/guardians on students’ progress. Our improved Pyramid Response to Intervention (to be completed this first year) and the improved school handbook to include the Expectations Contract will

ensure parents/guardians have a clear understanding of the policies and procedures (academic and organizational) as well as protocols for clear, quick and constructive communication lines established. The Academic Policy Committee will be the bridge to support parent/family/student/school interaction and communication to build the trust and maintain the consistent message for student improvement in their achievement and future goals (p. 185).

- *Curriculum, Assessment, and Instructional Planning*— As a team, staff will ensure standards and levels include the Core Knowledge curriculum, embedded with ‘college and career ready requirements, are aligned with the GLEs and assessments as well as ensuring instruction is aligned with the standards and assessments. Scoring Guides will be available for all standards (or group of associated standards) (p.195).

Per soon to be created schedule (based on priority), pre and post assessments will be created for standards/groups of associated standards by the end of each of the first three years, until all have been created to ensure knowledge level of each student as well as to ‘red flag’ a specific student. Continuous Improvement protocol is completed and reviewed on a rotating basis. Revisions will be completed if necessary. Our school’s Pyramid Response to Intervention will be used during analysis to match the student’s characteristics with available interventions/options for success (p. 123).

Instruction will be based on all available information concerning each student, to include the pre-assessment but not limited to just that assessment. Teachers will ensure they are differentiating and aligning their instruction and learning activities. Along with specific teacher assessments (teacher/class), other available data will be used in planning: school-wide assessments including MAP, WorkKeys, READ180 (if appropriate), transcript information and SBAs (state-wide). Data will drive instruction as well as be used to identify students at risk for having difficulties in specific content (p. 113).

Teams will use this information to establish school goals, content/level goals and ILP goals. Additionally, the teams will identify OFIs in our curriculum and strategies/interventions. Professional Development will be interconnected through the data analysis of specific groups of students’ academic achievements based on the instructional strategies employed (p. 117).

- *Classroom Instruction*—The Restart School’s standards and levels are the documents teachers will align their instruction and assessment. The ILPs of enrolled students will drive the lesson plans and units of study scheduled to be covered. Lesson plans covering each unit (time may or may not fit nicely into a weekly framework) will be developed with standards, assessments and activities identified. Teachers will ensure their plans include review of prior work, hook for current topic/activity and standards to be addressed and/or completed.

Teachers will provide sound instruction in a variety of modes such as increased time on task, student engagement, monitoring performance through formative and summative assessments and differentiate instruction. Also, they will use effective classroom management techniques (p. 163).

- *School Community*—Mission, Vision, Contract, policies and procedures will be part of the school’s handbook available during fall registration for the school year. Our school will invite and welcome the family and community into our school as long as it does not interrupt the learning process of our students. Where appropriate, teachers will incorporate ‘interactive’ assignments to encourage family/child interactions (p.198, 185).

Partnerships within the community will be created to allow for intragenerational associations such as

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with the Mid-Valley Senior Center, various veterans associations, etc. Service learning will also play a large roll in preparing our students. Coordination and partnership will be such that it creates a win-win for all parties involved. Additionally, the community and the partnerships will be part of the larger American Charter Academy family. As such, they will be part of our celebrations and gatherings (p.179, 185).

Eight Elements of High School Improvement:

It is significant to note, per the National High School Center (NHSC), for comprehensive improvement strategies to have the best chance to succeed, the strategies must be thought of as elements of a single system. We have done that above. We, the Restart School, understand the elements are inter-related and each impacts the others. The 'Eight Elements the NHSC identifies along with a synopsis of our intent is provided below. A major challenge identified by NHSC is the risk of overwhelming those that are part of the comprehensive improvement. In our case, the risk of not being available to continue our mission of providing an option for our students is greater than the risk of being overwhelmed.

