2020 - 2021 Charter Renewal Application

BSU Continuous Improvement Report

Anderson Preparatory Academy
101 W 29th St
Anderson, Indiana, 46016
United States of America
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ENROLLMENT DIAGNOSTIC

   Using the Enrollment Diagnostic:
   a. Download the Enrollment Diagnostic.
   b. Develop your institution's enrollment using the Enrollment Diagnostic Template.
   c. Upload your completed Enrollment Diagnostic in the attachment area below.
   d. You may enter an optional narrative about your Enrollment Diagnostic below. If you do not have an optional narrative, enter N/A.

       N/A

ATTACHMENTS

Attachment Name
EXECUTIVE SUMMARY

1. Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

APA is located in Anderson, Indiana and currently serves 840 students in grades K-12. Once a booming factory town, the heart of Anderson came from the automotive industry and the exit of GM had a devastating impact on the residents and city as a whole. The city has faced many hardships and has seen a decrease in population. The city is working to rebuild and has been able to attract many international companies and revitalize brown spaces left from the golden days of the automotive industry. APA has worked closely with the local schools and city government to help promote the educational opportunities available in Anderson to support the city's mission of rebuilding and attracting larger companies that will help restore Anderson to its glory. Anderson, as a whole, is a family with a common goal of breathing life into this amazing and unique community. The demographic data included in Section I. of the Renewal Narrative is not only reflective of our school but also of our community. While we have a diverse community, it is united in a lower socio-economic status and many families struggle to make ends meet and to offer educational choice to their children. Our local district has also faced hardships due to decrease in population and has made great strides in improving their academic offerings; however, due to consolidation, their programs have had to increase their student to teacher ratio. The majority of our students that come from the local district are seeking smaller class sizes and the benefits that come from a military-style school in regards to structure, discipline, and safety. In addition to this, our families are seeking our college preparatory offerings as there has been a paradigm shift in the community in regards to education. As a factory town, the ideology used to be that you would get your high school diploma and then be able to go to work in the GM factory and have a very comfortable and successful career with the opportunity for advancement. The exit of GM caused a change in focus, and now families are seeking rigorous programs to help make their children competitive as they seek new career fields and opportunities that require outside higher education degrees. Our biggest challenge in recent years has been a decline in population which is impacting enrollment. Although the City of Anderson has made great strides in attracting new factories and employers, our local economy continues to decline due a lack of skilled workers. Most of these factory workers are from surrounding counties. Many businesses in Anderson have had to close. An additional challenge the community is facing is the economic and social emotional impact of the COVID-19 pandemic. Resources were already spread thin due to the declining economy; coupled with the enormity of COVID-19 and the multifaceted
impact that it's having on families, and it's created a significant impact on the community that can be seen everywhere you go. Our mental health services are struggling to keep up with demand and our public service agencies are running out of resources. With all that being said, our community is resilient and people have been relentless in their efforts to help their neighbors as much as they can despite the personal sacrifices that they're making. This fighting spirit is one of the many reasons that APA is proud to call Anderson our home.

2. State the charter school's mission and describe the educational needs the school's founders were seeking to address in your community. Describe why this initiative is important to the community the school serves.

The mission of APA is to provide a safe, disciplined, structured, and creative environment that prepares students for academic excellence while nurturing diverse individual student interests. We intend to foster desire for learning and to develop those cherished principles and values of leadership, character, patriotism and respect for self, community, and country. In 2018-2019, we established our active mission statement which is simply: Cultivate Scholars, Empower Leaders, and Instill Core Values. We created this additional active mission statement to better inform all stakeholders of our overall mission in a way that all stakeholders can remember. Our vision and purpose is to empower, through education and training, young women and men to be successful leaders, academically, and socially. We believe that a proper public education provides the foundation and training necessary to prepare today's youth to become tomorrow's leaders. Simply put, we believe that all students have the right to a high quality education in a safe and disciplined environment that will prepare them for their future college and career endeavors regardless of their socio-economic status or individual challenges. We value the fundamental values of the United States Air Force and all Armed Services and believe that they are the backbone to the success of our school. Our students learn the importance of respect and community service and are truly becoming leaders in their communities. Our school empowers our students to success and helps them find their purpose. We hold our faculty and students to a higher standard and work with their individual needs to surpass these expectations. The following is an excerpt from the HISTORICAL NARRATIVE OF CENTRAL INDIANA MILITARY ACADEMY, Inc. Dba ANDERSON PREPARATORY ACADEMY prepared by Commandant Robert Guillaume, Founder / CEO in January 2015. GROUND ZERO Working as an education specialist for Purdue University in the late 1980's after fourteen years in public education, I felt a calling and a vision to establish a school that was based upon high academic standards and the principles of respect, honor, structure and discipline. There was, at this time, no state legislation for charter schools in Indiana. I personally did not have the financial resources to undertake this vision as a private school. In 1991, I re-entered public education. Seeing the lack
of expectation for high academic success, the lack of structure, and the apathy toward discipline and respect in public education, my vision continued forward. Thus, in 2001 when Indiana legislators passed the charter schools legislation, I began my quest to open a school. Now, there was the financial potential for support with such an endeavor, and I realized that this opportunity could be for all families, not simply those who could afford private school tuition. HOW In 2000 my youngest son entered the United States Coast Guard Academy. Personally having been raised by a father who served this nation as a WW II veteran in combat, and now seeing the principles of the Coast Guard Academy, I realized that the school should be established as a "military academy" style school. I had no problem with establishing the academic and other components of the school; however, my question was, "How would I tie the military aspect into it?" Mr. John Riley and I worked together at a state educational facility where he headed the JROTC program. I approached John with my vision, my purpose, and my plan and solicited his assistance in the project. He agreed. MOVING FORWARD In order to move the vision forward, I began intense research on how to establish a charter school. I called existing charter schools in Indiana. I contacted military charter schools in Florida and California speaking with their founders and directors. I contacted the Indiana Department of Education seeking assistance in areas such as funding resources. It was during this time that John and I drove throughout Marion County seeking a school location. The initial intent was to be authorized by the Mayor of Indianapolis. Then, the potential for Anderson arose. Anderson had a population base of nearly 60,000. It had the infrastructure of major roadways, etc., and, it had not one charter school. Locating in Anderson meant that the school would be authorized by Ball State University. Thus, I contacted BSU's office of charter schools for guidance in the process of application and proposal. During these early years of charter schools in Indiana there was little guidance for "how to." Most charters in operation were operated by large EMO (educational management organization) corporations that came to the table with huge financial support and a track record of existing schools in other states and a large legal team. No one had established a charter school without major capital backing and without a team of attorneys to sell the product. I stepped out and created what I felt was a sound charter proposal and presented it to BSU. Looking back, I shudder at the initial proposal......it was nicely rejected. BSU, shortly after this time, hired a new Director of Charter Schools. I met with the new director for guidance on her expectations and how I might create a solid proposal. It was also during this period that I spoke with a public school superintendent familiar with charter schools and sought his opinion. His comment to me was, "Good luck with that one you might _see it approved when you retire." Before my revised proposal could be submitted to BSU, the director of the charter school office resigned and the search was once again in place for a new director of Charter Schools for BSU. Months later, BSU hired Dr. Larry Gabbert as the Director of
Charter Schools. Dr. Gabbert came to BSU from the East Coast (Delaware) where he was the head of charter schools for that state. I established an appointment with Dr. Gabbert where-by he handed me his "Indicators of Success" format for a charter proposal. He also suggested that I visit the Delaware Military Academy Charter School in Wilmington, Delaware. I traveled to Delaware and spent two days gleaning from the school aspects that would be helpful in my proposal. Now began the intense effort of assembling the charter proposal in accordance with the "Indicators" outlined by Dr. Gabbert. Hours and hours, days and days of research, discussions with organizations such as the Woodrow Wilson Foundation, calling foundations such as the Gates Foundation and the Walton Foundation seeking financial support were initiated. John Riley and I met with the University of Indianapolis CELL Group and the Charles A. Tindley Academy to gather their thoughts and suggestions. A major challenge was completing the extremely detailed financial budgets expected by BSU. They expected (their forms) a "start-up" budget, a six page first year budget month by month, a two year six page budget, and a five year projected budget. It was at this point, after spending hours and hours of research and preparation, all-night work sessions, and many all-consuming weekends that I told my wife, "I am tired and I am not sure this is worth it." Her reply was calm and simple, "If God has given you this vision, if you have been called to do this, and He has not yet shut the door. There is a reason....keep walking. If He shuts the door, you will know it." On those words I continued the effort.

FOUNDING THE CORPORATION

It was essential that the Not-for-Profit 501c3 corporation be founded. I retained the services of an attorney for consultation and assistance in the effort. Financially, the 501c3 is an expensive project if it were totally turned over to an attorney. Thus, with guidance I would do all of the leg work. I studied the samples of the National Charter School Bylaws that were approved by BSU as an aspect of the submission. I wrote the Articles of Incorporation that were accepted by the state and included in the IRS application with nearly 55 pages of support materials. The first submission to the IRS was returned with questions and comments. The second submission, now over 65 pages in length, was accepted and the corporation, Central Indiana Military Academy, Inc., was founded. One comment brought to my attention by BSU was a concern for the corporate name. On the East Coast, West Coast, or the South, "Military Academy" is no issue. But, in the conservative Midwest, it could be. Thus, I revised the corporation with the name (dba) Anderson Preparatory Academy.

MILITARY

There was also a concern that the proposal was as a "military academy" and there was no established vehicle for that aspect. The school would open with grades 6-8 and JROTC only accommodated grades 9-12. A news article concerning the APA effort reached the Indianapolis Star News. The article was read by Col. Richard Griffith, USAF-CAP. Col. Griffith contacted John Riley and me and we met in Indianapolis. He stated that the USAF Civil Air Patrol Cadet Program might be a great vehicle for our military program. We agreed,
worked through the details, and implemented this program into the Charter proposal. LEG WORK With much accomplished, the task that still lie ahead was enormous. BSU required that a community survey as to feasibility of such a school be conducted. I put together a one-page survey and then spent twelve hours on the Friday, Saturday, and Sunday of Thanksgiving weekend standing in front of Kohl's, Target, and Wal-Mart in the cold, soliciting survey information from community families. At the end of the weekend I had over 300 surveys in hand and all but 30 supported the establishment of a "charter school" in Anderson. PIECES COMING TOGETHER With the charter process moving forward, it became necessary to create a "founding board." The founding board was created to act as the official support mechanism for the proposal as the proposal was submitted to BSU. With the 501c3 in place, the founding board in place, the completion of the proposal was still a work in progress, but it was moving forward. The process required explanation of indicators of academic success from state ISTEP+ expectations and other indicators, lesson plans for every curriculum area in grades 6-12, remedial programs, etc., etc., etc., much is found in the charter. However, there were also requested attachments on insurance, etc., that were required. The final proposal submitted reached nearly 100 pages. THE FINAL PROCESS Dr. Gabbert, after review of the proposal, established a meeting before the BSU Charter Schools Committee. Representing APA was the founding board, attorney Charles Braddock, Mayor Kevin Smith, and Col. Griffith. After an intense Q&A session, we were told BSU would inform us of their decision. Days later we were informed the committee approved the application. One more aspect remained: a public hearing in Anderson conducted by BSU. The hearing was conducted and with no other obstacles remaining the Charter was approved. PERMANENT FACILITY & PARTNERSHIPS With charter approval in hand it became essential to secure a permanent facility. It also became essential to begin recruiting 240 students (per the charter) for opening grades 6-8. This initial recruiting effort was extremely slow and unproductive. Then, divine fate intervened, a gentleman named Ed Lembcke entered into the life of APA. We had been looking at an abandoned school building facility on west 25th street in Anderson. Just as we were negotiating to see how we might secure the facility, it sold. Then, one afternoon, I received a telephone call from a gentleman stating, "I think I just bought a building you were interested in. I'm not philanthropic, I'm a businessman, but I believe in what you are doing for the community and I think we might be able to work something out to be mutually beneficial." Thus, we entered into a lease for the 25th street facility. With a facility secured, we needed enrollment. Again Mr. Lembcke stepped up to assist. He printed brochures, established a 24 hour 800 hot line, and asked his business staff and family to stand in front of local businesses passing out brochures and applications for enrollment in the cold of January and February. I remember well as I was also in that cold. He established evening meetings at the Anderson Library for information and
recruitment. Early supporting parents, Annie Keller, and Mrs. Zard were huge participants in the process as well as Mr. Lembcke's staff. In April of 2008, 240 students were enrolled. FIRST YEAR In the months between January 2008 - July 2008 the following had been accomplished: Facility secured Zoning changed Renovation loan secured from bank Enrollment of 240 completed Hiring of teachers and staff Equipment and technology obtained and put in place Utilities secured Cleaning and renovation of the 34,000 square foot building Funding for public education in the state of Indiana is computed by student enrollment count and then formulated in accordance with the state tuition per student for each specific public school district. The difficulty with the process is that revenues are six months in arrears. Thus, funding to begin operations was a huge obstacle. $270,000 for the renovation of our first facility at 25th street in the summer of 2008 was secured through Old National Bank of Anderson on a three year note. I had been able to obtain, over the first three years the school was in operation, over $1,700,000 in state and federal grants as well as over $2,000,000 in state common school funding. The state common school funding originally was on a twenty year pay back but was legislatively forgiven in 2011. These funds, along with the state tuition that the school began receiving six months into operation, were the sustaining finances through the first three years of start-up and growth. Mr. Jim Roan was now brought into the APA family as building and grounds manager and oversaw the renovation of the 25th street building. Mr. Roan and Mr. Riley worked on facility projects along with others in order to renovate the 25th street facility for opening in August 2008. Mrs. Evelyn Armstrong, Mr. John Hayden, Mrs. Natalie Hall, Mr. David Webb, and I spent 12-14 hour days preparing educational aspects, registration of students, collecting fees, etc. RAPID GROWTH Year 2008-2009 240 students grades 6-8 28 employees One facility (25th St) of 34,000 square feet & 10 acres Year 2009-2010 320 students grades 6-9 44 employees Addition of four modular units to the 25th St. facility to accommodate grade 9 Year 2010-2011 400 students grades 6-10 Over 60 employees Additional purchase of 22nd St. facility adding 47,000 square feet & 7 acres Year 2011-12 Addition of K-5 grades growth to over 650 students Nearly 90 employees Purchase of 29th street facility adding 155,000 square feet & 22 acres Year 2012 to current Growth to grades K-12 with over 850 students 105 employees Over 40 acres & 240,000 square feet of facility IN SUMMARY APA's success in performance has been influenced by its rapid expansion. In year two, APA was rated as a "Commendable" school by DOE. Then, the rapid expansion of additional grades and facilities made stability difficult. Close examination of academic performance indicated the need for capturing students prior to grade six in order to raise their performance ability in state standards skills. Thus, APA amended its Charter to add grades K-5. Initially this added to the instability factor. However, as APA ended its expansion of additional grades and facilities and stability took root, the fruit of that stability, along with the efforts of a dedicated administration and staff, produced a
state "A"-rated corporation as released in 2014 by the state of Indiana. Successful graduates of APA (graduation rate of over 95%) are attending post-secondary institutions such as Cornell University, Purdue, IUPUI, IU, and other top educational colleges and universities. Their majors range from Pre-Medicine, to Nuclear Engineering. Several of APA's graduates have entered our nation's military service as well. Today (2014), as the APA family has grown to over 850 students and 105 employees; we have become an exceptional faculty, administration, staff and student body. To summarize this historic narrative a quote from a visitor to APA in October of 2014 might put APA in perspective. The visitor was professionally in "top management" with a national EMO (educational management organization) that ran 60 charter schools throughout the nation. He had heard of APA and wanted to see for himself. After the visit he stated, "This is unlike any charter school I know. Every child in the United States should have the opportunity to attend APA."

1. Provide a brief summary of the school's key design elements and specific examples of how the school implements the key design elements. Key design elements support the implementation of the school's mission and make the school unique and distinct from any other school. Key design elements should all relate to the mission statement or the intentions set out in the school's original (or amended) charter.

   APA is designed to be a military-style, college preparatory academy that uses technology to individualize education for all students. Our military structure helps empower and develop student leaders. Student leadership is embedded in all that we do and should be present in each and every classroom daily. The military culture enables APA to meet the individual needs of each student while maintaining a safe and structured environment. Our military culture is a culture of respect and demands excellence in all we do. This culture emphasizes service before self and acting with integrity.

2. Does the school engage in a systematic, inclusive and comprehensive process to review, revise and communicate the school's mission and design? Please describe this process, and when it last occurred, or is planned.

   APA does engage in a systematic, inclusive and comprehensive process to review, revise, and communicate the school's mission and design. In the summer of 2020 plans began to develop an APA Vision Squad. By reaching out to APA stakeholders -- students, parents/guardians, staff, teachers, administration, the school board, alumni, and community partners -- we were able to secure a diverse group of people to form this group. It was pertinent that student participation and engagement be a focal point of this group, as to ensure student perspective is essential to this process. In October 2020, the purpose of the committee was founded and meetings ensued. The purpose of the APA Vision Squad is to... *

   Identify academic pathways that ensure APA's vision of being an institution that
prepares out students for post-secondary success. * Analyze the current school data to provide our stakeholders and understanding of the population we serve. * Identify and re-establish cultural norms of APA based on the foundational beliefs in service leadership, patriotism, and military science. This committee meets weekly and will continue to do so. The committee will adapt to meet the on-going needs of students, families, and staff members.

3. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

We would like to expand our enrollment cap to 1500 students in order to be able to expand our capabilities of serving students in a virtual environment. As discussed in the Goals and Plans section below, we have recognized a growing need and opportunity to serve more students in a virtual environment. While COVID expedited the need to implement this service, we had already begun our initial CNA and were examining this option in 2019.

1. State and provide an overview of the charter school's future goals. Summarize the plans for accomplishing these goals (e.g. academic benchmarks, organizational changes, facility improvements, financial stability).

In response to the growing diverse academic, medical, and SEL needs of our students, APA is currently examining expanding our academic programming options. In late 2016, we began examining our current CTE offerings and capabilities to offer expanded CTE opportunities to our students who expressed a desire to go directly into the workforce or trade school upon graduation. While APA was initially designed to be a college preparatory academy, we recognized the need to expand this design to include post-secondary success. Our academic programming will continue to prepare students for college; however, we know that we have a growing population of students who would benefit from being able to graduate with various certifications that can be obtained in HS through CTE coursework. In 2017, we began our partnership with Anderson Community Schools to join the D26 Career Center. We are now a sending school and we have an average of 23 students in attendance each year which equates to about 10% of our HS population. In 2019, we added Preparing for College & Careers coursework to our academic requirements. Our goal in this area is to develop more unique programming options for our students that are not currently available in our surrounding area. As a military-style school with affiliations with Air Force JROTC and Civil Air Patrol, we have many students who have expressed an interest in obtaining a pilot's license or drone certification. In 2018, we added aviation coursework using the AOPA curriculum. We have also partnered with Republic Airways to work to become a pipeline for the Lift Academy. In 2020, we began talks to expand our Civil Air Patrol
programming throughout the HS which will allow us to access a multitude of services to be able to assist our students in obtaining the certifications that they desire. While these expansions will require substantial financial resources to sustain, we have been fortunate to receive multiple grants through various organizations including American Airlines to launch these programs. We are currently in discussion with Civil Air Patrol for some very exciting opportunities that we will be able to discuss in Fall 2021. To better prepare our students for the ever-changing workforce demands and to enhance their skill sets in order to be competitive at every level, we have partnered with 1st MakerSpace to bring a targeted STEM curriculum and Makerspace program to each of our campuses. We received a large grant through the IDOE to get this program started and our first makerspace area was installed at the elementary campus on 12/18/20. Our goal is to find more funding to bring this program to the Pre-Academy and Academy and expand our course offerings even more. We have 3 staff members who are becoming certified through Project Lead the Way in order to fully implement this program. Since 2010, we have been able to offer a modified digital learning environment for individual students who have varying needs due to medical and mental health challenges and other individual academic needs. While each of these programs were customized for the individual student's needs, in 2017 we began to recognize a growing trend of students who either needed these programs or families who desired these programs for various reasons. They really wanted the APA programming but in a virtual environment. We began to recognize this need and the possibility of being able to reach more students in our community. In 2019, we began to seriously evaluate this possibility and were going to include it in our stakeholder survey in April of 2020 in order to begin our data-gathering process. COVID threw a wrench in those plans, of course; however, it gave us an opportunity to explore programming and engage with our families in the learning discussion. While the sudden shift in programming due to COVID came with many challenges, it did give us data to support the addition of a virtual option. As we work to refine and improve our current virtual due to COVID programming, we are conducting research to examine viability and sustainability of a permanent APA Online Virtual Academy post-COVID.

2. Summarize plans for addressing any past academic, organizational, or financial deficits.

In response to our expiring charter's provisions, we have developed several strategic plans in order to address identified deficiencies. These have been incorporated into one overall Continuous Improvement & Strategic Plan document. Due to COVID, we were unable to adequately assess the success of our early implementation of this plan. Preliminary data indicated that we were making significant gains as measured by individual classroom assessments; however, due
to various factors, this data cannot be consistently analyzed to make broad assessment of improvement. We have administered the fall NWEA of 2020 and are in the process of administering the winter NWEA assessment in order to address this lack of data and evaluate the initial effectiveness of this plan and its subsequent strategies. Please see attachment: 2019_ELEM_BOARD PLAN for an overview of the interventions that we began implementing in Fall of 2019. In response to QI 1.2.1, our IREAD-3 data shows that 88.9% of our 3rd graders passed the IREAD-3 in the spring of 2019 which exceeds the 75% threshold established. In response to IN 1.5.c, we have developed the practice of restorative justice at both the elementary and secondary campuses. Elementary began this journey during the 2018-2019 school year and secondary began it’s implementation in 2019-2020. Full rollout was impacted by COVID; however, in 2020-2021 we have expanded this approach and are now fully implementing it in grades K-12 with fidelity. We have added additional staffing to include behavioral deans, interventionists, and aide to help ensure that progressive discipline is followed while also serving the SEL needs of our students. This has significantly decreased our out-of-school and in-school suspensions and created a cultural shift in our approach to meeting the behavioral needs of our students. While this has not been well-received by some stakeholders including staff and families, it is in alignment with the needs of our students and our desire to improve our trauma-informed practices to transition to trauma-responsive practices. Some stakeholders feel that this is a discredit to our mission and military-style design; however, the US Military has also begun to identify policies that have traditionally been considered exclusive and culturally unaware and they have made some adaptations to be more inclusive and adaptive as well as culturally sensitive to the needs of their members. As we all can recognize, teen suicide and veteran suicide rates continue to rise and there is a significant need to adopt a new growth mindset that is focused on having high expectations with grace and compassion. There is a delicate balance between our traditional military expectations and the national trend of implementing SEL and culturally responsive practices. There is also a need to ensure that we are cultivating a culture of empowerment vs. a culture of enablement. In regards to the organizational performance notated by Dr. Carpenter, our Board of Directors has actively pursued Robert’s Rules of Order training and have fully implemented these procedures as part of Board meetings. Agendas are reviewed for Open Door Law compliance and minutes are now posted to the public via the APA website. If there is a need for an Executive Session, topic and statute are indicated on posted agenda. In response to Finding #1, by-laws were updated and approved in 2018 in accordance with BSU's governance policy. In regards to Financial Performance indicator, our financial position has improved and our 2020 Debt Service Coverage Ratio is now 1.42 as determined by the BSU auditing firm CLA.
3. (OPTIONAL) Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

When APA opened in 2008, it served grades 6-8 with the intent to add a grade level each year through 12th grade and ultimately become a 6-12 school. In our original charter, Civil Air Patrol would be required of all students. In 2010, when we added our 10th grade, we had the opportunity to launch our Air Force JROTC program which would replace CAP for high school cadets. It was our understanding that because APA is a school of choice, upon enrollment at APA, students were volunteering to enroll in AFJROTC. APA was very clear in our application and conversations with the AFJROTC HQ about its intent to require AFJROTC upon enrollment at APA and include it as a 4-year graduation requirement. As an organization, AFJROTC is required to be volunteer enrollment; however, it was our understanding that because APA is a school of choice, upon enrollment at APA, students were volunteering to enroll in AFJROTC. In our 2014 Unit Assessment Report we received a Meets Expectation in Assessment Item II-4 - Voluntary Enrollment & Participation. It was noted by our inspector that several cadets did not want to be in the program; however, we received a Meets in this category and no corrective action was issued. In 2014, Commandant Guillaume signed a new MOA with AFJROTC that included a statement to the effect that AFJROTC is a volunteer organization. Again, we were under the understanding that as a school of choice, our students met this requirement. We continued to require AFJROTC in accordance with our policies. In 2019, we entered into a new MOA that had the same provision. Again, because we are a school of choice and enrollment is voluntary, we signed the agreement and continued to require AFJROTC. Our new SASI strongly felt that we were out of compliance with the MOA, and after several conversations between administration and AFJROTC HQ, we were informed that we no longer could consider enrolling in a school of choice as a voluntary enrollment in AFJROTC. During our 2019-2020 Unit Assessment, we received Does Not Meet in this category. We were placed on probationary status and received corrective action. We have made the necessary corrections and our program is now volunteer only. APA, the institution, has been removed from probationary status and is now in good standing. Our actual AFJROTC unit will remain on probationary status until an in-person unit assessment can occur which is currently delayed to 2021-2022 school year due to COVID. In order to maintain an AFJROTC program, we have to have 10% of our current enrollment or 100 cadets (the lesser of the two) volunteer for AFJROTC. Based of our 2020-2021 HS enrollment that equates to 27 cadets. This process and the ultimate corrective action issued by AFJROTC has had a significant impact on our school culture from late 2018 through today. AFJROTC has been one of our most notable and recognized programs and has had a tremendous impact on our cadets and programming. It is a large part of our identity and with this action, we are facing a re-evaluation and re-affirmation of identity. Many challenges
have arisen from this corrective action and we have been forced to re-evaluate our programming and school design. Our military component is crucial to the long-term success of our students. The leadership and life skills developed through CAP and AFJROTC help distinguish our graduates from their peers and have led to several post-secondary success stories. To address this challenge, we have developed the APA Vision Squad which is comprised of stakeholders with very diverse backgrounds and perspectives. By reaching out to APA stakeholders -- students, parents/guardians, staff, teachers, administration, the school board, alumni, and community partners -- we were able to secure a diverse group of people to form this group. It was pertinent that student participation and engagement be a focal point of this group, as to ensure student perspective is essential to this process. In October 2020, the purpose of the committee was founded and meetings ensued. The purpose of the APA Vision Squad is to... * Identify academic pathways that ensure APA's vision of being an institution that prepares our students for post-secondary success. * Analyze the current school data to provide our stakeholders an understanding of the population we serve. * Identify and re-establish cultural norms of APA based on the foundational beliefs in service leadership, patriotism, and military science. Our current path is leading us to maintain a much smaller AFJROTC program and to move to add Civil Air Patrol in grades 9-12 for students who choose not to enroll in AFJROTC. In conversations with CAP, this scenario will add several new opportunities for our students, especially those students who are interested in obtaining a private pilot's license. While we still have many details to work out, our Vision Squad believes that this will help us move into the next phase of APA while holding onto our traditional programming and reclaiming our military science program and culture. We are actively seeking feedback from veterans and alumni to help guide our institution as well. To this effect, we have been designated an inaugural Purple Star school by the IDOE for our commitment to veterans and military families. Additionally, we were able to add an Air Force veteran (also an APA parent) to our Board of Directors. He is also part of the Vision Squad - in addition to his military experience, he also is a representative of higher ed.

. Please list any comments for this section below with attachments, if applicable.
N/A

**ATTACHMENTS**

**Attachment Name**
STUDENT PERFORMANCE DIAGNOSTIC

1. Describe the school's assessment system and how it is used to improve instructional decision-making, support student learning and implement professional development.

First and foremost, the school's assessment systems which are currently in place are NWEA, GLE, ISTEP, ILEARN. In addition, we utilize informal assessments and or anecdotal assessments in our processes, as well. To improve how we analyze and use data to drive instruction, APA invested in creating academic dean positions in each entity (Elementary, grades K-4, Pre-Academy, grades 5-8, and the Academy, grades 9-12). These positions have been able to increase the fidelity of our data analysis processes by allowing a more detailed approach to collecting data, a focused professional develop plan on training staff how to interpret data, and increased collaboration opportunities. Teachers and support staff participate in weekly collaboration meetings, focusing on data monitoring and intervention strategies. Academic deans help provide guidance and directives for these meetings and follow-up with each team. Academic deans then share the outcome of these weekly meetings with building principals and leadership teams.

2. Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

Quantitatively speaking, we are using digital curricula (Reading A to Z and ReadTheory) to meet the instructional reading needs of students at our elementary. We also use Compass (grades K-4) and Edgenuity (grades 5-8) to evaluate academic effectiveness in Math, ELA, Social Studies, and Science at both the elementary and middle school levels. Additionally, APEX is utilized by our middle school high-ability students and our high school students in core subject areas. Qualitatively, survey results send to alumni and current students, as well, indicate the effectiveness of our academic programming. Overall, all of this information is used to assist in continuing our improvement processes, academically speaking.

3. Describe how the school leadership implements a continuous improvement process that provides clear direction for improving student learning.

During the 2019-2020 school year, APA established an actionable strategic plan through our comprehensive needs assessment. By using multiple data sources, including the 2019 Climate Survey, Parent Survey, Parent School Improvement Group Feedback, Superintendent 360 Results, and SWOT Analysis, our priority areas of focus were identified as most pertinent: Communication, Academic Performance, and Social Emotional Learning (SEL). Priority 1: Communication Using stakeholder feedback and design thinking sessions, each entity (Elementary, Pre-Academy, and Academy) developed a plan to be more inclusive and to increase the ways in which
we communication with families. To measure the effectiveness of these plans, the 2021 Climate Survey will address these communication components. Our goal is to improve to 60% or higher satisfaction rating in each communication category by 2022. Priority 2: Academic Performance Historical data and data from 2018-2019 was analyzed to determine areas of academic growth. Each entity (Elementary, Pre-Academy, and Academy) developed Action Plans with targeted goals. Elementary Action Plan Goals: Goal 1 - Students in grades 3 and 4 will achieve measurable continuous improvement in total ILEARN scores in Mathematics of at least a 15 point increase over the previous year. To meet this goal, the following interventions were implemented/readdressed... * 30 minutes of IXL weekly for MTSS, Tier 2 intervention and acceleration. * Flexible, intentional and focused small group instruction. * Increase time spent working in Compass Learning (2:1 Math/ELA ratio) * Align instruction scope & sequence with the ILEARN power standards. Goal 2 - For each of the next three years, students in grades 3 and 4 will achieve measurable continuous improvement in total ILEARN scores in Language Arts with at least 20 points increased over the previous year. To meet this goal, the following interventions were implemented/readdressed... * Using the leveled reading program (RAZ or ReadTheory), direct daily literacy instructed will be required of all classroom teachers. * With fidelity, implement weekly mini-writing lessons. * 30 minutes of IXL weekly for MTSS, Tier 2 intervention and acceleration. * Flexible, intentional and focused small group instruction. * Align instructional scope & sequence with the ILEARN power standards. Goal 3 - 95% of APA Elementary cadets will be able to demonstrate a year's worth of growth in reading. To meet this goal... * MTSS - weekly meetings to discuss interventions for students at least a half a year behind in reading. * RAZ and ReadTheory accounts will be set-up and utilized 20 minutes a day for students in the tier 2 MTSS process. *After school tutoring two times a week to support growth. * Reading programs (Lindamood-Belle) will be used with tier 2 and tier 3 students. * Direct small group reading instruction daily with fidelity. Pre-Academy Action Plan Goals: Goals 1 and 2 - For each of the next three years, students will meet their growth targets as established by NWEA. Year 1, 60% of students will meet this goal, by Year 2, 70% of students will meet this goal, and by year 3, 80% of all students will meet this goal. To meet these goals, the following strategies were implemented... * Students will have 60 minutes of IXL instruction (30 minutes ELA/30 minutes Mathematics) each day. * All students will receive an additional 30 minutes worth of Math instructional during Success Period. * Students in MTSS, Tier 2, will receive an additional 30 minutes of targeted reading instruction at least twice a week and access to after school tutoring (at least once per week). Academy Action Plan Goals: Goal 1 - Display NWEA growth of 8.5% across all Mathematics Competencies. To meet this goal, the following strategies have been implemented... * Implementation of an individualized remedial program to support academic growth using IXL. * Daily and weekly formative assessments...
week summative assessments * Bi-weekly data collection and disaggregation among department members and school administration. * Vertical re-alignment of 5-12 curricula (anticipated to be completed by May 2021). * Daily enrichment * Weekly tutoring and review sessions. Goal 2 - For each of the next three years, students will achieve measurable continuous improvement in total SAT/PSAT scores in English/Language Arts and Reading Comprehension. * Steps to meet this goal are still in development due to the interruption of COVID-19. These steps will be determined by January 2021. (In conclusion, detailed action steps regarding our academic continuous improvement plans can be found in APA's Continuous Improvement & Strategic Plan for the period of 2020-2022.)

4. Describe how leadership and staff supervision and evaluation processes have resulted in improved professional practice and student success.

Through continued professional development, especially through the Design Thinking process and through our SEL initiatives, APA leadership teams have begun to implement a shared leadership model approach with all staff members. By empowering others and by creating a culture of transparency and vulnerability, many teachers and staff are feeling valued and understood. This has led to higher staff engagement and a willingness to adapt approaches and implement new strategies and interventions to meet the needs of our students. Also, we use the tools in SFS to improve professional practice and student success as well on-going professional development through weekly team collaboration meetings, weekly meetings with the leadership team, and bi-weekly staff meetings.

1. Describe the systems in place to monitor the progress of individual students and facilitate communication between interventionists, classroom teachers and parents regarding the needs of individual students.

This is an on-going process and still in development; however, we have much made much growth in this area. Through the development of diverse leadership teams in each entity (Elementary, Pre-Academy, and Academy), communication and accountability has been increased throughout the entire school corporation. With our newly established communication processes and newly designed roles, staff, students and families have additional support systems in place to ensure the individual needs of students are being met. Additionally, our MTSS process has been established and is helping to connect families to our teachers and staff.

2. Explain how the school supports for diverse learners.

As a K-12 institution, the implementation of our SEL curriculum and practices, has given us direction in ways to better support our diverse learners. We have integrated The Process of Cultural Competence into our daily morning SEL focused-activities. This process will be on-going and adaptive the more we learn about
cultural competencies. In addition, K-12 instruction supports diverse learning through the infusion of our Rotational Learning Model (blended learning) and through our digital curriculum, which supports the needs our students by meeting them at their current instructional levels. Small group instruction, new STEM initiatives and PBL all students and staff to best support all interest levels. APA has also added new positions and staff members to better meet the needs of diverse learners. We have hired an additional school counselor whose concentration is on SEL at the elementary and middle-school levels. In addition, we have implemented a dean of student behavior (at the elementary and secondary levels) that focuses on restorative practices rather than punitive approaches to discipline. Our PASS program (Positive Alternative to School Suspension) also supports the diverse needs of our students.

1. Which area(s) are above and below the expected levels of performance?
We are above the state average in Grade 10 Biology with a 50% average compared to 38.6% at the state average, and when comparing to schools like us, they averaged 20.6%. Also, we scored above average in 3rd grade IREAD at 88.9%, while the state average is 87.3%, and when compared to schools like ours, they scored an average of 76.5%. Due to the change in the administration of ILEARN, we are below state average in ELA and Math in grades 3-8. When comparing schools with similar demographics, they scored an average of 32.7% in ELA and 31.6% in Math. Despite the decline in the overall performance due to the new ILEARN, our students who have been with us consistently (for two or more years), had a passing rate of 62% in ELA and 57% in Math, which is above the state average. Based off of the available historical data on the new IDOE Inview system, APA ranks #1 in the county for IDOE Defined Diploma Strength.

2. Describe the area(s) that show a positive and negative trend in performance.
Trend data is not available due to COVID. Meaning, Spring data for both ILEARN and NWEA for 2020 are unavailable. (For more information, please see the attachment, "Continuous Improvement & Strategic Plan.")

3. Between which subgroups is the achievement gap closing and between which is the gap widening? Please support with data.
Trend data is not available due to COVID. Meaning, Spring data for both ILEARN and NWEA for 2020 are unavailable. (For more information, please see the attachment, "Continuous Improvement & Strategic Plan.")

4. Which subgroup(s) show a trend toward increasing performance, and which toward decreasing performance? Please support with data.
Trend data is not available due to COVID. Meaning, Spring data for both ILEARN and NWEA for 2020 are unavailable. (For more information, please see the attachment, "Continuous Improvement & Strategic Plan.")

5. Discuss areas of academic concern, and changes made to address any deficiencies.
   See attachment, "Continuous Improvement & Strategic Plan."

6. If academic performance has resulted in a rating of 'Falls Far Below' on any Quality indicator in the BSU Academic Framework during the charter term, please provide the school's assessment of those results and describe what has been done, and is planned to improve academic performance.
   See attachment, "Academic Performance Framework" and "Continuous Improvement & Strategic Plan"

Please list any comments for this section below with attachments, if applicable.
N/A

**ATTACHMENTS**

**Attachment Name**
STAKEHOLDER DIAGNOSTIC
Recommended surveys to complete this diagnostic: Climate and Culture Surveys for Students and Parents, with option of customized questions

1. Which area(s) indicate the overall highest and lowest levels of satisfaction?

We conducted a Climate Survey in Spring of 2019 with results being presented to APA in June of 2019. This survey was conducted independently by Bright Minds Marketing which specializes in Marketing and Recruitment for Schools. This was the first time that APA had undertaken a school climate survey outside of accreditation. Because of this and the small sample size, Bright Minds recommended a 40% threshold for identifying areas in need of improvement versus areas of strength.

The objectives of this survey were to: Understand perception around specific subjects: Academics Differentiated Instruction Student Development Ancillary (Non-academic) areas Communication Faculty satisfaction and areas of faculty need Overall value and willingness to recommend Provide an opportunity for respondents to provide qualitative feedback regarding key opportunities for the school / network The survey was executed via an online link that the school system provided to its various stakeholders. APA utilized all of their communication channels to inform stakeholders about the survey, but if stakeholders did not check those channels, they did not participate. A total of 151 unique responses were logged for Anderson Preparatory Academy. There were multiple respondents who reflect two or more stakeholders (parent & faculty). Their input is included in each category: 109 Parents; 47 Staff. Due to the sample size, Bright Minds Marketing issued this statement: "Care should be taken because this represents a rather small sample size and may not be completely representative of the school's stakeholders." Perception data shows that 64% were favorable of our overall academic quality with 76% favorable for our arts program and 38% favorable for our World Languages. 70% were favorable for the academic experience and 72% were favorable with our academic quality versus other school options in the area. For Differentiated Learning, 66% were favorable for our work with high-achieving/high ability students, 47% favorable for our work with low-ability students, 44% for our work with students with IEPs, and 48% favorable for our differentiated learning approach overall. For Student Development, 60% were favorable in the category of character/ethics education, 57% were favorable regarding our approach to behavior and inclusivity, 53% were favorable regarding our discipline practices, and we had a 56% favorable rating overall. For Environment, 64% of parents were favorable regarding our student-teacher ratios, and 73% were favorable in regards to our overall safety practices. In regards to the decision to recommend APA to other families, 69% of parents overall were favorable while 97% of parents who had a positive perception of APA would recommend us to other families. Our lowest levels of satisfaction came from our Communication section. Overall, 43% of families were
satisfied with our levels and mediums of communication. When broken down between positive perception versus negative perception, 65% of positive perception parents were favorable in this area compared to 3% of negative perception parents.

2. Which of the above reported findings are consistent with findings from other sources (e.g. surveys, observations, anecdotal, third party reviews), please explain.

The most consistent frustration that has been expressed to us for several years through various channels including informal surveys, diagnostic surveys, emails, personal anecdotes, and our independent review deals with communications that are received by parents. This has contributed to negative perceptions in all aspects of our school.

3. What are the implications and/or challenges related to any negative stakeholder perceptions?

In reviewing the qualitative data as well as the quantitative data of this survey, it became abundantly clear that communication is a key area of growth for us and contributes greatly to negative stakeholder perceptions. Many of the qualitative comments that we received stemmed from a lack of communication. Although each entity (Elementary, Pre-Academy, and Academy) felt that the methods of communication were effective, stakeholder feedback suggested that, as a collective, APA need to develop a communication process that provides multiple ways of delivering information for the diverse needs of our stakeholders. In the summer of 2020 plans began to develop an APA Vision Squad. By reaching out to APA stakeholders -- students, parents/guardians, staff, teachers, administration, the school board, alumni, and community partners -- we were able to secure a diverse group of people to form this group. It was pertinent that student participation and engagement be a focal point of this group, as to ensure student perspective is essential to this process. In October 2020, the purpose of the committee was founded and meetings ensued.

4. How will survey findings inform school improvement plans? What actionable steps will be taken based on survey results?

While we have attempted to address these concerns in the past to some extent, we lacked a formalized process to improve in this area. Beginning in the 2017-2018 school year, we began working with outside partners to improve in this area including Bright Minds Marketing and Purdue Polytech. Within our organization, we utilized Zach Morrison, teacher/APA Online Coordinator, who is working toward a graduate degree in Emerging Media Design & Development through Ball State University. Using feedback from the stakeholder survey, Bright Minds Marketing helped us develop a targeted and unified approach to our marketing strategies within the community. Both Purdue Polytech and Zach Morrison provided
professional development sessions focused on Design Thinking. Design Thinking refers to a human-centered approach to problem solving and is used by designers to meet the needs of stakeholders. Design Thinking methods, including user/stakeholder personas, empathy mapping, ideation games, saturate and group, and stakeholder journey maps were used to engage members of APA’s stakeholder groups. These sessions helped to unilaterally define our active mission statement, as well as to develop smart goals to improve communication among our stakeholders. Design Thinking sessions will continue to hold APA accountable to the needs of our stakeholders while fostering opportunities for continued innovation. Additionally, during the summer of 2020, planning began to develop an APA Vision Squad. By reaching out to APA stakeholders (students, parents/guardians, staff, teachers, administration, the school board, alumni, and community partners), we have been able to secure a diverse group of people to form this group. It was pertinent that student participation and engagement be a focal point of this group, as to ensure student perspective is essential to this process. In October 2020, the purpose of the committee was formally founded and meetings have since ensued.

. Please list any comments for this section below with attachments, if applicable.
N/A

ATTACHMENTS
Attachment Name
ORGANIZATIONAL AND FINANCIAL DIAGNOSTIC

1. Provide a reflection of the school’s governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

   During our charter term, our Board has grown from a five member board to an eight member board. In 2016, we added our first alumni parent to the Board which had a significant positive impact on the Board. In 2020, four new members were added which included three members who are also APA parents. This is the first time that we have had parents of our current students on our Board and has added a unique perspective to our governance. As well as serving as an APA parent, one of the new members is also an Air Force veteran who is helping us embrace military culture and re-establish our programming. We lost our military representation on the Board in 2017 when founding Board member and Board Presiden Dr. Greenwood passed and then again in 2019 when our serving Board chair moved out-of-state. Our Board has shown a lot of growth throughout our charter term and management and the Board have a good working relationship that is student and staff-centered. At this time, we do not have any anticipated changes to governance and management of the school.

2. Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO).
   
   o Yes
   ● No

   2a. (OPTIONAL) If Yes, please describe evidence illustrating an effective working relationship with an ESP, and describe the ESP’s roles and responsibilities in relation to the school’s management and governing board; describe how the governing board holds the operator accountable for specific academic, operational or financial outcomes from the agreed upon contract.
   
   N/A

   2b. (OPTIONAL) If Yes, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible.
   
   N/A
3. Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

Currently, APA owns three campuses and occupies two of the three - 22nd St. and 29th St. Both occupied locations are in good shape and able to serve our current capacity and needs. Our third location - 25th St. - is currently being utilized by local non-profits including Animal Protection League, Ambassador’s for God's Creatures, and Civil Air Patrol - Anderson composite squadron. In addition to hosting these non-profits, 25th St. also serves as a storage facility for our other campuses. As we approach the 2021-2022 school year, we are examining the social-emotional and academic benefits of moving our 5th graders back to our 22nd St. building. In 2015, they were moved to our 29th St. campus which made it a 5-12 campus and 22nd St. a K-4. While this served us in the interim of having to close our 25th St. building and consolidate staff, in reflection, we feel that our 5th graders may be better served in a more elementary setting with access to staff specialized in lower elementary concepts who can provide interventions.

4. If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

In regards to the organizational performance notated by Dr. Carpenter, our Board of Directors has actively pursued Robert's Rules of Order training and have fully implemented these procedures as part of Board meetings. Agendas are reviewed for Open Door Law compliance and minutes are now posted to the public via the APA website. If there is a need for an Executive Session, topic and statute are indicated on posted agenda. In response to Finding #1, by-laws were updated and approved in 2018 in accordance with BSU's governance policy.

