

Charter School Renewal Application 2022

Charter Renewal Application #000733

Academy Charter School

Location Code: 0011

Submitted To:

Douglas County Colorado
Choice Programming
Douglas County School District

620 Wilcox St.
Castle Rock, CO 80104
Phone: 720-433-1238

Submitted By:

Erin McMilon
1551 Prairie Hawk Dr
Castle Rock, CO 80109

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GENERAL

A. School Information

School Type: **Elementary / Middle**
 Grade Levels: **[PK, K, 1, 2, 3, 4, 5, 6, 7, 8]**
 School District: **Douglas County, Colorado**
 Neighborhood / Community: **Castle Rock, CO**
 Organization Type:
 Sponsoring Entity: **Non-profit Organization**
 Address: **1551 Prairie Hawk Dr. , Castle Rock, CO 80109**
 Phone: **303-660-4881**
 Fax: **303-660-6385**
 Web Site: **<https://academycharter.org/>**
 Calendar Type: **- 180 instructional days**
 Educational Service Provider: **(None)**

B. Primary Contact Person

Name: **Erin McMilon**
 Mailing Address: **1551 Prairie Hawk Dr Castle Rock, Colorado 80109**
 Mobile Phone: **928-279-6632**
 Alternate Phone: **303-660-4881**
 Email: **mcmilone@academycharter.org**
 Current Employer: **Academy Charter School**

C. Attendance Projections

| Grade Level | Year 1 Enrollment | | Year 2 Enrollment | | Year 3 Enrollment | | Year 4 Enrollment | | Year 5 Enrollment | |
|--------------|-------------------|------------|-------------------|------------|-------------------|------------|-------------------|------------|-------------------|------------|
| | Min. | Max. | Min. | Max. | Min. | Max. | Min. | Max. | Min. | Max. |
| PK | | | | | | | | | | |
| K | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 |
| 1 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 |
| 2 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 |
| 3 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 |
| 4 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 |
| 5 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 | 64 | 66 |
| 6 | 64 | 72 | 64 | 72 | 64 | 72 | 64 | 72 | 64 | 72 |
| 7 | 62 | 72 | 62 | 72 | 62 | 72 | 62 | 72 | 62 | 72 |
| 8 | 60 | 72 | 60 | 72 | 60 | 72 | 60 | 72 | 59 | 72 |
| Total | 570 | 612 | 570 | 612 | 570 | 612 | 570 | 612 | 569 | 612 |

D. Board Members

| Name | Title | Contact Information | Current Employer |
|-------------------|-----------------|--|--|
| Buchanan, Katie | Board Secretary | P: M: E: buchanank@academycharter.org | CFLAB |
| Dunbar, Chris | President | P: M: E: dunbarc@academycharter.org | B,C&E, LLC |
| Dyett, Amy | Board Member | P: M: E: dyetta@academycharter.org | Advanced Dynamic Solutions |
| Galloway, Chris | Board Member | P: M: E: gallowayc@academycharter.org | Diffusion Healthcare |
| Oberly, Eric | Vice President | P: M: E: oberlye@academycharter.org | Dept of Commerce Patent & Trademark Office |
| Slattery, Michael | Board Member | P: M: E: slatterym@academycharter.org | Kiana Creek Ranch |
| Thieme, Richard | Board Treasurer | P: M: E: thiemer@academycharter.org | C&S Drywall |

Basic School Information & Required Attachments

1. Basic School Information

Name: Academy Charter School

ACS Mission Statement: Through the cooperation of parents, teachers, and students, Academy Charter School will create a learning environment that fosters growth in character, high academic achievement, and the love of learning resulting in responsible, productive citizens.