1. Rigorous curriculum and Instruction – will be available to all our students. It is the responsibility of all members of the Restart Team to ensure this happens. Multiple instructional strategies will be incorporated to the benefit of our students. Students will graduate college and/or be career ready.
2. Assessment and Accountability – balanced formative and summative assessments will be used along with portfolios, projects, pre and post assessments as well as school, district and state wide assessments. Information from assessments will be used to direct instruction, scheduling, and use of interventions as well as documenting completion and/or level of mastery.
3. Teacher Quality and Professional Development—Make use of the toolkit available for selecting teachers and then use evaluation, observations and staff ILPs to determine Professional Development and trainings in building teams, improving abilities and promoting the environment for best student learning.
4. Student and Family Supports—We will provide positive conditions for learning that provide guidance and support while addressing the whole person for each student. This will include physical and socio-emotional needs, positive behaviors and safe climates and environments, promoting healthy and legal lifestyles, respecting the family and community while providing academic successful opportunities.
5. Stakeholder Engagement—We will engage the interests, needs and skills of our stakeholders.
6. Leadership and Governance—We will promote and support high-quality instructional and organizational leadership.
7. Organization and Structure – We will provide physical, operational, scheduling and organizational changes to initiate and enhance our Restart efforts.
8. Resources for Sustainability—We have planned for sustaining our efforts at the end of this grant period. This grant will be key in establishing the physical and human capital, developing teacher knowledge and skills and incorporating them into our induction model for new staff members; in providing the needed time and monies to establish our foundations/initiatives and for them to grow roots; and to escalate effective practices, define priorities and allocate available resources for sustaining over time and after the life of the grant (p. 205).

Barriers to Overcome: Of course, dramatic change and improvement does not happen without barriers to break down (otherwise, the dramatic improvement would easily be the initial achievement). The following are barriers that have been identified and discussed:

- 1) Hiring staff who believe and can teach students in a standards-based environment;
- 2) Coordinating the professional development to ensure we create trainers within our ranks to be the ‘go

to' folks for specific foundational aspects of our school as well as the layered strategies;

- 3) Changing the culture and beliefs of our students' families (attendance is important and required; when able – choosing to provide a safe environment at home – which includes drug free, etc.);
- 4) Creating the possibility and showing the results when students arrive at school with half or less of their high school time left to reach all graduation requirements within AYP required timeline;
- 5) Providing transportation for home/school/home as well as to opportunities other than within the walls of our school. Hopefully, we will be working with the State to ensure a provision for Title I Charter Schools is part of the transportation block grant providing transportation to and from home/school without the major expense from the Title I charter school's operating budget (SY11- 3 buses to provide for just the home/school/home transportation for the regular hours and extended hours costs \$121,347 charter budget and \$61,000 SIG budget- this has been limited to \$48,800 due to available funds);
- 6) Having enough staff to guard against burnout;
- 7) While everyone connected with American Charter Academy understands the need to have dramatic change and improvement quickly, the timing of approvals, access to resources, etc. causes us to consider reaching our goals for the first year a barrier to overcome. For the record – we are planning/willing to do 'Whatever It Takes' to break the barriers and overcome!



B.2 ANNUAL GOALS FOR STUDENT ACHIEVEMENT AND GRADUATION

Using the analysis of data completed in B.1, describe the annual goals for student achievement on the state’s assessments in both reading/language arts, math, and graduation rate (if applicable) that have been established for this school. Describe the process the district will use to monitor the school’s progress on these goals. These goals are in addition to the determination of whether the school makes AYP. (See questions H-24, H-25, & H-26 in the Guidance.)