5. (OPTIONAL) Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

APA provides transportation for extra-curricular events utilizing 2 mini-buses, 1 traditional school bus, and 1 charter bus. The charter bus was purchased in late fall of 2020 and will begin operations in January 2021. All mini-bus drivers must be 25 years old and take the IDOE special bus training. All large bus drivers must have a CDL, pass random drug screenings, and follow all INDOT requirements. All busses are inspected by ISP and we maintain current auto insurance for all vehicles and trailers. If we are not able to provide transportation using our own fleet, we contract out with an outside bus company (Webber Transportation) or Anderson Community Schools. Additionally, we have a partnership with the City of Anderson which provides APA students free access to utilize CATS with their student ID.
1. In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

   The Board ensures management has the flexibility to use funding to support the overall academic program and improve student achievement. The Board is supportive in funding new initiatives that are designed to improve academic performance and ensures that we have enough resources allocated to all special programs as required. The Board provides the necessary oversight to inspect financials and progress monitor the success of programs as appropriate. The Board also encourages the pursuit of grants to expand our programming and provides support however needed in these areas.

2. If any financial deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

   N/A

   Please list any comments for this section below with attachments, if applicable. In regards to Debt Service Ratio covenant requirements for the Bank, in November 2019, this requirement was reduced to 1.25-1.0.
FINANCIAL DASHBOARD

. Using the Financial Dashboard:

a. Download the Financial Dashboard.

b. Complete your institution's financial framework indicators using the Financial Dashboard.

c. Upload your completed Financial Dashboard in the attachment area below.

d. You may enter an optional narrative about your Financial Dashboard below. If you do not have an optional narrative, enter N/A.

N/A

ATTACHMENTS

Attachment Name
## Attachment Summary

<table>
<thead>
<tr>
<th>Attachment Name</th>
<th>Description</th>
<th>Associated Item(s)</th>
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<td>Includes programs being evaluated and meeting notes from Chairperson Director Miller.</td>
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<td>2019 ILEARN Presentation - Legacy</td>
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<td>2019 Stakeholder Climate Survey Results</td>
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<td>2019_ELEM BOARD PLAN</td>
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<td>2020-2021 Enrollment &amp; Demographic Overview - APA</td>
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<td>2020-2022 - APA Continuous Improvement &amp; Strategic Plan</td>
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<td>APA Financial Performance Framework 2017-2020</td>
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<td>APA Vision Squad</td>
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<td>Strategic Priorities Presentation</td>
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Continuous Improvement & Strategic Planning

Anderson Preparatory Academy
Corporation #9790

For the period of
2020 - 2022
The following committee members comprise the Continuous Improvement Committee and School-Wide Planning Teams:

**Elementary Planning Team (Grades K-4)**

Adam Fraley - Principal/Chairperson
Jessica Hornocker - Director of Academics/Co-Chair
Cassy Cunningham - Special Education Director
Brooke Carrell - Dean of Student Behavior
Karen Cornelius - Lead Teacher
Peggy Anderson - Parent

**Pre-Academy Planning Team (Grades 5-8)**

Kelley Graves - Principal/Chairperson
John Hayden – Classroom Teacher
Mallory McCullough - Lead Teacher
Derek Kramer – Classroom Teacher/Data Coach
Mike Austin - CAP Teacher
Darnell Williams – Dean of Student Behavior/Family Liaison

**Academy Planning Team (Grades 9-12)**

CJ Miller – Principal/Chairperson
Casey Cecil – Testing Coordinator/Academic Coach
Michael Stotlemeyer – Classroom Teacher (Math)
Syed Shah – Lead Teacher
Zach Morrison – Lead Teacher
Brielle Rue – Classroom Teacher (ELA)
Richard Barker – Classroom Teacher (Math)/Data Coach
Darnell Williams – Dean of Student Behavior/Family Liaison
APA’s Mission Statement:
The mission of the Anderson Preparatory Academy is to provide a safe, disciplined, structured, and creative environment that prepares students for academic excellence while nurturing diverse individual student interests. We intend to foster desire for learning and to develop those cherished principles and values of leadership, character, patriotism, and respect for self, community, and country.

Our active mission is Cultivate Scholars, Empower Leaders, and Instill Core Values.

APA’s Vision Statement:
Our vision and purpose is to empower, through education and training, young women and men to be successful leaders, academically, and socially. We believe that a proper public education provides the foundation and training necessary to prepare today's youth to become tomorrow's leaders.

Simply put, we believe that all students have the right to a high quality education in a safe and disciplined environment that will prepare them for their future college and career endeavors regardless of their socio-economic status or individual challenges. We value the fundamental values of the United States Air Force and all Armed Services and believe that they are the backbone to the success of our school. Our students learn the importance of respect and community service and are truly becoming leaders in their communities. Our school empowers our students to success and helps them find their purpose. We hold our faculty and students to a higher standard and work with their individual needs to surpass these expectations.

School Profile

**Location:** Anderson Preparatory Academy is located on two campuses in Anderson, IN. They are located in a residential areas with neighborhoods surrounding the schools in most directions. The majority of the homes are single-family houses where many are occupied by the owner, while others are occupied by renters. Our schools are located at 101 W. 29th St. (Pre-Academy & Academy – grades 5-12) and at 2200 W. 22nd St. (Elementary – grades K-4). We also own property at 3205 W. 25th St. which is the original location of APA. Anderson, an urban community of nearly 58,000 people, is located in central Madison County.

**Brief History:** The following is an excerpt from the HISTORICAL NARRATIVE OF CENTRAL INDIANA MILITARY ACADEMY, Inc. Dba ANDERSON PREPARATORY ACADEMY prepared by Commandant Robert Guillaume, Founder / CEO in January 2015.

GROUND ZERO

Working as an education specialist for Purdue University in the late 1980's after fourteen years in public education, I felt a calling and a vision to establish a school that was based upon high academic standards and the principles of respect, honor, structure and discipline. There was, at this time, no state legislation for charter schools in Indiana. I personally did not have the financial resources to undertake this vision as a private school.

In 1991, I re-entered public education. Seeing the lack of expectation for high academic success, the lack of structure, and the apathy toward discipline and respect in public education, my vision continued forward. Thus, in 2001 when Indiana legislators passed the charter schools legislation, I began my quest to open a school. Now, there was the financial potential for support with such an endeavor, and I realized that this opportunity could be for all families, not simply those who could afford private school tuition.

**HOW**

In 2000 my youngest son entered the United States Coast Guard Academy. Personally having been raised by a father who served this nation as a WW II veteran in combat, and now seeing the principles of the Coast Guard Academy, I realized that the school should be established as a "military academy" style school. I had no problem with establishing the academic and other components of the school; however, my question was, "How would I tie the military aspect into it?" Mr. John Riley and I worked together at a state educational
facility where he headed the JROTC program. I approached John with my vision, my purpose, and my plan and solicited his assistance in the project. He agreed.

MOVING FORWARD

In order to move the vision forward, I began intense research on how to establish a charter school. I called existing charter schools in Indiana. I contacted military charter schools in Florida and California speaking with their founders and directors. I contacted the Indiana Department of Education seeking assistance in areas such as funding resources. It was during this time that John and I drove throughout Marion County seeking a school location. The initial intent was to be authorized by the Mayor of Indianapolis. Then, the potential for Anderson arose. Anderson had a population base of nearly 60,000. It had the infrastructure of major roadways, etc., and, it had not one charter school. Locating in Anderson meant that the school would be authorized by Ball State University. Thus, I contacted BSU’s office of charter schools for guidance in the process of application and proposal. During these early years of charter schools in Indiana there was little guidance for "how to." Most charters in operation were operated by large EMO (educational management organization) corporations that came to the table with huge financial support and a track record of existing schools in other states and a large legal team. No one had established a charter school without major capital backing and without a team of attorneys to sell the product. I stepped out and created what I felt was a sound charter proposal and presented it to BSU. Looking back, I shudder at the initial proposal.......it was nicely rejected. BSU, shortly after this time, hired a new Director of Charter Schools. I met with the new director for guidance on her expectations and how I might create a solid proposal. It was also during this period that I spoke with a public school superintendent familiar with charter schools and sought his opinion. His comment to me was, "Good luck with that one you might _see it approved when you retire." Before my revised proposal could be submitted to BSU, the director of the charter school office resigned and the search was once again in place for a new director of Charter Schools for BSU.

Months later, BSU hired Dr. Larry Gabbert as the Director of Charter Schools. Dr. Gabbert came to BSU from the East Coast (Delaware) where he was the head of charter schools for that state. I established an appointment with Dr. Gabbert where-by he handed me his "Indicators of Success" format for a charter proposal. He also suggested that I visit the Delaware Military Academy Charter School in Wilmington, Delaware. I traveled to Delaware and spent two days gleaning from the school aspects that would be helpful in my proposal.

Now began the intense effort of assembling the charter proposal in accordance with the "Indicators" outlined by Dr. Gabbert. Hours and hours, days and days of research, discussions with organizations such as the Woodrow Wilson Foundation, calling foundations such as the Gates Foundation and the Walton Foundation seeking financial support were initiated. John Riley and I met with the University of Indianapolis CELL Group and the Charles A. Tindley Academy to gather their thoughts and suggestions. A major challenge was completing the extremely detailed financial budgets expected by BSU. They expected (their forms) a "start-up" budget, a six page first year budget month by month, a two year six page budget, and a five year projected budget. It was at this point, after spending hours and hours of research and preparation, all-night work sessions, and many all-consuming weekends that I told my wife, "I am tired and I am not sure this is worth it." Her reply was calm and simple, "If God has given you this vision, if you have been called to do this, and He has not yet shut the door. There is a reason...keep walking. If He shuts the door, you will know it." On those words I continued the effort.

FOUNDING THE CORPORATION

It was essential that the Not-for-Profit 501c3 corporation be founded. I retained the services of an attorney for consultation and assistance in the effort. Financially, the 501c3 is an expensive project if it were totally turned over to an attorney. Thus, with guidance I would do all of the leg work. I studied the samples of the National Charter School Bylaws that were approved by BSU as an aspect of the submission. I wrote the Articles of Incorporation that were accepted by the state and included in the IRS application with nearly 55 pages of support materials. The first submission to the IRS was returned with questions and comments. The second submission, now over 65 pages in length, was accepted and the corporation, Central Indiana Military Academy, Inc., was founded.

One comment brought to my attention by BSU was a concern for the corporate name. On the East Coast, West Coast, or the South, "Military Academy" is no issue. But, in the conservative Midwest, it could be. Thus, I revised the corporation with the name (dba) Anderson Preparatory Academy.
MILITARY

There was also a concern that the proposal was as a "military academy" and there was no established vehicle for that aspect. The school would open with grades 6-8 and JROTC only accommodated grades 9-12. A news article concerning the APA effort reached the Indianapolis Star News. The article was read by Col. Richard Griffith, USAF-CAP. Col. Griffith contacted John Riley and me and we met in Indianapolis. He stated that the USAF Civil Air Patrol Cadet Program might be a great vehicle for our military program. We agreed, worked through the details, and implemented this program into the Charter proposal.

LEG WORK

With much accomplished, the task that still lie ahead was enormous. BSU required that a community survey as to feasibility of such a school be conducted. I put together a one-page survey and then spent twelve hours on the Friday, Saturday, and Sunday of Thanksgiving weekend standing in front of Kohl's, Target, and Wal-Mart in the cold, soliciting survey information from community families. At the end of the weekend I had over 300 surveys in hand and all but 30 supported the establishment of a "charter school" in Anderson.

PIECES COMING TOGETHER

With the charter process moving forward, it became necessary to create a "founding board." The founding board was created to act as the official support mechanism for the proposal as the proposal was submitted to BSU. With the 501c3 in place, the founding board in place, the completion of the proposal was still a work in progress, but it was moving forward.

The process required explanation of indicators of academic success from state ISTEP+ expectations and other indicators, lesson plans for every curriculum area in grades 6-12, remedial programs, etc., etc.....much is found in the charter. However, there were also requested attachments on insurance, etc., that were required. The final proposal submitted reached nearly 100 pages.

THE FINAL PROCESS

Dr. Gabbert, after review of the proposal, established a meeting before the BSU Charter Schools Committee. Representing APA was the founding board, attorney Charles Braddock, Mayor Kevin Smith, and Col. Griffith. After an intense Q&A session, we were told BSU would inform us of their decision. Days later we were informed the committee approved the application. One more aspect remained: a public hearing in Anderson conducted by BSU. The hearing was conducted and with no other obstacles remaining the Charter was approved.

PERMANENT FACILITY & PARTNERSHIPS

With charter approval in hand it became essential to secure a permanent facility. It also became essential to begin recruiting 240 students (per the charter) for opening grades 6-8. This initial recruiting effort was extremely slow and unproductive. Then, divine fate intervened, a gentleman named Ed Lembcke entered into the life of APA. We had been looking at an abandoned school building facility on west 25th street in Anderson. Just as we were negotiating to see how we might secure the facility, it sold. Then, one afternoon, I received a telephone call from a gentleman stating, "I think I just bought a building you were interested in. I'm not philanthropic, I'm a businessman, but I believe in what you are doing for the community and I think we might be able to work something out to be mutually beneficial." Thus, we entered into a lease for the 25th street facility. With a facility secured, we needed enrollment. Again Mr. Lembcke stepped up to assist. He printed brochures, established a 24 hour 800 hot line, and asked his business staff and family to stand in front of local businesses passing out brochures and applications for enrollment in the cold of January and February. I remember well as I was also in that cold. He established evening meetings at the Anderson Library for information and recruitment. Early supporting parents, Annie Keller, and Mrs. Zard were huge participants in the process as well as Mr. Lembcke's staff. In April of 2008, 240 students were enrolled.

FIRST YEAR

In the months between January 2008 -July 2008 the following had been accomplished: Facility secured  Zoning changed  Renovation loan secured from bank  Enrollment of 240 completed  Hiring of teachers and staff  Equipment and technology obtained and put in place  Utilities secured
Cleaning and renovation of the 34,000 square foot building

Funding for public education in the state of Indiana is computed by student enrollment count and then formulated in accordance with the state tuition per student for each specific public school district. The difficulty with the process is that revenues are six months in arrears. Thus, funding to begin operations was a huge obstacle. $270,000 for the renovation of our first facility at 25th street in the summer of 2008 was secured through Old National Bank of Anderson on a three year note. I had been able to obtain, over the first three years the school was in operation, over $1,700,000 in state and federal grants as well as over $2,000,000 in state common school funding. The state common school funding originally was on a twenty year pay back but was legislatively forgiven in 2011. These funds, along with the state tuition that the school began receiving six months into operation, were the sustaining finances through the first three years of start-up and growth.

Mr. Jim Roan was now brought into the APA family as building and grounds manager and oversaw the renovation of the 25th street building. Mr. Roan and Mr. Riley worked on facility projects along with others in order to renovate the 25th street facility for opening in August 2008. Mrs. Evelyn Armstrong, Mr. John Hayden, Mrs. Natalie Hall, Mr. David Webb, and I spent 12-14 hour days preparing educational aspects, registration of students, collecting fees, etc.

RAPID GROWTH

Year 2008-2009
240 students grades 6-8
28 employees
One facility (25th St) of 34,000 square feet & 10 acres

Year 2009-2010
320 students grades 6-9
44 employees
Addition of four modular units to the 25th St. facility to accommodate grade 9

Year 2010-2011
400 students grades 6-10
Over 60 employees
Additional purchase of 22nd St. facility adding 47,000 square feet & 7 acres

Year 2011-12
Addition of K-5 grades
growth to over 650 students
Nearly 90 employees
Purchase of 29th street facility adding 155,000 square feet & 22 acres

Year 2012 to current
Growth to grades K-12 with over 850 students 105 employees
Over 40 acres & 240,000 square feet of facility

IN SUMMARY

APA's success in performance has been influenced by its rapid expansion. In year two, APA was rated as a "Commendable" school by DOE. Then, the rapid expansion of additional grades and facilities made stability difficult. Close examination of academic performance indicated the need for capturing students prior to grade six in order to raise their performance ability in state standards skills. Thus, APA amended its Charter to add grades K-5. Initially this added to the instability factor. However, as APA ended its expansion of additional grades and facilities and stability took root, the fruit of that stability, along with the efforts of a dedicated administration and staff, produced a state "A" -rated corporation as released in 2014 by the state of Indiana.

Successful graduates of APA (graduation rate of over 95%) are attending post-secondary institutions such as Cornell University, Purdue, IUPUI, IU, and other top educational colleges and universities. Their majors range from Pre-Medicine, to Nuclear Engineering. Several of APA's graduates have entered our nation's military service as well.
Today (2014), as the APA family has grown to over 850 students and 105 employees; we have become an exceptional faculty, administration, staff and student body. To summarize this historic narrative a quote from a visitor to APA in October of 2014 might put APA in perspective. The visitor was professionally in "top management" with a national EMO (educational management organization) that ran 60 charter schools throughout the nation. He had heard of APA and wanted to see for himself. After the visit he stated, "This is unlike any charter school I know. Every child in the United States should have the opportunity to attend APA."

**Student Population and Demographics:** Overall, APA has a student population of 843 students (Sept.2020 ADM) in grades K-12. A variety of characteristics contribute to the uniqueness of our student population. Our free and reduced population has continued to increase while our paid students have continued to decrease the past five years. Our overall ethnicity has been fairly consistent throughout the past four years. There has been a significant increase in the number of SPED students that we serve.

**Ethnicity, Free/Reduced Lunch, SPED, ELL and Gender:**

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This section contains statements regarding required provisions of 511 IAC 6.3 that deal with the school’s educational program. Each provision is identified by its own heading and narrative summary.

**K-12 Curriculum**

Anderson Preparatory Academy reviews and revises curriculum pieces on a continuous basis in order to best meet students’ individual needs and recognizes the continuous development of more effective research based programs. Currently, the curriculum pieces in use include but are not limited to Apex, Edgenuity, Compass Learning, IXL, NWEA, My Math, Imagine It, Reading A to Z, Xtra Math and Spelling City. Teachers pilot new programs and compare data with current curriculum on a yearly basis. The approved curriculum is chosen based on its ability to align with the Indiana College and Career Ready standards and when data supports that students can demonstrate adequate yearly growth when it is implemented in the classroom.

Students at Anderson Preparatory Academy are offered a challenging curriculum in a rotational learning system. Teachers differentiate instruction that both supports and enriches the students in their classroom.
Elementary (Grades K-4)

Elementary Teacher Expectations:
- Collection of data from a variety of sources such as Compass, NWEA, I-LEARN, and RAZ kids.
- Grade Level collaboration and learning log meetings are held at least once a week to share data, instructional strategies, MTSS and core program components led by administrator, literacy/data coach, or teachers.

Elementary Educational Programs:
- Compass
- Success Period in Charlie and Delta
- Reading A-Z
- Spelling City
- Imagine It!
- Read Theory
- XTRA Math
- IXL Math and Language Arts
- My Math
- MTSS – Multi-Tiered System of Support
- P.A.S.S. – Positive Alternatives School Suspension
- Special classes include Physical Education, Music, and Art
- Leader In Me
- After school tutoring for K – 4
- After School Clubs (change yearly)
- Math Pentathlon (offered every year)

Elementary Instructional Strategies:
Anderson Preparatory Academy Elementary utilizes a rotational learning system to deliver instruction in our classrooms. The foundation of our model is a strong focus on small group direct instruction combined with project based learning and a digital curriculum. Teachers are encouraged to combine best practices along with our educational programs to meet each child’s individual learning needs. Within the model, our teachers blend a digital curriculum with traditional curriculum pieces and on-line programs to deliver instruction.

A unique instructional strategy that APA implements is blended level classrooms. Many of our classrooms have two or three grade levels in one classroom. This allows students who need advanced curriculum to benefit from their older peers while at the same time allowing students who may need extra time to master a grade level’s standards to advance with their peers and progress into the next grade level when mastery is attained.

Pre-Academy (Grades 5-8)

Pre-Academy Grade-Level Organization:
- Grade 5
  - Self-contained
  - High Ability – self-contained classroom
  - Use of digital curricula (Compass and IXL) to report GLE (grade level equivalency), building upon the Elementary program.
- Grade 6
  - Cadets are organized in three flights (three classes/groups)
  - Two core teachers with the following responsibilities:
    ▪ Teacher 1 – English/Language Arts & Social Studies
    ▪ Teacher 2 – Math & Science
Students receive instruction in Fine Arts, Physical Education & Health, and CAP (Civil Air Patrol) when not in core curricula classes. IXL Diagnostics are used in Math and ELA to determine GLE and mastery of state standards and skills.

Grades 7/8
- Cadets are organized in three flights (three classes/groups)
- Four core teachers with the following responsibilities:
  - Teacher 1 – English/Language Arts
  - Teacher 2 – Math
  - Teacher 3 – Science
  - Teacher 4 – Social Studies

Pre-Academy General Instructional Principles:
- Small group instruction replaces large group lecture as a primary mode of instruction.
- Rotational Learning consists of small groups, hands on and technology based curriculum.
- Personalized education through PBL aligned to state standards.
- Differentiated instruction is expected for all students.
- Students move at their own pace with mastery required for each skill in sequence.
- Progress is continuously reported through the use of Skyward (student information system).
- Hands-on experiential learning utilized for off-computer teacher-directed lessons.

Pre-Academy Instructional Practices:
- Project Based Learning
- Direct Instruction
  - Lessons are designed using IXL Diagnostic data results
- Computer-Based
  - Individualized based on instructional grade levels
- Formative Assessments/Progress Monitoring
  - NWEA
  - Compass Benchmarking
  - IXL Diagnostics

Academy Instructional Strategies:
- Anderson Preparatory Academy strives to provide a rigorous college preparatory curriculum of liberal arts and sciences. Committed to helping cadets meet and exceed their own personal expectations, we require every student to serve the community and strongly encourage families to participate in their child’s education.
- Academy cadets are required a minimum of 41 credits to obtain their diploma with academic honors diplomas requiring 47 credits. Challenging and engaging AP courses are available to Academy cadets. APA also collaborates with Purdue University, PFW, Ball State University, Anderson University, and Ivy Tech offering 15 onsite and numerous online dual credit courses for students who are interested in pursuing college credit while in high school.
- Anderson Preparatory Academy continues to focus on the shaping of the “whole student” with an intentional focus on academic and personal growth. The focus on the individual is done through the lens of service-based learning through the requirement of 96 community service hours per graduate to earn a diploma from Anderson Preparatory Academy. This focus
on service is instilled in our students through the AFJROTC program and other community outreach programs that are in place at Anderson Preparatory Academy.

• In the classroom, Anderson Preparatory Academy provides a rigorous, college preparatory curriculum that is standards based and delivered in a blended classroom environment. All Anderson Preparatory Academy students are provided a laptop computer that allows our students to integrate direct instruction, computer based instruction, and other virtual learning opportunities. This access to technology provides our students and staff to interact and collaborate with other institutions and use real world application in the classroom.

• Anderson Preparatory Academy continues to work to effectively implement project based learning across all curriculums. Continued supports through local institutions, such as Purdue Polytechnic, has stimulated our growth and continued focus on STEM programs such as Maker Space. Similarly, Anderson Preparatory Academy has seen the growth of our aviation program through the AOPA curriculum. Anderson Preparatory Academy has secured funding that will allow for the purchasing and implementation of a full flight simulator program and numerous drones for certification for the 2020-2021 school year.

• The instructional staff at Anderson Preparatory Academy continues to be proactive in developing instruction for our cadets that is data driven and evidence based. Through our departments, teachers are provided the time and resources to collect and disaggregate student data to insure that individualized supports are in place through our MTSS programs. Remedial opportunities are scheduled and available to all students and our instructional staff has weekly tutoring sessions across all departments to insure that individualized supports are provided to all students.

• The following strategies/programs are used to strengthen the core academic programs and increase consistent implementation of core programs strategies/practices are the curriculum, classrooms, and grade levels:
  o Collection of data from a variety of sources such as ISTEP+, ILEARN, NWEA, Canvas, IXL Math/ELA, Benchmark, Progress Monitoring, 1:1 Laptops and Pivot.
  o Grade-level collaboration and learning log meetings are held at least once monthly to share data, instructional strategies, MTSS, and core programs lead by the principal, literacy/data coach, or teachers.

Academy Educational Programs:
• Success and Remedial Periods
• Link Crew
• Peer to Peer Mentoring Program (In Development)
• Restorative Practice
• AOPA-Aviation Curriculum
• Prevent Bullying Program
• IXL
• Maker Space (In Development)
• AFJROTC
• Serviced-Based Learning Opportunities
• School-Wide Positive Behavior Support
• Elective Options – Band, Art, Choice, Aviation, Business
• After School Tutoring with Instructors
• D26 Career Center

Exceptional Learners

K-12 High Ability Program:

Anderson Preparatory Academy is establishing a Broad Based Planning Committee, BBPC, to update yearly goals for our high ability students. This diverse committee, will be represented by staff, parents, and community members, and will be given the challenge to meet the needs of these students by:

• Planning activities and ensuring high ability students in grades K-12 are given appropriate educational experiences.
• Providing multifaceted assessments to identify high ability students including students with economic disadvantages, diverse cultural backgrounds, or disabilities.
• Distributing staff development materials to every school. These materials give teachers the opportunity to develop and implement appropriately differentiated instruction in each academic subject based on the latest research.
Each school within APA will continue to follow the guidelines set by Indiana State Code (IC 20-36) and our Broad Based Planning Committee. Our goals of continuous student improvement meet and fulfill the major components of PL 221.

**K-12 Special Education Program:**

Anderson Preparatory Academy also provides services to those students eligible for special education services under the Individual with Disabilities Education Act (IDEA). A wide-range of special education services is provided. Students receive services as described in the Individualized Education Plan (IEP), and classroom teachers work cooperatively with special education teachers to ensure that every child receives a Free and Appropriate Public Education (FAP).

**K-12 EL (English Learners) Program:**

**EL Services:**

Much like the services provided for our special education demographic, APA strives to provide equitable opportunities for our ELL students to learn and excel academically despite having limited English proficiency.

Services are prescribed on an individual student need basis. Examples of services and accommodations are listed below.

**EL Procedures:**

- The Home Language Survey is administered one time, in English or Spanish, upon initial enrollment of in Indiana, and remains in the student’s cumulative file.
- In January/February, the WIDA Assessment is administered to those students who are known to be language learners, and who have not yet received an overall score of 5 on the assessment.
- Scores are input into Skyward, our student data management system.
- Individual Learning Plan (ILP) is constructed for each student based on their specific educational needs.
- The EL Department monitors the implementation of ILPs and assists as necessary.

**Multi-Tiered System of Supports (MTSS) – Grades K-4:**

**MTSS Referral Process (Grades K-4):**

The following process will be required to refer a student for MTSS Review.

1. Grade level teams will meet once a week (each teacher choosing one student) and discuss the student’s present levels and area of concern. We only want to focus on one or two areas of concern. Each teacher will fill out the MTSS Grade Level Meeting Form to bring to the meeting. Please fill out the results section during the meeting.
2. Teachers do not have to discuss a different student each week. They can focus on one child for multiple weeks in a row. It is highly recommended to reevaluate a student’s progress at least every other week.
3. If the student continues not to show growth or progress over a 6 week period, teachers will fill out the MTSS Student Referral Form.

**Referral Process for Evaluating Students**

If referring to a student to be evaluated, the student should have been...

1. retained once OR is more than one year behind at least one subject.
2. discussed in MTSS Grade Level Meetings
3. referred for MTSS Review and the MTSS Team has decided to evaluate the student OR the parent has asked for their child to be evaluated.

Once the above steps have been taken, general educations teachers will complete the following steps:

Teachers must fill out the Gen. Ed. Teacher Form Referrals APA document. Please fill it out the best you can and turn it in to the Elementary Special Education Director (Cassandra Cunningham).

Once that has been turned in, the general education teacher will be provided with the documents that the guardians or parents need to fill out.
MTSS Team Meetings
Meetings should include the following people.

1. Principal
2. Special Education Teacher
3. Instructional Assistants
4. General Education Teacher/s
5. Any other teachers/staff that would like to be involved

Agenda for MTSS Team Meetings

1. Teachers should bring any relevant information about the child to his or her scheduled meeting.
2. The team will review the interventions used and data/student examples to help assess student growth and current levels.
3. The team will then discuss what worked well and what the best course of action to take to ensure the student’s success. *New interventions will be introduced.*
4. The student will be reevaluated in a month.
5. Each meeting will consist of reviewing 2 – 3 student cases.

Multi-Tiered System of Supports (MTSS) – Grades 5-12:

MTSS Referral Process:

The process uses established criteria to identify students in need of assistance, involves holding meetings to inform parents/guardians of the concerns, and the development of a written plan to address the concerns. There is a supplemental level of support and an intensive level of support, which are as follows:

**Supplemental**

Academic Criteria:

1. University Screening & Diagnostic(s): Used to identify reading level and math competency.
2. Failing a class at midterm or end of semester.
3. Failing two or more courses by midterm or end of grading period.
4. Failing two or more formative assessments in English/Language Arts or Mathematics.
5. Classroom removal or two office referrals.
6. Two full-day in-school or out of school suspension.

Process:

1. Once a student is identified for intervention based upon the above criteria, the teacher should complete the appropriate SAIP data form.
2. The teacher should then contact the student’s parent(s)/guardian(s), and should consult with the school counselor or administrator with the specific concern. If the student is an SSC student, the teacher should contact the student’s teacher of record.
3. At the meeting, the reason for the meeting and the appropriate SAIP data form should be shared with all in attendance.
4. Those present at the meeting should collaborate to complete the SAIP and decide on a specific date and time to meeting in approximately six (6) weeks.
5. The teacher should share SAIP with all appropriate personnel and provide a copy to the building principal for placement in the centralized SAIP file.
6. Progress monitoring should take place every two weeks.
7. At the follow-up meeting, a decision should be made to discontinue interventions, continue the interventions if the student is showing progress, modify the interventions but keep the student in the supplemental phase, or recommend the student move into the intensive phase if the student has not made significant progress.

**Intensive Intervention:**

Intensive is to be used after supplemental interventions have not been successful in improving the student’s academic and/or behavioral performance. NOTE: prior to an intensive intervention team meeting, the teacher should notify an administrator of the need
for such a meeting, and the administrator should request the school psychologist complete a screening of the student prior to the meeting.

**Technology as a Learning Tool (K-12)**

Anderson Preparatory Academy provides the resources for current technological equipment, professional development and technical support for students, staff, and the community to improve achievement. Technology is integrated as a natural part of the educational process in order to enhance learning in a changing global society.

Technology is an integral part of daily life. Teachers at Anderson Preparatory Academy make educational use of this technology that facilitates student learning and the acquisition of knowledge. A variety of hardware and software components are utilized to meet the needs and learning styles of our students.

APA utilizes a variety of technology components and peripheral devices, such as:
- One-to-one laptop computers for all cadets.
- Every teacher has one projector
- Computer lab with 26 computers
- Calculators
- 2 voice recorders for student use upon request
- Document cameras in some classrooms and digital cameras
- DVD players available upon request

A variety of computer software is used to help students achieve high academic standards. Various programs help process information. Some software motivates and enriches students reading skills in the classroom. Writing programs allow students to record information and ideas. Information can be synthesized, organized, and graphed using spreadsheets, timelines, and database software. Students are able to display or view a final published product.

- Microsoft Office
- Google Classroom
- Reading A-Z
- Read Theory
- My Math
- Imagine It!
- IXL Math and Language Arts
- Google Docs
- Spelling City
- Xtra Math
- No Red Ink
- Common Lit
- iCivics
- Edgenuity
- Apex Learning

Students are also given the opportunity to locate and evaluate information from the internet using search engines. Special area teachers such as art and music provide interdisciplinary and cultural competency integration with the use of technology.

Teachers use technology to analyze student achievement. These include:
- Compass
- Skyward
- Reading A-Z
- Read Theory
- Spelling City
- NWEA Testing (Grades K – 4)
- IXL Math and Language Arts
- Xtra Math
Cultural Competency (K-12)

APA is a culturally diverse school with a sensitive faculty committed to maintain a safe environment where all students’ instructional needs are met. The school improvement plan includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards are emphasized. Teachers are encouraged to read articles and/or books on culturally diverse students and families. The goals of these articles and/or books are to help teachers understand the cultural differences among students and their families. Teachers will develop a better understanding of meeting the needs of a diverse population. The teachers will also utilize the understanding of the student and family experiences to assist students in learning new material. Effective instructional strategies will actively engage students through advance organizers, scaffolding, hands-on manipulatives, and visualization.

Teachers will analyze all assessment data to provide the identified students with more purposeful instructional time, re-teaching, and small flexible groups. Regrouping, re-teaching skills and using the instructional calendar and pacing guides will direct instruction. Students will be given remediation or acceleration on their specific strengths and weaknesses in Language Arts and Math throughout the school year.

Safe and Disciplined Learning Environment (K-12)  
SEL & Discipline

APA Elementary is continually working toward developing a holistic approach to cadet discipline, focusing on SEL Competencies. We have implemented an SEL curriculum, called The Leader in Me (K-8). This curriculum focuses on habits cadets can apply to be successful in relationships as well as helps instill leadership and organizational qualities. Additionally, we are implementing trauma informed practices. We are working to reduce the number of out-of-school suspensions and expulsions. In the 2019-2020 school year, we piloted a school suspension program called P.A.S.S. (Positive Alternative to School Suspension) for cadets who were experiencing behavior challenges. While in P.A.S.S., cadets worked through an online Social/Emotional Learning curriculum called Ripple Effects. We have found this to be successful in reducing the amount of out-of-school suspensions and have continued with this programming for 2019-2020.

Additionally, at the Elementary, the dean of student programs assists in the implementation of this programming. The dean of school behavior handles challenging behavior, yet also provides guidance in social/emotional learning. The dean of student programs works with all school stakeholders to provide preventative behavioral strategies and guides teachers and staff on how to apply logical consequences when handling cadet behavior.

APA Pre-Academy and Academy have both begun implementing SEL curriculum and instruction into daily instructional expectations. After the analysis process, School-Connect was purchased. (School-Connect is an evidence-based social and emotional learning curriculum.) This particular curriculum was chosen due to the amount of instructional supports provided by the School-Connect program developers and because of the availability of professional development for staff. Implementation of this program started in our Preparing for College and Careers course that is required by all APA students prior to beginning their 11th grade year. Also, before the start of the 20-21 school year, an additional school counselor was hired (for grades 5-12) to support the new SEL initiatives. Staff in grades 5-12 have been introduced to the curriculum through weekly emails and web-based professional development opportunities.

In addition to the SEL initiatives, Restorative Practices (Restorative Justice & Mentoring Program) were initiated during the 2019-2020 school year, and in the spring of 2020, the Pre-Academy and Academy amended its student handbook and implemented a more culturally responsive restorative justice program. This program is overseen by a building-wide discipline team and was developed with support from the Peace Learning Center of Indianapolis, Indiana.

School Safety

APA Elementary, Pre-Academy, and Academy have developed initiatives that include specific Crisis Management Plans that addresses preparation, mitigation and prevention, as well as response and recovery. These plans are reviewed and revised as necessary on a consistent basis, and have also been inspected and approved by the Anderson Police Department.
The corporation has also developed a district Safety and Crisis Management Handbook for all buildings and will continue each school year providing safety and crisis management training for all employees on a regular basis. There has also been a substantial investment by the corporation in an instant messaging system that provides a rapid and coordinated response by email or phone to all of the district stakeholders in a matter of minutes should a crisis or emergency arise.

Anderson Preparatory Academy is committed to the insuring a safe environment for all. We believe good planning and continued preparation will provide an effective and immediate response if an emergency or crisis of any magnitude arises.

APA also has a K-12 School Resource Officer (SRO). This SRO is stationed in the Pre-Academy/Academy; however, when needed or during emergency situations, the SRO is available to assist at APA Elementary.

**Parent/Family Participation & Engagement**

Parents assist in planning, reviewing, and improving the continuous improvement plan and developing the School-Wide plan through representation on the SWP team and participation at the Annual Parent meeting. This meeting is held in the Spring. Parents help develop the parent policy through representation on the Parent Policy Committee. The parent policy is also revised at the Annual Parent Meeting.

**Title One Annual Parent Meeting** is held in September. Every year a Title One Annual Parent Meeting will be held at the beginning of the school year. During the meeting, the administrator explains the Title I program and the services that the students will be receiving as well as upcoming information.

APA provides individual academic assessment results to parents for ISTEP+, IREAD, WIDA, Compass, and NWEA. These results are shared through parent-teacher conferences, midterm reports, report cards, phone calls, and communicating with parents via email, Remind App, and Class Dojo. Parents are also notified via a letter if their child has been sent to the Multi-Tiered System of Supports team. The letter informs the parent of the interventions being put in place to help the student. These interventions will be monitored regularly to determine if the intervention is successful. Parents are also invited to the meeting to discuss their child’s academic needs.

**Opportunities that encourage parent involvement include:** assignment notebooks, take-home folders, weekly newsletters, individualized student reports, phone calls and/or email, open house, parent-teacher conferences, behavioral checklists, classroom visitations, field trip chaperones, Jet Nation parent club, fundraisers, carnival, school volunteers, programs, convocations, reading challenges, and continuous GLE monitoring. Additionally, APA hosts art exhibits, musical programs, Literacy Night, Math Night, Jet Pack Food Distribution, and Book Fair. APA believes that parental involvement is paramount to the success of our school.

**Early Childhood Transition**

APA is always looking for ways to help our students make a seamless transition to elementary school. The following are a list of some of the actions we will take to ensure this smooth transition.

- Distribute kindergarten information with local preschool providers.
- Establish memorandums of understanding and engage with local preschool programs, including Head Start, to learn about the students who will attend our school.
- Host a kindergarten round-up orientation for parents. This spring event will help parents understand the expectations of our school and kindergarten. Information will be distributed through local utility bills and Facebook.

**Assessments Used in Addition to ILEARN & ISTEP+**

- Compass Benchmark Data – collected each grading period (Grades K-4, every 9 weeks)
- Reading A to Z (RAZ) – Reading Benchmarks – assessed each grading period (Grades K-4, every 9 weeks)
- NWEA Testing – Grades K-12 (BOY, MOY, EOY)
- IXL - Math and Language Arts – Grades 3 & 4
- Math & Reading Diagnostics at the beginning of each school year (Grades 5-12)
- Mid-Term & Final Exams (Grades 9-12)
- Department Developed Standardized Writing Prompts & Rubrics (Grades 5-12)

**Coordination and Integration of Federal, State, and Local Funds and Resources**

Currently, APA benefits from federal, state, and local funding. APA is a Title One School and has trained professionals who are paid through Title I, Part A funds. An academic dean, a dyslexia specialist, and instructional assistants (for grades K & 1) combine their efforts to support student success. In the Pre-Academy & Academy, SUCCESS period has been implemented for Title I interventions and remediation.

The school provides parents/guardians printed educational information; helps coordinate the literacy nights, and provides money for food and book incentives. The district treasurer allocates State funds per building for expenses such as texts, guest teachers, staff development, etc. **Program funds will not be consolidated, however programs will be coordinated.** Locally, Anderson Preparatory Academy receives a yearly budget amount. This money supports daily expenditures, including building and classroom supplies, printing, repairs, etc. The corporation treasurer monitors these funds.
Comprehensive Needs Assessment (CNA)

Anderson Preparatory Academy Elementary School Data

Student achievement data was analyzed during learning log and grade level meetings and by the school-wide planning team through the Comprehensive Needs Assessment. Data sources used in the CNA includes ILEARN, IREAD, & NWEA. The data analysis will determine if student where areas of improvement are needed to best meet the needs of our students.

ILEARN Performance Data by Academic Standard

<table>
<thead>
<tr>
<th>Grade 3-Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2019</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>APA Average Score</td>
<td>6393</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>At Proficiency Minimum Score</td>
<td>6425</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>Difference</td>
<td>-32</td>
<td>N/A - COVID</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 3-English/Language Arts</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2019</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>APA Average Score</td>
<td>5410</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>At Proficiency Minimum Score</td>
<td>5460</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>Difference</td>
<td>-50</td>
<td>N/A - COVID</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 4-Mathematics</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Spring 2019</td>
<td>Spring 2020</td>
</tr>
<tr>
<td>APA Average Score</td>
<td>6442</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>At Proficiency Minimum Score</td>
<td>6474</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>Difference</td>
<td>-32</td>
<td>N/A - COVID</td>
</tr>
</tbody>
</table>
### Grade 4-English/Language Arts

<table>
<thead>
<tr>
<th></th>
<th>Spring 2019</th>
<th>Spring 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>APA Average Score</td>
<td>5439</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>At Proficiency Minimum Score</td>
<td>5493</td>
<td>N/A - COVID</td>
</tr>
<tr>
<td>Difference</td>
<td>-54</td>
<td>N/A - COVID</td>
</tr>
</tbody>
</table>

### Goal Action Plan – Goal #1

- **PL 221 Corrective Action (Y/N):** N
- **Title I School Improvement (Y/N):** N
- **Subgroups Identified for Improvement:** All Students

**Goal #1:** For each of the next three years, students will achieve measurable continuous improvement in total I-LEARN scores in Mathematics of at least a 15 point increase over the previous year in grades 3 & 4.

**Baseline:** Spring 2019: 3rd Grade – 6393, 4th Grade – 6442

**Year 1 Target:** Spring 2020: 3rd Grade – 6408 4th Grade – 6457 (No data due to COVID)

**Year 2 Target:** Spring 2021: 3rd Grade 6423 4th Grade - 6472

**Year 3 Target:** Spring 2022: 3rd Grade 6438 4th Grade - 6487

**Goal - Spring 2022 - 3rd Grade - 6438 4th Grade 6487**

**Interventions:**
- Success Time – 30 minutes daily with tutorial interventions meeting students where they are ability grouped and the Power standards are the point of emphasis.
- Daily direct math instruction using My Math program and other resources including the home links, etc.
- An additional 30 minutes of IXL weekly for MTSS, Tier 2 intervention and acceleration
- Flexible small group instruction
- Compass Learning (2:1 Math/ELA ratio)
- Align instructional scope & sequence with the I-learn Power standards

**Research/Best Practice for Intervention:**
- My Math Program and Materials
- Success Time using IXL
- Compass Learning
- Xtra Math (Fluency Instruction)
### Strategies for Implementation

<table>
<thead>
<tr>
<th>1. Students will have daily small group direct math instruction using My Math program and other resources</th>
<th>Person(s) Responsible</th>
<th>Start</th>
<th>End</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers, Administrator</td>
<td>August 2020</td>
<td>May 2022</td>
<td>Teachers, My Math materials, Compass, IXL, Instructional Scope &amp; Sequence</td>
<td></td>
</tr>
<tr>
<td>2. Students will receive an additional 30 minutes of IXL for MTSS, Tier 2 and acceleration</td>
<td>Teachers, Administrator</td>
<td>August 2020</td>
<td>May 2022</td>
<td>Teachers, IXL, Instructional Scope &amp; Sequence</td>
</tr>
<tr>
<td>3. Instructional Scope &amp; Sequence will be revised and developed to align with the I-Learn Power Standards</td>
<td>Teachers, Administrator</td>
<td>August 2020</td>
<td>May 2022</td>
<td>Teachers, My Math materials, Compass, IXL, Instructional Scope &amp; Sequence</td>
</tr>
<tr>
<td>4. Students will practice basic facts daily using the teacher chosen fluency program</td>
<td>Teachers, Administrator</td>
<td>August 2020</td>
<td>May 2022</td>
<td>Teachers, Math Fact Fluency Program, Xtra math (or similar fluency practice)</td>
</tr>
<tr>
<td>5. Students will have daily access to the digital curriculum and an appropriate time ration between Math and ELA.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>May 2022</td>
<td>Teachers, Compass</td>
</tr>
</tbody>
</table>

### Goal Action Plan – Goal #2

<table>
<thead>
<tr>
<th>PL 221 Corrective Action (Y/N): N</th>
<th>Title I School Improvement (Y/N): N</th>
<th>Subgroups Identified for Improvement: All Students</th>
<th>Goal #2: For each of the next three years, students will achieve measurable continuous improvement in total ILEARN scores in Language Arts at least 20 points increase over the previous year in grades 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Baseline: Spring 2019 Data: 3rd Grade – 5410, 4th Grade – 5439</td>
<td>Year 1 Target: Spring 2020: 3rd Grade – 5430 4th Grade – 5459 (No data due to COVID)</td>
<td>Year 2 Target: Spring 2021: 3rd Grade - 5450, 4th Grade – 5479</td>
<td>Year 3 Target: Spring 2022: 3rd Grade – 5470 4th Grade – 5499</td>
</tr>
<tr>
<td>Target Goal - Spring 2022: 3rd Grade - 5470 4th Grade - 5499</td>
<td>Standardized Assessments: ILEARN, NWEA, COMPASS, IXL</td>
<td>Interventions: Direct daily literacy instruction using the leveled reading program</td>
<td>Research/Best Practice for Intervention: Reading A to Z Utilize Imagine It and resources</td>
</tr>
</tbody>
</table>
## Goal Action Plan – Goal #2

<table>
<thead>
<tr>
<th>Strategies for Implementation</th>
<th>Person(s) Responsible</th>
<th>Start</th>
<th>End</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. All students will receive direct daily literacy instruction using the leveled reading program.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>May 2022</td>
<td>Teachers, Leveled reading series, Imagine It</td>
</tr>
<tr>
<td>2. All students will receive weekly mini writing instruction</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>May 2022</td>
<td>4 Blocks Writing Mini-Lessons for . . . , Teachers, Imagine It</td>
</tr>
<tr>
<td>3. Students in MTSS, Tier 2 will receive an additional 30 minutes of IXL for intervention and acceleration.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>May 2022</td>
<td>Teachers, IXL</td>
</tr>
<tr>
<td>4. Teachers will revised instructional scope &amp; sequence to align with the ILEARN Power Standards.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>May 2022</td>
<td>Teachers, Benchmark reading series, Reading centers</td>
</tr>
</tbody>
</table>

### Staff Development:
Grade level and PD meetings will be held to investigate and research activities to help students with vocabulary, writing skills, and word recognition. Teachers will identify different level groups and continually monitor progress monitoring data so they can best help the students increase achievement.