Total Enrollment #: 739 students

Total FTE #: 660.50

& % of Free & Reduced: 37 students 6.4%

& % Special Education Students: 13 students 2.2%

& % ELD Students: 15 students 2.6%

Attachments

Section 1: Basic School Information

| | | | |
|-----|---|--------------------------------|------------------|
| 1.1 | Governing Board Members | McMilon, Erin, 9/2/22 1:03 AM | PDF / 291.579 KB |
| 1.2 | Brief History | McMilon, Erin, 9/2/22 12:08 AM | PDF / 93.024 KB |
| 1.3 | Contact Information | McMilon, Erin, 9/2/22 12:07 AM | PDF / 379.388 KB |

2. Required Attachments (may add as link to a Google Drive)

Attached:

Attachments

Section 2: Required Attachments (may add as link to a Google Drive)

| | | | |
|-----|--------------------------------------|--------------------------------|------------------|
| 2.1 | Budget Information | McMilon, Erin, 9/2/22 2:17 AM | PDF / 160.663 KB |
| 2.2 | Awards | McMilon, Erin, 9/2/22 12:12 AM | PDF / 180.074 KB |
| 2.3 | Survey Summary | McMilon, Erin, 9/2/22 12:12 AM | PDF / 63.986 KB |
| 2.4 | 2019 SPF | McMilon, Erin, 9/2/22 12:10 AM | PDF / 261.165 KB |
| 2.5 | UIP | McMilon, Erin, 9/2/22 12:10 AM | PDF / 204.609 KB |
| 2.6 | Mission & Vision | McMilon, Erin, 9/2/22 12:09 AM | PDF / 83.426 KB |

1. Mission and Key Design Elements

1.1.1 Mission & Key Design Elements

ACS Mission Statement

Through the cooperation of parents, teachers, and students, Academy Charter School will create a learning environment that fosters growth in character, high academic achievement and the love of learning resulting in responsible, productive citizens.

ACS Vision Statement

Academy Charter School provides a challenging academic program based on the Core Knowledge curriculum that promotes academic excellence, character development, and educational enthusiasm for its students.

Academy Charter School is a Kindergarten through 8th grade charter school. We are a publicly funded school founded by a parent group in 1993. The building we are currently in was first opened for students in 2001. Our school offers unique educational opportunities through our Core Knowledge Curriculum, our core virtues, and rigorous academics. Our parent community is highly involved in the education of our students and are required to volunteer in the school 20 hours per year. We offer Spanish for K-8th grade along with technology, art, music, and PE.

At Academy Charter School, a quality education includes a student-centered approach to learning. In addition to academic and cognitive development of students, Academy Charter School promotes the physical, social and emotional health, growth and skill development of every student. We implement an approach to learning that integrates research-based practices to address students' academic and behavioral needs. We create targeted, specific prevention, remediation and/or acceleration interventions for students whose academic achievement or behaviors are not typical of their grade level peers. Acceleration or remediation is used to match students' general abilities and specific talents with optimal learning opportunities. We strongly believe in a whole child approach to learning, strong partnerships with parents, and research-based best instructional practices which promotes a quality education for every student.

Attachments

Section 1: 1.1 Mission & Key Design Elements

– No Attachments –

2.1.2 Curriculum

ACS curriculum is based on the Core Knowledge Scope and Sequence for grades K-8. This establishes the master plan for the content to be explored. Additional programs such as SaxonMath and McGraw Hill Language Arts program supplement the Core. Other resources are obtained from many and varied sources. In addition to regular classroom subjects, Physical Education, Music, Art, Spanish and Technology are taught in grades K through 8. Our curriculum plays a key role in the success of students, teachers, and the school. For ACS to achieve this kind of success, we have precise and commonly defined goals that are reflected in our curriculum

Attachments

Section 2: 1.2 Curriculum

| | | | |
|-----|----------------------------|--------------------------------|------------------|
| 2.1 | Curriculum | McMilon, Erin, 9/2/22 12:15 AM | PDF / 862.405 KB |
|-----|----------------------------|--------------------------------|------------------|

3.1.3 Assessment

Assessment measures if and how students are learning and if the teaching methods are effectively relaying the intended messages. We aim to develop a variety of assessment constructs that coordinate to instructional plans. Assessment data allows us to apply instructional strategies to match our instructional goals and objectives at the beginning of the lesson/unit/semester/course and execute them throughout the entire educational experience. Our assessments match state standards, local programming requirements, and curricular outcomes of researched based content.