Goal Area	Goals	Baseline	Progress Monitoring Plan		Person Responsible
			Process	Timeline	
Reading/ Language Arts	<p>1a) 100% of students enrolled for a full year in the 2nd through 4th year of high school will take the WorkKeys assessments in Reading for Information, Applied Mathematics and Locating Information.</p> <p>1 b) Students who take the WorkKeys Assessments will, by graduation, qualify for at least one National Career Readiness Certificate, according to the percent targets listed in the chart below.</p>	<p>1) WorkKeys assessments taken during the first semester of SY2010-11 will provide the baseline for the 2nd – 4th year high school students of our school.</p>	<p>1-1. WorkKeys assessments will be completed by all 2nd – 4th year high school students during the 1st semester of SY2010-11 with additional WorkKeys assessments completed a minimum of one more time during the year as coordinated during Success/Grad (S/G) Plan conferences.</p> <p>1-2. After 2010-11, WorkKeys will be completed a minimum of twice a year.</p> <p>1-3. Data from WorkKeys will be detailed in the Annual Report to our Charter’s Academic Policy Committee as well as the District.</p>	<p>1-1. WorkKeys assessments will take place within two months of the beginning of school or enrollment of student.</p> <p>1-2. Additional WorkKeys assessments will be completed throughout the year based on the S/G Plan with a minimum of one additional per year.</p>	<p>Lisa Campbell, School Counselor and Test Coordinator</p>
	<p>2) 100% of students enrolled for a full year in levels up through their 1st year of high school will show a year’s worth of growth using the Measurement of Academic Progress (MAP) assessments between Fall and the next Fall of the following school year.</p>	<p>2) Spring 2010 MAP assessments will provide the baseline for the school.</p>	<p>2-1. MAP assessments will be given three times a year for all students in levels up through their first year in high school.</p> <p>2-2. Data from MAPs will be detailed in the Annual Report to our Charter’s Academic Policy Committee as well as the District.</p>	<p>2-1. MAP assessments will take place Fall, Winter and Spring.</p> <p>2-2. Growth will be assessed after each assessment window comparing results from the same window the previous year.</p> <p>1. Twice a year conferences will be scheduled at the end of 1st and 3rd quarters of the year. Four a year conferences will be scheduled at the end of each quarter.</p> <p>2. Staff Teams will analyze available and appropriate student data per conference schedule identified in 1 above. School/groups data will be analyzed at the beginning of school, in the middle and at the end of the school.</p>	<p>Lisa Campbell, School Counselor and Test Coordinator</p>

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	3) 100% of students enrolled in grades 6-10 during the testing week will participate in the Spring SBAs.	3) Spring 2010 SBAs assessments will provide the baseline for the school.	3-1. SBAs will be given as directed by the State for all students in grades 6- 10. 3-2. Data from SBAs will be detailed in the Annual Report to our Charter’s Academic Policy Committee as well as the District.	3-1. SBAs will be given as directed by the State (usually the first week of April).	Lisa Campbell, School Counselor and Test Coordinator
	4) There will be a decrease of at least 10% in the percentage of full academic year (FAY) students who scored less than proficient on the standards based assessments (SBAs) as compared to the prior year.		ALL: 1. Success /Grad Plan conferences will be held: *Two times a year for students up through their 2 nd year of HS; and *Four times a year for students in their 3 rd and beyond years of HS. 2. Staff Teams will analyze data for individual students according to the conference schedule; for the school and assorted groups three times a year.		Lisa Campbell, School Counselor and Test Coordinator
Math	Same as above	Same as above	Same as above	Same as above	Same as above
Graduation Rate	Students will stay on target for graduation per their Success/Graduation Plan. Goal: 75% graduation rate moving towards 100%	Spring 2010 AYP data will provide the baseline.	1-1. Upon enrollment, students will take part with their ILP team to create their Success/Graduation Plan. This plan will be created according to the Graduation Rate criteria. Created plan will be used daily as well as during the conferences described above. 1-2. Data for Graduation Rate (to include the Graduation/Success Plans and ILPs) will be detailed in the Annual Report to our Charter’s Academic Policy Committee as well as the District.	Creation of Plan – within two weeks of enrollment See above for schedule of conferences.	Becky Huggins, Principal
<p>The District will review school level MAP reports after each testing window to monitor student progress. The school’s scores will be analyzed against the normative standards and expected growth published by NWEA-MAP.</p> <p>The District will track each 2nd – 4th year high school student at the end of each semester to verify that they have taken the WorkKeys assessments in Reading for Information, Applied Mathematics and Locating Information and have earned at least one National Career Readiness certificate.</p> <p>The District will visit the school once per quarter, will look at a sampling of the Success/Graduation plans, and will talk with students and staff on how the plans are being used and how they are working.</p>					
<p>Our Long Term Goals (table 1) and our Progress Expectations/Goals for SBAs (table 2) are shown in the two tables below:</p>					