### Evaluation:
Data from ILEARN, NWEA, COMPASS, IXL AND RAZ

## Goal Action Plan – Goal #3

### Goal #3: 95% of APA Elementary cadets will be able to demonstrate a year’s worth of growth in reading.

### Support Data (from the Profile):
TBD

### Interventions:
- MTSS Interventions
- RAZ Account
- After School Tutoring
- Reading Program Interventions provided by aides

<table>
<thead>
<tr>
<th>Strategies for Implementation</th>
<th>Person(s) Responsible</th>
<th>Start</th>
<th>End</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Goal Action Plan – Goal #3

<table>
<thead>
<tr>
<th></th>
<th>Action Plan</th>
<th>Responsible</th>
<th>Timeframe</th>
<th>Duration</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>MTSS – weekly meetings to discuss interventions for students at least a half a year behind in reading.</td>
<td>Faculty, Administrator</td>
<td>August 2019</td>
<td>Ongoing</td>
<td>Choices for reading interventions provided</td>
</tr>
<tr>
<td>2.</td>
<td>RAZ accounts will be set up and utilized 20 minutes a day for students in tier 2 MTSS process.</td>
<td>Faculty</td>
<td>Aug. 2019</td>
<td>Ongoing</td>
<td>RAZ access for students</td>
</tr>
<tr>
<td>3.</td>
<td>After school tutoring two times a week to support growth</td>
<td>Faculty, Administration</td>
<td>Aug. 2019</td>
<td>Ongoing</td>
<td>Intervention Training</td>
</tr>
<tr>
<td>4.</td>
<td>Reading programs (EX: V/V, Seeing Stars, Fluency)</td>
<td>Faculty, Staff, Administration</td>
<td>Aug. 2019</td>
<td>Ongoing</td>
<td>Intervention Training and support</td>
</tr>
<tr>
<td>5.</td>
<td>Direct small group reading instruction given daily</td>
<td>Faculty, Administration</td>
<td>Aug. 2019</td>
<td>Ongoing</td>
<td>Support and Training</td>
</tr>
</tbody>
</table>

**Staff Development:**
Trainings and support on interventions, small group instruction, and Reading A-Z. Resources and ideas provided for reading interventions during MTSS.

**Evaluation:**
Reading A-Z levels reported to Curriculum Dean six times a year

### Goal Action Plan – Goal #4

**PL 221 Corrective Action (Y/N):** N
**Title I School Improvement (Y/N):** N
**Identified for Improvement:** All K-4 Cadets

**Goal #4:** To decrease the number of out-of-school suspensions by 40%

**Support Data/Findings:**
2018-2019 Out-of-School Suspensions
- August – 0
- September – 10
- October – 7
- November – 10
- December – 8
- January – 10
- February – 5
- March – 2
- April – 3
- May – 5


**Standardized Assessments:**
N/A
<table>
<thead>
<tr>
<th>Strategies for Implementation</th>
<th>Person(s) Responsible</th>
<th>Start</th>
<th>End</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Create leadership positions for cadets</td>
<td>All staff</td>
<td>Aug. 2020</td>
<td>Ongoing</td>
<td>Leader in Me curriculum</td>
</tr>
<tr>
<td>2. Implement Ripple Effects curriculum with fidelity</td>
<td>PASS supervisor</td>
<td>Aug. 2020</td>
<td>Ongoing</td>
<td>Ripple Effects</td>
</tr>
<tr>
<td>3. Pro-Act training for teachers and staff</td>
<td>Dean of Discipline Principal</td>
<td>June 2020</td>
<td>Ongoing</td>
<td>Pro-Act Curriculum</td>
</tr>
<tr>
<td>5. District Professional Development on behavioral management processes and SEL.</td>
<td>Dean of Discipline Principal</td>
<td>Aug. 2020</td>
<td>Ongoing</td>
<td>7 Habits of Highly Effective Kids</td>
</tr>
</tbody>
</table>

**Staff Development:**
Teachers and staff will be expected to participate in professional development and trainings in SEL and behavior management techniques

**Evaluation:**
Discipline Data Results
**Professional Development Program - #1**

**Goal #1:**
All teachers are trained in the best practices shown by research to improve skills in problem solving and computation which include multi-step problems and explaining answers. There are also trained to engage students in active, learning mathematics.

**Strategy #1:**
Teachers will review grade level, classroom, and individual student assessments using NWEA, Compass, IXL, ILEARN and My Math assessments.

**Action Plan:**
Administrator and Literacy/Data Coach will provide professional development sessions to review and disaggregate ILEARN and classroom assessment data. These data analysis sessions will take place during faculty and grade level meetings.

**Persons Responsible:** Building administrator, Data/Literacy Coach, and Teachers  
**Timeline for Completion:** Aug. 2020 – on-going

**Strategy #2:**
Teachers will incorporate a daily spiral math review and a math fact fluency program into their daily rotations.

**Action Plan:** Using the admin provided GATE math activities and teacher selected fluency program, teachers will utilize data to drive their instruction in their classroom

**Persons Responsible:** Teachers and Building Administrator  
**Timeline for Completion:** School year – 2020-2021

**Evaluation of Goal:**
Staff/PD, grade level meetings, and grade level MTSS will be attended by 98% of the teachers. Student performance data will be analyzed. Teachers will feel comfortable in collecting and reviewing the new data. GATE spiral math and fluency programs will be implemented in all classrooms.

**Professional Development Program - #2**

**Goal #2:**
The teachers will examine and implement strategies for improving the writing process in reading/language arts.

**Strategy #1:**
Teachers will have staff development on strategies to improve the writing process in students using *4 Blocks Writing Mini-Lessons*

**Action Plan:** Lead teacher will provide training to teachers on writing (mini-lessons) and the writing process. Teachers will also see the process modeled in the classroom with students.

**Persons Responsible:** Building administrator and Teachers
Strategy # 2: Data monitoring will continue to be utilized by teachers with the help of a revised instructional scope & sequence. Teachers will use strategies to improve student achievement, develop consistent delivery of instruction, and set high expectations for all students at each grade level.

Action Plan:
Teachers will continually revise and update the instructional scope & sequences where needed throughout the year by looking ahead at the assessments that will be given to drive their instruction in the classroom. By looking ahead, teachers can anticipate what prerequisite skills need to be in place before teaching the lesson.

Persons Responsible: Teachers, Administrator
Timeline for Completion: 2020 – on-going.

Evaluation of Goal:
Staff/PD and grade level meetings will be attended by 98% of the teachers. Student performance data will be analyzed. Teachers will feel comfortable in using their data to drive instruction. 4 Blocks Writing Mini lessons will be implemented in all classrooms.

Professional Development Program - #3

Goal #3: 95% of APA Elementary cadets will demonstrate a year’s worth of growth in reading.

Strategy #1: MTSS will be implemented for students at least a half a year behind in RAZ.

Action Plan:
The teachers will meet once a week on students who are at least a half a year behind in Reading A-Z. The teachers will brainstorm on possible interventions to use to support reading growth.

Persons Responsible: Building administrator and teachers.
Timeline for Completion: 2020-On-going

Strategy #2:
RAZ accounts will be set up and utilized 20 minutes a day for students referred to the MTSS Team.

Action Plan:
Staff will be given a username and password to create student RAZ accounts for students referred to the MTSS Team for reading. These students will be given 20 minutes a day to work on this.

Person Responsible: Faculty, MTSS Team
Timeline for Completion: 2021 – On-going.
**Strategy #3:**
After school tutoring two times a week to support growth

**Action Plan:**
Students will be referred for tutoring if they are a year behind in reading. Tutoring will be two times a week.

- **Person Responsible:** Faculty, Director of Academics
- **Timeline for Completion:** 2021 – On-going.

**Strategy #4:**
Reading programs (EX: V/V, Seeing Stars, Fluency)

**Action Plan:**
Students more than a year behind in reading will be put into a reading support group that utilizes programs like Visualization/Verbalization, Seeing Stars, and Fluency. Grade-level aides will have to be trained in order to provide these programs.

- **Person Responsible:** Faculty, aides
- **Timeline for Completion:** 2021 – On-going.

**Strategy #5:**
Direct small group reading instruction given daily

**Action Plan:**
Teachers will utilize small group reading instruction daily in order to better support students struggling in reading.

- **Person Responsible:** Faculty, Administration
- **Timeline for Completion:** 2021 – On-going.

**Evaluation of Goal:**
Teachers will use the information and strategies learned from trainings and resources to better relate to, assist, and help children and their families in the learning process. Teachers will look at improvement of student achievement in the data collected from Reading A-Z.
Goal #4: APA Elementary will reduce our out-of-school suspensions by 40%.

Strategy #1: Create leadership positions for all K-4 cadets.
Action Plan: Research and develop school-wide leadership positions for cadets.

Persons Responsible: All staff and principal overseeing
Timeline for Completion: August 2020 - On-going

Strategy #2: Ripple Effects curriculum will be implemented with repeated behavior offenses.
Action Plan: Train and provide professional development for the PASS supervisor on how to incorporate social emotional strategies and curriculum for cadets in PASS.

Person Responsible: Dean of Student Behavior & Principal
Timeline for Completion: August 2020 – On-going.

Strategy #3: Provide Pro-Act de-escalation training techniques for all elementary staff that will help prevent crises.
Action Plan: Training will be provided by the special education director.

Person Responsible: Special Education Director, Dean of Student Behavior, Principal
Timeline for Completion: June 2020 – on-going

Strategy #4: Implement Review360, which is a new behavior management system.
Action Plan: Secure funding, purchase program, and provide training for all staff members.

Person Responsible: Dean of Student Behavior
Time for Completion: August 2020

Strategy #5: Provide district professional development on classroom management techniques that support SEL.
Action Plan: Using SafeSchools, Review360, Leader in Me curriculum, and utilizing staff professional development experiences to train all elementary staff.

Evaluation of Goal: APA Elementary out-of-school suspensions are reduced by 40%
Anderson Preparatory Academy Pre-Academy School Data

The data analysis will determine the strengths of Pre-Academy programming as well as provide areas in which improvement is needed to meet the needs of all cadets.

Spring 2019  ILEARN Performance Data by Academic Standard

### Grade 5-Mathematics Standards

<table>
<thead>
<tr>
<th>Achievement Category:</th>
<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Number Sense</td>
<td>26%</td>
<td>48%</td>
<td>26%</td>
<td></td>
</tr>
<tr>
<td>#2-Computation</td>
<td>38%</td>
<td>50%</td>
<td>12%</td>
<td>38%</td>
</tr>
<tr>
<td>#3-Algebraic Thinking</td>
<td>40%</td>
<td>52%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>#4-Geometry, Measurement, Data Analysis, and Statistics</td>
<td>38%</td>
<td>44%</td>
<td>18%</td>
<td></td>
</tr>
</tbody>
</table>

### Grade 5-English/Language Arts Standards

<table>
<thead>
<tr>
<th>Achievement Category:</th>
<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Key Ideas and Textual Support/Vocabulary</td>
<td>32%</td>
<td>56%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>#2-Structural Elements and Organization/Connection of Ideas/Media Literacy</td>
<td>30%</td>
<td>62%</td>
<td>8%</td>
<td>36%</td>
</tr>
<tr>
<td>#3-Writing</td>
<td>42%</td>
<td>52%</td>
<td>6%</td>
<td></td>
</tr>
<tr>
<td>Achievement Category</td>
<td>Below</td>
<td>At/Near</td>
<td>Above</td>
<td>CCR</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-------</td>
<td>---------</td>
<td>-------</td>
<td>-----</td>
</tr>
<tr>
<td>#1-Number Sense</td>
<td>53%</td>
<td>45%</td>
<td>2%</td>
<td>13%</td>
</tr>
<tr>
<td>#2-Computation</td>
<td>51%</td>
<td>45%</td>
<td>4%</td>
<td></td>
</tr>
<tr>
<td>#3-Algebraic Thinking and Functions</td>
<td>53%</td>
<td>38%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>#4-Geometry and Measurement, Data Analysis, and Statistics</td>
<td>51%</td>
<td>42%</td>
<td>7%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Achievement Category</th>
<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Key Ideas and Textual Support/Vocabulary</td>
<td>36%</td>
<td>56%</td>
<td>7%</td>
<td>18%</td>
</tr>
<tr>
<td>#2-Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy</td>
<td>38%</td>
<td>55%</td>
<td>7%</td>
<td></td>
</tr>
<tr>
<td>#3-Writing</td>
<td>51%</td>
<td>44%</td>
<td>5%</td>
<td></td>
</tr>
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</table>

<table>
<thead>
<tr>
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<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Number Sense and Computation</td>
<td>57%</td>
<td>37%</td>
<td>6%</td>
<td>12%</td>
</tr>
<tr>
<td>#2-Data Analysis, Statistics, Probability</td>
<td>44%</td>
<td>51%</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>#3-Algebra and Functions</td>
<td>57%</td>
<td>40%</td>
<td>3%</td>
<td></td>
</tr>
<tr>
<td>#4-Geometry-Measurement</td>
<td>58%</td>
<td>40%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>
### Grade 7-English/Language Arts Standards

<table>
<thead>
<tr>
<th>Achievement Category:</th>
<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Key Ideas and Textual Support/Vocabulary</td>
<td>41%</td>
<td>54%</td>
<td>5%</td>
<td>18%</td>
</tr>
<tr>
<td>#2-Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy</td>
<td>23%</td>
<td>69%</td>
<td>8%</td>
<td></td>
</tr>
<tr>
<td>#3-Writing</td>
<td>62%</td>
<td>35%</td>
<td>3%</td>
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</tbody>
</table>

### Grade 8-Mathematics Standards

<table>
<thead>
<tr>
<th>Achievement Category:</th>
<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Number Sense and Computation</td>
<td>30%</td>
<td>67%</td>
<td>4%</td>
<td>19%</td>
</tr>
<tr>
<td>#2-Data Analysis, Statistics, Probability</td>
<td>42%</td>
<td>49%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>#3-Algebra and Functions</td>
<td>51%</td>
<td>40%</td>
<td>9%</td>
<td></td>
</tr>
<tr>
<td>#4-Geometry-Measurement</td>
<td>61%</td>
<td>39%</td>
<td>0%</td>
<td></td>
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### Grade 8-English/Language Arts Standards

<table>
<thead>
<tr>
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<th>Below</th>
<th>At/Near</th>
<th>Above</th>
<th>CCR</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1-Key Ideas and Textual Support/Vocabulary</td>
<td>19%</td>
<td>70%</td>
<td>9%</td>
<td>32%</td>
</tr>
<tr>
<td>#2-Structural Elements and Organization/Synthesis and Connection of Ideas/Media Literacy</td>
<td>25%</td>
<td>63%</td>
<td>11%</td>
<td></td>
</tr>
<tr>
<td>#3-Writing</td>
<td>40%</td>
<td>56%</td>
<td>2%</td>
<td></td>
</tr>
</tbody>
</table>
### 5th Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>RIT Growth Fall 2017 to Spring 2018</th>
<th>RIT Growth Fall 2018 to Spring 2019</th>
<th>Expected RIT Growth</th>
<th>College &amp; Career Readiness Indicator 2018*</th>
<th>College &amp; Career Readiness Indicator 2019*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>7.0</td>
<td>7.8</td>
<td>10+</td>
<td>26%</td>
<td>32%</td>
</tr>
<tr>
<td>Reading</td>
<td>8.0</td>
<td>6.5</td>
<td>6+</td>
<td>51%</td>
<td>36%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>8.8</td>
<td>N/A</td>
<td>5.9+</td>
<td>43%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 6th Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>RIT Growth Fall 2017 to Spring 2018</th>
<th>RIT Growth Fall 2018 to Spring 2019</th>
<th>Expected RIT Growth</th>
<th>College &amp; Career Readiness Indicator 2018*</th>
<th>College &amp; Career Readiness Indicator 2019*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>1.3</td>
<td>2.8</td>
<td>8+</td>
<td>27%</td>
<td>19%</td>
</tr>
<tr>
<td>Reading</td>
<td>3.2</td>
<td>0.8</td>
<td>4+</td>
<td>35%</td>
<td>31%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>2.9</td>
<td>N/A</td>
<td>4.6+</td>
<td>33%</td>
<td>N/A</td>
</tr>
</tbody>
</table>

### 7th Grade

<table>
<thead>
<tr>
<th>Subject</th>
<th>RIT Growth Fall 2017 to Spring 2018</th>
<th>RIT Growth Fall 2018 to Spring 2019</th>
<th>Expected RIT Growth</th>
<th>College &amp; Career Readiness Indicator 2018*</th>
<th>College &amp; Career Readiness Indicator 2019*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>3.9</td>
<td>4.9</td>
<td>6+</td>
<td>39%</td>
<td>28%</td>
</tr>
<tr>
<td>Reading</td>
<td>2.0</td>
<td>1.0</td>
<td>4+</td>
<td>38%</td>
<td>27%</td>
</tr>
<tr>
<td>Language Arts</td>
<td>2.2</td>
<td>N/A</td>
<td>3.5+</td>
<td>46%</td>
<td>N/A</td>
</tr>
</tbody>
</table>
**Goal Action Plan – Goal #1**

**Subgroups Identified for Improvement:** All Students  
**Goal #1:** For each of the next three years, students will achieve measurable continuous improvement in total NWEA scores in Mathematics of at least 3 points observed growth increase over the previous year in grades 5-8.

**Baseline:** School Year: 2018-2019 Data: 5th Grade – 7.8, 6th Grade – 2.8, 7th Grade – 4.9 and 8th Grade - 3.6

**Year 1 Target:** Fall 2019 - Spring 2020: N/A No Data COVID 19

**Year 2 Target:** Fall 2020 - Spring 2021: 5th Grade - 8.0  6th Grade - 3.0  7th Grade - 5.1 and 8th Grade - 4.0

**Year 3 Target:** Fall 2021 - Spring 2022: 5th Grade - 9.0  6th Grade - 4.0  7th Grade - 5.5 and 8th Grade - 5.0

**Year 4 Target:** Fall 2022 - Spring 2023 - 5th Grade - 10.0  6th Grade - 5.0  7th Grade - 6.0 and 8th Grade - 5.5

**Support Data/Findings from Data:** Weaknesses – (2018-2019)  
5th Graders  
1. Data/Analysis and Statistics

6th Graders  
1. Data Analysis and Statistics

7th Graders  
1. Geometry and Measurement

8th Graders  
1. Computation
## Strategies for Implementation

<table>
<thead>
<tr>
<th></th>
<th>Person(s) Responsible</th>
<th>Start</th>
<th>End</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Students will have 60 minutes of uninterrupted IXL every day.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2022</td>
</tr>
<tr>
<td>2.</td>
<td>Students will receive an additional 30 minutes of Math instruction during their success period.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2022</td>
</tr>
<tr>
<td>3.</td>
<td>Students will practice financial literacy skills that will enhance their problem solving skills as well as their data and analysis weakness.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2022</td>
</tr>
<tr>
<td>4.</td>
<td>Compass program will be used for certain standards that students need to master based on their progress on IXL</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2020</td>
</tr>
</tbody>
</table>

**Staff Development:**
Indiana Math Initiative workshops, district professional development, and ER & D.
Grade level and Learning Log meetings will be held to investigate and research activities to help students with math facts, multi-step problems and to develop consistent math vocabulary with standardized testing and across all grade levels.

**Evaluation:**
Data from ISTEP+, NWEA spring and fall reports, as well as compass and IXL reports
Strategies for Implementation:

Person(s) Responsible

Start  End  Resources

1. All students will receive a daily minimum of 90 minutes of literacy review on IXL including phonics, phonemic awareness, vocabulary, fluency, and comprehension. Teachers, Administrator Aug. 2020  June 2022 Teachers, IXL and standards

2. All students will receive instruction consisting of whole group, flexible small groups, read to self, partner read, and word work. Teachers, Administrator Aug. 2020  June 2022 Reading materials

3. Students in MTSS, Tier 2 will receive an additional 30 minutes for intervention and acceleration allocated in our Success time. Teachers, Administrator Aug. 2020  June 2022 Teachers, Reading Specialists, supplemental materials

4. Teachers will use best practice strategies in developing student vocabulary. Teachers, Administrator Aug. 2020  June 2022 Teachers, ILEARN common vocabulary words

Staff Development:
Grade level and Learning Log meetings will be held to investigate and research activities to help students with vocabulary, writing skills, and word recognition.

Evaluation:
Data from ILEARN+, Compass, IXL, and NWEA
## Goal Action Plan – Goal #3

**Goal #3:** Students will maintain an attendance rate of at least 95%  
**Year 2022:** Target of 96% attendance rate

### Support Data (from the Profile):
- Attendance rate for 2016-2017 school year was 95.41%
- Attendance rate for 2017-2018 school year was 95.66%
- Attendance rate for 2018-2019 school year was 95.7%

### Interventions:
- School personnel will communicate with students, parents, and other agencies regarding attendance and provide incentives to students for good attendance.

### Research/Best Practice for Intervention:
- Closing the Achievement Gap: No Excuses by Patricia Davenport and Gerald Anderson, Ed.D
- A Handbook for Classroom Instruction That Works by Robert J. Marzano
- What Works In Schools by Robert J. Marzano

### Strategies for Implementation:

<table>
<thead>
<tr>
<th></th>
<th>Person(s) Responsible</th>
<th>Start</th>
<th>End</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2022</td>
<td>Certificates, lockers, recognition stickers, school coin, lunch with teacher</td>
</tr>
<tr>
<td>2.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2022</td>
<td>Classroom signs, monthly movie night, end of year field trip</td>
</tr>
<tr>
<td>3.</td>
<td>Counselor</td>
<td>Aug. 2020</td>
<td>June 2022</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Teachers, Administrator</td>
<td>Aug. 2020</td>
<td>June 2022</td>
<td>School developed certificate, picture of student, laminating material, paper, bulletin board</td>
</tr>
</tbody>
</table>

**Staff Development:**
Teachers will discuss and focus on strategies from *Energy Bus* by Jon Gordon and *A Handbook for Classroom Instruction that Works* by Robert J. Marzano, et al. *Closing the Achievement Gap: No Excuses* by Patricia Davenport and Gerald Anderson, Ed.D. Articles and on Cultural Competency.

**Evaluation:**
Indiana Department of Education attendance reports comparing year to year attendance rates.
Anderson Preparatory Academy Academic Data

Anderson Preparatory Academy student achievement data was analysis is on-going and completed at regular intervals. Weekly attendance and discipline data is compiled by administrative staff and communicated to instructional staff. Monthly academic data is collected at the administrative level to analyze student performance and to monitor teacher performance. Anderson Preparatory Academy operates on six (6) week grading terms with formal interventions implemented to support individual academic growth. Formative data is collected through the use of NWEA, IXL, Compass, Apex, student and staff surveys, and Skyward. This data is disaggregated and discussed by the Continuous Improvement Committee and the Academic Support Team.

Anderson Preparatory Academy – Academy

### Academic Data

<table>
<thead>
<tr>
<th>Grade 10 Math</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall NWEA (Overall)</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Number Sense</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Computation</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Geometry &amp; Measurement</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Data Analysis, Statistics, &amp; Probability</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>14</td>
<td>10</td>
</tr>
</tbody>
</table>

*35/58 students tested in the fall were at normal grade level or above in math competencies.

<table>
<thead>
<tr>
<th>Grade 10 Reading</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Literature</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>13</td>
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<td>20</td>
<td>5</td>
<td>11</td>
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<tr>
<td>Vocabulary</td>
<td>8</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>10</td>
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</tbody>
</table>

*25/57 students tested in the fall were at grade level or above in reading comprehension

<table>
<thead>
<tr>
<th>Grade 9 Math</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall NWEA (Overall)</td>
<td>11</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>6</td>
</tr>
<tr>
<td>Number Sense</td>
<td>11</td>
<td>12</td>
<td>9</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>Computation</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>8</td>
<td>9</td>
<td>20</td>
<td>11</td>
<td>19</td>
</tr>
<tr>
<td>Geometry &amp; Measurement</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>7</td>
</tr>
<tr>
<td>Data Analysis, Statistics, &amp; Probability</td>
<td>10</td>
<td>9</td>
<td>17</td>
<td>11</td>
<td>10</td>
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</table>

*30/57 students tested in that fall were at grade level or above in math competencies
<table>
<thead>
<tr>
<th>Grade 9 Language Usage</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
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<tbody>
<tr>
<td>Language Usage</td>
<td>9</td>
<td>15</td>
<td>12</td>
<td>11</td>
<td>6</td>
</tr>
<tr>
<td>Write, Develop, Revise</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Conventions: Understand, Edit for Grammar</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Conventions: Understand/Edit Mechanics</td>
<td>9</td>
<td>8</td>
<td>19</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

*21/53 students tested are at or above grade level in writing skills*

**PSAT/NMSQT October 2019 Data**

<table>
<thead>
<tr>
<th>Grade 11-PSAT</th>
<th>Number of Testers</th>
<th>Total Score</th>
<th>ERW Score</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>52</td>
<td>891</td>
<td>448</td>
<td>443</td>
</tr>
<tr>
<td>State</td>
<td>52,108</td>
<td>962</td>
<td>486</td>
<td>476</td>
</tr>
<tr>
<td>Total Group (National)</td>
<td>1,708,857</td>
<td>1004</td>
<td>509</td>
<td>494</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11-PSAT</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>841.6</td>
<td>406.3</td>
<td>418.9</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>831.6</td>
<td>403.3</td>
<td>428.3</td>
</tr>
<tr>
<td>Black</td>
<td>770</td>
<td>360</td>
<td>410</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>880</td>
<td>463.3</td>
<td>416.7</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 11-PSAT</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>915</td>
<td>447.4</td>
<td>467.6</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>842.5</td>
<td>407.5</td>
<td>435</td>
</tr>
<tr>
<td>Black</td>
<td>752.5</td>
<td>395</td>
<td>357.5</td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>980.5</td>
<td>492.1</td>
<td>488.4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade 10-PSAT</th>
<th>Number of Testers</th>
<th>Total Score</th>
<th>ERW Score</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>53</td>
<td>872</td>
<td>433</td>
<td>439</td>
</tr>
<tr>
<td>State</td>
<td>67,854</td>
<td>906</td>
<td>457</td>
<td>449</td>
</tr>
<tr>
<td>Total Group (National)</td>
<td>1,834,791</td>
<td>925</td>
<td>467</td>
<td>458</td>
</tr>
<tr>
<td>Grade 10-PSAT</td>
<td>Avg. Total Score</td>
<td>Avg. EBRW Score</td>
<td>Avg. Math Score</td>
<td></td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>856.67</td>
<td>410</td>
<td>446.67</td>
<td></td>
</tr>
<tr>
<td>Black</td>
<td>785</td>
<td>402.5</td>
<td>382.5</td>
<td></td>
</tr>
<tr>
<td>White/Non-Hispanic</td>
<td>922.7</td>
<td>422.5</td>
<td>499.5</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>803.3</td>
<td>390</td>
<td>413.3</td>
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<tr>
<td>Black</td>
<td>780</td>
<td>375</td>
<td>405</td>
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<tr>
<td>White/Non-Hispanic</td>
<td>901.8</td>
<td>444.4</td>
<td>457.4</td>
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<table>
<thead>
<tr>
<th>SAT 3-Year Averages</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>1088</td>
<td>535.6</td>
<td>552.4</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1057.4</td>
<td>535.9</td>
<td>521.5</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1035.5</td>
<td>518</td>
<td>517.5</td>
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</table>

<table>
<thead>
<tr>
<th>SAT 3-Year Avg. by Race</th>
<th>Black</th>
<th>Hispanic</th>
<th>White/Non-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>1028.75</td>
<td>1045</td>
<td>1115.16</td>
</tr>
<tr>
<td></td>
<td>510-ERW</td>
<td>508.75-ERW</td>
<td>550.3-ERW</td>
</tr>
<tr>
<td></td>
<td>518.75-Math</td>
<td>536.25-Math</td>
<td>564.8-Math</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1002.3</td>
<td>1034.29</td>
<td>1084.17</td>
</tr>
<tr>
<td></td>
<td>506.15-ERW</td>
<td>528.6-ERW</td>
<td>548.6-ERW</td>
</tr>
<tr>
<td></td>
<td>496.15-Math</td>
<td>505.7-Math</td>
<td>535.6-Math</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1070</td>
<td>1045.33</td>
<td>1045.33</td>
</tr>
<tr>
<td></td>
<td>552-ERW</td>
<td>522.67-ERW</td>
<td>522.67-Math</td>
</tr>
<tr>
<td></td>
<td>518-Math</td>
<td>522.67-Math</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT 3-Year Avg. by Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td>1062.3</td>
<td>1107.6</td>
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<tr>
<td></td>
<td>519.5-ERW</td>
<td>546.4-ERW</td>
</tr>
<tr>
<td></td>
<td>542.7-Math</td>
<td>561.2-Math</td>
</tr>
<tr>
<td>2018-2019</td>
<td>1025.75</td>
<td>1100.83</td>
</tr>
<tr>
<td></td>
<td>524.84-ERW</td>
<td>551.25-ERW</td>
</tr>
<tr>
<td></td>
<td>500.9-Math</td>
<td>549.58-Math</td>
</tr>
<tr>
<td>2019-2020</td>
<td>1026.67</td>
<td>1048.75</td>
</tr>
<tr>
<td></td>
<td>511.67-ERW</td>
<td>527.5-ERW</td>
</tr>
<tr>
<td></td>
<td>515-Math</td>
<td>521.25-Math</td>
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Academy Suspension Data 2019-2020

<table>
<thead>
<tr>
<th>Race</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White/Non-Hispanic</td>
<td>109</td>
<td>48.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>29</td>
<td>12.8%</td>
</tr>
<tr>
<td>Black/Mixed-Race</td>
<td>88</td>
<td>38.9%</td>
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</tbody>
</table>

Discipline Offenses by Month 2019-2020

<table>
<thead>
<tr>
<th>Month</th>
<th>Tobacco</th>
<th>Other</th>
<th>Battery/Intimidation</th>
<th>Language</th>
<th>Defiance</th>
<th>Attend.</th>
<th>Bully/ Harassment</th>
<th>Drugs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aug</td>
<td>1</td>
<td>166</td>
<td>2</td>
<td>9</td>
<td>53</td>
<td>35</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Sept</td>
<td>3</td>
<td>115</td>
<td>1</td>
<td>4</td>
<td>53</td>
<td>86</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>-</td>
<td>65</td>
<td>1</td>
<td>5</td>
<td>32</td>
<td>89</td>
<td>1</td>
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<tr>
<td>Nov</td>
<td>-</td>
<td>98</td>
<td>-</td>
<td>8</td>
<td>35</td>
<td>63</td>
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<td>Dec</td>
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<td>24</td>
<td>-</td>
<td>1</td>
<td>30</td>
<td>33</td>
<td>-</td>
<td>-</td>
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<tr>
<td>Jan</td>
<td>4</td>
<td>44</td>
<td>2</td>
<td>3</td>
<td>27</td>
<td>43</td>
<td>-</td>
<td>2</td>
</tr>
</tbody>
</table>

Goal Action Plan – Goal #1

PL 221 Corrective Action (Y/N): N
Title I School Improvement (Y/N): N
Subgroups Identified for Improvement: All Students
Goal #1: Display NWEA growth of 8.5% across all Mathematics Competencies.
Year 1 Target: Spring 2020: 2.5% Growth (No data due to COVID)
Year 2 Target: Spring 2021: 3% Growth
Year 3 Target: Spring 2022: 3% Growth

Growth Measurements:
1. Implementation of an individualized remedial program to support academic growth using IXL.
2. Daily and weekly formative assessments.
3. 9-week summative assessments
4. Bi-weekly data collection and disaggregation among department members and school administration.

Action Steps:
1. Vertical re-alignment of 5-12 curricula (Anticipated completion – May 2021)
2. Maintenance of Mathematics lab courses for additional support
3. Daily enrichment
4. Weekly tutoring and review sessions.

Strategies for Implementation, Staff Development, and Evaluation:
Still in development due to COVID.
## Goal Action Plan – Goal #2

<table>
<thead>
<tr>
<th>PL 221 Corrective Action (Y/N): N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I School Improvement (Y/N): N</td>
</tr>
<tr>
<td>Subgroups Identified for Improvement: Free &amp; Reduced Students</td>
</tr>
</tbody>
</table>

Goal #2: For each of the next three years, students will achieve measurable continuous improvement in total SAT/PSAT scores in English/Language Arts and Reading Comprehension.

Year 1 Target: Still in Development due to COVID.
Year 2 Target:
Year 3 Target:

Growth Measurements:
Still in Development due to COVID.

Action Steps:
Still in Development due to COVID.

Strategies for Implementation, Staff Development, and Evaluation:
Still in development due to COVID.

## Goal Action Plan – Goal #3

<table>
<thead>
<tr>
<th>PL 221 Corrective Action (Y/N): N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I School Improvement (Y/N): N</td>
</tr>
<tr>
<td>Subgroups Identified for Improvement: All Students</td>
</tr>
</tbody>
</table>

Goal #3: Office referrals and disciplinary action(s) will decrease by 8.5% per year the next three years.

Year 1 Target: Spring 2020: 2.5% Decrease (No data due to COVID)
Year 2 Target: Spring 2021: 3% Decrease
Year 3 Target: Spring 2022: 3% Decrease

Growth Measurements:
Still in Development due to COVID

Action Steps:
1. Implementation of School-Connect Social and Emotional Learning curriculum throughout grades 7-12.
2. Adoption of Restorative Practice program.

Strategies for Implementation, Staff Development, and Evaluation:
Still in development due to COVID.
Waived Statutes and Rules

X No statutes or rules have been waived at this time.

The following list of statutes and rules have been waived.

____ The following list of statutes and rules have been waived.
AGREEMENT FOR THE ESTABLISHMENT OF AN AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS UNIT

TO: Commander
   Jeanne M. Holm Center for Officer Accessions & Citizen Development
   551 East Maxwell Blvd
   Maxwell Air Force Base, Alabama 36112-6106

APPLICATION
By direction of the governing authorities of Central Indiana Military Academy, I, Mr. Robert Guillaume, Superintendent, hereby apply for the establishment of an Air Force Junior Reserve Officer Training Corps (AFJROTC) unit at Anderson Preparatory Academy, Anderson, IN, under the Title provisions of Public Law 88-647, The Reserve Officer Training Corps Vitalization Act of 1964, Section 2031, Chapter 102, Title 10, United States Code (USC), as amended:

SECTION 1. AIR FORCE AGREEMENT

1. Contingent upon the acceptance of the above application and the continuing fulfillment of the condition presented in Sections 2 and 3, the Air Force agrees as follows:

   A. Unit Charter. To establish and maintain an AFJROTC unit at the institution named in the above application, subject to the provisions of Public Law, Department of Defense (DoD) and Air Force Instructions, and continued approval by the Secretary of the Air Force (SECAF).

   B. Course of Study

      i. To prescribe the AFJROTC course content consisting of a minimum of 120 class hours per year and to provide the instructional material and guidance for the application of the materials.

      ii. To provide all curriculum text, teaching aides, and other academic text supplies associated with the conduct of the above prescribed AFJROTC program.

      iii. To provide certification/licensure training to those instructors contracted by the institution's district to teach and administer the AFJROTC program courses of study, provided such instructors are qualified retired Air Force commissioned officers/non-commissioned officers (NCO) and otherwise meet the acceptance standards for AFJROTC instructors prescribed by Public Law and applicable DoD and Air Force Instructions.
C. **Unit Supply Support.** To issue to the military property custodian appointed by the institution all Air Force uniforms, supplies, and equipment authorized by applicable Air Force Tables of Allowance. The title of ownership for all property and equipment issued to the institution is retained by the Air Force.

D. **Unit Financial Support**

i. To reimburse the institution the Air Force portion of Minimum Instructor Pay, as established in Title 10, USC, Section 2031 and set forth in paragraph 2-D (iv).

ii. To reimburse the institution, within the fund limitations imposed by the Air Force and within guidelines of Air Force directives, for costs incident to the procurement, transportation, packing, unpacking, crating, and normal maintenance of uniforms, supplies, equipment, and instructional materials required by the Air Force.

iii. To reimburse the institution for required vehicle transportation for logistical support and field trips in support of the AFJROTC program within the funding limitations imposed by the Air Force. Rate of reimbursement will not exceed the normal commercial rate schedule in the area or the usual rate that the institution has established for staff travel.

iv. To reimburse the institution for authorized long distance telephone calls for support of the AFJROTC unit within the fund limitations imposed by the Air Force and within guidelines of Air Force directives.

E. **Unit Information Management Support**

i. To publish and disseminate accurate and sufficient unit operations and instructor management policy guidance necessary to properly run the AFJROTC unit and support the AFJROTC cadet corps mission of citizenship development.

ii. To provide the institution the necessary multimedia tools (hardware & software) to support the supply management, budget management, and other reporting functions required by the Air Force. The title of ownership for all property and equipment issued to the institution is retained by the Air Force.
SECTION 2. INSTITUTION AGREEMENT

1. Contingent upon the acceptance of this application and upon fulfillment of the conditions presented in Section 1, the governing authorities of the institution agree as follows:

A. Proper Accreditation for Course of Study

i. To establish Aerospace Science as a separate, integral academic, and administrative department of the institution and to establish a minimum 3-year course of AFJROTC consisting of at least 120 classroom hours per year.

ii. To teach the required AFJROTC courses prescribed by the Air Force, deviating from the prescribed curriculum only when specifically approved by the Air Force.

iii. To require each student participating in AFJROTC activities to be voluntarily enrolled in the Aerospace Science/Leadership Education courses prescribed by the Air Force.

iv. To grant academic credit applicable toward graduation requirements for the successful completion of AFJROTC courses provided by the Air Force, equivalent to credit given for other academic courses.

v. To arrange for the scheduling of classes to make it equally convenient for students to participate in Aerospace Science/Leadership Education classes as in other courses offered by the institution.

B. Rules of Conduct for AFJROTC Unit

i. To maintain a voluntary membership in AFJROTC in accordance with the provisions of Federal Law, supporting DoD and Air Force directives, and the provisions of this agreement; and, to limit membership in the unit to students in the 9th grade or above who meet and maintain acceptable standards of academic achievement, personal conduct and appearance as prescribed by the Air Force. Visiting international students may participate with written approval from their government.

ii. Cadets will wear the prescribed uniform a minimum of one day per week while attending all institution classes and while participating in out-of-class AFJROTC activities. Cadre and cadets must abide by Air Force standards for correct uniform wear.
iii. To conduct the program without discrimination against students or instructors regarding race, religion, color, ethnicity, gender, or national origin.

C. Facility Support for AFJROTC Unit

i. To make available to the Aerospace Science Department the necessary classroom facilities and office space for the efficient and effective accomplishment of the AFJROTC course objectives. The facilities to be provided shall be at a minimum comparable to those presented to the Air Force during the official site survey conducted at the institution.

ii. To provide and maintain drill area(s) at or in the immediate vicinity of the institution, which will include at least 2,500 square feet of flat, unobstructed space, free of vehicular or pedestrian traffic comparable to those presented to the Air Force during the official site survey conducted at the institution. Consideration should be given to indoor drill facilities in areas where inclement weather prohibits outside drill for extended periods of time.

iii. To provide and maintain storage facilities for the protection and care of uniforms, supplies, and equipment used in the AFJROTC program. Such storage facilities must be reserved for the exclusive use of the AFJROTC program and must be constructed so that access can be denied to unauthorized personnel. Climatically controlled storage facilities will be a minimum of 400 square feet and comparable to those presented to the Air Force during the official site survey conducted at the institution. As the size of the AFJROTC program increases, additional storage space must be provided.

iv. To provide Aerospace Science faculty access to the worldwide web through the institution's Local Area Network (LAN) system. If no LAN exists, provide Aerospace Science faculty with digital telecommunication protocols to allow high speed data communications.

D. Faculty Staff Support for AFJROTC Unit

i. To employ, as a minimum, one retired Air Force commissioned officer and one NCO whose qualifications are certified/licensed by the Air Force (in accordance with the provision of paragraph 1B (iii) above) to conduct the Aerospace Science/Leadership Education courses and other AFJROTC activities. Additional instructors are authorized when cadet enrollment increases to 151 (sustained growth) and increments of 100 thereafter as provided for in DoD Instruction 1205.13. Additional instructor positions are not mandatory, but are recommended to sustain a manageable cadet to instructor ratio. In absence of support for an additional instructor position, schools will cap enrollment at a rate of 20% above cadet enrollment authorizing an additional instructor position (i.e., 151 + 20% =
an enrollment cap of 181 cadets for two instructors; \(251 + 20\% = \text{an enrollment cap of 301 cadets for 3 instructors, etc.}\).

ii. To advise AFJROTC of any changes in the employment status of personnel employed in the AFJROTC unit.

iii. To conduct annual instructor evaluations (as outlined in AFJROTC instructions) and submit through Air Force channels.

iv. To provide subject retired commissioned officers and NCOs a written contract of employment with the institution’s district as the employing agency. Such contract of employment shall contain, at a minimum, the following provisions:

a) To ensure Air Force retired personnel employed receive at least “Minimum Instructor Pay (MIP)”. “MIP” is defined as an amount equal to the difference between their entitled retired pay and the active duty pay and allowances, excluding hazardous duty and proficiency pay, which they would receive if performing on Air Force active duty. Although the institution is only required to pay MIP, it is highly encouraged to pay instructors above MIP commensurate with their military experience, education level, area cost of living, etc., in order to attract and maintain the best candidates. Per the provisions of paragraph 1D (i), the Air Force shall reimburse the institution one half of MIP. The Air Force’s responsibility is limited to the period of employment specified in the contract up to ten (10) months or 300 calendar days from employment contract start date regardless of the institution’s distribution of pay.

b) To stipulate the duration of employment and amount of salary, provide for an automatic adjustment in MIP when active duty pay increases, and specify the duties of the AFJROTC instructor as a cooperative employee of the institution’s district. Per DoD Instruction 1205.13, the minimum contract duration for AFJROTC instructors will be ten (10) months except for instructors initially employed after the beginning of the regular institution year; however, extended contract periods are strongly encouraged and may be negotiated to permit the year-round management of the program and control of Air Force property.

c) To ensure AFJROTC instructors perform only those duties connected with the instruction, operation, and administration of the AFJROTC program. Individuals employed as AFJROTC instructors will not perform duties or teach any classes in any discipline other than Aerospace Science. Exceptions are permitted if the performance of such duties or the teaching of such classes are conducted outside the institution’s normal day of academic instruction and are contracted between the institution and the individual AFJROTC instructor at no expense to the Air Force. This provision does not preclude AFJROTC
instructors from serving on committees or performing other routine duties that are rotated regularly among all institution faculty members.

d) To ensure AFJROTC instructors and such other personnel that are hired to support the AFJROTC program at the institution are employees of the School District and in no event shall the School District represent such instructors and personnel as Air Force employees, agents, or contractors. The School District shall include the Senior Aerospace Science Instructor in meetings where policies, recommendations, or decisions affecting the AFJROTC program are made, including the employment or discharge of Aerospace Science Instructors.

E. Logistical Support & Accountability

i. To make available to the Aerospace Science Department all the instructional supplies, materials, services, furniture, and privileges afforded other academic departments at the institution.

ii. To provide transportation for AFJROTC field trips comparable to that for students in other courses.

iii. To appoint an employee of the institution as the military property custodian who will be empowered to perform the required supply functions incident to the acquisition, accounting, and handling of supplies, equipment and uniforms issued to, or purchased with Air Force funds for the institution. AFJROTC instructor personnel may be, but are not required to be, appointed to this duty. The institution shall also ensure that the appointed military property custodian conducts an inventory of said items and performs required disposition actions before transferring said duty to another individual or closing the unit.

iv. To conform to the directives of the Air Force relating to the issue, receipt, storage, safeguarding, and turn in of Air Force uniforms, textbooks, supplies, equipment, and other educational materials at the institution.

v. To safeguard and retain liability for all Air Force property located at the institution, making full restitution after all occurrences of theft, loss, and negligent or willful damage or destruction. If the institution elects to provide an insurance policy, it shall name the United States as an additional insured.