Focusing on state and national standardized assessments gives us accountability and trust with our stakeholders. Since community trust and involvement are essential to schools, as teachers and administrators we must achieve strong scores to maintain these relationships. Administrators at ACS provide every teacher with a precise, manageable list of essential, assessed standards.

Attachments

Section 3: 1.3 Assessment

| | | | |
|-----|-----------------------------------|--------------------------------|------------------|
| 3.1 | 2019 SPF | McMilon, Erin, 9/2/22 12:17 AM | PDF / 261.165 KB |
| 3.2 | School MAP Scores | McMilon, Erin, 9/2/22 12:17 AM | PDF / 1.056 MB |
| 3.3 | CMAS Scores | McMilon, Erin, 9/2/22 12:16 AM | PDF / 118.531 KB |

4.1.4 Organizational Capacity

School Leader Evaluation

A Leadership Evaluation Committee, comprised of 2 Board Members, will be formed and will be responsible for updating the evaluation form, timeline and guidelines as needed. This committee will also communicate with the Leadership about how and when the evaluation will be performed so the school leader has time and is aware of how they will be evaluated by the GB. This committee will also collect the GB formal evaluations and record the final Leadership evaluation score based on an average from ALL GB members. The GB will set 1-3 individual annual goals for the School Leader. At each GB meeting the School Leader will report the goal progress to the GB. At the review meeting, the School Leader will report artifacts of support to show achievement of goals. The GB will review these artifacts and give a rating based on the School Leader Evaluation Matrix. This rating will be used to decide the renewal/non-renewal of the School Leader and any subsequent raise for the next school year.

Business Leader Evaluation

A Business Manager Evaluation Committee, comprised of 2 Board Members, will be formed and will be responsible for updating the evaluation form, timeline and guidelines as needed. This

committee will also communicate with the Business Manager about how and when the evaluation will be performed so he/she has time and is aware of how they will be evaluated by the GB. This committee will also collect the GB formal evaluations and record the final evaluation score based on an average from ALL GB members. The GB and the School Leader will set 1-3 individual annual goals for the Business Manager. The Business Manager will report the goal progress to the GB and the School Leader at each GB meeting and/or private meetings with the School Leader. At the review meeting, the Business Manager will report artifacts of support to show achievement of goals. The GB will review these artifacts and give a rating based on the Business Manager Evaluation Matrix. This rating will be used to decide the renewal/non-renewal of the Business Manager and any subsequent raise for the next school year.

Teacher Evaluation

Teacher evaluations are required to ensure accountability, ie. teacher quality, and promote professional growth. An effective evaluation must provide a clear definition of practice and use a validated evaluation instrument that identifies the necessary instructional elements and structures are in place that promote and improve student achievement. The evaluation model at Academy Charter School is designed to improve teacher capacity and student learning by providing a common language to operate with a shared understanding of exemplary teaching so we can engage in rich professional conversations to strengthen our practice. The Framework for Teaching adapted for Academy Charter School will identify underperforming teachers, promote professional learning, allow a teacher to transfer from initial licensure to professional licensure, ensure teachers are proficient or in good standing, and most importantly facilitate self-assessment and reflection on instructional practices in an environment of trust and professional inquiry.

Professional Development

Implementing appropriate and meaningful teacher education and professional practice provides opportunities to expand professional repertoires and techniques. Without skillfully trained teachers and support personnel, the most thought out, well-prepared curriculum will yield little to no results. Our faculty understands and is in tune with their needs as professionals. ACS Teachers are pursuing their READ Designation and ELD Designations as prescribed by CDE licensure requirements.