**LEA School Improvement Grants 1003(g) Funding Supplement
Restart Model**



American Charter Academy Long Term Goals with Targets

Area	Baseline Data Points SY2011 Target/ Actual	Growth Target SY2012 Target/Actual 2011 Actual	Growth Target for SY2013 Target/Actual 2012 Actual	Growth Target for SY2014 Target/Actual 2013 Actual
Attendance	95%	+2%	+2%	+1%
MAP Participation – Students through 1 st year of HS	100%	+5%	+5%	+5%
MAP Reading	100% established	Full years growth	Full years growth +6%	Full years growth +6%
MAP Writing	100% established	Full years growth	Full years growth +6%	Full years growth +6%
MAP Math	100% established	Full years growth	Full years growth +6%	Full years growth +6%
Level Completions per ILP	73%	+6%	+6% /	+5% /
Completion of Benchmarks ID'd in ILP	73%	+5%	+5%	+5%
WorkKeys assessments – National Career Readiness Certificate earned of 2 nd - 4 th year HS students.	73%	+5%	+5%	+5%

American Charter Academy SBA Expectations/Goals with Targets

Area	Baseline Data Points SY2011 Target/ Actual	Growth Target SY2012 Target/Actual 2011 Actual	Growth Target for SY2013 Target/Actual 2012 Actual	Growth Target for SY2014 Target/Actual 2013 Actual
Graduation Rate	75% /	+5% /	+5% /	+5% /
Reading	82.03% /	+6% /	+6% /	+6% /
Writing	82.03% /	+6% /	+6% /	+6% /
Math	77.42% /	+7% /	+7% /	+7% /
Participation	95% /	+2% /	+2% /	+2% /

B.3 & 4. ACTIONS AND TIMELINE FOR IMPLEMENTING MODEL

RESTART MODEL

Implementation Steps Aligned with Chosen Model	Person Responsible	Implementation Timeline	
		Begin Date	Target Date for Completion
LEA converts a school or closes and reopens under a charter school operator, a charter management organization (CMO), or an educational management organization (EMO).	Becky Huggins	June 2010	Reopen: August 2010
<p>How will the LEA engage in a rigorous process to verify the capacity of the charter school operator, CMO, or EMO to provide services that reflect what is required at this school?</p> <p>The application process for approving the establishment of a charter school in the Mat-Su BSD is a complete, succinct process outlining the multiple aspects of the proposed services required to be addressed adequately and without question to meet the District’s expectations to ensure the appropriate services are provided to our students. Additionally, this process includes dialogue and face to face meetings/assistance to ensure the proposed/approved charter school has the capacity to succeed for the benefit of our students.</p>			
<p>How will the LEA require a prospective operator to demonstrate that its strategies are research-based?</p> <p>Per the application process, the charter school applicant will identify the strategies to include the connected research.</p>			
<p>How will the LEA require a prospective operator to demonstrate that its curriculum, instruction, and assessment are aligned with Alaska’s grade level expectations?</p> <p>Per the application process, the charter school applicant will identify the curriculum, instruction and assessment to include the alignment.</p>			
<p>How will the LEA require a prospective operator to demonstrate a healthy fiscal history?</p> <p>Per the application process, the charter school applicant will identify and declare the willingness and ability to follow the required fiscal procedures through the Mat-Su BSD.</p>			
<p>How will the LEA require a prospective operator to demonstrate that it has provided realistic detailed budget estimates for operating the school and implementing the school improvement services?</p> <p>Per the application process, the charter school applicant will identify with explanations, the proposed operating budget. Along with the operating budget, the SIG budget will also be detailed with explanations to ensure a realistic fiscal plan that correlates with the charter school operations and improvement plan.</p>			
<p>How will the LEA require a prospective operator to insure that its instructional programs will be secular, neutral, and non-ideological?</p> <p>Per the application process, the charter school applicant will identify and declare the school’s instructional program will be secular, neutral and non-ideological.</p>			
<p>How will the LEA develop a set of non-negotiable performance-based benchmarks to serve as the basis for holding the charter school operator, CMO, or EMO accountable for meeting the final requirements for SIG fund expenditures?</p> <p>Per the application process, the charter school applicant, in concert with the school district, will identify the baseline to be used as well as establishing the performance-based benchmarks to be used for the growth plan for our students. This will serve as the non-negotiable standard benchmarks for the charter school’s accountability.</p>			