F. Unit Financial Support

i. To fully fund in advance those AFJROTC unit activities and operations authorized by the Air Force for reimbursement, within the fund limitations imposed by the Air Force.
ii. To submit documentation for authorized reimbursements in accordance with Air Force directives. Note: The Defense Finance & Accounting Service requires institutions to establish a direct deposit account that will accept electronic fund transfer of reimbursement payments.

iii. To maintain original invoices and other supporting documentation used for reimbursement in accordance with DoD Instructions.

G. Other Provisions

i. To comply with Air Force directives governing unit operations, AFJROTC curriculum, cadet performance, instructor management, and logistics management. Current regulations are available to instructors at WINGS/Published Files/Directory/JROTC.

ii. To facilitate completion, through Air Force channels, of instructor evaluations, unit self-assessment reports, program status reports, equipment inventories, and other recurring and periodic reports required by the Air Force.

SECTION 3. BOTH PARTIES AGREEMENT

1. Contingent upon the acceptance of the above application, both parties mutually agree as follows:

A. Other AFJROTC Programmatic Requirements Under This Contract

i. The named institution is fully accredited by a state or regional accreditation agency. Loss of accreditation shall be considered grounds for disestablishment action under paragraph 3C (iii) of this agreement.

ii. The institution's principal (or equivalent) is the on-site person in charge of the supervision of the AFJROTC program. The Senior Aerospace Science Instructor ensures the program operates satisfactorily and is appointed to an institution position equivalent to that of a department head.

iii. The Senior Aerospace Science Instructor is the AFJROTC instructor of senior rank. When instructors are of equal rank, the instructor with the earliest date of rank will be designated the instructor in charge, subject to Air Force approval. Other AFJROTC instructors (Aerospace Science Instructors) employed by the institution are subordinate and will report to, and be supervised directly by, the Senior Aerospace Science Instructor.
iv. The Air Force may conduct periodic workshops at Air Force expense for instructors hired to conduct the AFJROTC program. The institution shall require instructors to attend these workshops, which may be scheduled during or outside the normal academic school year. Waivers may be authorized by AFJROTC in extenuating circumstances. AFJROTC instructors will be afforded the same privileges and support in attending workshops and professional meetings as are given other faculty members.

v. AFJROTC instructors will wear the Air Force uniform prescribed by Air Force directives while conducting the program and when otherwise identified or associated with AFJROTC activities. AFJROTC instructors will conform to standards of dress, personal appearance, weight, and conduct as prescribed in Air Force directives.

vi. The institution must maintain a minimum cadet enrollment of 10 percent of the number of students enrolled in the institution who are in a grade above the 8th grade, or 100, whichever is less.

vii. While all students in the high school are encouraged to voluntarily enroll in the AFJROTC program, unit viability (see §3(A)(vi) above) will only be determined by counting those students who meet the eligibility criteria established in Federal Law; U.S. citizens, U.S. nationals, or aliens lawfully admitted to the U.S. for permanent residence, and who are physically fit. Fitness criteria are defined in AFJROTC Instruction 36-2001.

viii. Students from other institutions may participate in the AFJROTC program at the host institution under the following conditions:

   a) AFJROTC instructors will not travel to other institutions. All instruction must take place at the host institution.

   b) Travel by students from other institutions to the host institution is at no expense to the Air Force.

   c) Superintendents and principals from all institutions must agree in writing.

   d) The superintendent and principal of the host institution maintains overall supervisory responsibility and may terminate the agreement at any time.

B. Other Air Force Rights Under the Contract

i. The Air Force shall have the right to place AFJROTC instructors on probation for breach of Air Force standards.
ii. The Air Force shall have the right to withdraw certification of AFJROTC instructors for breach of standards and the institution will remove decertified personnel from the AFJROTC program.

iii. Representatives of the Air Force shall be authorized to make visits to the institution, both announced and unannounced, to evaluate the AFJROTC program, and enforce compliance with Air Force standards.

iv. The Director, AFJROTC may waive any provision of this agreement that is not required by law, the DoD, or a higher headquarters Air Force directive.

C. Termination Clauses

i. The institution has the right to terminate employment of certified AFJROTC instructors in accordance with institutional rules and regulations.

ii. This agreement may be terminated at the completion of any academic school year by either party, by giving at least one-year’s notice or sooner by mutual agreement. If the governing authorities of an institution decide to discontinue their AFJROTC program, they will notify the Director, Air Force ROTC in writing at: Holm Center/JR, 551 East Maxwell Blvd, Maxwell Air Force Base, Alabama, 36112-6106.

iii. Units which do not fulfill the provisions prescribed in this agreement (to include those provisions explicitly provided for in Title 10, USC, Section 2031), may be placed on probation. The appropriate institution authorities will be required to correct the deficiency within 12 months or risk potential disestablishment.

iv. The Commander, Jeanne M. Holm Center for Officer Accessions & Citizen Development, may terminate this agreement and withdraw the unit if the best interest of the AF would be served by doing so, regardless of the provisions of paragraphs 3C (ii) and 3C (iii) of this contract.

v. The governing authorities of the institution shall, in the event of mutual or unilateral termination of this agreement, or in the event of disestablishment as prescribed by the Secretary of the Air Force, return to the Air Force all US Government-owned equipment, supplies, uniforms, and educational curriculum materials in the custody of the institution (to include all such items purchased using funds provided to the institution by the Air Force) in accordance with procedures and guidance in existence or provided by the Air Force at the time of the termination of the agreement or disestablishment of the AFJROTC unit.
D. General Provisions

i. The agreement shall become effective upon signature by the Commander, Jeanne M. Holm Center for Officer Accessions & Citizen Development.

ii. This agreement represents the entire agreement and supersedes any prior agreement, understandings, or representations between the Air Force and the institution pertaining to the establishment and maintenance of an AFJROTC unit.

iii. This agreement shall remain in effect until officially terminated under a provision of Sub-section 3C.

iv. This agreement will be reviewed for currency every five years. The Air Force reserves the right to require renewal of this agreement by both parties if significant program changes occur.

v. This agreement is governed by and shall be construed under Federal Law.

vi. Any and all modifications or amendments to this agreement must be in writing, executed by authorized designees of the parties, and attached to this original agreement.

vii. Unless expressly stated in writing signed by the Air Force, the waiver by the Air Force of any act, duty, or obligation required of the institution hereunder shall not be construed as a waiver of any other, or of any future act, duty, or obligation to be performed by the institution.

viii. Nothing in this agreement will be construed as obligating the Air Force, their officers, employees, or agents to expend any funds in excess of appropriations authorized for such purposes in violation of the Federal Anti-Deficiency Act (31 USC Section 1341).

ix. Each undersigned representative of the parties to this agreement certifies he or she is fully authorized to enter into the terms and conditions of this agreement and to execute the same so as to effectively bind each party to its terms.

x. The institution shall adhere to a policy of non-discrimination against students or instructors based on race, ethnicity, religion, national origin, gender, or any other category prohibited by law.

xi. Unless otherwise stated herein, notices under this agreement shall be effective upon receipt, must be in writing, and must be served by certified, US mail, return receipt requested, and addressed to AFJROTC.
FOR THE INSTITUTION

Mr. Robert Guillaume, Superintendent
Central Indiana Military Academy

2/12/14
(Date)

FOR THE AIR FORCE

ROBERT D. THOMAS
Brigadier General, USAF
Commander, Holm Center

AUG 4 2014
(Date)
Anderson Preparatory Academy
Indiana Learning Evaluation Assessment Readiness Network (ILEARN) measures student achievement and growth according to Indiana Academic Standards. ILEARN is the summative accountability assessment for Indiana students and assesses:

- English/Language Arts (ELA) (Grades 3-8)
- Mathematics (Grades 3-8)
- Science (Grades 4 and 6)
- Social Studies (Grade 5)
- Biology (High School)
- U.S. Government – Optional (High School)
ILEARN is a computer-adaptive assessment for Mathematics, English/Language Arts, Science, and Biology. Computer-adaptive assessments adjust the test questions that students see based on their performance. This adaptation allows each student to receive an individualized assessment that provides more precise data about student achievement.

The primary testing mode is online. Paper, large print, and braille materials will only be available for students as an accommodation.
LEVEL 1: Below Proficiency Indiana students below proficiency have not met current grade level standards. Students may require significant support to develop the knowledge, application, and analytical skills needed to be on track for college and career readiness.

LEVEL 2: Approaching Proficiency Indiana students approaching proficiency have nearly met current grade level standards by demonstrating some basic knowledge, application, and limited analytical skills. Students may require support to be on track for college and career readiness.

LEVEL 3: At Proficiency Indiana students at proficiency have met current grade level standards by demonstrating essential knowledge, application, and analytical skills to be on track for college and career readiness.

LEVEL 4: Above Proficiency Indiana students above proficiency have mastered current grade level standards by demonstrating more complex knowledge, application, and analytical skills to be on track for college and career readiness.
Performance Task Explained

- 5th Grade Math Example
- [https://www.youtube.com/watch?v=hhn0U8H-GVM&feature=youtu.be](https://www.youtube.com/watch?v=hhn0U8H-GVM&feature=youtu.be)
- 2:01 start; 12:20 end
### Our Results – At/Near/Above Proficiency

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>54%</td>
<td>51%</td>
<td>39</td>
</tr>
<tr>
<td>4</td>
<td>47%</td>
<td>62%</td>
<td>60</td>
</tr>
<tr>
<td>5</td>
<td>58%</td>
<td>63%</td>
<td>48</td>
</tr>
<tr>
<td>6</td>
<td>45%</td>
<td>45%</td>
<td>55</td>
</tr>
<tr>
<td>7</td>
<td>48%</td>
<td>47%</td>
<td>58</td>
</tr>
<tr>
<td>8</td>
<td>73%</td>
<td>48%</td>
<td>56</td>
</tr>
</tbody>
</table>
Our Results – ELA Breakdown By Proficiency Level

ELA Overall Performance

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

Below  Near  At  Above
Math Breakdown by Proficiency Level

Below | Near | At | Above
---|---|---|---
3rd | | | |
4th | | | |
5th | | | |
6th | | | |
7th | | | |
8th | | | |
Math Overall v. 2+ Years Enrolled

- 8th: 60% Overall, 60% 2+ Years
- 7th: 50% Overall, 50% 2+ Years
- 6th: 40% Overall, 50% 2+ Years
- 5th: 60% Overall, 70% 2+ Years
- 4th: 50% Overall, 55% 2+ Years
- 3rd: 40% Overall, 50% 2+ Years

Legend:
- 2+ Years
- Overall
### Our Results – 2+ Years Enrolled

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>67%</td>
<td>57%</td>
<td>28 (8)</td>
</tr>
<tr>
<td>4</td>
<td>43%</td>
<td>54%</td>
<td>47 (14)</td>
</tr>
<tr>
<td>5</td>
<td>68%</td>
<td>72%</td>
<td>35 (11)</td>
</tr>
<tr>
<td>6</td>
<td>63%</td>
<td>50%</td>
<td>38 (12)</td>
</tr>
<tr>
<td>7</td>
<td>48%</td>
<td>48%</td>
<td>30 (14)</td>
</tr>
<tr>
<td>8</td>
<td>85%</td>
<td>62%</td>
<td>38 (8)</td>
</tr>
</tbody>
</table>
2019 Language Arts

- 3rd Grade
- 4th Grade
- 5th Grade
- 6th Grade
- 7th Grade
- 8th Grade

- 1 Year or Less
- 2 or More Years
Our Results – SPED Overall

<table>
<thead>
<tr>
<th>Grade</th>
<th>ELA</th>
<th>Math</th>
<th>Total Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>50%</td>
<td>42%</td>
<td>12</td>
</tr>
<tr>
<td>4</td>
<td>25%</td>
<td>31%</td>
<td>16</td>
</tr>
<tr>
<td>5</td>
<td>54%</td>
<td>46%</td>
<td>13</td>
</tr>
<tr>
<td>6</td>
<td>42%</td>
<td>32%</td>
<td>19</td>
</tr>
<tr>
<td>7</td>
<td>22%</td>
<td>33%</td>
<td>18</td>
</tr>
<tr>
<td>8</td>
<td>58%</td>
<td>42%</td>
<td>12</td>
</tr>
</tbody>
</table>
Plan of Action

- Improved Hiring Practices – teaching demonstration required
- IXL and eSpark pilots
- Targeted Professional Development
- Expansion of Academic Deans – targeted roles created
- ELA and Math intervention labs
- Tutoring and Enrichment
- Targeted Computer Practice & New Test Taking Skills
ANDERSON PREPARATORY ACADEMY
CLIMATE SURVEY

June 6th, 2019
SURVEY BACKGROUND AND OBJECTIVES

• This was the first time that the district had undertaken a school climate survey outside of accreditation.

• The objectives of this survey were to:
  o Understand perception around specific subjects:
    • Academics
    • Differentiated Instruction
    • Student Development
    • Ancillary (Non-academic) areas
    • Communication
    • Faculty satisfaction and areas of faculty need
  o Overall value and willingness to recommend
  o Provide an opportunity for respondents to provide qualitative feedback regarding key opportunities for the school / network

• Qualitative comments (Strengths, Weaknesses, Focus areas) are provided in a separate report
DATA METHODOLOGY AND CAVEATS

• The survey was executed via an online link that the school system provided to its’ various stakeholders.

• The district utilized all of their communication channels to inform stakeholders about the survey, but if stakeholders did not check those channels, they did not participate.

• Unless indicated otherwise, scores are expressed as a % of respondents who scored the question in a “top two” box of a standard 5 point Likert scale (Excellent, Very Good, Good, Fair, Poor).
RESPONSE RATE

• A total of 151 unique responses were logged for Anderson Preparatory Academy

• There were multiple respondents at Anderson Prep who reflect two or more stakeholders (parent & faculty). Their input is included in each category

• Total responses:
  - 109 Parents
  - 47 Staff

• Care should be taken because this represents a rather small sample size and may not be completely representative of the school’s stakeholders.
EXECUTIVE SUMMARY

Anderson Preparatory Academy scored fairly well in this survey. Over half of the parents are positive towards the academics programs, student development efforts and 69 percent of the parents were willing to recommend the school to a friend or neighbor.

However there are a number of observations that the organization needs to focus on:

• Across all stakeholders there were challenges in communication. This was reflected both in the quantitative scores but also expanded upon in length in the qualitative feedback
• Staff scores are generally more critical than the parents towards the operations and of the school itself with only 47% willing to recommend it as a place to work and only 57% recommending it as a school
• There is a significant split between the parents of those who are positive (who really like the school) and those who are negative (who are critical about most everything)
  o The negative feelings seem to increase the longer the parent is at the school and based upon if one of the primary selection criteria for the school was location
Q1. PERCEPTIONS OF ACADEMIC QUALITY
(TOTAL POSITIVE)

Generally the school scored highly on perceptions of academic quality by the parents.

We like the importance APA puts on both academics and the arts – Parent.

Somewhat disturbing is the fact that the staff believes less in the quality than the parents.

Perceptions of Academic Quality

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>PARENT</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academics overall</td>
<td>57%</td>
<td>63%</td>
<td>40%</td>
</tr>
<tr>
<td>Arts</td>
<td>76%</td>
<td>73%</td>
<td>84%</td>
</tr>
<tr>
<td>English / language arts</td>
<td>59%</td>
<td>61%</td>
<td>53%</td>
</tr>
<tr>
<td>World languages</td>
<td>36%</td>
<td>38%</td>
<td>25%</td>
</tr>
<tr>
<td>History / social studies</td>
<td>58%</td>
<td>62%</td>
<td>41%</td>
</tr>
</tbody>
</table>
Q1. PERCEPTIONS OF ACADEMIC QUALITY (2) (TOTAL POSITIVE)

The second question on academics is a “Considered” score. This is the more accurate score for evaluating academic perceptions. Using this metric, APA still had a strong score.
It can be very illustrative to understand how different groups view the school.

By analyzing parental responses based upon if a respondent rated the school positively or negatively on the question of quality of education, we can understand what may be driving satisfaction lower.
SUB ANALYSIS – WILLINGNESS TO RECOMMEND BY LENGTH OF TIME WITH THE SCHOOL

Interesting that willingness to recommend seems to decrease as length of time with the school increases.

Is this a weakness in the upper grades?
Q1. PERCEPTIONS OF ACADEMIC QUALITY (SUB ANALYSIS)

Parents who have a negative perception of the quality of academics show a large difference in their perceptions of the core subjects of ELA, Math and Science.

![Perceptions of Academic Quality Chart]

<table>
<thead>
<tr>
<th></th>
<th>Considered Academics</th>
<th>English / language arts</th>
<th>Math</th>
<th>Science/STEM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents All</td>
<td>58%</td>
<td>59%</td>
<td>57%</td>
<td>58%</td>
</tr>
<tr>
<td>Positive Parent</td>
<td>88%</td>
<td>87%</td>
<td>81%</td>
<td>84%</td>
</tr>
<tr>
<td>Negative Parent</td>
<td>5%</td>
<td>13%</td>
<td>15%</td>
<td>19%</td>
</tr>
</tbody>
</table>
Q2. PERCEPTIONS OF DIFFERENTIATED INSTRUCTION (TOTAL POSITIVE)

Positive scores on differentiated instruction but with opportunities to improve

Sometimes the timelines and rules for IEPs aren’t followed like they should be – Parent

Compass learning for credit recovery seems to be primarily a babysitting class, no teaching seems to occur. - Parent
Q2. PERCEPTIONS OF DIFFERENTIATED INSTRUCTION (SUB ANALYSIS)

Significant perceptions between parents who are positive towards the school and those who are negative.

This is most pronounced in the low ability students.

Is the school addressing those student needs in a way that parents understand and appreciate?
Q3. STUDENT DEVELOPMENT AREAS
(TOTAL POSITIVE)

Fairly good scores on student development, but discipline seems to be a reoccurring theme.

When students commits a crime on school property, not sure why they are not suspended. Makes it tough for the victim. – Parent

School policies are not always enforced in a consistent manner. – Parent

Disciplinary action is not consistent. Rules are not followed by students and staff. Discipline issues are interrupting the learning process of students. - Staff

Perceptions of Student Development

<table>
<thead>
<tr>
<th>Character/ethical development</th>
<th>Behavior (honesty, civility, inclusivity, avoiding inappropriate behavior)</th>
<th>Discipline practices (e.g. consistency, timeliness, etc.)</th>
<th>Overall student development</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTAL</td>
<td>53%</td>
<td>49%</td>
<td>45%</td>
</tr>
<tr>
<td>PARENT</td>
<td>60%</td>
<td>57%</td>
<td>53%</td>
</tr>
<tr>
<td>STAFF</td>
<td>36%</td>
<td>30%</td>
<td>28%</td>
</tr>
</tbody>
</table>

- TOTAL 53% 49% 45% 51%
- PARENT 60% 57% 53% 56%
- STAFF 36% 30% 28% 35%
Q3. STUDENT DEVELOPMENT AREAS (SUB ANALYSIS) (TOTAL POSITIVE)

There is a significant difference in perceptions around discipline and student behavior between parents with a positive view vs. negative view of the academics.

Perceptions of Student Development

- **Character/ethical development**: 53% (All Parents), 49% (Positive Parents), 8% (Negative Parents)
- **Behavior (honesty, civility, inclusivity, avoiding inappropriate behavior)**: 49% (All Parents), 84% (Positive Parents), 8% (Negative Parents)
- **Discipline practices (e.g. consistency, timeliness, etc.)**: 45% (All Parents), 80% (Positive Parents), 5% (Negative Parents)
- **Overall student development**: 51% (All Parents), 86% (Positive Parents), 3% (Negative Parents)
Q4. NON-ACADEMIC AREAS (TOTAL POSITIVE)

The school is performing well in the non-academic areas with many parents singling out the positive relationships established.

The biggest strength of APA is the relationships that the teachers and other staff members have with the students. - Staff

Small classroom community adds personal touch and a better relationship between teacher and students. – Parent

Inadequate guidance counselor for college prep or career planning available to student. - Parent
Q4. NON-ACADEMIC AREAS (2) (TOTAL POSITIVE)

Good scores on student to teacher ratio, but there were a number of comments regarding the facilities

I love the teacher/student ratios and the standard of behavior that is expected from my student. – Parent

Concerned about building maintenance (29th St). The school floods often, the roof is leaky, and the floors are dirty. - Parent
Q5. SCHOOL-RELATED COMMUNICATIONS (TOTAL POSITIVE)

Communication scores are low. This was generally the largest source of frustration in the qualitative comments.

The blog is almost impossible to access from a cell phone and I don't have a computer. I would like an emailed copy of the newsletters so I know what is going on at the school. Depending on a kindergartener to relay information means I don't know what is going on. - Parent

![School Related Communication Chart]

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>PARENT</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>School wide communications</td>
<td>35%</td>
<td>41%</td>
<td>17%</td>
</tr>
<tr>
<td>Frequency of information being communicated</td>
<td>37%</td>
<td>44%</td>
<td>19%</td>
</tr>
<tr>
<td>Timeliness of information being communicated</td>
<td>37%</td>
<td>43%</td>
<td>21%</td>
</tr>
<tr>
<td>Specific communication between parent and the school</td>
<td>38%</td>
<td>43%</td>
<td>22%</td>
</tr>
</tbody>
</table>
Parents expressed a lot of frustration with teacher communications

I think that parent communication should be a priority for teachers and not a back burner or something to be avoided. - Parent / Staff

Some teachers are not very good at responding to e-mails. - Parent

I would like to see communications consistent across all platforms, and/or consistently in one place. - Parent

**Q5. SCHOOL-RELATED COMMUNICATIONS (2) (TOTAL POSITIVE)**

<table>
<thead>
<tr>
<th>Automated classroom communication tools</th>
<th>Communication between teacher and parent</th>
<th>Overall communications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>46%</td>
<td>45%</td>
</tr>
<tr>
<td>Parents</td>
<td>49%</td>
<td>46%</td>
</tr>
<tr>
<td>Staff</td>
<td>37%</td>
<td>36%</td>
</tr>
</tbody>
</table>
Q5. SCHOOL-RELATED COMMUNICATIONS (SUB ANALYSIS)

The parents who have a negative perception of the school’s academics had significantly lower satisfaction rates on communication than their positive peers.
Q6. QUALITY OF EDUCATION (TOTAL POSITIVE)

A score over 50 is generally considered to be the minimum score you would want to see in quality of education.

APA also benefits from the poor quality options surrounding it.

<table>
<thead>
<tr>
<th></th>
<th>TOTAL</th>
<th>PARENT</th>
<th>STAFF</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall quality of education</td>
<td>57%</td>
<td>64%</td>
<td>39%</td>
</tr>
<tr>
<td>Quality of education compared to other school options</td>
<td>70%</td>
<td>72%</td>
<td>63%</td>
</tr>
<tr>
<td>Overall quality of the education experience</td>
<td>66%</td>
<td>70%</td>
<td>55%</td>
</tr>
</tbody>
</table>

Quality of Education

A score over 50 is generally considered to be the minimum score you would want to see in quality of education.
Q6. LIKELIHOOD TO RECOMMEND (TOTAL POSITIVE)

Likelihood to recommend is often a proxy for overall satisfaction. APA is scoring fairly well in this metric.

However, only 47% of the staff would recommend this as a place to work.
Q6. LIKELIHOOD TO RECOMMEND (SUB ANALYSIS)

By comparing those parents who believe in the academic quality of the school to those who are negative, you can see the impact that this will have on likelihood to recommend.

Likelihood to recommend as a school

- All Parents: 69%
- Positive Parents: 97%
- Negative Parents: 18%

By comparing those parents who believe in the academic quality of the school to those who are negative, you can see the impact that this will have on likelihood to recommend.
Q7. INSTRUCTIONAL-RELATED AREAS (TOTAL POSITIVE)

Note: Instructional staff only

Staff generally had lower scores on their environment and availability of resources

Sometimes we just don't have the staffing necessary to keep APA running well like an oiled machine. - Staff

Textbooks! The concept of a digital school 10 years ago was innovative. APA was ahead of most schools. Now, all schools are digital but still have a uniform curriculum with textbooks to go with it. - Staff
Q8. ADMINISTRATION-RELATED AREAS (TOTAL POSITIVE)

Note: Instructional staff only

**Staff needs better communication and an evaluation of the programs that reward and recognize good teachers**

Poor communication to staff and other faculty concerning the yearly vision and direction for APA. – Staff

We do not have as much support as is needed. There are many concerns that happen in the school where we need a counselor or administration to step in and they take their time and do not seem to have concern for the students being affected. There is not a clear communication system between the schools. - Staff
Q11. WHEN YOU WERE DECIDING TO SEND YOUR CHILD TO THIS SCHOOL HOW DID YOU RESEARCH THE SCHOOL? (MARK ALL THAT APPLY)

% of parents who indicated that they used this source to research the school

Word of mouth is the key marketing vehicle for the school which is why understand why parents are dissatisfied is so important.

Interesting that parents use a wide variety of sources to research the school.

Note: Respondents could select more than one option
Q17. WHAT ARE THE PRIMARY REASONS THAT YOU OR YOUR CHILD(REN) ENROLLED AT ANDERSON PREPARATORY ACADEMY? (PLEASE SELECT UP TO THREE)

Generally parents are picking the school based upon the small class sizes, the academic program and the culture.

<table>
<thead>
<tr>
<th>Reasons for enrollment</th>
<th>Parent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small class size/individual attention</td>
<td>72%</td>
</tr>
<tr>
<td>Strength of academic program</td>
<td>60%</td>
</tr>
<tr>
<td>The culture of the school</td>
<td>55%</td>
</tr>
<tr>
<td>College guidance/placement</td>
<td>18%</td>
</tr>
<tr>
<td>Location</td>
<td>18%</td>
</tr>
<tr>
<td>Fine Arts program</td>
<td>5%</td>
</tr>
<tr>
<td>Athletic program</td>
<td>4%</td>
</tr>
<tr>
<td>Classroom facilities</td>
<td>3%</td>
</tr>
</tbody>
</table>

Note: This question was optional.
Q17. WHAT ARE THE PRIMARY REASONS THAT YOU OR YOUR CHILD(REN) ENROLLED AT ANDERSON PREPARATORY ACADEMY? (SUB ANALYSIS)

<table>
<thead>
<tr>
<th>Reasons for enrollment</th>
<th>All Parents</th>
<th>Positive Parents</th>
<th>Negative Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small class size/individual attention</td>
<td>72%</td>
<td>70%</td>
<td>77%</td>
</tr>
<tr>
<td>Strength of academic program</td>
<td>60%</td>
<td>71%</td>
<td>38%</td>
</tr>
<tr>
<td>The culture of the school</td>
<td>55%</td>
<td>63%</td>
<td>41%</td>
</tr>
<tr>
<td>College guidance/placement</td>
<td>18%</td>
<td>20%</td>
<td>15%</td>
</tr>
<tr>
<td>Location</td>
<td>18%</td>
<td>11%</td>
<td><strong>31%</strong></td>
</tr>
<tr>
<td>Fine Arts program</td>
<td>5%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Athletic program</td>
<td>4%</td>
<td>4%</td>
<td>3%</td>
</tr>
<tr>
<td>Classroom facilities</td>
<td>3%</td>
<td>4%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: This question was optional

When separating out the parents who are not satisfied with the academics of the school, it seems that a large percentage of them came to the school due to the location.

This might mean that these parents did not pick the school due to its’ unique culture and approach, but rather just because it was a nearby school.
PRIORITIES OVER THE NEXT 5 YEARS

Fairly strong alignment on what the priorities should be for the school:
- Academic programs
- Communication
- Facilities

<table>
<thead>
<tr>
<th>Category</th>
<th>All</th>
<th>Parents</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic programs</td>
<td>30%</td>
<td>28%</td>
<td>38%</td>
</tr>
<tr>
<td>Communication</td>
<td>30%</td>
<td>27%</td>
<td>40%</td>
</tr>
<tr>
<td>Facilities</td>
<td>24%</td>
<td>19%</td>
<td>34%</td>
</tr>
<tr>
<td>Athletic programs</td>
<td>15%</td>
<td>17%</td>
<td>6%</td>
</tr>
<tr>
<td>Extra-Curricular activities</td>
<td>15%</td>
<td>19%</td>
<td>4%</td>
</tr>
<tr>
<td>World Language programs</td>
<td>7%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>School Community</td>
<td>15%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>Technology</td>
<td>15%</td>
<td>13%</td>
<td>19%</td>
</tr>
<tr>
<td>Math &amp; science program</td>
<td>11%</td>
<td>14%</td>
<td>4%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>10%</td>
<td>15%</td>
</tr>
<tr>
<td>World Language programs</td>
<td>7%</td>
<td>9%</td>
<td>2%</td>
</tr>
<tr>
<td>Arts program</td>
<td>7%</td>
<td>8%</td>
<td>4%</td>
</tr>
</tbody>
</table>

Note: Respondents could choose two options.
When breaking out the negative parents, their priorities are somewhat different.

Perhaps a stronger focus on the school community and communication efforts would drive more of these parents to be positive?

<table>
<thead>
<tr>
<th>Category</th>
<th>All Parents</th>
<th>Positive Parents</th>
<th>Negative Parents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic programs</td>
<td>30%</td>
<td>19%</td>
<td>44%</td>
</tr>
<tr>
<td>Communication</td>
<td>30%</td>
<td>21%</td>
<td>36%</td>
</tr>
<tr>
<td>Facilities</td>
<td>24%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Athletic programs</td>
<td>15%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>Extra-Curricular activities</td>
<td>15%</td>
<td>20%</td>
<td>18%</td>
</tr>
<tr>
<td>World Language programs</td>
<td>7%</td>
<td>13%</td>
<td>3%</td>
</tr>
<tr>
<td>School Community</td>
<td>15%</td>
<td>6%</td>
<td>26%</td>
</tr>
<tr>
<td>Technology</td>
<td>15%</td>
<td>13%</td>
<td>13%</td>
</tr>
<tr>
<td>Math &amp; science program</td>
<td>11%</td>
<td>17%</td>
<td>8%</td>
</tr>
<tr>
<td>Other</td>
<td>11%</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Arts program</td>
<td>7%</td>
<td>9%</td>
<td>8%</td>
</tr>
</tbody>
</table>

Note: Respondents could choose two options.
Though the school has done a great job on improving its’ social media, parents seem to prefer a more directed (push) form of communication like email or a phone call.

Most of the communication requires being on Social Media. My student in high school doesn’t share any information, or very little, with me. I’m not always on social media to look and see it. – Parent

A weekly newsletter with all the information/announcements would be great - even if it’s e-mailed or you know that on Friday/Monday it will be posted on the blog to go look at. It’s hard to have time to go look in 5-6 different social media sites to get all the announcements and information – Parent

### Preferred Methods of Communication

<table>
<thead>
<tr>
<th>Preferred Methods of Communication</th>
<th>Parent</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Email</td>
<td>39%</td>
<td>80%</td>
</tr>
<tr>
<td>Telephone</td>
<td>23%</td>
<td>0%</td>
</tr>
<tr>
<td>Newsletter</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>Facebook</td>
<td>8%</td>
<td>20%</td>
</tr>
<tr>
<td>In-person</td>
<td>8%</td>
<td>0%</td>
</tr>
<tr>
<td>APA Blog on the website</td>
<td>6%</td>
<td>0%</td>
</tr>
<tr>
<td>Hard copy/USPS mail</td>
<td>3%</td>
<td>0%</td>
</tr>
<tr>
<td>Events</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Note: This question was optional
Q13B ETHNICITY

It is important that the ethnicity of the staff is similar and reflective of the parental/student ethnicity.

I would love to see more race diversity among the teachers. - Parent

<table>
<thead>
<tr>
<th>Self Identified Ethnicity</th>
<th>Parent</th>
<th>Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Indian or Alaska Native</td>
<td>1%</td>
<td>2%</td>
</tr>
<tr>
<td>Asian</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Black or African American etc.)</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>Hispanic, Latino or Spanish Origin</td>
<td>2%</td>
<td>2%</td>
</tr>
<tr>
<td>Middle Eastern or North African</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Native Hawaiian or Other Pacific Islander</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>White or Caucasian</td>
<td>72%</td>
<td>64%</td>
</tr>
<tr>
<td>Some other ethnicity or origin</td>
<td>0%</td>
<td>0%</td>
</tr>
<tr>
<td>Prefer not to answer</td>
<td>14%</td>
<td>23%</td>
</tr>
</tbody>
</table>

Note: This question was optional
THANK YOU!!!

CONTACT BRIGHT MINDS MARKETING

📍 531 W. 83rd Place, Indy, IN 46260
📞 317-361-5255
✉️ nick@brightmindsmarketing.com

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@brightmindsmktg
MEMORANDUM OF AGREEMENT TO ESTABLISH AND OPERATE AN AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS UNIT

Effective 1 July 2019

TO: Director, Air Force Junior Reserve Officer Training Corps
60 West Maxwell Blvd
Maxwell Air Force Base, Alabama 36112-6106

FROM:

<table>
<thead>
<tr>
<th>Institution Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of School Hosting the AFJROTC Program</td>
</tr>
<tr>
<td>Anderson Preparatory Academy</td>
</tr>
<tr>
<td>Physical School Address (street, city, state, ZIP)</td>
</tr>
<tr>
<td>101 West 29th Street</td>
</tr>
<tr>
<td>Anderson, IN 46016</td>
</tr>
<tr>
<td>School Mailing Address (if different than physical address)</td>
</tr>
</tbody>
</table>

This Memorandum of Agreement (MOA) outlines responsibilities for the school district which hosts an AFJROTC program (hereafter referred to as the “Institution”) and the United States Air Force. This agreement implements the provisions of Public Law 88-647, The Reserve Officer Training Corps Vitalization Act of 1964, and 10 United States Code, Chapter 102, Sections 2031-2033 (as amended), as well as Department of Defense (DoD) Instruction 1205.13. Requirements stated in Air Force Instruction 36-2010, Air Force Junior Reserve Officer Training Corps (AFJROTC) Instruction 36-2010, AFJROTC Operational Supplement and any subsequent operating policy modifications are hereafter referred to as “Air Force publications.”

SECTION 1. AIR FORCE AGREEMENT: Contingent upon Institution acceptance of this MOA and the continuing fulfillment of the conditions presented in Sections 2 and 3, the Air Force agrees as follows:

A. Establish and maintain an AFJROTC program. The Air Force shall establish and maintain an AFJROTC program at the Institution named in this MOA, subject to the provisions of Public Law, DoD and Air Force publications, this MOA, continued approval by the Secretary of the Air Force (SECAF).

B. Prescribe the course of study. The Air Force shall prescribe all AFJROTC program academic course content, provide all curriculum text, teaching aides, and other academic text supplies associated with the conduct of the AFJROTC program.

C. Provide basic instructor certification. The Air Force shall issue and hold the basic certification for all AFJROTC instructors. The Air Force shall screen, approve, and certify retired Air Force officers and enlisted to teach and administer the AFJROTC program in an
Institution. As the certifying authority, the Air Force maintains an inherent need-to-know of any information related to an AFJROTC instructors’ performance, conduct and employment status. The Air Force shall communicate with the Institution on all matters concerning instructor performance and conduct, as well as any changes in instructor certification.

D. Provide supply support. The Air Force shall issue to a Military Property Custodian appointed by the Institution all Air Force uniforms, supplies, and equipment authorized by applicable Air Force Tables of Allowance. The title of ownership for all property and equipment provided to the Institution is retained by the Air Force, unless expressly transferred to the Institution in writing.

E. Provide financial support:

1. The Air Force shall reimburse the Institution a minimum of one half the Minimum Instructor Pay, for each instructor, each month for a minimum of ten (10) months, each operating school year. The Air Force portion of the minimum AFJROTC instructor salary as established in 10 USC, Section 2031 and set forth in paragraph 2.B.6.

2. The Air Force shall reimburse the Institution, within the fund limitations imposed by the Air Force and within guidelines of Air Force publications, for costs incident to:

   a) The procurement, transportation, packing, unpacking, crating, and normal maintenance of uniforms, supplies, equipment, and instructional materials required by the Air Force.

   b) For required vehicle transportation for logistical support and field trips in support of the AFJROTC program. Rate of reimbursement shall not exceed the normal commercial rate schedule in the area or the usual rate that the Institution has established for staff travel.

   c) Meals and lodging costs for AFJROTC students and instructors during official AFJROTC activities away from the Institution.

F. Provide information management support:

1. The Air Force shall publish and disseminate accurate and sufficient information and policy guidance concerning unit operations and instructor management to enable the Institution to properly operate the AFJROTC program and support the AFJROTC mission of citizenship development.

2. The Air Force shall provide the necessary software/database access to support the supply management, budget management, and other reporting functions required by the Air Force. Any information technology equipment provided to the Institution by the Air Force remains property of the Air Force (see Section 3.E.3).
SECTION 2. INSTITUTION AGREEMENT. Contingent upon fulfillment of the conditions presented in Sections 1 and 3, the governing authorities of the Institution agree as follows

A. AFJROTC Program Infrastructure:

1. **Establish an AFJROTC program.** The Institution shall establish the AFJROTC program in accordance with the provisions of Public Law, DoD and Air Force publications, this MOA, and continued approval by the Secretary of the Air Force (SECAF).

2. **Establish the AFJROTC department.** The AFJROTC program shall be established and operated as a separate, integral academic, and administrative department of the Institution.

3. **Supervise the AFJROTC department.**
   
   a) The Institution’s principal (or equivalent) shall be the on-site person in charge of the supervision of the AFJROTC program.

   b) The Senior Aerospace Science Instructor (SASI) shall be designated as the Head of the AFJROTC Department. The Institution’s SASI shall be the AFJROTC instructor possessing the highest retired military grade. When two AFJROTC instructors are of equal retired grade, the Institution will decide which instructor they wish to designate as the SASI.

   c) The SASI shall be granted all regular Department Head (or equivalent) rights, access and the authority necessary to operate the AFJROTC program under the leadership of the school principal (or equivalent) while complying with all Air Force publications.

   d) The SASI shall be present in meetings where policies, recommendations, or decisions impacting the AFJROTC program are made, including space allocation/utilization, academic course scheduling, and the employment or discharge of other Institution AFJROTC instructors.

4. **Provide classrooms, office space and technology.** The AFJROTC program shall be provided the necessary classroom facilities and office space for the efficient and effective accomplishment of both AFJROTC program academics, and other AFJROTC program activities and objectives. The facilities provided shall be equal to or greater (quantity/quality) than those provided to other programs/courses/activities in the same Institution. The Institution shall furnish appropriate and sufficient technology (i.e. computers, projectors, etc.) to conduct AFJROTC academics, and other AFJROTC program requirements.

5. **Provide drill areas.** The Institution shall provide and maintain a minimum of 2,500 square feet of drill space to support drill instruction. The provided drill space shall be level, unobstructed space, free of vehicular or pedestrian traffic with student safety paramount. Provisions shall be made for access to indoor drill space in locations when inclement
weather prohibits outside drill activities. The SASI shall be an integral member of all space utilization/master scheduling meetings and discussions.

6. **Provide storage space.** The Institution shall provide and maintain a minimum of 400 square feet of climatically controlled storage space for the protection and care of uniforms, supplies, and equipment used in the AFJROTC program. The storage space shall be near the other AFJROTC facilities, must be appropriately organized (i.e. hanging racks, shelves, drawers, etc.) to neatly store and maintain Air Force property. The storage space must be limited to the exclusive use of the AFJROTC program, and must be constructed so that access is denied to unauthorized personnel. As the size of the AFJROTC program increases, additional storage space shall be provided in a proportional manner. Special consideration must be given to summer recess periods to ensure continued climatic controls are maintained. Any damage or loss to uniform items resulting from lack of continued climate control is expressly the responsibility of the Institution.

7. **Ensure security of replica weapons, air rifles, and sabers.** The Institution shall ensure that any AFJROTC replica weapon, air rifle, or saber, regardless of how purchased, is tracked, stored and secured in accordance with Air Force publications.

B. **AFJROTC Instructor Staffing:**

1. **Ensure minimum staffing in the AFJROTC program.** An Institution shall employ a minimum of two qualified/certified instructors, regardless of student enrollment in the AFJROTC program. Candidates for employment shall be only those approved by and referred to the Institution by the Air Force. The Institution shall make the ultimate determination if any candidate is suitable to be employed as their AFJROTC instructor.

2. **Perform background checks.** Any background check(s) required by the Institution for the purpose of screening an AFJROTC instructor candidate shall be conducted by the Institution at no expense to the Air Force.

3. **Provide instructor employment contracts.** The Institution shall provide AFJROTC instructors a contract of employment with the Institution as the employing agency. Per DoD Instruction 1205.13, the minimum contract duration for AFJROTC instructors will be ten (10) months, except for instructors initially employed after the beginning of, or during, the regular Institution school year. The contract may be administered using regular district procedures, but the minimum pay shall be in accordance with Section 2.B.4 below, must provide for an automatic adjustment when military salary increases, and must otherwise be in accordance with this MOA.

4. **Provide minimum instructor pay.** The Institution shall ensure AFJROTC instructors are compensated no less than the Minimum Instructor Pay (MIP). “MIP” is defined as a monthly amount equal to the difference between their entitled retired pay and their total active duty pay and allowances, excluding hazardous duty and proficiency pay, which they would receive if serving on Air Force active duty. Although the Institution is only required to pay MIP, it is highly encouraged to pay instructors above the MIP commensurate with
their military experience, education level, area cost of living, etc., in order to attract and retain the best instructors. NOTE: The Institution shall not delay full and timely payment to an AFJROTC instructor while awaiting an Air Force reimbursement (see Section 2.B.6).

5. **Consider extended contracts and targeted stipends.** Contract periods (above the statutory minimum of 10 months) are strongly encouraged to allow year-round management and control of Air Force Property, and to allow compensated time for AFJROTC summer events, such as summer leadership courses. Targeted stipends are also encouraged to compensate instructors for before school, after-school, and weekend AFJROTC activities.

6. **Receive Air Force MIP reimbursements.** Per the provisions of paragraph 1.E.1, the Air Force shall reimburse the Institution one half of the MIP, each month, 30 days in arrears. The Air Force’s responsibility is limited to the period of employment specified in the contract up to ten (10) months or 300 calendar days from employment contract start date regardless of the Institution’s distribution of pay. The Institution shall not delay full and timely payment to an AFJROTC instructor while awaiting an Air Force reimbursement.

7. **Establish financial communications.** Institutions shall maintain an organizational email account to facilitate timely two-way communications related to MIP and the Air Force reimbursement provided to the Institution. The Air Force calculates the MIP and will send a financial statement to the Institution via the organizational email account each month which details the MIP for each instructor and the Air Force reimbursement amount.

8. **Control AFJROTC instructor duties.** The Institution must ensure AFJROTC instructors perform only those duties connected with the instruction, operation, and administration of the AFJROTC program. AFJROTC instructors shall not teach or coach any class or activity, other than AFJROTC program academic courses and AFJROTC program activities, nor shall they teach or coach any class or activity which contains non-AFJROTC program students. **NOTE:** Exceptions are possible if the teaching or coaching of such classes/activities is conducted outside of the Institution’s normal day of academic instruction and is contracted separately between the Institution and the individual AFJROTC instructor at no expense to the Air Force. However, before a contract of this type is executed, the Institution shall deliberately assess 1) the potential negative impacts to any before/after school AFJROTC program activities, and 2) the equitable distribution of AFJROTC program duties between instructors.

9. **Limit additional faculty duties.** Considering the restrictions stated in paragraph 2.B.8, AFJROTC instructors are not prohibited from serving on committees or performing routine duties that are typically distributed across the Institution’s faculty members (e.g. lunchroom monitor, bus monitor, etc). However, the Institution shall not use AFJROTC program enrollment, AFJROTC class sizes, or AFJROTC instructor teaching load as a factor in determining an AFJROTC instructor’s availability to perform additional duties.

10. **Understand employment/certification relationship.** AFJROTC instructors are in a unique position where they are certified by the Air Force to perform instructor duties, but
are employed and paid by the Institution they work within. In this capacity, AFJROTC instructors serve two chains of responsibility. AFJROTC instructors shall be responsible to both the Institution (their employer) and the Air Force (their certifier) for proper operation of the AFJROTC program and their continued professional conduct. In no event shall the Institution represent AFJROTC instructors as Air Force employees, agents, contractors, or active duty members. In addition to the Institution’s mandatory requirements, AFJROTC instructors have mandatory responsibilities levied upon them by the Air Force. These include, but are not limited to operating a program that meets all Air Force expectations, submitting reports, meeting deadlines, tracking Air Force property, and identifying and reporting to the Air Force any Institution noncompliance with this MOA or other Air Force publications.

11. **Credentialing and licensing of AFJROTC instructors.** AFJROTC instructors will receive AFJROTC-specific training and basic instructor certification from the Air Force. Any further professional development, training, licenses or credentialing requirements shall be accomplished at no expense to the Air Force.