Attachments

Section 4: 1.4 Organizational Capacity

| | | | |
|-----|---|--------------------------------|------------------|
| 4.1 | Organizational Structure | McMilon, Erin, 9/2/22 12:19 AM | PDF / 63.466 KB |
| 4.2 | School Leader Evaluation | McMilon, Erin, 9/2/22 12:18 AM | PDF / 146.567 KB |
| 4.3 | Business Manager Evaluation | McMilon, Erin, 9/2/22 12:18 AM | PDF / 125.892 KB |
| 4.4 | Teacher Evaluation | McMilon, Erin, 9/2/22 12:18 AM | PDF / 383.665 KB |

2. School Climate & Culture

1.2.1 School Climate & Culture

Our school's culture is largely determined by the values, shared beliefs, and behavior of all the various stakeholders within the school community and reflects the school's social norms. As ACS navigates through state assessments and standards, we must continue to ensure that our focus and commitment to students and families does not falter or is perceived as not doing what is best for our students. We strive to assure our families that we have the highest commitment to their students.

Academy Charter School

- Collectively 380 years of teaching experience in our school
- 2022 is the 70,000th day of school for our staff
- 1st charter school in Colorado. Opened our doors in 1993.
- John Irwin Award Recipient/Governor's Distinguished Improvement Award -2010, 2011, 2012, 2013, 2014, 2017, 2019
- Strong academics-proven record from our data
- Core Knowledge focus
- Offer Spanish K-8th grade
- Middle School students participate in Ambassadors of Compassion and Student Council-organize and donate to various charities over the years such as Pennies for Patients, Buddy Center, food drives, clothing drives etc.
- Dean's List & Honor Roll
- Positive Behavioral Interventions and Support points for virtues such as respect, responsibility, accountability, humility, etc. for students to 'spend' in school store
- Over 25 veterans participate in our Veterans Day Celebration this year. We have been celebrating veterans for over 10 years.
- Holiday Shop for our students each year
- Strong athletic teams and sportsmanship
- Theater production each year Lion King, Beauty & the Beast, Addams Family, Shrek, Suessical, The Musical
- Over 20 elective choices for our middle school students
- Small class size of 22 in elementary and 24 in middle school
- Dress code-uniform to support a unified learning environment
- Strong community support-every family donates a minimum of 20 hours of their time yearly

Attachments

Section 1: 2.1 School Climate & Culture

1.1 [CERT Assignments](#)

McMilon, Erin, 9/2/22 12:20 AM

PDF / 1.671 MB

2.2.2 Family & Community Engagement

ACS believes that the success of each student will be a shared responsibility of students, teachers, parents, staff, and community leaders. Each family is required to do 20 hours of volunteer time each year. The PTO, Governing Board, and SAC are meetings where parents can

find many volunteer opportunities. Attendance of PTO, SAC, and Governing Board meetings and other school events count toward volunteer hours. Every \$10 spent on special requests for the classroom counts for 1 hour of volunteer time! We collect volunteering data using ACS Track It Forward.

Academy Charter School PTO Mission Statement: To align resources with the vision and direction of the school to enrich the learning environment while empowering parents, teachers and students for success. The PTO's main role is to supplement the school's budget through various fundraising efforts while maintaining and encouraging community spirit.

Our PTO is comprised of 25 parents who serve in elected and appointed capacities provide volunteer opportunities that connect the community together through fundraisers and events and improve our family's school experience.

Attachments

Section 2: 2.2 Family & Community Engagement

– No Attachments –

3. Board Governance

1.3.1 Board Capacity

As Charter Schools are independent Public Schools, we have our own School Board. This group of seven parents oversees and guides the Administration in making decisions about school policies, operations and finances. Additionally, the Board oversees the academic goals and programs of the school. Essentially, we help govern the school, but we do not run the school. The day to day operations of the school are handled by our Principal and staff.