Restart Model

In what ways will the LEA ensure that the charter school operator, CMO, or EMO is provided autonomy and flexibility to enact school improvement activities and to administer the entire school program?

The Mat-Su BSD will ensure the charter school is provided the autonomy and flexibility to enact school improvement activities and to administer the entire school program while providing assistance as requested and communicating to the charter school any item that is identified through normal references (standardized testing results, accounting reports, etc.) Per the application process, the charter school applicant will identify the strategies to include the connected research that will be employed to allow them to improve the standard of education of the students. These strategies will include but will not be limited to the organization/structure; the required level of staffing; the full implementation of standards-based without having to mold it into the current district curriculum; and extending the learning opportunities to meet the needs of the students. Additionally, the flexibility and autonomy allowed by law are being requested and will be observed: schedule, calendar, curriculum, etc. The Academic Policy Committee of the Restart Charter School will be responsible for the school improvement activities and to administer the entire school program.

How will the LEA assure that all former students are allowed to be enrolled in the school that has selected the restart model?

Per the application process, the charter school has identified the process where all students enrolled at the end of the school 2010 will have first choice to reapply for the school year 2011 ensuring they are educated on their rights and responsibilities of a member of a charter school.

What capacity does the district have to implement the restart model in the school?

The Mat-Su BSD has the capacity to implement the restart model in this school. Mat-Su Borough School District currently has 4 charter schools in operation. A fifth charter school, Birch Tree, will open its doors in August 2010. As a charter school authorizer, Mat-Su has established a process for a comprehensive review of charter schools applications that involve many different departments. Feedback is provided to the charter school prior to the charter contract being presented to the MSB School Board. The School Board deliberates on the elements of the charter and upon their approval; the charter is forwarded to the State Board of Education.

What barriers does the LEA anticipate will occur in restarting the school and what steps will the LEA take to overcome these barriers?

Through the planning process for restarting to a charter school, the following barriers have been discussed with identified steps/solutions:

- 1. Location /site – while a site is usually a barrier for charter schools to overcome, MSBSD is not only providing the site as it is currently equipped, it is also having health and safety improvements made prior to this fall's opening of the charter school. The lease and utilities cost will be the responsibility of the charter school through the identified site budget.**
- 2. Availability of the right staff members in the right positions and remaining for multiple years—historically, teachers are hired in outlying schools to get into the district and then move into the core area as soon as there is an opening. Incentives, to include an environment invoking staff loyalty/longevity will be established by the school in concert and supported by the district for staff who have a significant impact on student academic achievement.**

C. BUDGET AND RESOURCES

Indicate in the chart below the resources to be allocated to support the school for the current school year and all years (up to three) that will be covered by SIG 1003(g) funds. Include the detailed budget and narrative for the SIG funds for each applicable year (2010-2011, 2011-2012, and 2012-2013) in the LEA combined budget.