12. **Consider additional AFJROTC instructors.** Additional instructors may be authorized when an AFJROTC program’s “teaching load” increases to 151, and increments of 100 thereafter. In absence of Institution support for an additional AFJROTC instructor position, the Institution shall cap student enrollment in the AFJROTC program. The definition of “teaching load” and specific enrollment caps are codified in Air Force publications.

13. **Ensure professional instructor appearance.** The Institution must ensure AFJROTC instructors wear an approved Air Force uniform daily as defined in Air Force publications. Additionally, AFJROTC Instructors must meet and maintain DoD weight and body fat standards, and shall present a professional military appearance at all times.

14. **Monitor and report instructor performance and behavior.** The Air Force holds the certification of all AFJROTC instructors, and therefore the Air Force maintains an inherent right to monitor instructor behavior and must receive any necessary information regarding instructor performance, professional conduct and employment status. Therefore, the Institution shall have effective and timely procedures in place which ensure the Air Force is advised of any disciplinary or administrative action levied upon an AFJROTC instructor (i.e. administrative leave, suspensions, letters of admonishment, etc.), the initiation of any investigation into alleged AFJROTC instructor misconduct (school or civil), or any changes in the employment status of an AFJROTC instructor. If any of the aforementioned items occur, the Institution shall officially notify the Air Force within one (1) business day.

15. **Perform instructor evaluations (Institution-directed).** The Institution may conduct teacher evaluations of AFJROTC instructors using the same instruments and rubrics they use to evaluate other faculty members. Should poor performance be determined, the Institution shall report the findings to the Air Force within five (5) business days.
16. **Perform instructor evaluations (Air Force-directed).** When required by Air Force publications, the Institution shall complete, and submit to the Air Force, an AFJROTC instructor evaluation using an AFJROTC Form 98, *Instructor Evaluation*. These evaluations are normally event driven and are exclusively an AFJROTC process with protections and controls built in, and will not be subject to internal Institution processes or procedures (including union agreements).

17. **Terminating instructors.** As the employer, the Institution has the right to terminate or non-renew the employment of AFJROTC instructors in accordance within normal Institutional rules and regulations, and without prior consultation with the Air Force. However, when a termination/non-renewal event occurs, the Institution shall inform the Air Force of the event, and the associated circumstances, within one (1) business day.

18. **Understand intra-district instructor transfers.** School districts wishing to transfer or reassign AFJROTC instructors between AFJROTC host-Institutions may do so in accordance with district policies, with consent of the AFJROTC instructor and with prior written approval from the Air Force. In no case will an AFJROTC instructor be transferred or reassigned to another Institution unless they fully meet Air Force transfer eligibility requirements as prescribed in Air Force publications, or they are provided an approved waiver from the Air Force.

**C. AFJROTC Student Enrollment.**

1. **Conduct an all-inclusive AFJROTC program.** Voluntary student enrollment into the program, and continuing enrollment in the program, shall be conducted without any form of discrimination. This prohibition does not include denying enrollment into AFJROTC, or removing a student from AFJROTC, when that student does not agree to, or fails to meet and/or maintain AFJROTC standards of uniform wear, grooming and/or personal conduct.

2. **Meet minimum voluntary enrollment.** The Institution must maintain a minimum voluntary enrollment in the AFJROTC program of at least 1) 10 percent of the Institution’s student population (grades 9-12 only), or 2) 100 students, whichever is less. While all students in the high school are encouraged to voluntarily enroll in the AFJROTC program, actual enrollment shall only be determined by counting those students who voluntarily meet, and subsequently maintain, the mandatory program requirements of continued enrollment in AFJROTC.

3. **Ensure minimum grade level enrollment in AFJROTC.** The Institution shall ensure voluntary AFJROTC enrollment is available to all high school students (grades 9-12 only).

4. **Ensure equitable class scheduling.** The scheduling of all AFJROTC program academic courses shall be executed in a manner that makes it equally convenient for students to participate in AFJROTC academic courses as it for other programs/courses offered by the Institution.
5. **Provide access to feeder schools.** The Institution shall ensure that AFJROTC instructors are granted the necessary time and access to feeder schools to effectively advertise and promote the AFJROTC program to future 9th grade students.

6. **Permit only voluntary student enrollment.** The Institution will ensure all enrollments of students into the AFJROTC program are conducted with the prior knowledge and endorsement of the SASI. Prospective AFJROTC students must be fully informed of all mandatory AFJROTC enrollment requirements before being allowed to enroll into the AFJROTC program. Only students who voluntarily choose to meet and maintain acceptable standards of AFJROTC uniform wear, AFJROTC grooming standards and personal conduct standards shall be enrolled into, and permitted to remain in, the AFJROTC program.

7. **Permit only full time student enrollment.** No student shall be enrolled in the AFJROTC program when non-AFJROTC academic requirements will create a period of absence for that student from taking a full AFJROTC academic course.

8. **Satellite units.** AFJROTC instructors shall not travel to other institutions. All AFJROTC program instruction shall take place at the host Institution. However, travel to an adjacent 9th grade academy operating directly under the host Institution is permitted.

9. **Consider crosstown enrollment agreements.** Students from other local schools may participate in the AFJROTC program at the host Institution under the following conditions:

   a) Travel by students from other local schools to the host Institution to participate in AFJROTC academic courses, as well as before/after school AFJROTC program activities, is conducted at no expense to the Air Force.

   b) Travel by students from other local schools to the host institution shall be scheduled in a manner which guarantees full class period attendance and the minimum 120 classroom hours is reached by all students in the AFJROTC course.

   c) Principals from all schools involved must agree in writing.

   d) The principal of the host Institution maintains overall supervisory responsibility of the AFJROTC program and may terminate the crosstown agreement at any time.

10. **Ensure students meet uniform wear, grooming and personal conduct standards.** Students enrolled in the AFJROTC program must wear the prescribed AFJROTC uniform a minimum of one day per week while simultaneously meeting AFJROTC grooming standards. Anytime students are wearing the AFJROTC uniform, they shall abide by all Air Force standards for correct uniform wear, proper grooming standards, and proper personal conduct. The once-per-week uniform wear requirement shall be an all-school-day requirement, not limited to an AFJROTC classroom or the AFJROTC class period, but will include all non-AFJROTC classes attended by the student. However, when other
clothing is specifically required by non-AFJROTC classes, such as shop, culinary, or physical education, changing is allowed for the duration of the non-AFJROTC class only.

11. **Uphold continued enrollment rules.** Continued student enrollment in the AFJROTC program shall be in accordance with the provisions of Federal Law, supporting DoD, Air Force publications, and the provisions of this MOA. The Institution shall ensure any student enrolled in the AFJROTC program who does not meet and/or maintain AFJROTC program requirements, such as weekly mandatory uniform wear and/or grooming standards, or standards of personal conduct, is expeditiously removed from the AFJROTC program, so as not to create further disruption to those students who fully meet continued enrollment standards. Students enrolled in the AFJROTC program will have proper AFJROTC uniform wear, grooming, and personal conduct specifically included as a pass/fail mandate of continued enrollment in AFJROTC.

12. **Disenrollment of AFJROTC students.** The Institution shall not sanction, nor tolerate, the continued enrollment of any student who fails to meet continued enrollment rules of the AFJROTC program. The SASI shall be permitted to manage a fully compliant AFJROTC program, and with proper cause, be supported in removing a noncompliant student at any time during the academic year.

D. **Academic Requirements:**

1. **Present only AFJROTC curriculum.** Only the AFJROTC-prescribed curriculum will be presented by AFJROTC instructors. Deviating from the AFJROTC-prescribed curriculum is only permitted when specifically requested by the Institution and approved in writing by the Air Force.

2. **Grant academic credit.** All AFJROTC program academic courses shall be conducted by the Institution as full year/full credit course (not partial year/partial credit) and academic credit shall be granted toward graduation requirements for successful completion of an AFJROTC academic course. Academic credit granted shall be equivalent to the credit given for other academic courses in the Institution.

3. **Ensure minimum course length.** All AFJROTC program academic courses shall be conducted as regular, full time academic courses consisting of a minimum of 120 classroom hours per academic year.

4. **Collect and report academic metrics.** The Institution shall collect and maintain data related to the academic performance and graduation data of students currently, or previously enrolled in the AFJROTC program. This data shall be reported to the Air Force, or its agents, when requested by the Air Force.
E. Logistical Support & Accountability:

1. **Provide a military property custodian (MPC).** The Institution shall appoint an employee of the institution as the MPC. Normally, AFJROTC instructors are appointed to this duty, but any Institution employee may be appointed when necessary. The MPC will be empowered to perform the required supply functions incident to the acquisition, accounting, and handling of supplies, equipment and uniforms issued to, or purchased with Air Force funds. The Institution shall also ensure that the appointed MPC conducts a full inventory of all Air Force funded items and performs required disposition actions before transferring the MPC duties to another individual. The school must always have an MPC appointed.

2. **Provide instructional materials.** The Institution shall provide to the AFJROTC Department all the instructional supplies, materials, services, furniture, computer equipment and support, copiers, scanners and privileges afforded other academic departments at the institution.

3. **Provide information technology (IT) support.** The Institution shall provide full IT support, updates and software for any Air Force funded/owned IT equipment. For any Air Force-provided/owned IT equipment, there are no restrictions on the Institution regarding IT support, software updates, troubleshooting, and/or operating system configuration.

4. **Provide transportation.** The Institution shall provide transportation for AFJROTC field trips and other off-Institution activities comparable to the transportation provided for other Institution programs, activities, or courses.

5. **Provide security and accounting of Air Force property.** The Institution shall conform to the publications of the Air Force relating to the issue, receipt, storage, safeguarding, and turn-in of Air Force uniforms, textbooks, supplies, equipment, and other educational materials at the institution.

6. **Assume liability.** The Institution shall safeguard and retain liability for all Air Force property located at the Institution, making full restitution after all occurrences of theft, loss, and negligent or willful damage or destruction. If the Institution elects to provide an insurance policy, it shall name the United States Air Force as an additional insured.

F. Understand AFJROTC Activity Reimbursements.

1. The Institution shall fund, in advance, purchases which are specifically authorized to receive reimbursement by the Air Force, within the fund limitations imposed by the Air Force. These purchases directly support AFJROTC program activities and operations and include, but are not limited to transportation, lodging, meals, uniform items, uniform alterations and dry cleaning. The Air Force provides a state tax exemption letter (with federal tax exemption number) for these purchases. The Institution (via the AFJROTC instructors) shall obtain and submit documentation for authorized reimbursements in accordance with Air Force publications.

Final Version, 5 Nov 2018

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2. The Defense Finance & Accounting Service requires Institutions to establish a direct deposit System for Award Management (SAM) account, enabling an electronic funds transfer of reimbursement payments. SAM accounts must be renewed annually. The Institution shall maintain and provide original invoices, receipts and other supporting documentation used for reimbursement in accordance with DoD and Air Force publications.

G. Other Provisions.

1. Ensure publication compliance. The Institution shall comply with all Air Force publications governing unit operations, AFJROTC curriculum, student performance, instructor management, logistics management and financial management. Current publications are available to AFJROTC instructors via the WINGS database.

2. Provide reports and meet deadlines. The Institution shall facilitate completion, through Air Force channels, of necessary instructor evaluations, unit self-assessment reports, program status reports, equipment inventories, academic metrics, and other recurring and periodic reports required by the Air Force.

SECTION 3. BOTH PARTIES AGREEMENT. Contingent upon the acceptance of this MOA, both parties mutually agree as follows:

A. Maintain accreditation. The Institution must maintain accreditation by a state or regional accreditation agency. Loss of accreditation shall be considered grounds for disestablishment action under paragraph 3.E.2 of this agreement.

B. AFJROTC instructor training and credentialing. The Air Force may conduct periodic workshops at Air Force expense for instructors hired to conduct the AFJROTC program. The Institution shall require instructors to attend these workshops, which may be scheduled during or outside the normal academic school year. Attendance waivers may be authorized by the Air Force in extenuating circumstances. The Institution shall afford AFJROTC instructors the same privileges and support in attending workshops and professional meetings as are given other faculty members.

C. AFJROTC program evaluations. Representatives of the Air Force shall be authorized to make visits to the Institution, both announced and unannounced, to evaluate the AFJROTC program, and ensure continued compliance with Air Force standards.

D. Actions on AFJROTC instructor certifications. The Air Force shall have the right to place AFJROTC instructors on probational certification for any breach of Air Force or AFJROTC program standards. The Air Force shall have the right to withdraw, suspend or permanently
remove the certification of AFJROTC instructors for any breach of standards and the Institution will remove decertified personnel from the AFJROTC program.

E. MOA Termination Clauses.

1. This agreement may be terminated at the completion of any regular school year by either party, or sooner by mutual agreement. If the governing authorities of an Institution decide to discontinue their AFJROTC program, they must notify the Director, Air Force JROTC in writing at: Holm Center/JR, 60 West Maxwell Blvd, Maxwell Air Force Base, Alabama, 36112-6106.

2. Institutions which do not fulfill the provisions prescribed in this MOA, or in applicable Air Force publications, may be placed on probation. The appropriate Institution authorities will be required to correct the deficiency within a specified timeframe or risk disestablishment of the AFJROTC program.

3. The Commander, Jeanne M. Holm Center for Officer Accessions & Citizen Development, may terminate this agreement and withdraw the AFJROTC program if the best interest of the Air Force would be served by doing so, regardless of the provisions of paragraphs 3.E.1 and 3.E.2 of this MOA.

4. The governing authorities of the Institution shall, in the event of mutual or unilateral termination of this agreement, or in the event of disestablishment as prescribed by the Secretary of the Air Force, return to the Air Force all Air Force-owned equipment, supplies, uniforms, and educational curriculum materials in the custody of the Institution (to include all such items purchased using funds provided to the institution by the Air Force) in accordance with procedures and guidance in existence or provided by the Air Force at the time of the termination of this agreement or disestablishment of the AFJROTC program.

F. General Provisions.

1. This is a standardized agreement and the language contained herein shall not be modified.

2. Regardless of changes in the original signatories, this agreement shall remain in effect until officially terminated, or superseded, under a provision of sub-section 3.E.

3. The agreement shall become effective upon signature by the Intuition’s Superintendent (or equivalent), and the Director of Air Force Junior ROTC.

4. This agreement represents the entire agreement and supersedes any prior agreement, understandings, or representations between the Air Force and the institution pertaining to the establishment and maintenance of an AFJROTC program.
5. This agreement will be reviewed for currency as determined by the Air Force. The Air Force reserves the right to require renewal of this agreement by both parties if significant program changes occur.

6. This agreement is governed by and shall be construed under Federal Law.

7. Unless expressly stated in writing, signed by the Air Force, the waiver by the Air Force of any act, duty, or obligation required of the institution hereunder shall not be construed as a waiver of any other, or of any future act, duty, or obligation to be performed by the Institution.

8. Nothing in this agreement will be construed as obligating the Air Force, their officers, employees, or agents to expend any funds in excess of appropriations authorized for such purposes in violation of the Federal Anti-Deficiency Act (31 USC Section 1341).

9. Each undersigned representative of the parties to this agreement certifies he or she is fully authorized to enter into the terms and conditions of this agreement and to execute the same so as to effectively bind each party to its terms.

10. The Institution shall adhere to a policy of non-discrimination against students or instructors based on race, ethnicity, religion, national origin, gender, or any other category prohibited by law.

11. Unless otherwise stated herein, notices under this agreement must be in writing and shall be effective upon positive confirmation of receipt.

FOR THE INSTITUTION

Ms. Jill BARKER, Superintendent
Central Indiana Military Academy

FOR THE AIR FORCE

PAUL C. LIPS, Col, USAF
Director, AFJROTC

Final Version, 5 Nov 2018
APA ELEMENTARY
2019-2020
SCHOOL WIDE
GOALS & INITIATIVES
SCHOOL CULTURE/CLIMATE INITIATIVES

- Survey Stakeholders about school Climate/Culture
- Create a school-wide procedure for parent/guardian communication
- Work to develop a culture of transparency & trust among all stakeholders
- Develop new attendance policy for increased accountability
APA Elementary Chain of Command

Principal

- Discipline Dean
- Academic Dean

Elementary SPED Director

- Teachers
  - Instructional Assistants
  - Special Education, Nurse, Custodians
  - Staff Social Lead
  - Fundraising Lead

Elementary SPED Director

- SSC Teacher
  - SSC Staff

Academic Dean

- Dyslexia Instructor

Discipline Dean

- ABA
- PASS Instructor
APA ELEMENTARY COMMUNICATION CHAIN OF COMMAND

APA Elementary teachers and staff want to help parents out with the home to school communication process. We understand that sometimes you have questions or concerns and aren’t sure exactly which person on staff is the one to go to. To help you out, we have created the following chain of command for you to use to contact us. We all are grateful that you trust us with your child’s education and encourage an open door of communication with our parents and guardians. If you ever are unsure or have something that you can’t fit in a category, your child’s classroom teacher or our front office are great places to start. Ms. Tiffany Watson is available in the front office and can be reached at 765-649-8472 extension 7 between the hours of 7:30 and 3:30 pm. Teachers can be contacted through Remind 101, E-mail, Phone or Note. Keep in mind that teachers are not always able to reply right away during the school day. Please allow us the grace of 24-48 hours before moving to the next person in the chain of command.

**Who do I contact about...?**

<table>
<thead>
<tr>
<th>ANYTHING ACADEMIC</th>
<th>ANYTHING BEHAVIOR RELATED</th>
<th>ANYTHING SPECIAL EDUCATION (SSC) RELATED</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grades, Compass, Assignments, Projects, E-learning, Homework, What my child is learning, Problems In the classroom, Special Classes (Art, PE, Music), NWEA, ILEARN, IREAD, etc.</td>
<td>School or Class Behavior, My child is having a problem with another child, Discipline Question, Suspension, PASS, etc.</td>
<td>SSC Services, Case conference questions, IEP questions, Speech, Occupational therapy (OT), etc.</td>
</tr>
</tbody>
</table>

**FIRST CONTACT:**

<table>
<thead>
<tr>
<th>CLASSROOM TEACHER BY REMIND 101, EMAIL, PHONE OR NOTE</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IF YOU DON'T GET AN ANSWER OR NEED MORE ASSISTANCE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM TEACHER BY REMIND 101, EMAIL, PHONE OR NOTE</th>
</tr>
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<tr>
<th>IF YOU DON'T GET AN ANSWER OR NEED MORE ASSISTANCE:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>CLASSROOM TEACHER OR TEACHER OF SERVICE (LT. SELVEY- <a href="mailto:lselvey@goapa.org">lselvey@goapa.org</a>)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IF YOU DON'T GET AN ANSWER OR NEED MORE ASSISTANCE:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>FIRST CONTACT: Captain Hornacker <a href="mailto:jhornacker@goapa.org">jhornacker@goapa.org</a></th>
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</table>

<table>
<thead>
<tr>
<th>FIRST CONTACT: Captain Carrell <a href="mailto:carrell@goapa.org">carrell@goapa.org</a> or REMIND 101</th>
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<thead>
<tr>
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<thead>
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</table>

<table>
<thead>
<tr>
<th>FIRST CONTACT: Captain Hayden <a href="mailto:jhayden@goapa.org">jhayden@goapa.org</a></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IF YOU STILL DON'T GET A RESOLUTION OR ANSWER:</th>
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</thead>
</table>

<table>
<thead>
<tr>
<th>IF YOU STILL DON'T GET A RESOLUTION OR ANSWER:</th>
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<table>
<thead>
<tr>
<th>IF YOU STILL DON'T GET A RESOLUTION OR ANSWER:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>IF YOU STILL DON'T GET A RESOLUTION OR ANSWER:</th>
</tr>
</thead>
</table>

*someone new picking up your cadet? New transportation arrangement? Has your contact information changed?*  
Please call Ms. Tiffany in the office. 765-649-8472 OPTION 7

*Is your student going to be absent? Please call 765-649-8472 OPTION 1
Provide at least 2 STEM workshops for high ability cadets 1-6 and continue a partnership with the Indiana Academy at BSU

Increase funding for curriculum and manipulatives by utilizing high ability grant monies

Increase Project Based Learning opportunities in all classrooms
Create a fundraiser lead (Lt. Sorrell)

Create at least one new community partnership with a local business, establishing a reciprocal relationship

Increase fundraising profits by 50%, raising $7500

Work closely with the new Parent Nation to help plan for future fundraising
Increase parent/cadet awareness of service requirements & opportunities

Help develop & locate more opportunities for cadets to contribute directly to the community

80% of all cadets will complete their community service requirements
> Replace exterior doors
> Add foliage/curb appeal to the front of the building
> Reduce amount of trash on property by 90%
> Have the school resource officer (Lt. McBee) onsite at least once per month
> Increase our TLIM presence in the building

BUILDING MAINTENANCE/AESTHETICS & SAFETY GOALS
RADIATE RESPECT

BE KIND: COURTEOUS
BE A GOOD LISTENER
THINK BEFORE YOU SPROUT
THAT DIFFERENT IS OKAY
RESPECT YOURSELF

WALK THIS WAY AT APA

leader
be honest
peace maker
church
be kind
integrity
be respectful
excellence
be honorable
be patient
be hard worker
be listener

I DON'T REALLY CARE IF MY ART LOOKS LIKE ANYONE ELSE'S... WHAT'S IMPORTANT TO ME IS THE PROCESS... I LOVE THAT THEY ARE DIFFERENT. THAT'S BEAUTIFUL.

- EVELYN
Create a new MTSS process, reducing special education referrals and creating manageable caseloads

Develop new processes for IEPs & Case Conferences

Create a sensory room for regulation stations and “Hot Passes”

Increase “push in time” for SSC students in order to decrease amount of classroom time lost
A comprehensive MTSS Process has been put in place to help best meet our students’ needs. It will allow us to provide necessary interventions and keep caseloads manageable to make sure service needs for each individual student are met.

New documents and procedures were developed to create consistency and assist teachers throughout the entire process (SEE NEXT SLIDE)

MTSS
(MULTI-TIERED SYSTEM OF SUPPORT)
MTSS Referral Process

The following process will be required to refer a student for MTSS Review:

1. Grade level teams will meet once a week (each teacher choosing one student) and discuss the student’s present levels and area of concern. We only want to focus on one or two areas of concern. **PLEASE DO NOT FOCUS ON MORE THAN TWO AREAS.** Each teacher will fill out the MTSS Grade Level Meeting Form to bring to the meeting. Please fill out the results section during the meeting.

2. Teachers do not have to discuss a different student each week. They can focus on one child for multiple weeks in a row. It is highly recommended to reevaluate a student’s progress at least every other week.

3. If the student continues not to show growth or progress over a 6-week period, teachers will fill out the MTSS Student Referral Form. Please be careful to fill out all of the information and include all documents that are requested.

“If All Parts are Not Completed, the Student Cannot Be Referred for MTSS Review.”
Push-in Services

- We are working to make sure that the students are getting as much class time as possible. We do not want them to lose valuable learning time. This helps to increase academic progress and benefits the social needs of the students.

Open Communication

- We are working to increase communication with teachers/staff by creating feedback forms to help teachers let us know what they need, especially if there is no one around at the time.
- This also gives teachers a chance to let us know any positives/improvements they see happening.
Collaboration

- We are working to increase collaboration amongst the teachers/staff and the special education department. Teachers were able to pick a time for push-in services in their classroom. This helps to avoid conflicts over scheduling and to make sure we are helping the students at a time that is most beneficial for them.

- This also helps the special education staff understand exactly what the students need to accomplish during their time with them. When we were pulling the students out, there was a lot of confusion about directions and what the students needed to get done.
Visualization/Verbalization and Seeing Stars

- A schedule is being created to help service the students who need such intense reading interventions.
- All of the elementary SSC staff are being trained on Seeing Stars and will be trained on V/V by January.

School-Based Medicaid

- We are working on getting the required information to enroll APA in the school-based Medicaid program. This will allow us to help provide services for students who may not have/qualify for Medicaid. The link below will take you to the webpage, which will describe exactly what we need to apply.

[Indiana School-Based Medicaid](#)
GOAL:

1. Cadets will learn how to stand in formation during assembly and will understand basic military commands.

2. Reduce out of school suspensions by 50% from the 2018-19 school year.

WE WILL MEET THESE GOALS BY IMPLEMENTING SCHOOLWIDE EXPECTATIONS AND PROCEDURES:

- At arrival and dismissal
- During assembly
- For hallway behavior
- Within the classrooms
- At lunch and recess
- During emergency drills
Lt. VanAlstyne will be training in ABA (Applied Behavior Analysis) during the 2019-20 school year

Continue our community partnership with A Growing Place

Develop the ability to do in-house Functional Behavioral Assessments (FBAs) & Behavior Intervention Plans (BIPs)

PASS Social Emotional Learning Curriculum

Develop a community partnership with Aspire
<table>
<thead>
<tr>
<th>Offenses</th>
<th>Number of incidents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Out of seat</td>
<td>2</td>
</tr>
<tr>
<td>Battery</td>
<td>9</td>
</tr>
<tr>
<td>Talking back</td>
<td>6</td>
</tr>
<tr>
<td>Distracting Others</td>
<td>11</td>
</tr>
<tr>
<td>Horseplay</td>
<td>10</td>
</tr>
<tr>
<td>Defiance</td>
<td>20</td>
</tr>
<tr>
<td>Lying</td>
<td>2</td>
</tr>
<tr>
<td>Destruction of property</td>
<td>5</td>
</tr>
<tr>
<td>Cursing</td>
<td>7</td>
</tr>
<tr>
<td>Tantrums</td>
<td>2</td>
</tr>
<tr>
<td>Escape Attempt</td>
<td>1</td>
</tr>
<tr>
<td>Sexually inappropriate</td>
<td>2</td>
</tr>
<tr>
<td>Intimidation</td>
<td>9</td>
</tr>
<tr>
<td>Verbal threats</td>
<td>2</td>
</tr>
<tr>
<td>Theft</td>
<td>8</td>
</tr>
<tr>
<td>Cheating</td>
<td>2</td>
</tr>
<tr>
<td>Weapons</td>
<td>8</td>
</tr>
<tr>
<td>Fighting</td>
<td>8</td>
</tr>
<tr>
<td>Computer violation</td>
<td>8</td>
</tr>
<tr>
<td>Suicidal thoughts</td>
<td>8</td>
</tr>
<tr>
<td>Bullying</td>
<td>81</td>
</tr>
</tbody>
</table>

**TOTAL INCIDENTS:** 81

---

**Elementary Discipline & Behavior Report – 1st Six Weeks**
Breakdown of Offenses:

- Out of seat
- Battery
- Talking back
- Distracting Others
- Horseplay
- Defiance
- Lying
- Destruction of property
- Cursing
- Tantrums
- Escape Attempt
- Sexually inappropriate
- Intimidation
- Verbal threats
- Theft
- Cheating
- Weapons
- Fighting
- Computer violation
- Suicidal thoughts
- Bullying

Number of Write-ups per Grade Level:

1st Grading Period
ACADEMIC GOALS

MATH FACT FLUENCY:
95% OF APA ELEMENTARY CADETS WILL DEMONSTRATE 90% OR BETTER MASTERY OF GRADE LEVEL APPROPRIATE MATH FACTS AS MEASURED BY TEACHER ASSESSMENTS BY THE END OF THE 2019-2020 SCHOOL YEAR.

ACADEMIC GROWTH:
95% OF APA ELEMENTARY CADETS WILL DEMONSTRATE A YEAR’S GROWTH IN READING, MATH COMPASS AND ELA COMPASS AS MEASURED BY READING A TO Z (RAZ) AND COMPASS GLEs BY THE END OF THE 2019-2020 SCHOOL YEAR.
ACADEMIC EXPECTATIONS

- CHOOSE AND IMPLEMENT MATH FACT FLUENCY PROGRAMS (2nd SIX WEEKS)
- STUDENT DATA BINDERS
- TEACHER DATA BINDERS
- DATA DRIVEN INSTRUCTION (RAZ, COMPASS, NWEA, BENCHMARKING)
- INCREASED PARENT/TEACHER COMMUNICATION & INVOLVEMENT
- WEEKLY TLIM LESSON
- IMPLEMENT A TRUE ROTATIONAL LEARNING MODEL (RLM)
- SCHOOL WIDE AM WORK (TRACKED & RECORDED)
- REGULAR GRADE REPORTING (SKYWARD)
- 2 WEEKLY GRADE LEVEL MEETINGS
- IMPLEMENT WRITING MINI-LESSONS (2nd SIX WEEKS)
- CONSISTENT ACADEMIC ENVIRONMENTS
- TIMELY TURN IN OF DATA EACH GRADING PERIOD/WEEK (SCHOOL DATA WALLS)
ACADEMIC ENVIRONMENT

- DATA WALLS (RAZ, COMPASS, NWEA)
- MATH FACT MASTERY TRACKER (EX. ROCKETS, ICE CREAM, GUM BALLS, ETC.)
- NEAT, CLEAN, ORDERLY CLASSROOM
- TLIM HABITS POSTED
- MISSION STATEMENTS (CLASS & SCHOOL)
- CORE STATEMENT
- DAILY SCHEDULE
- CLASS ROTATION FLIGHTS/SCHEDULE
- LEARNING OBJECTIVES (I CAN STATEMENTS, ETC.)
- COMPUTER ORGANIZATION, SIGN-IN SHEETS
ROTATIONAL LEARNING MODEL (RLM) “REFRESHER”

**TEACHER MEETING:**
- Small group work
- Differentiated instruction
- Standards-based
- Supports COMPASS
- Scope & sequence

**PROJECT BASED LEARNING:**
- Intentional hands-on
- Maker space
- Student choice
- Teacher directed
- Ongoing research

**COMPASS ELA/MATH:**
- Pre-assessment
- Daily exposure
- 1/3 ELA; 2/3 MATH
- Post-assessment (JET Test) – students must score 80% to be promoted
- Note taking (3-4, 2)

**INDEPENDENT LEARNING:**
- Word work
- Teacher meeting follow-up
- Project based learning
- Writing workshops
- Independent reading tasks
- On-line extras (XTRA MATH, RAZ KIDS, PRODIGY, READ THEORY, etc.)
2018-19 ILEARN DATA
3rd Grade ELA
3rd GRADE MATH

INDIANA AVERAGE SCORE 6437

APA AVERAGE SCORE 6393 (APPROACHING PROFIENCY)

<table>
<thead>
<tr>
<th>APA AVERAGE SCORE</th>
<th>AT PROFICIENCY MINIMUM SCORE</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>6393</td>
<td>6425</td>
<td>-32</td>
</tr>
</tbody>
</table>
4th Grade ELA

Indiana Average Score: 5481

APA Average Score: 5439
(Below Proficiency)

<table>
<thead>
<tr>
<th>APA Average Score</th>
<th>At Proficiency Minimum Score</th>
<th>Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>5439</td>
<td>5493</td>
<td>-54</td>
</tr>
</tbody>
</table>
INDIANA AVERAGE SCORE
6477

APA AVERAGE SCORE 6442
(Approaching Proficiency)

<table>
<thead>
<tr>
<th>APA AVERAGE SCORE</th>
<th>AT PROFICIENCY MINIMUM SCORE</th>
<th>DIFFERENCE</th>
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<tbody>
<tr>
<td>6442</td>
<td>6474</td>
<td>-32</td>
</tr>
</tbody>
</table>

4TH GRADE MATH
INDIANA AVERAGE SCORE
7500

APA AVERAGE SCORE
7480
(Below Proficiency)

<table>
<thead>
<tr>
<th>APA AVERAGE SCORE</th>
<th>AT PROFICIENCY MINIMUM SCORE</th>
<th>DIFFERENCE</th>
</tr>
</thead>
<tbody>
<tr>
<td>7480</td>
<td>7506</td>
<td>-26</td>
</tr>
</tbody>
</table>

4TH GRADE SCIENCE
REALIGN 3rd and 4th grade Scope & Sequences with the I-Learn Blueprints

Common AM work that reinforces state standards (ELA/MATH)

MATH FACT MASTERY

Daily ELA & MATH Prep Question (January – April)

Teach test taking skills

I-learn Benchmark Assessments

I-learn tutoring January – April with “bubble students” in and out of class

Use of Benchmarks, Compass and NWEA to identify students “at-risk” and “approaching”

How do we make up the extra ground and better prepare our students for I-learn?
“Be the change that you want to see in the world.”

Mahatama Gandhi
## ENROLLMENT AND DEMOGRAPHIC OVERVIEW

### A. Provide the enrollment and demographic information for the current school year.

#### 2020-2021 ENROLLMENT & DEMOGRAPHIC INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>#</th>
<th>%</th>
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</thead>
<tbody>
<tr>
<td>Total Enrollment</td>
<td>849</td>
<td></td>
</tr>
<tr>
<td># of Students on Waiting List</td>
<td>58</td>
<td></td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td>483</td>
<td>56.89</td>
</tr>
<tr>
<td>Female</td>
<td>366</td>
<td>43.10</td>
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<tr>
<td><strong>Ethnicity/Race</strong></td>
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<tr>
<td>White</td>
<td>479</td>
<td>56.41</td>
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<tr>
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<td>18.49</td>
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<td><strong>Special Populations</strong></td>
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<tr>
<td>Students with IEPs</td>
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<td>English Language Learners</td>
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<tr>
<td>Homeless Students</td>
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<tr>
<td>Eligible for Free and Reduced Lunch</td>
<td>529</td>
<td>62.30</td>
</tr>
</tbody>
</table>

### B. Provide enrollment information for length of current charter contract (ADM count).

<table>
<thead>
<tr>
<th>Total Student Enrollment</th>
<th>2016-17</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
<th>2020-21</th>
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<tr>
<td></td>
<td>812</td>
<td>747</td>
<td>755</td>
<td>772</td>
<td>849</td>
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</table>

### C. Provide the student attendance information for the length of the charter contract.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year 1 2016-17</th>
<th>Year 2 2017-18</th>
<th>Year 2 2018-19</th>
<th>Year 4 2019-20</th>
<th>Year 5 2020-21</th>
</tr>
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<tbody>
<tr>
<td>K</td>
<td>92.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>93.4</td>
<td>95.5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>95.5</td>
<td>95.3</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>5</td>
<td>100</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>95.4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>96.0</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>96.2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>95.5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>94.9</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>94</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td>92.8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>All Grades</td>
<td>95.20</td>
<td>94.66</td>
<td>96.46</td>
<td>COVID</td>
<td></td>
</tr>
</tbody>
</table>
D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on each school year’s December 1 count.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>Autism Spectrum Disorder</td>
<td>10</td>
<td>13</td>
<td>19</td>
<td>22</td>
<td>17</td>
</tr>
<tr>
<td>Blind of Low Vision</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Intellectual (Cognitive) Disability</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Deaf of Hard of Hearing</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Deaf-Blind</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Development Delay (early childhood)</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Emotional Disability</td>
<td>3</td>
<td>8</td>
<td>1</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Language or Speech Impairment</td>
<td>43</td>
<td>43</td>
<td>42</td>
<td>34</td>
<td>41</td>
</tr>
<tr>
<td>Multiple Disabilities</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Orthopedic Impairment</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Specific Learning Disability</td>
<td>83</td>
<td>91</td>
<td>81</td>
<td>106</td>
<td>98</td>
</tr>
<tr>
<td>Traumatic Brain Injury</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Other Health Impaired</td>
<td>18</td>
<td>15</td>
<td>18</td>
<td>22</td>
<td>21</td>
</tr>
<tr>
<td><strong>Total Count</strong></td>
<td><strong>162</strong></td>
<td><strong>175</strong></td>
<td><strong>234.3</strong></td>
<td><strong>233</strong></td>
<td><strong>208</strong></td>
</tr>
</tbody>
</table>

E. Provide the number and percentage of ELL students for length of the current charter contract.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>#</td>
<td>24</td>
<td>30</td>
<td>39</td>
<td>42</td>
<td>50</td>
</tr>
<tr>
<td>%</td>
<td>2.96</td>
<td>4.02</td>
<td>5.17</td>
<td>5.44</td>
<td>5.89</td>
</tr>
</tbody>
</table>

F. Provide the number and percentage of homeless students for length of current charter contract.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>#</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>%</td>
<td>.002</td>
<td>.007</td>
<td>.003</td>
<td>.002</td>
<td>.005</td>
</tr>
</tbody>
</table>

G. Provide the number and percentage of High Ability students for length of current charter contract. *Identification still in process.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016-17</td>
<td>2017-18</td>
<td>2018-19</td>
<td>2019-20</td>
<td>2020-21</td>
</tr>
<tr>
<td>#</td>
<td>17</td>
<td>64</td>
<td>9</td>
<td>78</td>
<td>88</td>
</tr>
<tr>
<td>%</td>
<td>10.4</td>
<td>11.4</td>
<td>10.6</td>
<td>10.4</td>
<td>10.6</td>
</tr>
</tbody>
</table>
ACADEMIC PERFORMANCE FRAMEWORK

SECTION 1. ACADEMIC QUALITY

Overview of Academic Quality Components

The Academic Quality Framework consists of six components. Within each component, there are defined **Quality Indicators (QI)** and **Informative Indicators (IN)**, and associated targets. **Quality Indicators** will be the primary factors used for renewal and monitoring purposes. **Informative Indicators** provide a deeper examination of a school’s programming, and enhanced context to the **Quality Indicators**. **Informative Indicators** may be used in corrective action monitoring plans.

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Summary of Quality</th>
<th>2018-19 Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student Progress Over Time</strong></td>
<td><strong>1.1 Student Progress Over Time (Growth)</strong></td>
<td></td>
</tr>
<tr>
<td>QI 1.1.a.</td>
<td>Are students making expected growth based on the school’s median student growth percentile (SGP) in ELA? (Grades 4-8 only)</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>QI 1.1.b.</td>
<td>Are students making expected growth based on the school’s median student growth percentile (SGP) in Math? (Grades 4-8 only)</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>QI 1.1.c.</td>
<td>Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in ELA? (Grades 4-8 only)</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>QI 1.1.d.</td>
<td>Are the lowest-performing students in the school making expected growth based on the median student growth percentile (SGP) of the lowest quartile of students in Math? (Grades 4-8 only)</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td><strong>Student Achievement</strong></td>
<td><strong>1.2 Student Achievement (Proficiency)</strong></td>
<td></td>
</tr>
<tr>
<td>QI 1.2.a.</td>
<td>Are students in grades 3-8 achieving proficiency on state assessments in ELA?</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>QI 1.2.b.</td>
<td>Are students in grades 3-8 achieving proficiency on state assessments in Math?</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>QI 1.2.g.</td>
<td>Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP?</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>QI 1.2.h.</td>
<td>Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP?</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td>QI 1.2.k.</td>
<td>Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both math and ELA?</td>
<td>Falls Far Below</td>
</tr>
<tr>
<td>QI 1.2.l.</td>
<td>Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)</td>
<td>Needs Improvement</td>
</tr>
<tr>
<td><strong>State Accountability</strong></td>
<td><strong>1.3 State Accountability</strong></td>
<td></td>
</tr>
<tr>
<td>QI 1.3.a.</td>
<td>Is the school meeting acceptable standards according to the A-F Accountability Label?</td>
<td>Meets Standard</td>
</tr>
</tbody>
</table>
ACADEMIC PERFORMANCE FRAMEWORK

<table>
<thead>
<tr>
<th>College &amp; Career Readiness</th>
<th>QI 1.4.f. Are students graduating from high school?</th>
<th>Meets Standard</th>
</tr>
</thead>
</table>

1.1 STUDENT PROGRESS OVER TIME (GROWTH)

QI 1.1.a. Are students making expected growth based on the school’s median student growth percentile (MGP) in ELA? (Grades 4-8 only)

**Exceeds Standard:**
- The median SGP of the school is at least 66.

**Meets Standard:**
- The median SGP of the school is at least 50 and less than 66.

**Needs Improvement:**
- The median SGP of the school is at least 35 and less than 50.

**Falls Far Below Standard:**
- The median SGP of the school is less than or equal to 34.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>41</td>
<td>44</td>
<td>47</td>
<td>46</td>
<td>34</td>
</tr>
</tbody>
</table>

QI 1.1.b. Are students making expected growth based on the school’s median student growth percentile (MGP) in Math? (Grades 4-8 only)

**Exceeds Standard:**
- The median SGP of the school is at least 66.

**Meets Standard:**
- The median SGP of the school is at least 50 and less than 66.

**Needs Improvement:**
- The median SGP of the school is at least 35 and less than 50.

**Falls Far Below Standard:**
- The median SGP of the school is less than or equal to 34.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>33</td>
<td>44</td>
<td>37</td>
<td>43</td>
<td>37</td>
</tr>
</tbody>
</table>

QI 1.1.c. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in ELA? (Grades 4-8 only)

**Exceeds Standard:**
- The median SGP of the lowest 25 percent of students in the school is at least 66.

**Meets Standard:**
- The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.

**Needs Improvement:**
- The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.

**Falls Far Below Standard:**
- The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ELA</td>
<td>57</td>
<td>51</td>
<td>47</td>
<td>48</td>
<td>34</td>
</tr>
</tbody>
</table>
QI 1.1.d. Are the lowest-performing students in the school making expected growth based on the median student growth percentile (MGP) of the lowest quartile of students in Math? (Grades 4-8 only)

**Exceeds Standard:**
- The median SGP of the lowest 25 percent of students in the school is at least 66.

**Meets Standard:**
- The median SGP of the lowest 25 percent of students in the school is at least 50 and less than 66.

**Needs Improvement:**
- The median SGP of the lowest 25 percent of students in the school is at least 35 and less than 50.

**Falls Far Below Standard:**
- The median SGP of the lowest 25 percent of students in the school is less than or equal to 34.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>33</td>
<td>51</td>
<td>41.5</td>
<td>55</td>
<td>29</td>
</tr>
</tbody>
</table>

IN 1.1.e. Are the school’s top performing 75% makes expected annual growth in ELA, as measured by Indiana’s Growth Model and reported through Student Growth Percentiles (MGP)?

**Exceeds Standard:**
- The median SGP of the top performing students in the school is at least 66.

**Meets Standard:**
- The median SGP of the top performing students in the school is at least 50 and less than 66.

**Needs Improvement:**
- The median SGP of the top performing students in the school is at least 35 and less than 50.

**Falls Far Below Standard:**
- The median SGP of the top performing students in the school is less than or equal to 34.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39</td>
<td>41.5</td>
<td>47</td>
<td>43</td>
<td>36.5</td>
</tr>
</tbody>
</table>

IN 1.1.f. Are the school’s top performing 75% makes expected annual growth in Math, as measured by Indiana’s Growth Model and reported through Student Growth Percentiles (MGP)?

**Exceeds Standard:**
- The median SGP of the top performing students in the school is at least 66.

**Meets Standard:**
- The median SGP of the top performing students in the school is at least 50 and less than 66.

**Needs Improvement:**
- The median SGP of the top performing students in the school is at least 35 and less than 50.

**Falls Far Below Standard:**
- The median SGP of the top performing students in the school is less than or equal to 34.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>29</td>
<td>40</td>
<td>36.5</td>
<td>41</td>
<td>40</td>
</tr>
</tbody>
</table>
ISTEP/ILEARN Growth Summary Chart:

IN 1.1.g. Are students achieving or exceeding target growth in Reading as measured by NWEA?

**Exceeds Standard:**
- More than 90% of students are achieving or exceeding target growth in Reading as measured by NWEA

**Meets Standard:**
- More than 60% and less than 90% of students are achieving or exceeding target growth in Reading as measured by NWEA

**Needs Improvement:**
- More than 40% and less than 60% of students are achieving or exceeding target growth in Reading as measured by NWEA

**Falls Far Below Standard:**
- Less than 40% of students are achieving or exceeding target growth in Reading as measured by NWEA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gains</td>
<td>51.9</td>
<td>43.9</td>
<td>51.8</td>
<td>44.8</td>
<td>37.4</td>
</tr>
</tbody>
</table>

IN 1.1.h. Are students achieving or exceeding target growth in Math as measured by NWEA?