The ACS Board will be engaging in training to ensure we utilize best practices for high-performing Boards. We will work as a team to set and accomplish goals, and we will engage with ACS parents, staff, and the larger Castle Rock community.

Attachments

Section 1: 3.1 Board Capacity

| | | | |
|-----|---|--------------------------------|------------------|
| 1.1 | Governing Board Members | McMilon, Erin, 9/2/22 1:08 AM | PDF / 291.579 KB |
| 1.2 | Bylaws | McMilon, Erin, 9/2/22 12:30 AM | PDF / 160.632 KB |
| 1.3 | Conflict of Interest | McMilon, Erin, 9/2/22 12:29 AM | PDF / 53.077 KB |
| 1.4 | Code of Ethics | McMilon, Erin, 9/2/22 12:28 AM | PDF / 50.823 KB |
| 1.5 | Meeting Dates | McMilon, Erin, 9/2/22 12:27 AM | PDF / 88.926 KB |

4. Access & Equity

1.4.1 Special Education

At ACS, students have access to quality specialized instruction inside and outside of the general education classroom as outlined in the IEP and in alignment to best practices for the specific disability area. The school's specialized instruction are aligned to the students' root cause of their disability. Service Providers are licensed, trained, and skilled at designing specially designed instruction for students with IEPs.

Providers know their students' strengths and needs and leverage this information to plan high quality, strengths-based instruction. Students receive specialized instruction within a low teacher:student ratio which increases students' repeated practice and faster skill mastery.

ACS is authorized to serve students with Mild/Moderate disabilities. Students shall be considered for admission into Academy Charter School without regard to race, creed, color, gender, national origin, religion, ancestry, disability or need for special education.

Attachments

Section 1: 4.1 Special Education

1.1 [MTSS Handbook](#)

McMilon, Erin, 9/2/22 12:31 AM

PDF / 34.453 MB

2.4.2 English Language Learners

At ACS, students have access to quality support services inside general education classrooms as outlined in the ELD plan. The school's ELD instruction is aligned to the specifics of a student's plan. Our English Language Development Teacher is licensed, trained, and skilled at designing specially designed instruction for students on the caseload. Our ELD teacher collaborates with the student's general education teachers to provide an optimal learning environment at all times of the day and collaborates with parents to ensure a strong home-school connection. ACS uses the WIDA assessment to help identify English learners and uses Access assessment to determine the English language proficiency levels and progress of ELs in the domains of speaking, listening, reading, and writing.

Attachments

Section 2: 4.2 English Language Learners

– No Attachments –

5. Fiscal Performance

1.5.1 Financial Framework

Academy Charter School has exceeded all financial framework standards over the last 5 years.

[Financial Transparency](#)

Attachments

Section 1: 5.1 Financial Framework

| | | | |
|-----|---|-------------------------------|------------------|
| 1.1 | Financial Policies & Procedures | McMilon, Erin, 9/2/22 2:34 AM | PDF / 1.211 MB |
| 1.2 | Financial Reserve Policy | McMilon, Erin, 9/2/22 2:34 AM | PDF / 23.769 KB |
| 1.3 | Investment Policy | McMilon, Erin, 9/2/22 2:34 AM | PDF / 107.033 KB |
| 1.4 | KPIs | McMilon, Erin, 9/2/22 2:34 AM | PDF / 214.672 KB |
| 1.5 | No Title | McMilon, Erin, 9/2/22 2:12 AM | PDF / 1.211 MB |

2.5.2 Financial Audit

Academy Charter School most recent audit is attached. The Notes to the Financial Statements, beginning on page 14, do not contain any extraordinary information.