Please indicate the funding sources and amounts provided to support the school for each year	2009-2010 Funds	2010-2011 Funds	2011-2012 Funds	2012-2013 Funds
State Funds	1,173,163	1,883,891	1,934,362	1,992,461
Local Funds		0	0	0
SIG 1003(g) Funds To allow for implementation with establishment time as well as assisting in sustainability without creating a steep funding cliff, the expected award has been front loaded.	\$0	697,703	528,128	450,794
School Improvement 1003(a) Funds	15,000	15,000	15,000	15,000
Title I, Part A: Improving Basic Programs	99,574	79,423	79,423	79,423
Title I, Part C: Migrant Education				
Title II, Part A: Teacher and Principal Training and Recruiting Fund				
Title II, Part D: Enhancing Education Through Technology				
Title III, Part A: English Language Acquisition				
Title IV, Part A: Safe & Drug-Free Schools and Communities				
IDEA Part B				
Carl Perkins				
Other: Legislative Library and Technology Grant	0	7,140		
Other: In school fundraising efforts	2,500	3,500	4,000	4,500
Other: Alternative Schools Healthy Students Grant	15,000	7,100		



Describe the alignment of other resources listed above that the district will use to align with the interventions proposed in this application:

Other Resource	Describe how it aligns with and enhances intervention
Transportation Grant	Providing transportation from home to school and back is key in providing educational opportunities to students and families without the transportation resources within their family (especially true in a Title I school). Additionally, being able to provide transportation after extended opportunities allows those that need/want to participate in extended day/year educational offerings to have the ability to enroll in such offerings. Hopefully, this can be coordinated to be provided other than through the charter school’s program budget.
District-wide offerings/opportunities, shared resources, etc.	The students of this charter school will have the same opportunity as all students in the district to take part in the opportunities and offerings such as CTE, sports, etc. Prerequisites, requirements, etc. will need to be met, if required of any other student.
Special Services Support (SSS)	All special education services will be handled as for any/all district students. The specific educational committee will ensure each student is receiving the services they should be in the best environment as determined by the team.

Describe the plan for sustaining these efforts after the funding period ends. Include your plan for funding, hiring practices, professional development, changes in policies and practices.

<p>Funding:</p> <p>Requested SIG funding shows a decrease each subsequent year to provide the school the ability to induct new teachers per recommendations found in the Handbook, page 95: “...new teachers, if possible, should be assigned a lighter workload in terms of # of classes, fewer administrative duties, smaller class size, lower concentration of students with individual needs.” Additionally, the SIG funding will provide for appropriate professional development that will be incorporated into our Place-based Induction orientation modules made available for new staff after the additional funding is no longer available. Programs and initiatives established by SIG funds will be prioritized for maintenance through regular Title and District funding. Additional grants will be sought to fill gaps.</p>
<p>Hiring Practices:</p> <ul style="list-style-type: none"> *Use of strategies, techniques and templates found in School Turnaround Teachers: Selection Toolkit during hiring practices; *Critical to achieving and maintaining improvement and changing from a low achieving school to a high achieving school is the requirement for a robust human capital strategy. There must be highly effective teachers available to ensure that their education systems can successfully deliver higher levels of school achievement. *Once hired, scheduling decisions should ensure the best teachers are teaching the most at-risk students.
<p>Supporting Professional Development:</p> <p>Professional Development will not only target identified strategies for school improvement, but also to establish a culture geared toward continuous improvement. PD will be used for ensuring staff is prepared to deliver the charter’s model of instruction / curriculum and to establish a positive, collaborative, team oriented dynamic for the success of our students. PD will include, Marzano, Buck Institute of Education Project-based learning, RISC standards-based learning, Response to Pyramid of Support, High Risk classroom management, Gender-based classrooms (Sax) and the whole child such as the Harlem Children’s Zone (HCZ), etc. The bottom line is we will do <u>Whatever It Takes</u> - the same as the title of a book by Mike Schmoker that is one of the guides this charter school was founded.</p>