**Exceeds Standard:**
- More than 90% of students are achieving or exceeding target growth in Math as measured by NWEA

**Meets Standard:**
- More than 60% and less than 90% of students are achieving or exceeding target growth in Math as measured by NWEA

**Needs Improvement:**
- More than 40% and less than 60% of students are achieving or exceeding target growth in Math as measured by NWEA

**Falls Far Below Standard:**
- Less than 40% of students are achieving or exceeding target growth in Math as measured by NWEA

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Gains</td>
<td>37.3</td>
<td>44.9</td>
<td>50.5</td>
<td>38.3</td>
<td>39.2</td>
</tr>
</tbody>
</table>
## ACADEMIC PERFORMANCE FRAMEWORK

**1.1.i. Is the school demonstrating greater than average growth (50th percentile or above) in Reading, Language Usage and Math based on the Fall-to-Spring NWEA Gain Percentile?**

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th>Meets Standard:</th>
<th>Needs Improvement:</th>
<th>Falls Far Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School has achieved higher than average growth in all subjects for all grades.</td>
<td>☐ School has achieved greater than average growth 60% of grades/subjects tested.</td>
<td>☐ School has achieved greater than average growth in less than 60% of grades/subjects tested.</td>
<td>☐ School has not achieved greater than average growth in any grade or subject tested.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Pending Revision</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 1.2 STUDENT ACHIEVEMENT (PROFICIENCY)

**QI 1.2.a. Are students in grades 3-8 achieving proficiency on state assessments in ELA?**

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th>Meets Standard:</th>
<th>Needs Improvement:</th>
<th>Falls Far Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ At least 90 percent of students met proficiency on ISTEP ELA.</td>
<td>☐ At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA.</td>
<td>☐ At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA.</td>
<td>☐ Less than 70 percent of students met proficiency on ISTEP ELA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>54.1</td>
<td>53.2</td>
<td>48.3</td>
<td>48.1</td>
<td>24.8</td>
</tr>
</tbody>
</table>

**QI 1.2.b. Are students in grades 3-8 achieving proficiency on state assessments in Math?**

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th>Meets Standard:</th>
<th>Needs Improvement:</th>
<th>Falls Far Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ At least 90 percent of students met proficiency on ISTEP Math.</td>
<td>☐ At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math.</td>
<td>☐ At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math.</td>
<td>☐ Less than 70 percent of students met proficiency in math and ELA.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>49.9</td>
<td>44.7</td>
<td>45.7</td>
<td>41.6</td>
<td>25.2</td>
</tr>
</tbody>
</table>
IN 1.2.c. Is the school achieving educational equity in regards to student proficiency on ISTEP ELA? Applies only to schools with 60% or more of all students passing

**Exceeds Standard:**
- School has no more than 5% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

**Meets Standard:**
- School has more than 5%, but no more than 10% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

**Needs Improvement:**
- School has more than 10% but no more than 15% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

**Falls Far Below Standard:**
- School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

IN 1.2.d. Is the school achieving educational equity in regards to student proficiency on ISTEP Math? Applies only to schools with 60% or more of all students passing

**Exceeds Standard:**
- School has no more than 5% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.

**Meets Standard:**
- School has more than 5%, but no more than 10% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

**Needs Improvement:**
- School has more than 10% but no more than 15% difference in the percent of students passing standardized tests amongst any racial and/or socioeconomic groups

**Falls Far Below Standard:**
- School has more than 15% difference in the percent of students passing standardized tests amongst racial and/or socioeconomic groups.

<table>
<thead>
<tr>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

IN 1.2.e. Are Special Education students in grades 3-8 achieving proficiency on state assessments in ELA?

**Exceeds Standard:**
- At least 90 percent of students met proficiency on ISTEP ELA.

**Meets Standard:**
- At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA.

**Needs Improvement:**
- At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA.

**Falls Far Below Standard:**
- Less than 70 percent of students met proficiency on ISTEP ELA.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>39.7</td>
<td>28.6</td>
<td>25</td>
<td>27.9</td>
<td>11.8</td>
<td></td>
</tr>
</tbody>
</table>
IN 1.2.f. Are Special Education students in grades 3-8 achieving proficiency on state assessments in Math?

**Exceeds Standard:**
- At least 90 percent of students met proficiency on ISTEP Math.

**Meets Standard:**
- At least 80 percent and less than 90 percent of students met proficiency on ISTEP Math.

**Needs Improvement:**
- At least 70 percent and less than 80 percent of students met proficiency on ISTEP Math.

**Falls Far Below Standard:**
- Less than 70 percent of students met proficiency on ISTEP Math.

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<thead>
<tr>
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<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>39.7</td>
<td>24.4</td>
<td>26.6</td>
<td>31.1</td>
<td>12.9</td>
</tr>
</tbody>
</table>

QI 1.2.g. Are students performing well on state assessments in ELA in comparison to other schools in the district, as measured by ISTEP?

**Exceeds Standard:**
- School's average percent proficient on ELA exceeds the average performance of students in the home district by at least 15 percentage points.

**Meets Standard:**
- School's average percent proficient on ELA meets or exceeds the average performance of students in the home district by less than 15 percentage points.

**Needs Improvement:**
- School's average percent proficient on ELA is below the average performance of students in the home district by less than 15 percentage points.

**Falls Far Below Standard:**
- School's average percent proficient on ELA is below the average performance of students in the home district by 15 percentage points or more.

<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+1.5</td>
<td>+1.9</td>
<td>+1.3</td>
<td>+1.4</td>
<td>-5.8</td>
</tr>
</tbody>
</table>

QI 1.2.h. Are students performing well on state assessments in Math in comparison to other schools in the district, as measured by ISTEP?

**Exceeds Standard:**
- School's average percent proficient on Math exceeds the average performance of students in the home district by at least 15 percentage points.

**Meets Standard:**
- School's average percent proficient on Math meets or exceeds the average performance of students in the home district by less than 15 percentage points.

**Needs Improvement:**
- School's average percent proficient on Math is below the average performance of students in the home district by less than 15 percentage points.

**Falls Far Below Standard:**
- School's average percent proficient on Math is below the average performance of students in the home district by 15 percentage points or more.

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>+0.7</td>
<td>-2.2</td>
<td>+0.8</td>
<td>-2.2</td>
<td>-5.9</td>
</tr>
</tbody>
</table>
QI 1.2.i. Are students in grades 3-8, who have been enrolled at the school for at least 3 years, achieving proficiency on state assessments in both ELA and math?

Note: Not applicable for schools without three years of data in tested grades

**Exceeds Standard:**
☐ At least 90 percent of students met proficiency on ISTEP ELA and math.

**Meets Standard:**
☐ At least 80 percent and less than 90 percent of students met proficiency on ISTEP ELA and math.

**Needs Improvement:**
☐ At least 70 percent and less than 80 percent of students met proficiency on ISTEP ELA and math.

**Falls Far Below Standard:**
☐ Less than 70 percent of students met proficiency on ISTEP ELA and math.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of All Test Takers who were Enrolled 3 or more years</td>
<td>Data Not Available</td>
<td>Data Not Available</td>
<td>Data Not Available</td>
<td>61.5</td>
<td>47.6*</td>
</tr>
</tbody>
</table>

QI 1.2.j. Are students achieving proficiency on IREAD-3 assessment? (Grade 3 only, Spring Test)

**Exceeds Standard:**
☐ More than 90% of non-exempt students passed IREAD assessment on first attempt.

**Meets Standard:**
☐ Between 75% and 90% of non-exempt students passed IREAD assessment on first attempt.

**Needs Improvement:**
☐ Between 60% and 74% of non-exempt students passed IREAD assessment on first attempt.

**Falls Far Below Standard:**
☐ 59% or less of non-exempt students passed IREAD assessment on first attempt.

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>71.4</td>
<td>70.3</td>
<td>72.7</td>
<td>64.3</td>
<td>72.3</td>
</tr>
</tbody>
</table>
IN 1.2.k. Are students demonstrating grade-level proficiency in reading by the end of the year, as measured by NWEA, or another approved measure?

**Exceeds Standard:**
☐ More than 80% of students are at or above the norm grade RIT score.

**Meets Standard:**
☐ More than 50% and less than 80% of students are at or above the norm grade RIT score.

**Needs Improvement:**
☐ More than 40% and less than 50% of students are at or above the norm grade RIT score.

**Falls Far Below Standard:**
☐ Less than 40% of students are performing at or above the norm grade RIT score.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>63.7</td>
<td>53.4</td>
<td>51.6</td>
<td>51.6</td>
<td>Data Not Available</td>
</tr>
</tbody>
</table>

IN 1.2.l. Are students demonstrating grade-level proficiency in math by the end of the year, as measured by NWEA, or another approved measure?

**Exceeds Standard:**
☐ More than 80% of students are at or above the norm grade RIT score.

**Meets Standard:**
☐ More than 50% and less than 80% of students are at or above the norm grade RIT score.

**Needs Improvement:**
☐ More than 40% and less than 50% of students are at or above the norm grade RIT score.

**Falls Far Below Standard:**
☐ Less than 40% of students are performing at or above the norm grade RIT score.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>57.9</td>
<td>53.0</td>
<td>52.4</td>
<td>45.7</td>
<td>57.4</td>
</tr>
</tbody>
</table>

1.3 STATE ACCOUNTABILITY

QI 1.3.a. Is the school meeting acceptable standards according to the A-F Accountability Label?

**Exceeds Standard:**
☐ School received an “A” according to the state grading system.

**Meets Standard:**
☐ School received a “B” according to the state grading system.

**Needs Improvement:**
☐ School received a “C” according to the state grading system.

**Falls Far Below Standard:**
☐ School received a “D” or “F” according to the state grading system.

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>C</td>
<td>C</td>
<td>B</td>
<td>B*</td>
</tr>
</tbody>
</table>
1.4 COLLEGE AND CAREER READINESS

The College and Career Readiness component examines how well a school’s students are prepared for college or employment after graduation. The framework includes SAT/ACT results, graduation rates, diploma quality and utilizes additional data-collection efforts to assess post-secondary preparedness and success of graduates. These indicators use the best available research and data in order to assess the success of schools in preparing for life beyond high school. Sources of data include Indiana Department of Education, Indiana Higher Education Commission and NWEA.

IN 1.4.a. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Reading? As measured by student Spring Normative Percentile Ranks. Targets: 8th: 70; 10th: 73; 11th: 77

Exceeds Standard:
- At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

Meets Standard:
- At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

Needs Improvement:
- At least 50 percent and less than 70 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

Falls Far Below Standard:
- Less than 50 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Reading

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>74.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data Not Available</td>
<td></td>
<td></td>
<td>65.8</td>
<td></td>
</tr>
<tr>
<td>(8th Grade Only)</td>
<td>79.1</td>
<td>40.0*</td>
<td>(8th &amp; 10th Grade Only)</td>
<td></td>
</tr>
</tbody>
</table>

IN 1.4.b. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in English? As measured by student Spring Normative Percentile Ranks. Targets: 8th: 44; 10th: 58; 11th: 68

Exceeds Standard:
- At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

Meets Standard:
- At least 70 percent and less than 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

Needs Improvement:
- At least 50 percent and less than 70 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

Falls Far Below Standard:
- Less than 50 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in English

<table>
<thead>
<tr>
<th>Year</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Did Not Test</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014-2015</td>
<td>71.1</td>
<td></td>
<td></td>
<td>81.1</td>
<td>Did Not Test</td>
</tr>
<tr>
<td>data Not Available</td>
<td></td>
<td></td>
<td>(8th &amp; 10th Grade Only)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## IN 1.4.c. Are student NWEA reading scores in grades 8, 10 and 11 indicative of college readiness in Math?

*As measured by student Spring Normative Percentile Ranks. Targets: 8th: 72; 10th: 77; 11th: 83*

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th>Meets Standard:</th>
<th>Needs Improvement:</th>
<th>Falls Far Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 90 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.</td>
<td>At least 70 percent and less than 90 meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.</td>
<td>At least 50 percent and less than 70 meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.</td>
<td>Less than 50 percent of students meet or exceed the NWEA Normative Percentile Rank targets for college readiness in Math.</td>
</tr>
</tbody>
</table>

### Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>8th grade only</td>
<td>80.3</td>
<td>87.3</td>
<td>85.4</td>
<td>62.3</td>
<td>Data Not Available</td>
</tr>
</tbody>
</table>

## IN 1.4.d. Are students participating in ACT or SAT?

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th>Meets Standard:</th>
<th>Needs Improvement:</th>
<th>Falls Far Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 90 percent of students participated in the ACT or SAT.</td>
<td>At least 70 percent and less than 90 percent of students participated in the ACT or SAT.</td>
<td>At least 50 percent and less than 70 percent of students participated in the ACT or SAT.</td>
<td>Less than 50 percent of students participated in the ACT or SAT.</td>
</tr>
</tbody>
</table>

### Data

<table>
<thead>
<tr>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Pending Removal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## IN 1.4.e. Does students’ performance on the ACT or SAT reflect college readiness?

*Applies only to schools where at least 70% of students take the ACT or SAT*

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th>Meets Standard:</th>
<th>Needs Improvement:</th>
<th>Falls Far Below Standard:</th>
</tr>
</thead>
<tbody>
<tr>
<td>At least 60 percent of students score a composite ACT score of 21 or combined SAT score of 1550.</td>
<td>At least 40 percent and less than 60 percent of students score a composite ACT score of 21 or combined SAT score of 1550.</td>
<td>At least 20 percent and less than 40 percent of students score a composite ACT score of 21 or combined SAT score of 1550.</td>
<td>Less than 20 percent of students score a composite ACT score of 21 or combined SAT score of 1550.</td>
</tr>
</tbody>
</table>

### Data

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Indicator Pending Removal</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
QI 1.4.f. Are students graduating from high school?

**Exceeds Standard:**
- At least 95 percent of students graduated from high school in four years, or an approved alternative school increased its 4-year to 5-year graduation rate by 15% or more.

**Meets Standard:**
- At least 90 percent and less than 95 percent of students graduated from high school in four years, or an approved alternative school increased its 4-year to 5-year graduation rate by between 10-15%.

**Needs Improvement:**
- At least 85 percent and less than 90 percent of students graduated from high school in the current school year, or an approved alternative school increased its 4-year to 5-year graduation rate by between 5-10%.

**Falls Far Below Standard:**
- Less than 85 percent of students graduated from high school in the current school year, or an approved alternative school increased its 4-year to 5-year graduation rate by less than 5%.

<table>
<thead>
<tr>
<th></th>
<th>2014-15 4YR/5YR</th>
<th>2015-16 4YR/5YR</th>
<th>2016-17 4YR/5YR</th>
<th>2017-18 4YR/5YR</th>
<th>2018-19 4YR/5YR</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>89.2</td>
<td>89.8</td>
<td>100</td>
<td>100</td>
<td>91.4</td>
</tr>
<tr>
<td></td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td></td>
<td>65</td>
<td>59</td>
<td>52</td>
<td>52</td>
<td>58</td>
</tr>
</tbody>
</table>

**Narrative Analysis: Are students graduating from high school at a rate comparable or higher to other district schools?**

Based off of the available historical data on the new IDOE Inview system, APA ranks 5/9 in the county for Graduation Rate.

<table>
<thead>
<tr>
<th></th>
<th>2018-2019 APA</th>
<th>AHS</th>
<th>EHS</th>
<th>AMHS</th>
<th>Excel</th>
<th>FHS</th>
<th>LHS</th>
<th>PHHS</th>
<th>Liberty</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>258</td>
<td>1784</td>
<td>399</td>
<td>520</td>
<td>303</td>
<td>496</td>
<td>473</td>
<td>1383</td>
<td>128</td>
</tr>
<tr>
<td></td>
<td>62.3</td>
<td>68.3</td>
<td>56.4</td>
<td>47.4</td>
<td>71.0</td>
<td>39.7</td>
<td>22.6</td>
<td>28.6</td>
<td>50.3</td>
</tr>
<tr>
<td></td>
<td>82.8</td>
<td>56.9</td>
<td>59.8</td>
<td>69.1</td>
<td>23.0</td>
<td>50.8</td>
<td>66.7</td>
<td>81.8</td>
<td>73.3</td>
</tr>
<tr>
<td></td>
<td>91.4</td>
<td>80.3</td>
<td>89.8</td>
<td>95.7</td>
<td>23.0</td>
<td>90.5</td>
<td>91.7</td>
<td>96.1</td>
<td>100</td>
</tr>
</tbody>
</table>
## ACADEMIC PERFORMANCE FRAMEWORK

### IN 1.4.g Diploma Quality: Are students earning a diploma that reflects college/career readiness?

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Exceeds Standard</strong>:</td>
<td>100</td>
<td>100</td>
<td>97.8</td>
<td>96</td>
<td>96.4</td>
</tr>
<tr>
<td><strong>Meets Standard</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Needs Improvement</strong>:</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Falls Far Below Standard</strong>:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Narrative Analysis: Are students graduating from high school with quality diplomas at a rate comparable or higher to other district schools?

Based off of the available historical data on the new IDOE Inview system, APA ranks #1 in the county for IDOE Defined Diploma Strength.

<table>
<thead>
<tr>
<th>2018-2019</th>
<th>APA</th>
<th>AHS</th>
<th>EHS</th>
<th>AMHS</th>
<th>Excel</th>
<th>FHS</th>
<th>LHS</th>
<th>PHHS</th>
<th>Liberty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment</td>
<td>258</td>
<td>1784</td>
<td>399</td>
<td>520</td>
<td>303</td>
<td>496</td>
<td>473</td>
<td>1383</td>
<td>128</td>
</tr>
<tr>
<td>Free/Reduced</td>
<td>62.3</td>
<td>68.3</td>
<td>56.4</td>
<td>47.4</td>
<td>71.0</td>
<td>39.7</td>
<td>22.6</td>
<td>28.6</td>
<td>50.3</td>
</tr>
<tr>
<td>DOE Defined Diploma Strength</td>
<td>82.8</td>
<td>56.9</td>
<td>59.8</td>
<td>69.1</td>
<td>23.0</td>
<td>50.8</td>
<td>66.7</td>
<td>81.8</td>
<td>73.3</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td>91.4</td>
<td>80.3</td>
<td>89.8</td>
<td>95.7</td>
<td>23.0</td>
<td>90.5</td>
<td>91.7</td>
<td>96.1</td>
<td>100</td>
</tr>
</tbody>
</table>

### IN 1.4.h. Are high school graduates enrolled in degree-granting post-secondary institutions in the fall following graduation?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>49</td>
<td>60</td>
<td>61</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
<tr>
<td>53</td>
<td>53</td>
<td>49</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**County Average: Madison**

**Home District Average:**

|         | 47 | 39 | 43 |
The following College Success indicators are intended for INTERNAL school improvement purposes only. Note that these indicators relate ONLY to those students who enroll in an Indiana Public College or University. Data for students enrolling in private schools or out of state is unavailable.

IN 1.4.i. Are a school's prior-year graduates prepared for post-secondary coursework, as measured by remediation rates?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Exceeds Standard:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Less than 20% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meets Standard:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between 20% and 30% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Needs Improvement:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Between 30% and 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Falls Far Below Standard:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>More than 40% of graduates enrolled in Indiana public colleges/universities require remediation upon enrollment.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

County Average: Madison

<table>
<thead>
<tr>
<th></th>
<th>14</th>
<th>15</th>
<th>18</th>
</tr>
</thead>
</table>

Home District Average:

<table>
<thead>
<tr>
<th></th>
<th>16</th>
<th>15</th>
<th>18</th>
</tr>
</thead>
</table>

IN 1.4.j. Among students who enrolled in Indiana public colleges/universities, are a school's prior-year graduates earning a sufficient number of credits during Freshman year to remain on track to graduate on time from a 2 or 4-year program

Exceeds Standard:
At least 90% of school’s prior-year graduates earned 20 or more credits during Freshman year.

Meets Standard:
At least 70% and less than 90% of school’s prior-year graduates earned 20 credits or more during Freshman year.

Needs Improvement:
At least 50% and less than 70% of school’s prior-year graduates earned 20 credits or more during Freshman year.

Falls Far Below Standard:
Less than 50% of school’s prior-year graduates earned 20 credits or more during Freshman year.

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>N</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

County Average: Madison

Home District Average:
### IN 1.4.k. Among students who enrolled in Indiana public colleges/universities, are a school’s prior-year graduates earning a Freshman year GPA of 2.7 or higher?

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
<td>N</td>
</tr>
</tbody>
</table>

**School Average**

**County Average: Madison**

**Home District Average:**

### IN 1.4.l. Among students who enrolled in Indiana public colleges/universities, are a school’s previous graduates persisting to their sophomore year in college?

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>82</td>
<td>68</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**County Average: Madison**

**Home District Average:**

|         | 70      | 63      |
ACADEMIC PERFORMANCE FRAMEWORK

IN 1.4.m. Optional: School Defined College Readiness Measures
Examples might include:
- % of students receiving scholarships/non-loan school financing
- % of students who complete their FAFSA on-time
- % of students who earn dual-credits
- % of students who submit two or more post-secondary applications

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School surpassed its college-readiness goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School met its college-readiness goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs Improvement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School met at least 50 percent of its college-readiness goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Falls Far Below Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School met less than 50 percent of its college-readiness goals.</td>
<td></td>
</tr>
</tbody>
</table>

☐ Not Applicable

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
</table>

1.5 STUDENT SUCCESS FACTORS

IN 1.5.a. Does the school have a strong attendance rate?

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School’s attendance rate is at or above 97%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School’s attendance rate is less than 97% and above 95%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs Improvement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School’s attendance rate is less than 95% and above 90%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Falls Far Below Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ School’s attendance rate is below 90%</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>95.4</td>
<td>95.5</td>
<td>95.2</td>
<td>94.7</td>
<td>96.5</td>
</tr>
</tbody>
</table>

IN 1.5.b. Does the school have low chronic absenteeism?
Defined as % of students missing 10% or more of school.

<table>
<thead>
<tr>
<th>Exceeds Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Less than 5% of students are considered chronically absent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Meets Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Between 5% and 7% of students are considered chronically absent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Needs Improvement:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Between 7% and 10% of students are considered chronically absent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Falls Far Below Standard:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ More than 10% of students are considered chronically absent</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Available</td>
<td>6.4</td>
<td>9.5</td>
<td>11.6</td>
<td>9.8</td>
</tr>
</tbody>
</table>
IN 1.5.c. Does the school have low chronic disciplinary problems? 
Defined as % of student population that has been suspended.

Exceeds Standard:
☐ Less than 5% of students have been suspended

Meets Standard:
☐ Between 5% and 7% of students have been suspended

Needs Improvement:
☐ Between 7% and 10% of students have been suspended

Falls Far Below Standard:
☐ More than 10% of students have been suspended

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Available</td>
<td>23.8</td>
<td>23.6</td>
<td>30</td>
<td>32</td>
<td></td>
</tr>
</tbody>
</table>

IN 1.5.d. Optional: Is the school achieving school-defined student support goals? 
Examples might include:
- % of students enrolled in 21st Century Scholars
- % of students utilizing tutoring or enrichment programming
- % of students demonstrating gains in social-emotional skills, based on research-based programs/assessments

Exceeds Standard:
☐ School surpassed its student-support goals.

Meets Standard:
☐ School met its student-support goals.

Needs Improvement:
☐ School met at least 50 percent of its student-support goals.

Falls Far Below Standard:
☐ School met less than 50 percent of its student-support goals.
☐ Not Applicable

1.6 MISSION-SPECIFIC GOALS
The framework allows for the inclusion of school-specific measures of academic outcomes that are agreed upon by individual schools and BSU-OCS. These measures should be applied only if the goals are valid, reliable, measurable, and quantifiable and are not otherwise captured in the Performance Framework. This is optional, rather than mandatory, on a school-by-school basis. Schools with unique missions not captured by traditional measures (e.g., dual language, performing arts) should develop mission-specific goals.

IN 1.6.a. Optional: Is the school meeting mission-specific academic goals?

Exceeds Standard:
☐ School surpassed its mission-specific goals.

Meets Standard:
☐ School met its mission-specific goals.

Needs Improvement:
☐ School met at least 50 percent of its mission-specific goals.

Falls Far Below Standard:
☐ School met less than 50 percent of its mission-specific goals.
☐ Not Applicable
## Anderson Preparatory Academy

### 1. NEAR TERM INDICATORS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>6/30/2017</th>
<th>6/30/2018</th>
<th>6/30/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Current Ratio</strong> (Working Capital Ratio)</td>
<td>1.4</td>
<td>1.1</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Cash to Current Liabilities</strong></td>
<td>1.2</td>
<td>1.0</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Unrestricted Days Cash</strong></td>
<td>38</td>
<td>43</td>
<td>30</td>
</tr>
<tr>
<td><strong>Enrollment Variance</strong></td>
<td>100%</td>
<td>91%</td>
<td>100%</td>
</tr>
<tr>
<td><strong>Default</strong></td>
<td>No</td>
<td>No*</td>
<td>No**</td>
</tr>
</tbody>
</table>

### 2. SUSTAINABILITY INDICATORS

<table>
<thead>
<tr>
<th>Indicator</th>
<th>6/30/2017</th>
<th>6/30/2018</th>
<th>6/30/2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Total Margin</strong></td>
<td>5.8%</td>
<td>-3.6%</td>
<td>-3.6%</td>
</tr>
<tr>
<td>Aggregated Total Margin: 3 Year Net Income divided by 3 Year Revenues</td>
<td>4.6%</td>
<td>3.5%</td>
<td>-0.3%</td>
</tr>
<tr>
<td><strong>Debt to Asset Ratio</strong></td>
<td>0.40</td>
<td>0.56</td>
<td>0.56</td>
</tr>
<tr>
<td><strong>Cash Flow</strong></td>
<td>-$12,598</td>
<td>$40,395</td>
<td>-$131,601</td>
</tr>
<tr>
<td>Multi-Year Cash Flow = (Year 3 Total Cash) - (Year 1 Total Cash)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One-Year Cash Flow = (Year 2 Total Cash) - (Year 1 Total Cash)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Debt Service Coverage Ratio</strong></td>
<td>3.97</td>
<td>1.16</td>
<td>0.98</td>
</tr>
</tbody>
</table>

*The MainSource Bank notes payable require the School to maintain a minimum debt service coverage ratio greater than 1.50 to 1.00. The bank waived this requirement for the year ended June 30, 2018.

** The First Financial Bank notes payable require the School to maintain a minimum debt service coverage ratio greater than 1.50 to 1.00. The bank was in violation of this covenant for the year ended June 30, 2019, but received a waiver from the bank.

### Financial Performance Framework Dashboard

#### Current Assets
- 6/30/2017: $793,961
- 6/30/2018: $843,208
- 6/30/2019: $606,064

#### Current Liabilities
- 6/30/2017: $561,844
- 6/30/2018: $742,927
- 6/30/2019: $658,503

#### Cash
- 6/30/2017: $699,209
- 6/30/2018: $760,359
- 6/30/2019: $567,608

#### Unrestricted Cash
- 6/30/2017: $699,209
- 6/30/2018: $760,359
- 6/30/2019: $567,608

#### Total Expenses
- 6/30/2017: $7,023,977
- 6/30/2018: $6,986,965
- 6/30/2019: $7,377,755

#### Depreciation
- 6/30/2017: $356,727
- 6/30/2018: $512,834
- 6/30/2019: $480,455

#### Enrollment Projection in Charter School Board-Approved Budget
- 6/30/2017: 810
- 6/30/2018: 820
- 6/30/2019: 750

#### Actual Enrollment
- 6/30/2017: 812
- 6/30/2018: 744
- 6/30/2019: 753

#### Default
- 6/30/2017: No
- 6/30/2018: No*
- 6/30/2019: No**

#### Net Income
- 6/30/2017: $430,279
- 6/30/2018: -$239,649
- 6/30/2019: -$258,971

#### Total Revenue
- 6/30/2017: $7,454,256
- 6/30/2018: $6,747,316
- 6/30/2019: $7,118,784

#### Total 3 Year Net Income
- 6/30/2017: $970,200
- 6/30/2018: $3,120,356
- 6/30/2019: -$68,341

#### Total 3 Year Revenues
- 6/30/2017: $21,157,554
- 6/30/2018: $21,120,779
- 6/30/2019: $21,320,356

#### Total Liabilities
- 6/30/2017: $1,778,734
- 6/30/2018: $2,346,433
- 6/30/2019: $2,026,040

#### Total Assets
- 6/30/2017: $4,445,689
- 6/30/2018: $4,214,895
- 6/30/2019: $3,635,531

#### Year 1 Total Cash
- 6/30/2017: $711,807
- 6/30/2018: $719,964
- 6/30/2019: $699,209

#### Year 2 Total Cash
- 6/30/2017: $719,964
- 6/30/2018: $699,209
- 6/30/2019: $760,359

#### Year 3 Total Cash
- 6/30/2017: $718,709
- 6/30/2018: $760,359
- 6/30/2019: $567,608

#### Interest
- 6/30/2017: $95,924
- 6/30/2018: $92,393
- 6/30/2019: $86,178

#### Annual Principal, Interest, and Lease Payments
- 6/30/2017: $222,480
- 6/30/2018: $314,196
- 6/30/2019: $314,196

<table>
<thead>
<tr>
<th>Year</th>
<th>Net Income</th>
<th>Revenue</th>
<th>Margin</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>-$71,233</td>
<td>$8,027,496</td>
<td>-0.9</td>
</tr>
<tr>
<td>2018-2019</td>
<td>-$258,971</td>
<td>$7,118,784</td>
<td>-3.6</td>
</tr>
<tr>
<td>2017-2018</td>
<td>-$239,649</td>
<td>$6,747,316</td>
<td>-3.6</td>
</tr>
<tr>
<td>2016-2017</td>
<td>$430,279</td>
<td>$7,454,256</td>
<td>5.8</td>
</tr>
<tr>
<td>2015-2016</td>
<td>$556,324</td>
<td>$7,059,207</td>
<td>7.9</td>
</tr>
<tr>
<td>2014-2015</td>
<td>-$16,403</td>
<td>$6,644,091</td>
<td>-0.2</td>
</tr>
</tbody>
</table>

Donovan CPA Independent Audit Report notes that Anderson Preparatory Academy’s financial assets include cash and grants and student fees.
receivable.

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial assets, June 30, 2019</td>
<td>$ 581,363</td>
</tr>
<tr>
<td>Less those unavailable for general expenditures within one year</td>
<td></td>
</tr>
<tr>
<td>Board-designated for specific purpose</td>
<td>(80,420)</td>
</tr>
<tr>
<td>Financial assets available to meet cash needs for general</td>
<td></td>
</tr>
<tr>
<td>expenditures within one year</td>
<td>$500,943</td>
</tr>
</tbody>
</table>

As part of the School’s liquidity management, it has a policy to structure its financial assets to be available as its general expenditures, liabilities, and other obligations come due. The Board of Directors has the option to un-designate the $80,420 of Board designated net assets to meet general obligations. In addition, the School has a $100,000 line of credit available as of June 30, 2019.
<table>
<thead>
<tr>
<th>6/30/2020</th>
<th>Meets</th>
<th>Does Not Meet</th>
<th>Falls Far Below</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.8</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>75</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>103%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-0.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>-2.6%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0.67</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>$817,151</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.42</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| $1,769,018 |       |               |                |
| $1,008,498 |       |               |                |
| $1,577,510 |       |               |                |
| $1,577,510 |       |               |                |
| $8,098,729 |       |               |                |
| $468,943   |       |               |                |
| 750        |       |               |                |
| 773        |       |               |                |
| No         |       |               |                |
| -$71,233   |       |               |                |
| $8,027,496 |       |               |                |
| -$569,853  |       |               |                |
| $21,893,596|       |               |                |
| $3,186,713 |       |               |                |
| $4,724,971 |       |               |                |
| $760,359   |       |               |                |
| $567,608   |       |               |                |
| $1,577,510 |       |               |                |
| $89,103    |       |               |                |
| $343,998   |       |               |                |
Committee Meeting #1

10/28/20

Important Items:

- 3 Key Focus Areas:
  1) Academics & Foundational Pillars of APA
  2) Academics & Local Course Requirements → AFJROTC Replacement
  3) Cultural Impact of Military Structure &

Committee:

Jill Barker ✓
Moris Isaacs ✓
Ryan Johnson ✓
Veronica Marquez ✓
Michael Stottency ✓
Brinie Rue ✓
Ecin Scott ✓
Ruth Wilson ??
Caitlin Plummer ✓

Lorri Bennett
Angela Dantley ✓
Eliza Fulton ✓
Darnell Williams ✓
Georgy-Wilkinson ✓
Benanna Price (Job Source) ☐
No Sitter?
No call/No show!
No probably working?
How we got to where we are:

- Fall 2018 → Leadership Change within AFJROTC
  → Newly signed MOA with USAF
  → Internal Discrepancies identified upon Internal Inspection

Spring 2019 → Meetings were ongoing
  → Major areas of contention were:
    1. Course Requirement
    2. Uniform Wear
    3. Role of AFJROTC in the building
    4. Administrative Roles

Fall 2019 → Poor Internal Inspection Report
  → Poor Unit Evaluation
    → Amended local policies & S.O.P.

Spring 2020 → COVID

Fall 2020 → Repeat of Requirements
September 2020

→ JROTC as an elective
10% Required to participate
to maintain program (24-26 students)

English Language barriers
- Removal of Student

Special Education
- Noted professional limitations
  for staff

Cost of Current Staff: Est. $105-415,000
- Salary & Benefits

Been ordered to remove any unapproved
images & mentions of JROTC from
Social Media, websites, etc.
Institutional Challenges

1) Staff Turn-over & Partnership
   - Loss of military type structure

2) Transient nature of our population

3) Increasing Social & Emotional needs of our students

4) Socio-Economic impact of recent economy

5) Re-Focus on Service Learning
   and individual needs works as a contradiction to a command structure

6) Limited connection to AFJROTC program
   as both withdraw from one another
Administrator

Goals for tonight: Tonight is about looking forward

1.) Identify the key factors that make APA unique.

2.) Re-establish our foundational pillars

3.) Highlight a shared vision of an academic program that is all-inclusive.

Stakeholder Goals:
- Ryan - Re-focus & communicate openly & effectively
  Angie Darley - "Stand for something!"
  - "Lose our identity..."

Erin - "Called us little Anderson..."
- Felt like all "Took their toys and went home..."
- Make them "care about it"
- Loss of the program lost the identity.
- Are we a "military school"
Sgt. Isaacs:

- Maj. Dermer
  - Lacked or wanted
- Authorized
- Believes AFROTC can be a pillar but not the back bone.
- AFROTC needs to earn its place, not have it forced upon itself.
- Don't feel we value our students or our staff?

Meeting #2: Tuesday, November 8th, 2020

Graduation Requirements:

Current Offerings

Statement of Purpose: Tonight we will

[ ] analyze our current graduation requirements,
[ ] educate our stakeholders on graduation
[ ] measures, and begin creating a framework
[ ] of expectations with our future programming.

Timeline:
11/10/20

Dec 8th

Process Tonight:

1) Analyze & Develop our Vision for a Capstone Project:
   - How would APA define a quality grad?

2) Process Moving Forward:
   - Dates & Time:

   Excel:
   1) Core 40
   2) Ind. Rec. Cuts
   3) Livable Wage
   4) Limited to

Capstone Skills & Alternative Options:

1) Research
2) Synthesis
3) Presentation Skills
4) Project Management

Foundation Skills

- Feels the program is empowering

Setting the project:

- Clearly defined expectations
Mindset Shifts & Buy-in for Staff & Stakeholders

1. Roll-out
   - Issues w/ Skill Development

2. Quality GRAD
   - Produce students who are confident in themselves, in who they are, in trying new things

3. Challenge the Status Quo
   - Ownership
   - Self-Empower
   - Self Advocacy

   - A person who is self-advocates, self-aware, responsible

   Git Resiliency
Meeting #4

Review & Update:

Last Meeting: How would you define a quality graduate from Anderson Prep?

APR will produce students who are confident in themselves, in who they are, and are empowered to:

1) Advocate for themselves
2) Advocate for others
3) Take responsibility for their future

Vision for our students

Updates:
- CAP to 9-12
  - School visit to South Bend Academies 12/16
- COVID-19 Shut Down
- AJC Inspection
- Intersect & our SEL curriculum
- Options Virtual

How do you envision the work of this committee moving forward?
What characteristics do you find most important for our instructional staff?

- Building a culture that retains

Important Focus for teachers:

1) Retention of Quality Staff
   - Exit interviews?
   - Middle School turnover

2) Communication with Staff & Families
   Ability to engage - not trained on how to transition

3) Set proper expectations & clearly define who PPA is doing the interview

4) Incentivize:
   - Focus group

Least engaged students with the least engaged recently?
Questions:

1.) Location Needs & Rent

Jessica Cartwright
Great Coordinator

Family Resource Center:

- Grant through IV & DCS
- Local Imp. Team in October
- 46014 Zip Code
- No Signage
- Conect Services
  Jill Kelly

- Baby Safety Pantry
- Computer Lab
- Transportation
  Parent Cafe
  12 Step Group
  Wellness Clinic

Community Calendar

- 3 Computers
- 3 Printers
Statement of Purpose & Development Opportunities

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
ANDERSON PREPARATORY ACADEMY
Community Stakeholder Committee-Post AFJROTC

I. Purpose
   a. Our committee’s purpose is to:
      i. Identify academic pathways that insure APA’s vision of being an institution that prepares our students for post-secondary success
      ii. Analyze the current school data to provide our stakeholders an understanding of the population we serve
      iii. Identify and re-establish cultural norms of APA based on the foundational beliefs in service leadership, patriotism, and military science

II. Opportunity Statement
   a. As a committee, we have the opportunity to develop policies and procedures that support the holistic growth of the diverse student population we serve. Anderson Preparatory Academy is an institution that was founded to be a college preparatory academy with a rigorous academic curriculum. As we look forward, what if Anderson Preparatory Academy:
      i. Developed an academic program that accommodate all level of learners and promoted individual growth and understanding across all curriculum
      ii. Took a holistic approach in educating their students by focusing on the social, emotional, and academic growth of its cadets
      iii. Modeled positive community action and civic duty
      iv. Provided all cadets the opportunity to examine all post-secondary opportunities through career exploration programming
      v. Instilled core values through authentic learning experiences in and out of the classroom
      vi. Developed community partnerships that provided our families access to resources within our community

III. Challenges & Barriers
   a. Transient Student Population:
      i. Constant movement by the family has placed students at an academic disadvantage
      ii. Inconsistent academic growth
   b. Transportation
      i. Limited access to personal vehicles and limited public transportation infrastructure
   c. Socio-Economic & Access to Services
      i. Access to Internet Service
      ii. Food Insecures
      iii. Access to Community Support Services
   d. Education Level & Parent Engagement
      i. Parent engagement drops significantly after grade 6
      ii. Census data illustrates lack of connection to the importance of education in the community
   e. Language Barriers
      i. Increasing numbers of non-English speaking students

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
Internal Response to Challenges

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
IV. Cultural Responsiveness & Restorative Practices
   a. According to the National Center for Culturally Responsive Educational Systems (NCCREST), “cultural responsiveness is the ability to learn from and relate respectfully with people of your own culture as well as those from other cultures.”
      i. Student & Faculty led cultural celebration (i.e. Hispanic Heritage Month, Dia de Los Muertos, Black History Month, etc.)
      ii. Trauma Informed & Trauma Sensitive training for all staff (Peace Learning Center partnership)
      iii. Interpretation and Translation services
   b. Restorative Practice & Disciplinary Procedures
      i. Student Handbook & Disciplinary Procedures amended (Spring 2020)
      ii. Teacher Committee & Professional Development participation in Restorative Practice (Winter 2019)
      iii. Development & Implementation of Response to Intervention (RtI) program
         1. Data Attached
      iv. Establishment of a Disciplinary Team
   c. Social & Emotional Learning
      i. Adoption of Leader in Me curriculum (Grades 5-8)
      ii. School-Connect curriculum (Grades 9)

V. Socio-Económico Barriers & Community Connections
   a. Institutional Supported Programs
      i. JetPack Program
   b. Community Supported Programs
      i. Job Source: Thrive Program
      ii. Blue Falls: Food Delivery
      iii. Aspire: Mental Health Services
      iv. Meridian Health Services: Dental & Mental Health Services
      v. New Purpose Ministries: Food & Family Support Services

VI. Student Academic Intervention Programs
   a. Scheduled Study Hall & Remedial Programs
      i. Grade 5-8: Success Period
         1. Academically driven rotations 180-270 minutes per week
         2. Math & ELA individualized pathways
         3. Technology & Digital Citizenship
      ii. Grades 9-12: ELA & Math Labs
         1. Scheduled for students who have illustrated struggles with Algebra or ELA
   b. Student Academic Intervention Plan(s)
      i. A teacher initiated process that is outlined in the student handbook
      ii. Individualized support in regards to any student in grades 5-12, this process allows for personalized interventions and accommodations
      iii. 3-week follow-ups are conducted by classroom teachers with the support of our intervention team

*More information is provided in the appendices—See Senior Capstone Experience—Columbus East High School
APA CONTACT INFORMATION

Computer Repairs or Computer Issues
Mr. Mark Dickson mdickson@goapa.org

Attendance and Registrar
Angie Shively ashively@goapa.org

Virtual Academy
Mr. Zach Morrison zmorrison@goapa.org
Testing Coordinator
Ms. Casey Cecil cecil@goapa.org

Counselling Services:
Ms. LaRoche mlaroche@goapa.org
Ms. Berticelli ebeticelli@goapa.org

Graduation Status
Ms. Berticelli ebeticelli@goapa.org

Athletics
Mr. Bradford dbradford@goapa.org

ELL Services
Ms. Pruett jpruett@goapa.org

AFJROTC
Lt. Col. Smith osmith@goapa.org

Community Resources/Community Engagement
Mr. Williams dwilliams@goapa.org

JetPack Food Program
Brooke Carrell bcarrell@goapa.org

Academy Principal
Mr. Miller cmiller@goapa.org

Elementary Principal
Mr. Fraley afraley@goapa.org

Special Education or 504 Services
Ms. Cunningham ccunningham@goapa.org

Pre-Academy Academic Dean
Ms. McCullough mmccullough@goapa.org

Academy Academic Concerns
Ms. Cecil ccceil@goapa.org
Mr. Miller cmiller@goapa.org

Internet Services
Mr. Miller cmiller@goapa.org
Ms. Barker jbarker@goapa.org
Intervention & Student Academic Data

*More information is provided in the appendices—See Senior Capstone Experience-Columbus East High School*
VII. Teacher Referrals for Intervention

Student's Grade
74 responses

Reason For Referral (Primary Concern):
74 responses

*More information is provided in the appendices—See Senior Capstone Experience-Columbus East High School*
IX. Class of 2023 Survey (Spring 2020)

What gender do you identify as:
38 responses

- Female: 44.7%
- Male: 55.3%
- Prefer not to say

Race/Ethnicity:
38 responses

- Hispanic/Latino: 52.8%
- Black: 23.7%
- White/Non-Hispanic: 15.8%
- Latino, Black: 6.8%
- Puerto Rican/Black: 6.8%

After you complete high school, what are your current plans?
38 responses

- Enter the workforce: 68.4%
- Enroll in a Trade School (i.e. Electrician...)
- Attend a Community College (i.e. Ivy...)
- Attend a 4 year College/University (i.e....)
- Attend an out-of-country College/Uni...
- go to the Military Academy
- have fun and enjoy my adult life
- Military

*More information is provided in the appendices—See Senior Capstone Experience—Columbus East High School*
ANDERSON PREPARATORY ACADEMY
Community Stakeholder Committee-Post AFJROTC

Have you ever taken a factory tour (i.e. Nestle, Chrysler, etc.)
38 responses

- Yes: 73.7%
- No: 26.3%

What are the factors that will most likely effect your post-secondary decision?
38 responses

- Finances: 21 (55.3%)
- Grades Point Average: 13 (34.2%)
- Testing Performance: 23 (60.5%)
- Not Knowing/Understanding what my options are: 23 (60.5%)

To better understand what future options are available to you, what would you like to see APA offer in the future? (Check all that apply)
38 responses

- Field Trips: 31 (81.6%)
- College Visits: 29 (76.3%)
- Job Shadowing Opportunities: 23 (60.5%)
- Internship Opportunities: 24 (63.2%)
- Career Fair: 16 (42.1%)
- In School Demonstrations (small group settings): 12 (31.6%)
- Getting out earlier: 1 (2.6%)
- Students more hands on with things: 1 (2.6%)

*More information is provided in the appendices—See Senior Capstone Experience—Columbus East High School*
The highest level of education earned by my father is:
40 responses

- Some High School (Did not complete) 12.5%
- High School Diploma 10%
- Associates Degree 7.5%
- Bachelor Degree (4 year college/university) 22.5%
- Skill Trade/on the job training (i.e. construction) 25%
- I don't know
- G.E.D
- *bruce from finding nemo* I NEVA KN...