Attachments

Section 2: 5.2 Financial Audit

| | | | |
|-----|---------------------------|--------------------------------|------------------|
| 2.1 | ACS Audit | McMilon, Erin, 9/2/22 12:39 AM | PDF / 464.378 KB |
|-----|---------------------------|--------------------------------|------------------|

3.5.3 Budget Information

ACS has provided a budget summary covering projected sources of revenue and planned expenditures for the next 5 years. This assumes revenues are frozen except for increases based on enrollment. Recurring expenditures are also frozen except those based on enrollment. ACS does not have any budget line items with significant changes from year to year.

Attachments

Section 3: 5.3 Budget Information

| | | | |
|-----|------------------------|--------------------------------|------------------|
| 3.1 | Budget | McMilon, Erin, 9/2/22 12:41 AM | PDF / 160.663 KB |
|-----|------------------------|--------------------------------|------------------|

6. Five Year Planning

1.6.1 Enrollment

ACS has no plans for expansion at this time.

Attachments

Section 1: 6.1 Enrollment

| | | | |
|-----|----------------------------------|-------------------------------|-----------------|
| 1.1 | Enrollment Chart | McMilon, Erin, 9/2/22 1:19 AM | PDF / 27.104 KB |
|-----|----------------------------------|-------------------------------|-----------------|

2.6.2 Facility

The plans at ACS for our facility is to maintain our standard operational practices and does not include plans to expand or significantly alter our campus. Routine maintenance and repairs combined with occasional cosmetic upgrades will be the focus of preserving our building for the next five years of the next charter.

Attachments

Section 2: 6.2 Facility

– No Attachments –

3.6.3 Five Year Planning

Standardized and interim testing programs usually serve several purposes. They help teachers and administrators evaluate and improve the school, recognize a student's academic strengths and distinguish between areas where a student may need to improve. At ACS we analyze our data using the CDE Interpreting Assessment Results and work as a collective to review our scores, identify strengths and weaknesses, and plan for reteaching and extension of specific standards measured on CMAS Assessments, NWEA MAPs, and Dibels.

ACS's current performance improvement goals are:

- Our K-1 teachers will deliver a prescriptive phonics program 10 minutes per day using Wilson Foundations and OG techniques to strengthen and fortify the emerging reading skills students need to hopefully avoid qualifying for a READ plan in 2nd and 3rd grades.
- We have expanded staffing to address marginalized students with plans. We are implementing a co-teaching model in 2nd and 3rd grade for ELA with the goal to decrease the number of students on READ Plans from 20 in 3rd grade to less than 10 and 22 in 2nd grade to less than 12. We will use Wilson Foundations, Reading Wonders (a basal series), combined with OG instructional methods to address the lingering effects of interrupted

reading instruction for students not on track to meet the proficiency requirements set by the CO Read Act.

- ACS will select, purchase, and implement a new Science curriculum that is aligned to standards and CK to provide meaningful learning experiences for students in grades K-8. ACS will initiate and complete an adoption schedule consisting of alignment of standards and CK content; collect a variety of curriculum options from publishers; identify measurements of rigor, assignments, and assessments; presentation to staff to help them make a selection for input; proposal to Governing Board for consideration and purchase approval; professional development for implementation; and implementation and monitoring for success. Our teachers and parents have expressed the desire for a current and engaging Science curriculum to improve the day-to-day engagement of students while teaching/learning as well as improve our scores on standardized measurements such as CMAS.

Attachments

Section 3: 6.3 Five Year Planning

| | | | |
|-----|---|--------------------------------|-----------------|
| 3.1 | Data Analysis Example | McMilon, Erin, 9/2/22 12:58 AM | PDF / 98.261 KB |
| 3.2 | Interpreting CMAS Results | McMilon, Erin, 9/2/22 12:58 AM | PDF / 1.601 MB |

Optional: Supplementary Information

1. Supplemental Body of Evidence

Attachments

Section 1: Supplemental Body of Evidence

– No Attachments –

2. COVID Response

Attachments

Section 2: COVID Response

– No Attachments –