Changes made in Policies and Practices:

- *Create incentives to curb attrition and teacher movement from school to school- this is a cost to student achievement and to the taxpayer that we cannot afford. p 87
- *Establishing academies (Wings and Teams) within the school to organize students in themes, needs or career groupings.
- *Pyramid Response to Intervention will be the expanded version of our Pyramid of Support to also include the responses correlating to the identified supports so that the pyramid can actually be used as a road map at the enrollment of a child as well as during each intervention/conference.
- *Group/Seminar Size (Ratio) and available room space to accommodate additional groupings.
- *Full implementation of the standards-based model, to include the reporting and recording web-based tool, e-ducate.
- *Integrating Problem-Based Learning into the curriculum and strategies to better serve and engage our students.
- *Integrating Core Knowledge into the curriculum to ensure our students have the background knowledge and facts to build a good foundation and understand conversations, decisions, etc. based on our ‘core knowledge.’
- *Improve even more the Advisor-Advisee program that is the number one key to success for our students.
- *Capitalize on the tools and insight of Marzano, Sax, etc. to improve what we do, how we track it, analyze it and continuously improve what we offer for our students’ success.
- *Offering the wide-array of Place-Based Learning to match the learning style of individual students and meet their needs (DOL Jobs Club, Career and Tech opportunities, Dual Enrollment with Post-Secondary Institutions, competency based achievement, ‘credit’ recovery, reconnecting with students, etc.)
- *Professional Development coordinated with school needs and teachers’ ILP.
- *More ‘Team’ organization.
- *Additional available academic minutes for student success.
- *Additional available minutes for all content areas as well as taking care of the student.
- *Pyramid Response to Intervention Support – an improvement from our original Pyramid of Support.
- *Flexibility in the schedule, curriculum and books to better meet the needs of our students.

Other:

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: American Charter Academy - Regular

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337050

COA	Account Title	Budget Amount TOTAL	Narrative Description
			Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
<i>REQUIRED</i>			
310	CERTIFICATED SALARIES	\$0.00	
313	Principal		
314	Director		
314	Assistant Director		
315	Certified Teachers		
316	Certified Extra Duty Stipends		
317	Certified Substitutes		
318	Certified Specialists		
320	NON-CERTIFICATED SALARIES	\$0.00	
321	Mid-Level Management		
322	Student Hire		
323	Paraprofessionals		
324	Support Staff		
329	Non-Certified Substitutes		
330	Non-Certified Overtime		
333	Non-Certified Leave Cash-In		
360	EMPLOYEE BENEFITS	\$0.00	
361	Health Insurance		
362	Unemployment Insurance		
363	Worker's Compensation		
364	FICA		
365	TRS		
366	PERS		
367	SBS		
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL		
420	STAFF TRAVEL	\$91,563.00	
		\$91,563.00	Travel expenses for site staff to participate in professional development including: Sax, Core Knowledge, Charter School Conference, High Trust, Project-based, Marzano, and content area specific training
425	STUDENT TRAVEL	\$57,300.00	
		\$8,500.00	Bussing for student field trips to participate in additional educational opportunities to include, seminars, life coaching, project-based, and place-based activities
		\$48,800.00	Home to School Bussing for extended-day learning program
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES	\$196,305.62	
		\$25,000.00	Contract for service with Life Coach 2 days per week throughout the school year

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: American Charter Academy - Regular