1/2 ▼

The highest level of education earned by my mother is:
40 responses

- Some High School (Did not Complete) 17.5%
- High School Diploma 15%
- Associates Degree 25%
- Bachelor Degree (4 year college/university) 22.5%
- Skill Trade/on the job training (i.e. construction) 17.5%
- Currently in college for nursing
- I'm not sure
- I don't know

1/2 ▼

Have you ever taken a college tour?
40 responses

- Yes 65%
- No 35%

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
XI. Student Discipline & Testing Data Fall 2019-Spring 2020

### Academy Suspension Data

<table>
<thead>
<tr>
<th>Race</th>
<th>Total</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>White/Non-Hispanic</td>
<td>109</td>
<td>48.2%</td>
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<tr>
<td>Hispanic</td>
<td>29</td>
<td>12.8%</td>
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<tr>
<td>Black/Mixed-Race</td>
<td>88</td>
<td>38.9%</td>
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### Discipline Offenses by Month

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<tr>
<th>Month</th>
<th>Tobacco</th>
<th>Other</th>
<th>Battery/Intimidation</th>
<th>Language</th>
<th>Defiance</th>
<th>Attend</th>
<th>Bully/Harrassment</th>
<th>Drugs</th>
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<tr>
<td>Aug</td>
<td>1</td>
<td>166</td>
<td>2</td>
<td>9</td>
<td>53</td>
<td>35</td>
<td>2</td>
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<tr>
<td>Sept</td>
<td>3</td>
<td>115</td>
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<td>4</td>
<td>53</td>
<td>86</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Oct</td>
<td>-</td>
<td>65</td>
<td>1</td>
<td>5</td>
<td>32</td>
<td>89</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Nov</td>
<td>-</td>
<td>98</td>
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<td>8</td>
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<td>63</td>
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<td>1</td>
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<tr>
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<td>24</td>
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<td>1</td>
<td>30</td>
<td>33</td>
<td>-</td>
<td>-</td>
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<td>Jan</td>
<td>4</td>
<td>44</td>
<td>2</td>
<td>3</td>
<td>27</td>
<td>43</td>
<td>-</td>
<td>2</td>
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### Academic Data

<table>
<thead>
<tr>
<th>Grade 10 Math</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>Fall NWEA (Overall)</td>
<td>9</td>
<td>11</td>
<td>12</td>
<td>15</td>
<td>12</td>
</tr>
<tr>
<td>Number Sense</td>
<td>8</td>
<td>7</td>
<td>12</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Computation</td>
<td>7</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Geometry &amp; Measurement</td>
<td>10</td>
<td>12</td>
<td>15</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Data Analysis, Statistics, &amp; Probability</td>
<td>8</td>
<td>15</td>
<td>11</td>
<td>14</td>
<td>10</td>
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</tbody>
</table>

*35/58 students tested in the fall were at normal grade level or above in math competencies.

<table>
<thead>
<tr>
<th>Grade 10 Reading</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>8</td>
<td>12</td>
<td>18</td>
<td>11</td>
<td>8</td>
</tr>
<tr>
<td>Literature</td>
<td>8</td>
<td>12</td>
<td>18</td>
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<td>Nonfiction</td>
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<td>5</td>
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<td>Vocabulary</td>
<td>8</td>
<td>9</td>
<td>18</td>
<td>12</td>
<td>10</td>
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</tbody>
</table>

*25/57 students tested in the fall were at grade level or above in reading comprehension

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
ANDERSON PREPARATORY ACADEMY  
Community Stakeholder Committee-Post AFJROTC

<table>
<thead>
<tr>
<th>Grade 9 Math</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
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</thead>
<tbody>
<tr>
<td>Fall NWEA (Overall)</td>
<td>11</td>
<td>9</td>
<td>15</td>
<td>16</td>
<td>6</td>
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<tr>
<td>Number Sense</td>
<td>11</td>
<td>12</td>
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<td>13</td>
<td>12</td>
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<tr>
<td>Computation</td>
<td>13</td>
<td>11</td>
<td>14</td>
<td>13</td>
<td>6</td>
</tr>
<tr>
<td>Algebra &amp; Functions</td>
<td>8</td>
<td>9</td>
<td>20</td>
<td>11</td>
<td>19</td>
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<tr>
<td>Geometry &amp; Measurement</td>
<td>12</td>
<td>14</td>
<td>13</td>
<td>11</td>
<td>7</td>
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<tr>
<td>Data Analysis, Statistics, &amp; Probability</td>
<td>10</td>
<td>9</td>
<td>17</td>
<td>11</td>
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*30/57 students tested in that fall were at grade level or above in math competencies

<table>
<thead>
<tr>
<th>Grade 9 Language Usage</th>
<th>Low</th>
<th>Low-Avg.</th>
<th>Avg.</th>
<th>High-Avg</th>
<th>High</th>
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<tbody>
<tr>
<td>Language Usage</td>
<td>9</td>
<td>15</td>
<td>12</td>
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<tr>
<td>Write, Develop, Revise</td>
<td>9</td>
<td>12</td>
<td>15</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Conventions: Understand, Edit for Grammar</td>
<td>9</td>
<td>15</td>
<td>14</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Conventions: Understand/Edit Mechanics</td>
<td>9</td>
<td>8</td>
<td>19</td>
<td>9</td>
<td>8</td>
</tr>
</tbody>
</table>

*21/53 students tested are at or above grade level in writing skills

*More information is provided in the appendices—See Senior Capstone Experience-Columbus East High School*
### PSAT/NMSQT October 2019 Data

<table>
<thead>
<tr>
<th>Grade 11-PSAT</th>
<th>Number of Testers</th>
<th>Total Score</th>
<th>ERW Score</th>
<th>Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>52</td>
<td>891</td>
<td>448</td>
<td>443</td>
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<tr>
<td>State</td>
<td>52,108</td>
<td>962</td>
<td>486</td>
<td>476</td>
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<tr>
<td>Total Group</td>
<td>1,708,857</td>
<td>1004</td>
<td>509</td>
<td>494</td>
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</table>

<table>
<thead>
<tr>
<th>Grade 11-PSAT</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>841.6</td>
<td>406.3</td>
<td>418.9</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>831.6</td>
<td>403.3</td>
<td>428.3</td>
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<tr>
<td>White/Non-Hispanic</td>
<td>880</td>
<td>463.3</td>
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<tr>
<td>Black</td>
<td>770</td>
<td>360</td>
<td>410</td>
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<table>
<thead>
<tr>
<th>Grade 11-PSAT</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
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<tbody>
<tr>
<td>Male</td>
<td>915</td>
<td>447.4</td>
<td>467.6</td>
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<tr>
<td>Hispanic/Latino</td>
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<td>407.5</td>
<td>435</td>
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<td>Black</td>
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<td>395</td>
<td>357.5</td>
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<td>White/Non-Hispanic</td>
<td>980.5</td>
<td>492.1</td>
<td>488.4</td>
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<table>
<thead>
<tr>
<th>Grade 10-PSAT</th>
<th>Number of Testers</th>
<th>Total Score</th>
<th>ERW Score</th>
<th>Math Score</th>
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<tbody>
<tr>
<td>School</td>
<td>53</td>
<td>872</td>
<td>433</td>
<td>439</td>
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<tr>
<td>State</td>
<td>67,854</td>
<td>906</td>
<td>457</td>
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<td>Total Group</td>
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<td>925</td>
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<table>
<thead>
<tr>
<th>Grade 10-PSAT</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
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<tbody>
<tr>
<td>Female</td>
<td>856.67</td>
<td>410</td>
<td>446.67</td>
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<td>Hispanic/Latino</td>
<td>803.3</td>
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<td>Black</td>
<td>780</td>
<td>375</td>
<td>405</td>
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<tr>
<td>White/Non-Hispanic</td>
<td>901.8</td>
<td>444.4</td>
<td>457.4</td>
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*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
### ANDERSON PREPARATORY ACADEMY
Community Stakeholder Committee-Post AFJROTC

<table>
<thead>
<tr>
<th>SAT 3-Year Averages</th>
<th>Avg. Total Score</th>
<th>Avg. EBRW Score</th>
<th>Avg. Math Score</th>
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<tbody>
<tr>
<td>2017-2018</td>
<td>1088</td>
<td>535.6</td>
<td>552.4</td>
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<tr>
<td>2018-2019</td>
<td>1057.4</td>
<td>535.9</td>
<td>521.5</td>
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<td>2019-2020</td>
<td>1035.5</td>
<td>518</td>
<td>517.5</td>
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<tr>
<th>SAT 3-Year Avg. by Race</th>
<th>Black</th>
<th>Hispanic</th>
<th>White/Non-Hispanic</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1028.75</td>
<td>1045</td>
<td>1115.16</td>
</tr>
<tr>
<td></td>
<td>510-ERW</td>
<td>508.75-ERW</td>
<td>550.3-ERW</td>
</tr>
<tr>
<td></td>
<td>518.75-Math</td>
<td>536.25-Math</td>
<td>564.8-Math</td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1002.3</td>
<td>1034.29</td>
<td>1084.17</td>
</tr>
<tr>
<td></td>
<td>506.15-ERW</td>
<td>528.6-ERW</td>
<td>548.6-ERW</td>
</tr>
<tr>
<td></td>
<td>496.15-Math</td>
<td>505.7-Math</td>
<td>535.6-Math</td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1070</td>
<td>552-ERW</td>
<td>1045.33</td>
</tr>
<tr>
<td></td>
<td>518-Math</td>
<td>522.67-ERW</td>
<td>522.67-Math</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SAT 3-Year Avg. by Gender</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017-2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1062.3</td>
<td>1107.6</td>
</tr>
<tr>
<td></td>
<td>519.5-ERW</td>
<td>546.4-ERW</td>
</tr>
<tr>
<td></td>
<td>542.7-Math</td>
<td>561.2-Math</td>
</tr>
<tr>
<td>2018-2019</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1025.75</td>
<td>1100.83</td>
</tr>
<tr>
<td></td>
<td>524.84-ERW</td>
<td>551.25-ERW</td>
</tr>
<tr>
<td></td>
<td>500.9-Math</td>
<td>549.58-Math</td>
</tr>
<tr>
<td>2019-2020</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1026.67</td>
<td>1048.75</td>
</tr>
<tr>
<td></td>
<td>511.67-ERW</td>
<td>527.5-ERW</td>
</tr>
<tr>
<td></td>
<td>515-Math</td>
<td>521.25-Math</td>
</tr>
</tbody>
</table>

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
## XII. Census & Student Demographic Data

<table>
<thead>
<tr>
<th></th>
<th>Anderson, Indiana</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population Projection</td>
<td>55,037</td>
<td>6,589,578</td>
</tr>
<tr>
<td>July 1, 2018</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Population with</td>
<td>85.6%</td>
<td>88.6%</td>
</tr>
<tr>
<td>a High School Diploma</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Adults 25 and</td>
<td>15.2%</td>
<td>25.2%</td>
</tr>
<tr>
<td>over with a Bachelor</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Degree</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Population in</td>
<td>25.4%</td>
<td>13%</td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Persons without</td>
<td>13.2%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Medical Insurance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Persons with a</td>
<td>17.4%</td>
<td>9.7%</td>
</tr>
<tr>
<td>Disability</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percent of Persons</td>
<td>19.1%</td>
<td>13%</td>
</tr>
<tr>
<td>Divorced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Persons Receiving</td>
<td>Madison Co. Ranks</td>
<td></td>
</tr>
<tr>
<td>State Food/Medical</td>
<td>6th in the State</td>
<td></td>
</tr>
<tr>
<td>Assistance</td>
<td>based on number</td>
<td></td>
</tr>
<tr>
<td></td>
<td>of eligible people</td>
<td></td>
</tr>
<tr>
<td>Unemployment Rate (Updated</td>
<td>3.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td>December 2019)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Median Value of Owner</td>
<td>$72,100</td>
<td>$135,400</td>
</tr>
<tr>
<td>Occupied Home</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yearly Per Capita Income</td>
<td>$20,797</td>
<td>$28,461</td>
</tr>
<tr>
<td>(2018 Data)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Demographic Category</th>
<th>2018</th>
<th>2019</th>
<th>2020</th>
<th>3-Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Economically Disadvantaged</td>
<td>56.2%</td>
<td>69.0%</td>
<td>75.8%</td>
<td>+19.6%</td>
</tr>
<tr>
<td>English Language Learner</td>
<td>4.0%</td>
<td>5.2%</td>
<td>5.4%</td>
<td>+1.4%</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>23.4%</td>
<td>23.3%</td>
<td>25.9%</td>
<td>+2.5%</td>
</tr>
<tr>
<td>Overall Enrollment</td>
<td>747</td>
<td>755</td>
<td>772</td>
<td>+25</td>
</tr>
</tbody>
</table>

### Demographic Breakdown

<table>
<thead>
<tr>
<th>Demographic Group</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.0%</td>
</tr>
<tr>
<td>Black/African-American</td>
<td>18.7%</td>
</tr>
<tr>
<td>Pac. Islander</td>
<td>0.0%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>16.5%</td>
</tr>
<tr>
<td>Multiracial</td>
<td>8.5%</td>
</tr>
<tr>
<td>Native American</td>
<td>0.0%</td>
</tr>
<tr>
<td>White</td>
<td>56.2%</td>
</tr>
</tbody>
</table>

*More information is provided in the appendices—See Senior Capstone Experience-Columbus East High School*
### 2020/2021 APA EL Students

<table>
<thead>
<tr>
<th>APA Language Minority Students</th>
<th>Numbers</th>
<th>Limited English Proficient (Receiving Services)</th>
<th>Fluent English Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary</td>
<td>24</td>
<td>21</td>
<td>3</td>
</tr>
<tr>
<td>Pre-Academy</td>
<td>30</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Academy</td>
<td>47</td>
<td>9</td>
<td>38</td>
</tr>
<tr>
<td>Total</td>
<td>101</td>
<td>49</td>
<td>52</td>
</tr>
</tbody>
</table>

**WIDA Levels 1-5 (5 being proficient)**

- **Level 1**: 7
- **Level 2**: 10
- **Level 3**: 18
- **Level 4**: 13
- **A3 (Alternate Assessment)**: 1

Hispanic Students - 141 - 17% of student population
LM Students 101 - 72% of Hispanic Students
LEP Students - 49 - 49% of LM Students
# Grade Report

## Grade 12

**Term:** Fall 2020-2021  
**District:** Anderson Preparatory Academy  
**School:** Anderson Preparatory Academy  
**Norms Reference Data:** 2020 Norms  
**Weeks of Instruction:** 3 (Fall 2020)  
**Grouping:** None  
**Small Group Display:** No

### Language Arts: Reading

**Growth:** Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014

#### Summary

| Total Students With Valid Growth Test Scores | 30 |
| Mean RIT | 232.6 |
| Standard Deviation | 12.2 |
| District Grade Level Mean RIT | * |
| Students At or Above District Grade Level Mean RIT | * |
| Norm Grade Level Mean RIT | 222.8 |
| Students At or Above Norm Grade Level Mean RIT | 23 |

#### Overall Performance

<table>
<thead>
<tr>
<th>Low %ile &lt; 21</th>
<th>LoAvg %ile 21-40</th>
<th>Avg %ile 41-60</th>
<th>HiAvg %ile 61-80</th>
<th>High %ile &gt; 80</th>
<th>Mean RIT (+/- 1 Smp Err)</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>3%</td>
<td>2</td>
<td>7%</td>
<td>5</td>
<td>17%</td>
<td>16</td>
</tr>
</tbody>
</table>

#### Goal Area

<table>
<thead>
<tr>
<th>Literature</th>
<th>Nonfiction</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low %ile &lt; 21</td>
<td>LoAvg %ile 21-40</td>
<td>Avg %ile 41-60</td>
</tr>
<tr>
<td>1</td>
<td>3%</td>
<td>3</td>
</tr>
<tr>
<td>1</td>
<td>3%</td>
<td>4</td>
</tr>
<tr>
<td>1</td>
<td>3%</td>
<td>3</td>
</tr>
</tbody>
</table>

### Explanatory Notes

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Test Invalidation Reasons:

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- **7** High level of rapid guessing has invalidated test.

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Grade Report

Grade 11

Term: Fall 2020-2021
District: Anderson Preparatory Academy
School: Anderson Preparatory Academy
Norms Reference Data: 2020 Norms,
Weeks of Instruction: 3 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014

Summary

<table>
<thead>
<tr>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students With Valid Growth Test Scores</td>
<td>19</td>
</tr>
<tr>
<td>Mean RIT</td>
<td>222.3</td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>20.3</td>
</tr>
<tr>
<td>District Grade Level Mean RIT</td>
<td></td>
</tr>
<tr>
<td>Students At or Above District Grade Level Mean RIT</td>
<td></td>
</tr>
<tr>
<td>Norm Grade Level Mean RIT</td>
<td>223.4</td>
</tr>
<tr>
<td>Students At or Above Norm Grade Level Mean RIT</td>
<td>11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Overall Performance</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Count</th>
<th>%</th>
<th>Mean RIT (+/-2 Sem Err)</th>
<th>Std Dev</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>217-222-2223</td>
<td>20.3</td>
</tr>
<tr>
<td>Literature</td>
<td>2</td>
<td>11%</td>
<td>4</td>
<td>21%</td>
<td>4</td>
<td>21%</td>
<td>7</td>
<td>37%</td>
<td>3</td>
<td>16%</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>3</td>
<td>16%</td>
<td>5</td>
<td>26%</td>
<td>3</td>
<td>16%</td>
<td>4</td>
<td>21%</td>
<td>4</td>
<td>21%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>2</td>
<td>11%</td>
<td>5</td>
<td>26%</td>
<td>7</td>
<td>37%</td>
<td>3</td>
<td>16%</td>
<td>2</td>
<td>11%</td>
</tr>
</tbody>
</table>

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## Language Arts: Reading

### Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014

#### Summary

<table>
<thead>
<tr>
<th>Measure</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students With Valid Growth Test Scores</td>
<td>31</td>
<td></td>
</tr>
<tr>
<td>Mean RIT</td>
<td>221</td>
<td></td>
</tr>
<tr>
<td>Standard Deviation</td>
<td>14.3</td>
<td></td>
</tr>
<tr>
<td>District Grade Level Mean RIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students At or Above District Grade Level Mean RIT</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Norm Grade Level Mean RIT</td>
<td>221.4</td>
<td></td>
</tr>
<tr>
<td>Students At or Above Norm Grade Level Mean RIT</td>
<td>14</td>
<td></td>
</tr>
</tbody>
</table>

#### Overall Performance

<table>
<thead>
<tr>
<th>Measure</th>
<th>%ile &lt; 21</th>
<th>%ile 21-40</th>
<th>%ile 41-60</th>
<th>Avg</th>
</tr>
</thead>
<tbody>
<tr>
<td>Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Literature</td>
<td>4</td>
<td>4</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>5</td>
<td>8</td>
<td>26</td>
<td>26</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>4</td>
<td>3</td>
<td>10</td>
<td>10</td>
</tr>
</tbody>
</table>

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## Grade Report

### Grade 9

<table>
<thead>
<tr>
<th>Term:</th>
<th>Fall 2020-2021</th>
</tr>
</thead>
<tbody>
<tr>
<td>District:</td>
<td>Anderson Preparatory Academy</td>
</tr>
<tr>
<td>School:</td>
<td>Anderson Preparatory Academy</td>
</tr>
<tr>
<td>Norms Reference Data:</td>
<td>2020 Norms</td>
</tr>
<tr>
<td>Weeks of Instruction:</td>
<td>3 (Fall 2020)</td>
</tr>
<tr>
<td>Grouping:</td>
<td>None</td>
</tr>
<tr>
<td>Small Group Display:</td>
<td>No</td>
</tr>
</tbody>
</table>

### Language Arts: Reading

**Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014**

#### Summary

| Total Students With Valid Growth Test Scores | 44 |
| Mean RIT | 211.8 |
| Standard Deviation | 16.8 |
| District Grade Level Mean RIT | * |
| Students At or Above District Grade Level Mean RIT | * |
| Norm Grade Level Mean RIT | 218.8 |
| Students At or Above Norm Grade Level Mean RIT | 21 |

#### Overall Performance

| Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014 |
|---|---|---|---|---|---|---|
| **Lo** | **Lo Avg** | **Avg** | **Hi Avg** | **Hi** |
| %ile < 21 | 30% | 20% | 30% | 0% |
| %ile 21-40 | 9 | 10 | 8 | 0 |
| %ile 41-60 | 9 | 10 | 8 | 3 |
| %ile 61-80 | 13 | 2% | 2% | 7% |
| %ile > 80 | 0 | 0% | 0% | 7% |
| **Mean RIT (+/- Smp Err) Std Dev** | 209-212-214 | 16.8 |

#### Goal Area

<table>
<thead>
<tr>
<th>Literature</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
</tr>
<tr>
<td>11</td>
</tr>
<tr>
<td>Nonfiction</td>
</tr>
<tr>
<td>14</td>
</tr>
<tr>
<td>8</td>
</tr>
<tr>
<td>Vocabulary</td>
</tr>
<tr>
<td>12</td>
</tr>
<tr>
<td>10</td>
</tr>
</tbody>
</table>

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### Language Arts: Reading

**Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014**

#### Summary
- **Total Students With Valid Growth Test Scores**: 37
- **Mean RIT**: 213.5
- **Standard Deviation**: 12.8
- **District Grade Level Mean RIT**: 217.8
- **Students At or Above District Grade Level Mean RIT**: 16

#### Overall Performance

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lo %ile &lt; 21</td>
<td>9</td>
<td>24%</td>
</tr>
<tr>
<td>LoAvg %ile 21-40</td>
<td>10</td>
<td>27%</td>
</tr>
<tr>
<td>Avg %ile 41-60</td>
<td>10</td>
<td>27%</td>
</tr>
<tr>
<td>HiAvg %ile 61-80</td>
<td>7</td>
<td>19%</td>
</tr>
<tr>
<td>Hi %ile &gt; 80</td>
<td>1</td>
<td>3%</td>
</tr>
</tbody>
</table>

#### Goal Areas

<table>
<thead>
<tr>
<th>Area</th>
<th>Count</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>10</td>
<td>27%</td>
</tr>
<tr>
<td>Nonfiction</td>
<td>11</td>
<td>30%</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>5</td>
<td>14%</td>
</tr>
</tbody>
</table>

#### Explanatory Notes

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Generated by: Casey Ceci
10/26/20 9:09:36 AM

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Grade Report

Grade 7

Term: Fall 2020-2021
District: Anderson Preparatory Academy
School: Anderson Preparatory Academy
Weeks of Instruction: 3 (Fall 2020)
Grouping: None
Small Group Display: No

Language Arts: Reading

Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014

<table>
<thead>
<tr>
<th>Summary</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Students With Valid Growth Test Scores</td>
<td>35</td>
</tr>
<tr>
<td>Mean RIT</td>
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</tr>
<tr>
<td>Standard Deviation</td>
<td>17</td>
</tr>
<tr>
<td>District Grade Level Mean RIT</td>
<td>*</td>
</tr>
<tr>
<td>Students At or Above District Grade Level Mean RIT</td>
<td>*</td>
</tr>
<tr>
<td>Norm Grade Level Mean RIT</td>
<td>214</td>
</tr>
<tr>
<td>Students At or Above Norm Grade Level Mean RIT</td>
<td>14</td>
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<table>
<thead>
<tr>
<th>Overall Performance</th>
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<tr>
<td>Growth: Reading 6+ IN 2014 / IN Academic Standards English/Language Arts: 2014</td>
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<tr>
<td>%ile &lt; 21 count</td>
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<tr>
<td>%ile &lt; 21</td>
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</tr>
<tr>
<td>%ile 21-40</td>
<td>20%</td>
</tr>
<tr>
<td>%ile 41-60 count</td>
<td>8</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>23%</td>
</tr>
<tr>
<td>%ile 61-80 count</td>
<td>5</td>
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<tr>
<td>%ile 61-80</td>
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</tr>
<tr>
<td>%ile &gt; 80 count</td>
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<tr>
<td>%ile &gt; 80</td>
<td>9%</td>
</tr>
<tr>
<td>Mean RIT (+/- Smp Err)</td>
<td>203-206-209</td>
</tr>
<tr>
<td>Std Dev</td>
<td>17</td>
</tr>
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</table>

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<tr>
<th>Goal Area</th>
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<tbody>
<tr>
<td>Literature</td>
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<td>%ile &lt; 21</td>
<td>37%</td>
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<tr>
<td>%ile 21-40</td>
<td>9</td>
</tr>
<tr>
<td>%ile 21-40</td>
<td>26%</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>4</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>11%</td>
</tr>
<tr>
<td>%ile 61-80</td>
<td>5</td>
</tr>
<tr>
<td>%ile 61-80</td>
<td>14%</td>
</tr>
<tr>
<td>%ile &gt; 80</td>
<td>4</td>
</tr>
<tr>
<td>%ile &gt; 80</td>
<td>11%</td>
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<tr>
<td>Mean RIT (+/- Smp Err)</td>
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<tr>
<td>Nonfiction</td>
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<td>13</td>
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<td>%ile &lt; 21</td>
<td>37%</td>
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<tr>
<td>%ile 21-40</td>
<td>7</td>
</tr>
<tr>
<td>%ile 21-40</td>
<td>20%</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>8</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>23%</td>
</tr>
<tr>
<td>%ile 61-80</td>
<td>4</td>
</tr>
<tr>
<td>%ile 61-80</td>
<td>11%</td>
</tr>
<tr>
<td>%ile &gt; 80</td>
<td>3</td>
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<tr>
<td>%ile &gt; 80</td>
<td>9%</td>
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<td>Mean RIT (+/- Smp Err)</td>
<td>203-206-209</td>
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<tr>
<td>Std Dev</td>
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<table>
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<th>Goal Area</th>
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<tbody>
<tr>
<td>Vocabulary</td>
<td></td>
</tr>
<tr>
<td>%ile &lt; 21 count</td>
<td>13</td>
</tr>
<tr>
<td>%ile &lt; 21</td>
<td>37%</td>
</tr>
<tr>
<td>%ile 21-40</td>
<td>5</td>
</tr>
<tr>
<td>%ile 21-40</td>
<td>14%</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>6</td>
</tr>
<tr>
<td>%ile 41-60</td>
<td>17%</td>
</tr>
<tr>
<td>%ile 61-80</td>
<td>6</td>
</tr>
<tr>
<td>%ile 61-80</td>
<td>17%</td>
</tr>
<tr>
<td>%ile &gt; 80</td>
<td>5</td>
</tr>
<tr>
<td>%ile &gt; 80</td>
<td>14%</td>
</tr>
<tr>
<td>Mean RIT (+/- Smp Err)</td>
<td>204-207-211</td>
</tr>
<tr>
<td>Std Dev</td>
<td>18.9</td>
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</table>

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- **4** The standard error for this test is below acceptable limits.
- **5** The standard error for this test is above acceptable limits.
- **6** The test has been identified as invalid.
- **7** High level of rapid guessing has invalidated test.

Due to statistical unreliability, summary data for groups of less than 10 are not shown.

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Language Arts: Reading

Projected to: SAT taken in spring.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Count</th>
<th>Not On Track Count</th>
<th>Not On Track Percent</th>
<th>On Track Count</th>
<th>On Track Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>72</td>
<td>38</td>
<td>52.8%</td>
<td>34</td>
<td>47.2%</td>
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<tr>
<td>6</td>
<td>57</td>
<td>32</td>
<td>56.1%</td>
<td>25</td>
<td>43.9%</td>
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<tr>
<td>7</td>
<td>67</td>
<td>39</td>
<td>58.2%</td>
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<tr>
<td>8</td>
<td>62</td>
<td>32</td>
<td>51.6%</td>
<td>30</td>
<td>48.4%</td>
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<tr>
<td>9</td>
<td>57</td>
<td>36</td>
<td>63.2%</td>
<td>21</td>
<td>36.8%</td>
</tr>
<tr>
<td>Total</td>
<td>315</td>
<td>177</td>
<td>56.2%</td>
<td>138</td>
<td>43.8%</td>
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</tbody>
</table>

Explanatory Notes

This report shows students' projected performance on the state assessment based on NWEA alignment/linking studies. Performance categories are defined by the state and are specific to each state. For any state or location that does not have an associated state summative test the NWEA Generic Linking Study is provided.
Math: Math K-12

Projected to: SAT taken in spring.

View Linking Study: https://www.nwea.org/resources/map-growth-college-readiness-benchmarks/

<table>
<thead>
<tr>
<th>Grade</th>
<th>Student Count</th>
<th>Not On Track Count</th>
<th>Not On Track Percent</th>
<th>On Track Count</th>
<th>On Track Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>71</td>
<td>49</td>
<td>69.0%</td>
<td>22</td>
<td>31.0%</td>
</tr>
<tr>
<td>6</td>
<td>57</td>
<td>44</td>
<td>77.2%</td>
<td>13</td>
<td>22.8%</td>
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<tr>
<td>7</td>
<td>65</td>
<td>55</td>
<td>84.6%</td>
<td>10</td>
<td>15.4%</td>
</tr>
<tr>
<td>8</td>
<td>64</td>
<td>50</td>
<td>78.1%</td>
<td>14</td>
<td>21.9%</td>
</tr>
<tr>
<td>9</td>
<td>57</td>
<td>42</td>
<td>73.7%</td>
<td>15</td>
<td>26.3%</td>
</tr>
<tr>
<td>Total</td>
<td>314</td>
<td>240</td>
<td>76.4%</td>
<td>74</td>
<td>23.6%</td>
</tr>
</tbody>
</table>

76.4%  23.6%
Social & Emotional Learning

*More information is provided in the appendices—See Senior Capstone Experience-Columbus East High School*
XIII. Social and Emotional Learning (SEL)
   a. What is Social Emotional Learning (SEL): The state of Indiana has developed 7 competencies to help guide schools in teaching social emotional learning. These competencies were “Built Upon A Neurodevelopmental Culturally Responsive Framework” (IDOE).
      i. Mindset
      ii. Collaboration
      iii. Connection
      iv. Regulation
      v. Sensory-Motor Integration
      vi. Insight
      vii. Critical-Thinking
   b. Social Emotional Learning helps students and adults develop life-long skills to assist in developing successful careers and relationships. Research from a 2011 meta-analysis survey showed students who participate in an SEL program show an improved in academic skills, increased development of social and emotional skills, improved attitude toward self and other, improved positive social behaviors, and decreased conduct and emotional problems. (IDOE Social-Emotional Learning Toolkit). SEL is linked toward College/Career readiness, it provides skills employers are looking for including, ability to work as part of a team, solve problems, make decisions and communicate verbally with people inside and outside of organization.

XIV. Proposed Vision for SEL at Anderson Preparatory Academy:
   c. Anderson Preparatory Academy’s vision for Social Emotional learning is to provide cadets with a school environment that produces engaging and collaborative relationships while feeling safe and respected enough to take risks and learn from their mistakes. APA will create an environment where cadets can become critical thinkers, problem solvers, and positive decision makers.
      i. APA has currently gained SEL knowledge through:
         1. Staff Professional Development
         2. Classroom Lessons provided by School Counselor(s)
         3. Mindfulness teaching (K-12)
         4. School-Connect (9-12)
         5. Leader in Me (K-8)
      ii. SEL Assessment Tools:
          1. Referral Data
          2. Attendance Data
          3. Staff/Student surveys
          4. Stakeholder Feedback

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School
Proposal for
Local Graduation Requirements:
AFJROTC Replacement

*More information is provided in the appendices—See Senior Capstone Experience-Columbus East High School
ANDERSON PREPARATORY ACADEMY
Community Stakeholder Committee-Post AFJROTC

XV. Preparing for College and Careers (1-2 Semester Course)
d. Preparing for College and Careers (PCC) is an introductory course that allows our students to examine current job market and career trends locally and nationally. Students are able to explore the various career clusters and the training/education required to enter each field.
e. The School-Connect curriculum (SEL) is interwoven into this program. Students are taught the necessary employability skills through this program. The Indiana Department of Workforce Development identifies these skills.
f. All students are required to complete this course prior to the completion of their 10th grade year. In this program students will:
   i. Tour/visit at least one (1) four-year college/university
   ii. Tour/visit at least one (1) two-year community college
   iii. Tour/visit at least one (1) trade/vocational program
   iv. Tour/visit D-26

XVI. Senior Capstone Experience*
g. The senior capstone experience is a cross-curricular, student-selected exploration project that will allow each student the opportunity to explore a topic in depth. This experience will contain:
   1. A Research Paper (Completed in English 12 or Dual Credit English (111/206))
   2. A project or Product
   3. An Electronic Portfolio
   4. Presentation

XVII. Civil Air Patrol (CAP)-Option
h. All students and staff will be required to join the Civil Air Patrol (CAP)
i. Extension of the CAP program from grades 6-8
j. Would require the addition of new staff
k. Would require investment by APA in the items for CAP participation
   i. Discussed further in School Culture section

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School
## APA Diploma
### Course and Credit Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td></td>
</tr>
<tr>
<td>2 credits: English 9</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: English 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: English 11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: English 12</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>6 credits (in grades 9-12)</td>
<td></td>
</tr>
<tr>
<td>2 credits: Algebra I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: Geometry</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: Algebra II</td>
<td></td>
<td></td>
</tr>
<tr>
<td>If Algebra I is taken in 6th grade, students must complete an additional math course Senior Year. All students must take a quantitative reasoning course each year of HS.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>2 credits: Biology I</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: any Core 40 science course</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Studies</strong></td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>2 credits: World History/Civilization or Geography/History of the World</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: U.S. History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit: U.S. Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit: Economics</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Directed Electives</strong></td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>4 credits: World Languages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit: Fine Arts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 credit: Computer Applications</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Physical Education</strong></td>
<td>2 credits</td>
<td></td>
</tr>
<tr>
<td><strong>Health and Wellness</strong></td>
<td>1 credit</td>
<td></td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>4 credits: AFJROTC (JROTC must be taken each year in attendance at APA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 credits: Other Academic Courses</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**41 Total Credits Required**

### APA Honors Diploma (Minimum 47 credits)

- Complete all requirements for the APA diploma.
- Earn 2 additional Core 40 math credits (Pre-Calculus/Trigonometry)
- Earn 2-4 additional world language credits (6 total credits in one language or 4 credits each in two languages).
- Earn an additional fine arts credit.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  A. Complete AP courses (4 credits) and corresponding AP exams
  B. Complete IB courses (4 credits) and corresponding IB exams
  C. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics, and writing sections
  D. Score a 26 or higher composite on the ACT and complete writing section
  E. Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable transcripted college credits)
  F. Complete a combination of an AP course (2 credits and corresponding exam) or an IB Standard Level course (2 credits and corresponding exam) and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

### Additional Requirements/Expectations for either diploma:
- Pass the Algebra ISTEP+ End of Course Assessment
- Pass the English 10 ISTEP+ End of Course Assessment
- Pass the Biology ISTEP+ End of Course Assessment
- Cadets are expected to participate in the Air Force JROTC program each semester they are enrolled at APA.
- Recommended Science sequence(s):
  - Earth/Space Science → Biology → Chemistry
  - OR
  - Biology → Chemistry → Physics or Biology II
### Course and Credit Requirements

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English/Language Arts</strong></td>
<td>8 credits</td>
<td>Including a balance of literature, composition and speech.</td>
</tr>
</tbody>
</table>
| **Mathematics**     | 6 credits (in grades 9-12) | 2 credits: Algebra I  
2 credits: Geometry  
2 credits: Algebra II  
Or complete Integrated Math I, II, and III for 6 credits. Students must take a math course or quantitative reasoning course each year in high school. |
| **Science**         | 6 credits | 2 credits: Biology I  
2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics  
2 credits: any Core 40 science course |
| **Social Studies**  | 6 credits | 2 credits: U.S. History  
1 credit: U.S. Government  
1 credit: Economics  
2 credits: World History/Civilization or Geography/History of the World |
| **Directed Electives** | 5 credits | World Languages  
Fine Arts  
Career and Technical Education |
| **Physical Education** | 2 credits |                                      |
| **Health and Wellness** | 1 credit |                                      |
| **Electives**       | 6 credits | (College and Career Pathway courses recommended) |

**40 Total State Credits Required**

---

**Core 40 with Academic Honors**  
(minimum 47 credits)

For the Core 40 with Academic Honors designation, students must:
- Complete all requirements for Core 40.  
- Earn 2 additional Core 40 math credits.  
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).  
- Earn 2 Core 40 fine arts credits.  
- Earn a grade of a "C" or better in courses that will count toward the diploma.  
- Have a grade point average of a "B" or better.  
- Complete one of the following:
  A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams  
  B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.  
  C. Earn two of the following:  
     1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,  
     2. 2 credits in AP courses and corresponding AP exams,  
     3. 2 credits in IB standard level courses and corresponding IB exams,  
  D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**  
  E. Earn an ACT composite score of 26 or higher and complete written section  
  F. Earn 4 credits in IB courses and take corresponding IB exams.

**Core 40 with Technical Honors**  
(minimum 47 credits)

For the Core 40 with Technical Honors designation, students must:
- Complete all requirements for Core 40.  
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or  
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits  
- Earn a grade of "C" or better in courses that will count toward the diploma.  
- Have a grade point average of a "B" or better.  
- Complete one of the following:
  A. Any one of the options (A - F) of the Core 40 with Academic Honors  
  B. Earn the following minimum scores on WorkKeys: Workplace Documents, Level 6; Applied Math, Level 6; and Graphic Literacy, Level 5.***  
  C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.  
  D. Earn the following minimum score(s) on Compass: Algebra 66  
    Writing 70, Reading 80.

---

* SAT scores updated September, 2017  
**WorkKeys assessment titles updated, 2018
MEMORANDUM

TO: Superintendents, Principals, School Leaders
FROM: Indiana Department of Education
RE: Graduation Requirements for the 2019 – 2022 Cohorts
DATE: June 20, 2018

Public Law 192-2018 amended the graduation requirements for students in the 2019 through 2022 cohorts to allow these students to meet such graduation requirements by passing the graduation qualifying exam (GQE) or successfully completing a graduation pathway. Note that the GQE for these cohorts of students is the ISTEP+ 10 assessment. This memorandum provides a flow chart to serve as a resource for schools as they determine how to ensure a student is on the right path toward graduation. In addition to this flow chart, the Department would like to provide the following reminders to schools:

- Students in the 2019 – 2022 cohorts may satisfy graduation requirements in one of four ways:
  - Passing the GQE (ISTEP+ 10).
  - Not passing the GQE (ISTEP+ 10) but receiving a waiver from the GQE (ISTEP+ 10) requirement.
  - Successfully completing a graduation pathway, if offered by the school.
  - Unsuccessfully completing a graduation pathway but receiving a waiver from the pathway requirement, if offered by the school.
- All students must take the GQE (ISTEP+ 10) during the cohort’s 10th grade year. A student who does not pass the GQE in 10th grade may strictly pursue a graduation pathway, and not retake the GQE in 11th or 12th grade.
- Students may work to satisfy graduation requirements for both the GQE and the pathways during their high school careers.
- IC 20-32-4-4 requires a student to take the GQE (ISTEP+ 10) at least once during every school year after the initial administration of the exam in order to qualify for a waiver from the GQE graduation requirement. Therefore, a student who does not pass the GQE in Grade 10 and does not retake the GQE in Grades 11 and 12 will be ineligible to graduate with a waiver provided for under IC 20-32-4-4.
- IC 20-32-4-4.1 requires a student to attempt to achieve at least three (3) separate postsecondary readiness competencies in order to qualify for a waiver from the postsecondary readiness competency graduation requirement under pathways. Therefore, a student who does not attempt at least three (3) competencies will be ineligible to graduate with a waiver provided for under IC 20-32-4-4.1. Students who transferred during their senior year from a non-accredited nonpublic school or an out of state school to a public school in Indiana need only attempt one postsecondary readiness competency to qualify for a waiver from the postsecondary readiness competency graduation requirement.

Questions on this memorandum may be forwarded to Amanda Culhan at aculhan@doe.in.gov or Tarrell Berry at tberry2@doe.in.gov.
The purpose for this Panel is to establish graduation pathway recommendations for the State Board of Education that create an educated and talented workforce able not just to meet the needs of business and higher education, but able to succeed in all postsecondary endeavors. To account for the rapidly changing, global economy, every K-12 student needs to be given the tools to succeed in some form of quality postsecondary education and training, including an industry recognized certificate program, an associate’s degree program, or a bachelor’s degree program.

These recommendations seek to ensure that every Hoosier student graduates from high school with 1) a broad awareness of and engagement with individual career interests and associated career options, 2) a strong foundation of academic and technical skills, and 3) demonstrable employability skills that lead directly to meaningful opportunities for postsecondary education, training, and gainful employment.

Students in the graduating class of 2023 must satisfy all three of the following Graduation Pathway Requirements by completing one of the associated Pathway Options:

<table>
<thead>
<tr>
<th>Graduation Requirements</th>
<th>Graduation Pathway Options</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1) High School Diploma</strong></td>
<td>Meet the statutorily defined diploma credit and curricular requirements.</td>
</tr>
<tr>
<td><strong>2) Learn and Demonstrate Employability Skills</strong>¹</td>
<td>Learn employability skills standards through locally developed programs. Employability skills are demonstrated by one the following:</td>
</tr>
<tr>
<td>(Students must complete at least one of the following.)</td>
<td>• Project-Based Learning Experience; OR</td>
</tr>
<tr>
<td></td>
<td>• Service-Based Learning Experience; OR</td>
</tr>
<tr>
<td></td>
<td>• Work-Based Learning Experience.²</td>
</tr>
<tr>
<td><strong>3) Postsecondary-Ready Competencies</strong>³</td>
<td>• Honors Diploma: Fulfill all requirements of either the Academic or Technical Honors diploma; OR</td>
</tr>
<tr>
<td>(Students must complete at least one of the following.)</td>
<td>• ACT: College-ready benchmarks; OR</td>
</tr>
<tr>
<td></td>
<td>• SAT: College-ready benchmarks; OR</td>
</tr>
<tr>
<td></td>
<td>• ASVAB: Earn at least a minimum AFQT score to qualify for placement into one of the branches of the US military; OR</td>
</tr>
<tr>
<td></td>
<td>• State- and Industry-recognized Credential or Certification; OR</td>
</tr>
<tr>
<td></td>
<td>• Federally-recognized Apprenticeship; OR</td>
</tr>
<tr>
<td></td>
<td>• Career-Technical Education Concentrator⁴: Must earn a C average in at least two non-duplicative advanced courses (courses beyond an introductory course) within a particular program or program of study; OR</td>
</tr>
<tr>
<td></td>
<td>• AP/IB/Dual Credit/Cambridge International courses⁵ or CLEP Exams: Must earn a C average or higher in at least three courses; OR</td>
</tr>
<tr>
<td></td>
<td>• Locally created pathway that meets the framework from and earns the approval of the State Board of Education.</td>
</tr>
</tbody>
</table>

¹ The requirement for one pathway option is not to be interpreted as a requirement for one specific course or program.

³ This pathway may be completed in as few as two years.

⁴ This pathway may be completed in as few as two years.

⁵ AP/IB/Dual Credit/Cambridge International courses may include College-Level Exams.
1 Learn and Demonstrate Employability Skills:

Employability skills standards may include Indiana's Employability Skills Benchmarks and other comparable character development benchmarks.

Demonstrations of employability skills are experiences that enable students to apply essential academic, technical, and professional skills and find engagement and relevancy in their academic careers through such means as project-based learning, work-based learning, or service learning experiences.

Demonstrations of employability skills can occur over the course of a student’s high school career.

Any demonstration needs to be validated locally by:
- Student work product AND
- School validation.

2 Learn and Demonstrate Employability Skills – Graduation Pathway Options:

Project-based learning allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging and complex question, problem, or challenge. The project is framed by a meaningful problem to solve or a question to answer, at the appropriate level of challenge. Students engage in a rigorous, extended process of asking questions, finding resources, and applying information. Students often make their project work public by explaining, displaying and/or presenting it to people beyond the classroom.

Demonstrations include:
- Completion of a course capstone,
- Completion of a research project,
- Completion of Cambridge International Global Perspectives and Research,
- Completion of the AP Capstone Assessment, OR
- Other (with approval by the State Board of Education).

Service-based learning integrates meaningful service to enrich and apply academic knowledge, teach civic and personal responsibility (and other employability skills), and strengthen communities.

Demonstrations include:
- Participation in a meaningful volunteer or civic engagement experience,
- Engagement in a school-based activity, such as a co-curricular or extracurricular activity or sport for at least one academic year, OR
- Other (with approval by the State Board of Education).