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337050

COA	Account Title	Budget Amount	Narrative Description
<i>REQUIRED</i>		TOTAL	Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
		\$56,300.00	Contract for professional development with e-ducate on web-based reporting and recording tool for standards
		\$10,000.00	Contract with community organization for student food services
		\$7,965.62	Contracts with community organizations to provide career and technical educational option for student career readiness opportunities
		\$97,040.00	Contract with building owner for additional lease space and
450	SUPPLIES/MATERIALS/MEDIA	\$32,534.33	
		\$2,034.33	Food for events and celebrations
		\$12,000.00	Student and Teacher supplies, materials, etc. for encouragement and increased productivity
457	Small Tools & Equipment	\$7,500.00	Technology components for computer base learning programs (e-ducate server, Promethean Boards and accessories, student computers)
457	Small Tools & Equipment	\$11,000.00	Furniture for additional school space (desks, tables, chairs, book shelves)
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
Subtotal		\$377,702.95	Expand cells as needed
Indirect 4.09%		\$15,448.05	
Total for Page		\$393,151.00	

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: American Charter Academy - ARRA

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337050

COA	Account Title	Budget Amount TOTAL	Narrative Description
<i>REQUIRED</i>			Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
310	CERTIFICATED SALARIES	\$193,326.99	
313	Principal		
314	Director		
314	Assistant Director		
315	Certified Teachers	\$185,076.99	2.5 FTE Teachers to provide additional educational opportunities, activities, and interventions for students at Mid Valley High School
			Extended Contracts for staff to participate in professional development and provide additional extended-day learning opportunities for Mid Valley High School students
316	Certified Extra Duty Stipends		
317	Certified Substitutes	\$8,250.00	Substitute time for professional development for foundational trainings to include; RISC, Project-based, Place-based, Sax, Core Knowledge, and High Trust
318	Certified Specialists		
320	NON-CERTIFICATED SALARIES	\$11,028.00	
321	Mid-Level Management		
322	Student Hire		
323	Paraprofessionals	\$4,996.00	Extended Contracts for staff to participate in professional development and provide additional extended-day learning opportunities for Mid Valley High School students
324	Support Staff		
329	Non-Certified Substitutes	\$6,032.00	Substitute time for professional development for foundational trainings to include; RISC, Project-based, Place-based, Sax, Core Knowledge, and High Trust
330	Non-Certified Overtime		
333	Non-Certified Leave Cash-In		
360	EMPLOYEE BENEFITS	\$70,764.60	
361	Health Insurance	\$39,177.00	
362	Unemployment Insurance	\$653.94	
363	Worker's Compensation	\$2,562.94	
364	FICA	\$2,963.15	
365	TRS	\$23,126.71	
366	PERS	\$1,099.12	
367	SBS	\$1,181.74	
390	TRANSPORTATION COSTS		
410	PROFESSIONAL & TECHNICAL		
420	STAFF TRAVEL		
425	STUDENT TRAVEL		
430	UTILITY SERVICES		
440	OTHER PURCHASED SERVICES		

Alaska Department of Education Early Development

NARRATIVE DESCRIPTION of PROGRAM BUDGET

(A narrative justification must accompany EACH request for a budget revision)

District: Matanuska-Susitna

School: American Charter Academy - ARRA

Grant Title: SIG 1003(g)

Revision Number: Year 1: 2010-2011

School ID: 337050

COA	Account Title	Budget Amount TOTAL	Narrative Description
<i>REQUIRED</i>			Please include a COMPLETE description of each line item. Budget revisions must include a justification for each change including the impact on the program originally approved.
450	SUPPLIES/MATERIALS/MEDIA	\$17,465.67	
		\$10,000.00	Seminar supplies to include: book sets, paper, science materials for experiments and projects, items for home economics, art class, etc.
		\$6,000.00	Supplies for project-based and place-based activities
		\$1,465.67	Food for events and celebrations
			Student and Teacher supplies, materials, etc. for encouragement and increased productivity
480	TUITION & EXPENSES		
490	OTHER EXPENSES (Dues & Fees)		
510	EQUIPMENT		
540	OTHER CAPITAL OUTLAY		
Subtotal		\$292,585.26	Expand cells as needed
Indirect 4.09%		\$11,966.74	
Total for Page		\$304,552.00	