Work-based learning is a strategy to reinforce academic, technical, and social skills learned in the classroom through collaborative activities with employer partners. Work-based learning experiences allow students to apply classroom theories to practical problems, to explore career options, and pursue personal and professional goals.
- Completion of a course capstone,
- Completion of an internship,
- Obtaining the Governor’s Work Ethic Certificate,
- Employment outside of the school day, OR
- Other (with approval by the State Board of Education).
The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

**OVERVIEW**

*Students starting with the Class of 2023 must meet all of the following:*

1. **Credits**
   - Earn credits toward a diploma with designation.
   - Core 40 - minimum 40 credits
   - Academic Honors - minimum 47 credits
   - Technical Honors - minimum 47 credits
   - General

2. **Learn & Demonstrate Employability Skills**
   - Produce defined outcome(s) based on experience.
   - Defined Outcome Options
     - Videos
     - Papers
     - Résumé
     - Dual Credit
     - Certifications
     - Portfolio
     - Projects
     - Slideshows
     - Presentation
     - Five Year Goal Plan
     - Reflection of Experience
     - Letters of Recommendation
     - Letter of Employment Verification
     - Postsecondary-related Experiences
     - Co-Curricular Participation
     - Extra-Curricular Participation

3. **Postsecondary-Read Competencies**
   - Meet at least one of these competencies.
     - Honors Diploma
       - academic or technical
     - SAT
       - reading/writing = 480, math = 530
     - ACT
       - english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
     - ASVAB
       - minimum of 31
     - Industry Certification
       - certification from approved DWD list
     - Apprenticeship
       - federally recognized
     - CTE Concentrator
       - C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
     - AP/IB/Dual Credit/Cambridge International/CLEP
       - C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
     - Locally Created Pathway
       - approved by SBOE
     - Waiver
# Graduation Pathways Checklist

## 1) Indiana Diploma Designation
- General
  - Academic Honors
- Core 40
  - Technical Honors
- IB

*Indicate which diploma credit & curricular requirements, including additional local requirements, student met.*
*Note that students with an IEP are not required to meet locally required credits beyond state requirements.*

## 2) Employability Skills
- Project-Based Learning Experience
- Service-Based Learning Experience
- Work-Based Learning Experience

**Summary:**

**Validation:**
- Student Work Product
- School validation

## 3) Postsecondary-Ready Competencies
- Academic or Technical Honors Diploma Designation
- ACT
  - Eng: ________ (18*) Rdg: ________ (22*)
  - Math: ________ (22*) Science: ________ (23*)
- SAT
  - ERW: ________ (480*) Math: ________ (530*)
- ASVAB
  - AFQT Score:
- State- and Industry-recognized Credential or Certification:
  - Federally-recognized Apprenticeship

- Career-Technical Education Concentrator
  - **Pathway:**
  - Course ________ Grade ________
  - Course ________ Grade ________
  - Course ________ Grade ________
  - Course ________ Grade ________
  - Course ________ Grade ________
  - Avg. Grade ________ (must be C avg. or above)

- **AP/IB/Dual Credit/Cambridge International courses or CLEP Exams:**
  - Course/Exam: ________ Grade ________
  - Course/Exam: ________ Grade ________
  - Course/Exam: ________ Grade ________
  - Avg. Grade ________ (must be C avg. or above)

- Locally Created Pathway
  - Waiver (criteria/checklist p. 2)

*College-ready benchmarks set by the ACT and College Board for the 2017-18 school year. These scores are fluid and subject to change.*

**If using AP/IB/dual Credit, either: 1 of the 3 courses must be in core content area OR all 3 must be part of a defined curricular sequence.*

### Quick Reference

<table>
<thead>
<tr>
<th>Diploma Requirements met:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employability Skills Demonstrated:</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Postsecondary-Readiness Met:</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Postsecondary-Readiness Waiver Criteria Met:</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

**Graduation Pathways Completed:**

| Yes | No |
4540 Applied Personal Financial Responsibility

(PRFSINRSP)

Applied Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build and apply skills in financial literacy and responsible decision making. Content includes analyzing personal standards, needs, wants, and goals; identify sources of income, and navigating technology for money management. A project based approach and applications through authentic settings such as Work-based observations, service learning experiences and community based instruction are appropriate. Direct, concrete applications of basic mathematics proficiencies in projects are encouraged.

- Recommended Grade: 9,10,11,12
- Required Prerequisites: none
- Recommended Prerequisites: none
- 2 units maximum
- Counts as an Elective for the Certificate of Completion
- Qualifies as an Applied Math course for the Certificate of Completion

5394 Preparing for College and Careers

(PREP CC)

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today’s choices on tomorrow’s possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana’s College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

- Recommended Grade: 9
- Required Prerequisites: none
- Recommended Prerequisites: none
- Credits: 1 or 2 semester course, 1 credit per semester, 2 credit maximum; Only 1 credit may count toward CTE Concentrator Status for Perkins IV Pathways
- Qualifies as one of the F&CS courses a student can take to waive the Heath & Wellness graduation requirement. To qualify for a waiver, a student must take three of the approved courses. For more information, please see 511 IAC 6-7.1-4(c)(6).
• Credits: 1 semester course, 1-3 credits per semester, 6 credits maximum
• A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction. Schools on block schedules may proportionately adjust the total number of hours per week to meet the local standard, provided that students spend at least one hour a week in classroom activities.
• Counts as a Directed Elective or Elective for all diplomas
• Note: This course is exploratory in nature and, as such, does not qualify for reimbursement under the career and technical education funding formula.

0530 Applied Career Exploration Internship

(CARR EXP)

The Applied Career Exploration Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. Unlike a cooperative education program in which students gain expertise in a specific occupation, the career exploration internship is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments. In addition to their workplace learning activities, students participate in 1) regularly scheduled meetings with their classroom teacher, or 2) a regularly scheduled seminar with the teacher for the purpose of helping students make the connection between academic learning and their work-related experiences. Specific instructional standards tied to the career cluster or pathway and learning objectives for the internship must be written to clarify the expectations of all parties – the student, parent, employer, and instructor.

• Recommended Grade: 11, 12
• Required Prerequisites: none
• Recommended Prerequisites: none
• 4 units maximum
• Counts as an Employability Requirement, Capstone Course or Elective for the Certificate of Completion
• Note: This course is exploratory in nature and, as such, does not qualify for reimbursement under the career and technical education funding formula.

6148 Apprenticeship

(APPSHIP)

Apprenticeships are defined as intensive work-based learning opportunities that generally last from one to six years and provide a combination of on-the-job training and formal classroom instruction. They are intended to support progressive skill acquisition and lead to postsecondary credentials and, in some cases, degrees. Apprenticeships often involve 2,000 to 10,000 on-the-job hours. Students 16-years-old or older may qualify for an apprenticeship. Per the Indiana General Assembly, any apprenticeship
5974 Work-based Learning Capstone

(WBL)

Work-based Learning Capstone is a stand-alone course that prepares students for college and career. Work-Based Learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction. Work-based Learning Capstone experiences occur in workplaces and involve an employer assigning a student meaningful job tasks to develop his or her skills, knowledge, and readiness for work. A clear partnership agreement and training plan is developed by the student, teacher, and workplace mentor/supervisor to guide the student’s work-based experiences and assist in evaluating achievement and performance.

Related Instruction, shall be organized and planned around the activities associated with the student’s individual job and career objectives in a pathway; and shall be taught during the same semester the student is participating in the work-based experience. For a student to become employable, the related instruction should cover: (a) employability skills, and (b) specific occupational competencies.

- **Recommended Grade:** 12
- **Required Prerequisites:** Complete at least one advanced career and technical education course from a program or program of study. Student's worksite placement must align to the student pathway.
- **Recommended Prerequisites:** none
- **Credits:** 1 semester course, 1-3 credits per semester, 6 credits maximum
- **A minimum of 85 hours of workplace and classroom activities are required for one credit; 170 hours are required for the two credits. Of the 85 or 170 hours, 18 to 36 hours (at least 1 hour a week or the equivalent over a semester or year) must be spent in related classroom instruction.
- **Counts as a Directed Elective or Elective for all diplomas**

5974 Applied Work-based Learning Capstone

(WBL)

Applied Work-based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds individual students’ skills and knowledge within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student’s Work-based learning experiences and assist in evaluating progress and performance, whether WBL is a stand-alone course or a component of a discipline-specific CTE course.

- **Recommended Grade:** 11, 12
- **Required Prerequisites:** none
- **Recommended Prerequisites:** none
- **6 units maximum**
A Great First Year

Here's our checklist for an awesome first year. Once cadets get going, they may want to make CAP their top priority, but school and family still come first. And while teens' interests change, we ask cadets to give CAP a full year's effort to take-root.

- Attend weekly meetings regularly and strive to "rank-up."
- Attend one "Saturday" event per month, if available.
- Participate in an orientation flight.
- Attend the week-long encampment.
- Recruit a friend and make new friends, too.

Desired Outcomes

We help cadets become aerospace leaders, which includes their developing:

- A commitment to a personal code of honor
- Leadership skills for a diverse, democratic society
- Enthusiasm for and knowledge about STEM, aviation, or service-related careers
- A habit of regular exercise
How Cadets “Rank Up”

- Pass open-book leadership test online, and a drill and ceremonies test
- Pass open-book aerospace test online
- Participate in a fitness activity
- Participate in a character forum
- Participate actively in unit activities
- 8 weeks’ (56 days) elapsed since previous achievement

- Have demonstrated the attitudes, behaviors, and skills identified as the achievement’s “Leadership Expectations”
- Optional: feedback meeting
- Recognition: Additional stripe, ribbon, more challenges, and excitement

Fitness

CAP encourages cadets to develop a lifelong habit of regular exercise. The Cadet Program promotes fitness through calisthenics, hiking, rappelling, volleyball, competitions and other activities.

Character

CAP challenges cadets to live their Core Values. Through character forums, cadets discuss ethical issues relevant to teens. Chaplains often lead the discussions, but the forums are not religious meetings. CAP also encourages cadets to promote a drug free ethic in their schools and communities.
Safety & Adult Supervision

CAP is a safe, positive environment that uses an age-appropriate, military-style learning model to challenge young people. While cadet life is regimented, we do not tolerate any form of abusive behavior or hazing. Here are some ways we keep youth safe:

- Every CAP adult leader has been fingerprinted and passed a criminal background check.
- Every CAP adult leader has been trained in how to mentor youth in a positive way.
- Every CAP activity (with a few, rare exceptions) will be supervised by at least two CAP adult leaders.
- We structure our activities so that opportunities for isolated, one-on-one contact with cadets are minimized.
- Your local squadron will announce cadet activities via a web calendar, so you can know what events are upcoming.
- You’ll be given written information each time a special activity is held, and be asked to sign a permission slip.
- If an adult leader is transporting a cadet, at least one other person will be in the vehicle.
- While older, experienced cadets act as servant-leaders over younger, newcomer cadets, they always do so under adult supervision.
- Each cadet has a “wingman” for peer-to-peer support and safety.
- We teach cadets to look out for their wingman’s safety and we tell cadets that if they think inappropriate behavior is occurring, they are to tell any trusted adult, without fear of retaliation.

For more: GoCivilAirPatrol.com/cadetprotect

“|’m a detective who specializes in crimes against children. CAP’s safety training is well-researched and put together. The issues of grooming and how it takes place are spot on. I’m proud of how seriously CAP takes this issue.”

Capt Jim Schilling, CAP
Minnesota

Special Needs & Inclusion

If your cadet has a disability or other special need, please talk with the local leaders. We are committed to doing everything we reasonably can to help each cadet succeed. We’re especially proud of cadets who work hard and lead by example despite their having a learning or physical disability. There’s no reason to hide your cadet’s special needs. For more: GoCivilAirPatrol.com/specialneeds
An Invitation to Participate

Parents are welcome to observe all CAP activities. There are no secret meetings.

Addressing Concerns

As a parent, any time you have a question or concern, please contact the local squadron commander. CAP takes parents' concerns very seriously.

If local leaders are unable to resolve an issue to your satisfaction, your wing (state) leaders will gladly help.

Adult Membership

CAP can always use more adult volunteers. If you are willing to serve occasionally as a chaperone or driver, consider joining as a Cadet Sponsor Member. If you are interested in participating more fully in CAP's missions, consider joining as a Senior Member.

Parents' Committee

Parents can support the cadets in their local squadron without officially joining CAP by serving on a parents' committee. Some ways parents can help include:

- asking area businesses to make financial or in-kind donations
- organizing a carpool system
- planning an awards night or pot luck dinner
- helping the squadron connect with local civic groups
- serving as a guest speaker
- spreading the news about CAP and helping recruit new members.

For more ► GoCivilAirPatrol.com/parents

CAP is a great activity for the whole family. Many cadets have recruited their parents, with Mom or Dad continuing to volunteer after the kids have grown.
Flying

Many cadets receive their first flight in an airplane, thanks to CAP.

CAP’s volunteer pilots share their love of flying with cadets. Through orientation flights in powered aircraft and gliders, cadets experience flight first-hand.

While aloft, cadets handle the controls during the noncritical stages of the flight. CAP’s pilots are licensed by the FAA, follow a syllabus for each flight, and ensure the flight is conducted safely.

Cadets may also receive orientation flights in military aircraft. Orientation flights are free to cadets.

For more ➤ GoCivilAirPatrol.com/flying

The Future

To help cadets plan for an exciting future, CAP offers college and flight scholarships.

And, while they are not obligated to join the military, cadets who earn the Mitchell Award can enter the Air Force at an advanced pay grade (E-3).

The service academies and ROTC also look favorably on CAP experience. About 8% of Air Force Academy cadets are former CAP cadets, and the Academy’s Preparatory School sets aside at least one slot for CAP cadets annually.

For more ➤ GoCivilAirPatrol.com/CadetInvest

Cadets develop self-discipline that translates into academic success. 82% earn B’s or better at school.
CIVIL AIR PATROL CADET PROGRAM

Today's cadets... tomorrow’s aerospace leaders

PROGRAM BASICS

KEY TRAITS of CADET LIFE
The Uniform
Aerospace Theme
Opportunity to Lead
Challenge
Fun

CORE VALUES
Integrity
Service
Excellence
Respect

STATISTICS

Total enrollment about 25,000
Median age 15.6

80% white
20% non-white

80%sm
20%f

24,000 powered flights yearly
12,000 glider flights yearly
First year out-of-pocket costs average $300 - $600

LOOK & FEEL
Adult volunteers supervise & mentor
1,000 hometown squadrons
2 ½ hour weekly meeting
1 “Saturday” event monthly
Annual, week-long, overnight encampment

CONTENT AREAS

LEADERSHIP
Academics
AF Traditions
Activities
Service Learning

Outcome: a considered approach to problem solving and interpersonal relations, and practical skills for leadership in a diverse world.

AEROSPACE
Academics
Activities
Careers
Flying

Outcome: familiarity with aerospace sciences and cyber, plus an awareness of the field’s innumerable career opportunities

FITNESS
Academics
Activities
Attitudes
Presidential Youth Fitness Prog.

Outcome: a lifelong habit of regular exercise and commitment to the drug-free lifestyle

CHARACTER
Academics
Discussion Forums
Mentoring
Service Projects

Outcome: cultivation of a personal code of honor and the moral reasoning skills necessary for making tough decisions.

OUR CHALLENGES

#1 FACTOR for SUCCESS
Strong adult leadership at the local level

#1 NEED for GROWTH
Financial support for disadvantaged youth

OUTCOMES

82% Earn B’s or better at school
76% “Strongly believe” in community service
72% Interested in military service
65% Interested in aviation careers

LEARN MORE
GoCivilAirPatrol.com
I. Anderson Preparatory Academy-College & Career Readiness
   a. Class of 2023 & Beyond:
      i. Graduation Requirements & Career Pathways
         1. Preparing for College and Careers (2 Credits Required beginning with Class of 2025 (1 Credit Required for Class of 2023/2024))
            a. Program to Include:
               i. School-Connect Curriculum
               ii. Career Exploration
               iii. Professional Portfolio Development
               iv. All of the Following:
                  1. Visit to a 4-year institution
                  2. Visit to a 2-year institution
                  3. Tour of D-26
                  4. Visit to a Technical/Trade institution
                  5. Job Shadow experience
      ii. Graduation Requirements & Civil Air Patrol (CAP)
         1. Civil Air Patrol, grades 9-12: (6-8 credits required beginning with the 2024 cohort)
            a. Program to Include:
               i. Service Learning Project
               ii. Leadership Development programming
               iii. Military Science
               iv. STEM Integration
               v. Internal & External Programming
                  1. O-Flights
                  2. Encampments
                  3. Community Service tracking
            b. AFJROTC, as an elective, may be substituted for this requirement if authorized to enroll in the program by the SASI
      iii. Graduation Requirement Senior Capstone Project (2 credits)
         1. Senior Capstone Project (2 Credits-Grade 12 or Grade 11 for Early Graduate Student)
            a. Program to Include:
               i. Project (Student Designed)
               ii. Research Paper
               iii. Presentation
               iv. Assigned Mentor/Support
               v. Electronic Portfolio
               vi. Module 4 of School-Connect Curriculum

*Leadership Program in Development
IV. Grade 10
   a. ASVAB Testing
   b. iLearn or other State Assessment
   c. PSAT
   d. Personalized Learning Portfolio
      i. Updated twice a semester
V. Grade 11
   a. SAT and/or ACT Testing
   b. Access to D-26 & Career Training
   c. Dual Credit & AP Offerings
   d. Personalized Learning Portfolio
      i. Updated twice a semester
VI. Grade 12
   a. Senior Capstone Project (See Above for Details)
   b. Finalization of Personalized Learning Portfolio

Development of Mentor/Mentee Program:
- Entry into the 9th grade: Students would be assigned to a specific homeroom instructor. Students will be assigned to the same HR instructor throughout their time at Anderson Preparatory Academy. This would allow for:
  - Consistency in progress monitoring
  - Allow for the development of meaningful relationships
  - Allow for the development of measurable growth in regards to our social and emotional learning curriculum
  - Promotes consistency at the beginning of each day for our cadets
  - Promotes the development of a direct point of contact for social, emotional, and academic support while providing the student an advocate
  - Promotes the development of ‘community’ among the group

*Leadership Program in Development
A Huge Accomplishment

Columbus East student, Jamon Hogan, is congratulated by Principal Mark Newell upon completion of his Senior Project Presentation.

HALL OF FAME

The Senior Project Hall of Fame was established in 2007 as recognition for seniors whose projects are exemplary. English 12 teachers nominate their students for recognition. The inductees receive a certificate and their name engraved on a perpetual plaque. Their projects meet the following selection criteria:

- The student makes an exemplary effort to carry out the project.
- The project is a true stretch for the student.
- The project goes beyond the student’s personal fulfillment to benefit someone or something else.
- The project is complete by the deadline.
- The project can stand as a model of academic and personal integrity in the true spirit of Columbus East High School’s standards for Senior Project.

SENIOR PROJECT TIMELINE

2018—2019

Proposal Due By
October 19, 2018

Begin Research for Paper
January 2019

Write Argumentative Research Paper and
Conferences with Teachers Regarding Paper
January – March 6, 2019

Research Paper Due
March 7, 2019

Sign of Commitment Due
March 29, 2019

Graded Research Paper Returned
April 1, 2019

Journal & Mentor Log Check
December 3, 2018, January 14, February 19, &
March 27, 2019

Mentor Final Verification Due
April 15, 2019

Project Due Date
April 15, 2019

Letter to the Judges Due
April 18, 2019

Portfolio Due Date
April 24, 2019

Practice Presentations for Boards
April 25—May 20, 2019

Senior Board
May 21 & 22, 2019

Questions? Please call:
Senior Project Coordinator 812-375-2789
Columbus East English Department 812-376-4344
Columbus East High School 812-376-4368

Senior Capstone Experience

Senior Project 2018-2019

“…Two roads diverged in a wood, and I—
I took the one less traveled by—
And that has made all the difference.”
—Robert Frost

COLUMBUS EAST HIGH SCHOOL
230 South Marr Road
Columbus, IN 47201
COLUMBUS EAST HIGH SCHOOL SENIOR PROJECT INFORMATION

Proposal – approved by a faculty panel of at least three Columbus East teachers

Paper – argumentative research paper which is a minimum of five pages and minimum of five scholarly research sources - one must be a personal interview; paper graded by outside reader

Project – minimum of 15 hours spent on project outside of English class; each student works with a mentor with experience and expertise in the student’s chosen field for his/her project. **Mentors must be 21 years of age, not related to or dating student, not the parent or step-parent of a boyfriend or girlfriend, possess knowledge to guide student through project, verify hours that student records on project log sheet and must have working e-mail address with ability to communicate electronically.** CEHS does not require community service hours for senior project.

Portfolio – electronic portfolio consists of eight specific requirements related to senior project

Presentation – ten minutes in front of five judges – two are Columbus East High School faculty members, three are community members

- Major components of Senior Project (paper, project, portfolio, presentation) are scored with a rubric
- Senior Project grade is 50% of second semester English 12 grade
- Grade distribution for Senior Project is:
  - 30% - argumentative research paper
  - 30% - physical project
  - 30% - presentation
  - 10% - portfolio
  - 100% Senior Project

Senior Projects usually fall naturally into one of three categories – career, community or self-improvement/hobby.

Senior Project presentations will be Tuesday and Wednesday, **May 21 & 22, 2019**, at Columbus East High School, 12:30 – 3 PM.

For additional information about senior projects go to the Columbus East High School home page. There is a link for senior projects on the home page.

Anne Edds, Senior Project Coordinator
812-375-2789
eddsa@bcsc.k12.in.us
COLUMBUS EAST HIGH SCHOOL

SENIOR PROJECT

2019
20th Year

Nationally Accredited & Certified
In 2005
History of Senior Project at Columbus East High School

In 1999 a Columbus East High School team of five staff members representing teachers, parents, and counseling personnel, traveled to Medford, Oregon to conduct interviews and compile data about Senior Project with the goal of determining if this addition to the school's curriculum would fulfill a senior capstone component for Pathways to Life. Pathways to Life is a program designed to assure all students are encouraged and assisted in their academic growth and preparation for life. In addition, a more valid way to assess student skills and achievement than is available through standardized testing was sought.

After careful questioning and analysis of Columbus East's ability to implement this comprehensive program, the search committee offered the idea to a receptive administration and to the entire teaching staff. A Senior Project pilot year took place with the Class of 2000 in which more than one-hundred fifty students chose to participate.

After this overwhelmingly successful pilot year, which included nearly half the senior class as volunteers for the program, the Bartholomew Consolidated School Corporation Board of Trustees voted on May 8, 2000, to make Senior Project a graduation requirement based in English 12 classes.

The Senior Project at Columbus East has evolved steadily to challenge students and celebrate their successes. Beyond the required components, the program has expanded to include a Senior Project Opportunity Fair early in the school year, the Senior Project Hall of Fame, and the Bell of Champions, which all seniors find pleasure in striking at the conclusion of their presentations in May.

As a sign of Columbus East's full commitment to making Senior Project a success for all students, the entire staff along with more than one-hundred community representatives participates on Senior Boards. Students present speeches to a Senior Board using a variety of technology and skills they have mastered through the project process.

The community has responded with strong support for Senior Project through newspaper articles and editorials, supportive letters to teachers and other staff members, financial support with donations in support of Senior Project Hall of Fame recipients, and complimentary newspaper coverage for students' projects.

Columbus East High School enters its twentieth year of Senior Projects with the Class of 2019. In 2005 Columbus East High School was nationally accredited and certified as a Senior Project high school, the Midwest model for Senior Projects, and with recognition by the Indiana Department of Education. National certification was accredited by the Senior Project Center Partnership For Dynamic Learning, Inc. based in Davidson, North Carolina.
Senior Project: The Capstone Experience

Five phases of Senior Project:

- **PROPOSAL** – Students present their paper and project ideas in writing to a Senior Project Proposal Approval Committee for approval. The committee shares suggestions and comments with students as they meet, determines if the project is a stretch for the student, and if the research paper topic is argumentative. The committee will ask clarifying questions regarding the proposal.

- **PAPER** – Students research their topics and write argumentative research papers. The paper topic is aligned with the physical project as a means to apply information gleaned in the paper writing process to the physical project.

- **PROJECT** – Students create physical projects. Students build, design, or create physical projects or build, design, or create physical representations of such projects. During the project phase students work with mentors who have experience and expertise in the students’ selected topics. There should not be any monetary gain for students while working on their senior project.

- **PORTFOLIO** – Students collect all Senior Project materials in electronic portfolios. Materials include letters, the research paper, project log, reflective journals, and other evidence of the students’ accomplishments. Senior Board judges read the portfolios prior to presentations.

- **PRESENTATION** – Students present their senior projects and argumentative research papers to panels of Senior Board judges. They present their achievements, successes, frustrations, and solutions in ten-minute speeches to boards of teachers and community members.

The Learning STRETCH:

Each phase of the Senior Project has specific requirements which will be explained to you during English 12 class. However, one of the most important is that the chosen topic represents a learning stretch. This stretch means you must go above and beyond what you already know. The Senior Project is an opportunity for you to practice skills used in the “real world” while pursuing something of interest. The topic may be related to a career, culturally responsive, or an academic topic. Whatever you select, the research topic and the project should be something in which you are interested.

Examples of Senior Projects:

- Teaching Spanish to a class of elementary students and research that it is essential to learn a second language
- Psychology experiment testing the validity of SAT & ACT tests and researching that standardized testing should be eliminated in the college acceptance process
- Organize a group to crochet hats for the cancer center and research that the use of stem cells for medical research will bring greater benefits than losses
- Tutor a child in preparation for first grade reading and research that a child’s literacy rate is easier to develop with positive reinforcement
BANNED TOPICS FOR SENIOR PROJECT APPROVAL

The following will not be approved:

- Tourneys (3 on 3 of any sport, dodge ball, ultimate Frisbee, etc.) for high school or middle school students
- Collaborative projects
- Dances (including single event dances at athletic events) at Columbus East High School or any BCSC facility
- Paintball
- Wedding planning
- Skydiving (too difficult to attain required number of hours)
- Weapons
- Drugs, alcohol, or illegal substances
- Illegal activity (even as a "research" project)
- Degradation of others
- Abuse of animals
- Anything harmful to the environment
- Body art (tattooing or body piercing due to health concerns for the student), even as "artistic" expression
- Pre-existing sports camps which take place regardless of senior project organization of camp
- Bake sale as the primary project
- A student teaching himself a new skill independent of an instructor
- A public event held on private property (insurance is too costly to cover those in attendance)
- Hunting with the intent to kill live animals
- Motorcycle benefit rides must be held prior to November 1 of the senior year – NO SPRING BENEFIT RIDES
- No crowd funding platforms or donation apps/pages such as “Go Fund Me” or “Kickstarter” may be used for fund raising purposes

Students conducting ANY TYPE of fund raising event or project, MUST establish an account with Mrs. Pennington in the East bookstore. This ensures accurate record keeping of all funds collected and distributed.

BLOOD DRIVES – only one per semester at Columbus East High School. Fall semester blood drive will be in conjunction with the Indiana Blood Center. Spring semester blood drive will be in conjunction with the American Red Cross.

SOLICITATION for Senior Projects is not allowed at Columbus East High School. Students who are raising funds, or collecting items as part of their project must do so at venues other than Columbus East High School in order to stretch themselves. No crowd funding platforms may be used.

PRIOR to proposing a project in conjunction with a local organization or not-for-profit agency, permission must be received from the organization or agency for the project. There should be written evidence in the project description that permission has been granted for the project.
SENIOR PROJECT CONFERENCE RECORD

Name_________________________  Date_________  Mod_________________  Teacher__________________________

You will meet with your English 12 teacher to discuss the choices you have made for your Senior Project. Please fill out items 1 and 2 prior to conferencing with your teacher.

1. Check the following statements that apply to your progress:
   ____ I have chosen a general area for my Senior Project I am interested in, and it is________________________.
   ____ I have narrowed this general area to a research topic which is________________________.
   ____ I have conducted a preliminary survey of resource materials and know I will find adequate material________________.
   ____ I have determined my physical project will be________________________.
   ____ I am considering contacting ___________________________ to mentor me as I work on my Senior Project.
   ____ My mentor has experience doing________________________, which relates to my project of________________________.
   ____ I have not been able to decide on a general topic, but am considering________________________.
   ____ I need your help with________________________ because________________________.

2. Complete the following statements:
   I think the __________________________ phase of Senior Project will be the most difficult for me.
   I think it will be difficult because________________________.
   I think the easiest phase(s) of Senior Project for me will be________________________.
   I think it will be easy for me because________________________.

CONFERENCE NOTES:

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Mentor Requirements:
- Be knowledgeable about the student’s chosen senior project topic with significant experience in the student’s selected topic;
- Be over 21 years of age - not the student’s peer;
- Boyfriends or girlfriends of students may not be their mentor - no matter the age of the boyfriend or girlfriend; no parents or step parents of boyfriends or girlfriends;
- Not a relative of the student;
- Be available for consultation with the student on a regular basis;
- Verify hours and student work completed on project;
- Must have a valid, working e-mail address and be able to communicate electronically.

Mentoring Guidelines:
- Act as a primary resource (be interviewed, provide information) for the student during the research paper phase;
- Suggest sources the student can seek out for research;
- Share with the student any materials to which they have access which will help the student complete the paper or project;
- Meet with the student on a regular basis to check progress;
- Assist the student in establishing objectives and keeping a log of activities completed while meeting;
- Give the student practical experience in the area of the chosen topic;
- Listen to the student’s practice speech and offer appropriate feedback;
- Encourage the student to perform at maximum level.

Remember – a mentor is a guide. It is not expected your mentor DO the project for you, but GUIDE you through the process.
Revising and Refining Your Claim

You will be writing an argumentative research paper that will connect with your physical project. Your research paper will have a claim you will support with balanced proofs (logos—sound reasoning; pathos—balanced emotional appeal; & ethos—author credibility). The purpose of your research paper is to convince your reader that your claim is valid. Your research paper will also include the counterclaim(s) to your claim, in order to address the opposing position.

Following are some tips for use to help you formulate a claim:

- Identify the general subject of your paper.

- What issues surround this general subject?

- What is the major concern you wish to present?

- What evidence seems to bring you to that concern?

Next step:
Find hard data and background information from research sources which will help you set up your argumentative research paper to allow for the claim you wish to present to your reader. Remember, you have to convince your reader your topic is worthy of discussion, has relevance, or needs attention.

Following step:
Find sources to defend your counterclaim(s). You will need sources that accurately and fairly portray the opposition of your claim in order to write a fair and convincing argumentative research paper.
Ready to Research...

Take the following quiz to determine how prepared you are to begin the research component for your argumentative research paper. Read each statement carefully, then assess how closely the statement applies to you by indicating which number most closely reflects the statement being true:

1 – Really true, 2 – Close to true, 3 – Little bit of truth, 4 – Not even close

___ 1. I know when the due dates for the rough and final drafts are without looking at my notes.
___ 2. I understand the basics of writing an argumentative research paper.
___ 3. I filled in my calendar and have a realistic "game plan" to complete my paper on time, and in a successful manner.
___ 4. I know what plagiarism is and understand the consequences of such actions.
___ 5. I have all the supplies I need to begin: paper, pencils/pen, note cards (if necessary), computer, jump drive, E-Locker access, computer paper, notes to reference regarding paper format, source requirements, and documentation style.
___ 6. I selected a research topic that really interests me.
___ 7. My claim is clear and narrow enough to direct my writing.
___ 8. I have located several sources to begin my research.
___ 9. I know how to perform an internet search.
___ 10. I have created an outline or "map" of the general topics which will support my claim.
___ 11. I have a place where I can work on my paper and will not be bothered by interruptions.
___ 12. I know a teacher or knowledgeable friend who can help me if I need help.
___ 13. I understand the difference between primary and secondary sources.
___ 14. I understand the difference between works cited and works consulted.
___ 15. I know how to format my research paper.
___ 16. I have located someone to interview who has expertise in my selected research topic.

Total your points. The closer your score is to 16 the more ready you are to begin. Make a list of immediate tasks you need to do or find out before you begin your research. Make certain you put the date by when each task will be completed.

<table>
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<tr>
<th>TASK:</th>
<th>COMPLETION DATE:</th>
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During The Interview:
- Dress appropriately; be well groomed
- Be punctual – 10 minutes early is desirable
- Introduce yourself in a professional manner – firm handshake, smile, eye contact
- Review the purpose of the interview again and thank the person for his/her time
- If using a tape recorder, ask permission of the interviewee
- Stay on task during the interview and do not digress to conversation that has nothing to do with your research
- Listen for possible leads, however, and formulate new questions when appropriate
- Ask for clarification if needed and do not be embarrassed to ask the person to repeat an answer you did not understand or hear correctly. Take time to be correct in your note-taking. The person will appreciate that you are taking time to be accurate.
- Honor any “off the record” remarks

After The Interview:
√ Write a thank-you note to the person.
√ Review your notes as soon after the interview as possible.
√ Consolidate information and discard information you cannot use.
√ Be careful that direct quotes are accurately recorded.
√ If in doubt about a specific comment, contact the person again for clarification.
√ Make a list of additional resources you have discovered during the interview.

**The transcript from your interview is required in your senior project portfolio.**

REMEMBER THE BASICS:
→ DATE, PLACE, AND TIME OF INTERVIEW
→ PERSON’S FULL NAME AND TITLE
→ WRITTEN THANK-YOU NOTE

Questions? Questions? Questions?
Asking the right questions is critical for a successful interview. The following prompts will help you get started:
- How are you involved with...?
- What is most challenging about...?
- What is basic to know about...?
- How long have you...?
- Who else has...?
- Where did you learn...?
- What do you enjoy about...?
- What is next in terms of...?
- If you could change one thing about...?
- How do you envision the future of...?
**Paper Rough Draft #1**
These are components the paper MUST have to even be submitted for a grade.

**Basic Required Components** – *must be present for paper to be read*

<table>
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<th>Yes</th>
<th>No</th>
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<td><strong>Title</strong></td>
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<td><strong>Minimum 5 citations</strong></td>
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<td><strong>Minimum 5 sources, no encyclopedia, interview required</strong></td>
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<td><strong>Minimum 5 pages in length</strong></td>
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<td><strong>Works Cited Page (Works Consulted Page optional)</strong></td>
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<td><strong>Correct format (typed, double-spaced, 1-inch margins, 12-point sized TIMES NEW ROMAN font)</strong></td>
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Create your “Sign of Commitment” as a one slide PowerPoint or Google slide. 
Please follow these guidelines:

Use NO MORE THAN 2 jpegs in your slide (including any background files used) 
DO NOT USE ANIMATED BACKGROUNDS

You must include a section for your: 
(see example at right)
- **PAPER**
- **PROJECT**
- **PICTURE**
- **NAME**

Save in your e-locker. **REMEMBER:**

- In the “Save as type”, make sure PowerPoint Presentation or Google slide appears.
- In “File name”, name your file:
  
  last name_first name
  
  example: ross_betsy.pptx

After you have saved your “Sign of Commitment” in your e-locker, you need to save a copy in the Shared “Sign of Commitment” folder.

  **It will be in jpeg format**

To do this, please follow the instructions on the following page.
ELECTRONIC SIGN OF COMMITMENT EVALUATION RUBRIC

NAME: ___________________________ MOD: ______

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<th>Present (2 points)</th>
<th>Somewhat present/needs improvement (1 point)</th>
<th>Missing (0 points)</th>
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<td>Identity: Student’s name and picture appear on slide</td>
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<tr>
<td>Project Topic: Clearly and concisely stated “To …”</td>
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<tr>
<td>Paper Topic: Shortened thesis of paper—clear and concise “To argue that…”</td>
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<td>Creativity: Neatness; use of color, graphics, effective font</td>
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<td>Editing: Correct spelling, punctuation, and grammar</td>
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_______ / 10 points ______ % COMMENTS:
SENIOR PROJECT JOURNAL

Keeping a journal of your project work is critical for your Senior Project. By reading your journal, your teacher and Senior Board judges can hear your voice through the project and see how you worked through any problems, made decisions, and became successful with your chosen project. You will need to make journal entries often and at key times when you have turning points in your project. Write clear and detailed paragraphs and be sure to edit your entries before you include them in your portfolio. Your journal entries must include details, self-reflection and the number of hours you have worked on your project up through that entry. Your journal is to be shared with your mentor prior to your mentor submitting the four project checkpoints on 12-3-18, 1-14-19, 2-19-19, & 3-27-19, and the final verification on 4-15-19.

Sample Journal Entries:

8/2/17: Today I contacted Ellen Harker, the Activities Director for the Four Seasons Retirement Center. I had met with her during this past spring to discuss my project, so today I was double checking everything we had discussed. We came to the conclusion that I will begin playing the piano for “Brunch Sundays” starting this month and for sing-alongs starting next month. So, I will play background music on Sunday, August 27, from 11:30 until 1:00 in the afternoon, and I will accompany a sing-along on Thursday afternoon, September 14. In order to make the sing-along happen, I will need to create a flyer to hang up in the activity room. Along the lines of piano lessons, Ellen and I decided that I will need to create a sign-up sheet for lessons during the week to hang up in the activity room. I have completed one hour at this point in my project.

8/3/17: This afternoon, I was able to get in contact with Jill Tasker, a previous Americore Volunteer for the Columbus Philharmonic who has experience in the field of music therapy in healthcare facilities. I was excited to be able to reach Jill because I am going to interview her for both the claim and counterclaim of my argumentative essay. We decided to meet at the First Baptist Church of Columbus on the afternoon of August 29. Not only am I enthusiastic about the interview, but I am looking forward to hearing Jill’s point of view on the topic of music therapy. This is because I also contacted Ellen Harker today, who asked if I would like to play the piano for the healthcare side of Four Seasons. I am eager to see how music could potentially create a positive effect for patients who have dementia. So far, I have completed 3 hours and 15 minutes of my project.

8/4/17: Today I began working on a sign-up sheet and a flyer to hang up in the Four Seasons’ Activity Room in order to advertise piano lessons and sing-alongs. I included an introduction of myself and what I am doing on both sheets. I also had to make a few alterations on the lesson sign-up because of the original dates I put down and the font size. For example, originally I planned on offering lessons on Mondays, Tuesdays, and Fridays for three, thirty minute sessions. However, due to recent schedule changes, I had to alter these times, offering two, one-hour sessions on Tuesdays and Thursdays instead, which will be more efficient for my students and me. Along with this, after looking over the documents, I decided to increase the size of the font, considering the fact that my audience will have older, wiser eyes. I have completed 5 hours and 15 minutes of my project thus far.
Enter hours as 15 minute increments. Fifteen minutes = .25; thirty minutes = .50; forty-five minutes = .75. For example 1 hour 45 minutes = 1.75

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<tr>
<td>9/27</td>
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<td>Completed task B</td>
<td>2.00</td>
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<td>9/28</td>
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<td>Completed task C</td>
<td>5.75</td>
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<tr>
<td>9/29</td>
<td>3.50</td>
<td>Completed task D</td>
<td>3.50</td>
</tr>
<tr>
<td>9/30</td>
<td>5.00</td>
<td>Completed task E</td>
<td>5.00</td>
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**SAMPLE**

The Google log will automatically tally the number of hours you record as project work.
Final Verification is due on April 15, 2019

SENIOR PROJECT FINAL VERIFICATION QUESTIONS

Questions on the electronic final verification to be completed AFTER project is complete:

Student Name

Student's English 12 Teacher

Project Description

How many hours of work on this project can you verify?

What was the communication between you and the student like?

Have you seen this project at different stages of completion, not just the final stage?

Assess the evidence of planning of this student

What specific problems did the student encounter or overcome?

What successes have you seen this student achieve?

Please rate the difficulty/stretch/challenge of this project for the student

Initial here to indicate you are the mentor and verifying the project

Date this project is being verified

Columbus East High School © 2018
SELF-EVALUATION (continued)

4. Quick Check – Circle Yes/No/ NA (not applicable)

A. Did the community resources help? Yes  No  N/A
B. Have you asked for advice/comments about your project from other people? Yes  No  N/A
C. Did you utilize task analysis and time management principles? Yes  No  N/A
D. Have you ever done this type of project before? Yes  No  N/A
E. Would you recommend this type of project for future seniors? Yes  No  N/A

If yes, explain.

If no, explain.

5. Evaluative Questions:

A. Would you feel threatened to show your project to an expert for evaluation? If yes, explain:

If no, explain:

B. List examples of personal satisfaction you have gained from this experience.

C. What is the most important skill you have acquired during the project phase?

D. What comments about your project have you heard from students, parents, teachers, or community members? For example: “I never realized you knew so much about building construction.”

E. How has the project stretched you emotionally, intellectually and/or physically?

F. How do you feel your project would compare to other similar projects? Explain.

G. What problems have you encountered?

H. How did you handle these problems?

I. Is your project original or creative in any way? If yes, explain how.
PHYSICAL PROJECT EVALUATION

NAME: ________________________ MOD: _____ DATE: ______

PHYSICAL PROJECT: _______________________________________


_____ 2. Journal entries: ___ entries (total number)

    Depth of entries: ___ detailed ___ sufficient ___ cursory

_____ 3. Project log: Number of total hours ______

    Number of mentor contacts ______

_____ 4. Mentor Check Point 1 – due December 3, 2018

_____ 5. Mentor Check Point 2 – due January 14, 2019

_____ 6. Mentor Check Point 3 – due February 19, 2019

_____ 7. Mentor Check Point 4 – due March 27, 2019

_____ 8. Final Mentor Verification – due April 15, 2019

_____ 9. Physical evidence: (Check applicable components)

    _____ pictures

    _____ product or object

    _____ video

    _____ demonstration

COMMENTS:
LETTER TO THE JUDGES

The purpose of this letter is to provide the Senior Board judges with an introduction to you as a whole person, beyond the work you have done on the Senior Project. They will be able to see you as a young adult with goals, interests, and opinions. When they hear you speak at the Senior Boards, they will most likely bring these insights into their understanding and consequent assessment of your presentation. Therefore, this letter must be your best writing and must be a sincere expression of how you perceive certain aspects of yourself. Let the YOU shine through. Write your letter in correct business format, and make certain you sign it.

SAMPLE LETTER TO THE JUDGES:

3000 West 200 South
Columbus, IN 47201
November 13, 2012

Senior Board Judges
Columbus East High School
230 S. Marr Rd.
Columbus, IN 47201

Dear Senior Board Judges:

I had been thinking of ideas for my Senior Project since late in elementary school. At the end of my junior year, I decided to begin pointe ballet classes in the summer with the original plan of having until my recital in the middle of May to attend classes. Circumstances changed, and as a result, my planned project time was greatly shortened. My teacher needed to perform evaluations of my skills, instead of my performance being the end result. By putting forth large amounts of effort and the desire to continually learn and improve, I have completed my project and goal of beginning to learn pointe ballet in five months and have learned a great deal through the experience.

I had a previous dance experience of twelve years of different forms such as modern, jazz, and tap. The one style I had not attempted was pointe ballet. In my opinion, it is the most difficult style of dance when it comes to precision and technical aspects. Most people spend years preparing themselves for the task of beginning pointe ballet. My personal goal was to prepare with conditioning an pre-pointe classes over summer break and begin pointe classes, which would be a minimum of one hour and once a week, in August. I was able to obtain my objective and through the experience I have learned a great deal about myself.

Pointe ballet has required a large amount of discipline and focus. I have learned to listen and apply corrections from my teacher. Pointe ballet has also shown me I am capable of achieving anything with the motivation and the desire to learn and work hard. Along with life skills and learning a new style of dance, pointe ballet has helped me gain more self-confidence through working with and using my body to execute the skills and steps.

My research paper is closely related to my project, as I attempted to persuade the reader the extra-curricular activities are important for teenagers to be involved in due to the benefits they provide, including physical fitness, overall well-being, as well as developmental and educational outcomes. To prove my paper thesis, I used research from scientific experiments, statistics, and an interview with an interview with an extra-curricular participant who is currently in high school.

Overall, I am extremely pleased with results of my project. I have developed a passion for pointe ballet, along with the desire to learn and develop the necessary skills. My project has challenged me to devote more time, focus, and intensity to ballet than my previous dance experience. The Senior Project has taught me that nothing is impossible, and has prepared me for college through the research paper and other academic aspects.

Thank you for taking time out of your schedules to review my work.

Sincerely,

Michaela Wischmeier

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Résumé: A résumé is an excellent document to keep updated, as it is a summary about you. It is a visual word picture of your skills, knowledge, and past responsibilities. It provides anyone reading it with a snap shot of who you are. You will place a résumé in your portfolio.

Ima Changer
123 Main Street
Columbus, IN 47201
(812) 123-4567
ima.changer@email.com

EDUCATION:
Columbus East High School, Columbus, IN
Academic Honors Diploma: June 2018
Cumulative GPA 10.85 on 12.0 Scale

SPECIAL SKILLS/TRAINING:
Advanced Computer Skills including web site design and knowledge of
InDesign software
Have taken Advanced Placement and honors courses every year
Five years of Spanish

WORK EXPERIENCE:
Cashier/Customer Service, June 2016-Present
Lany’s Fine Apparel, Edinburgh, IN 46124
Responsible for customer assistance, ringing up sales, and working at the service counter

Sandwich Artist, August 2014-June 2015
Subway Sandwich Shops, Columbus, IN 47201
Prepared and served menu items, assisted manager with closing
Recognized for exceptional customer service; “Employee of the Month” December 2014

ACTIVITIES/SPECIAL ACHIEVEMENTS:
National Honor Society – 2017-Present
Varsity Soccer – 2016-2018; Captain 2018
Speech Team – 2016-Present
Outstanding Math Student – June 2017

REFERENCES: Mr. Lany Smith
Employer
Lany’s Fine Apparel
145 Outlet Mall Road
Edinburgh, IN 46124
Mrs. Judy Speake clearly
Speech Team Advisor
Columbus East High School
230 South Marr Road
Columbus, IN 47201
Senior Boards Presentation Outline

You will have ten (10) minutes to present your project and research paper, and will respond to five minutes of questions from your Senior Board. During your presentation you may show two (2) minutes of video recording.

I. What do you hope to accomplish, to prove, or to show your Senior Board judges? Be certain to include any main ideas, skills, or personal growth you have gained throughout the research, project, and portfolio phases. Your Senior Board presentation is the culmination of the many months of work you spent on your paper and project: what you expected, what you learned, your self-growth, your disappointments (if any), and your achievements. The judges will want to hear you discuss information reflecting your research paper as well as knowledge you have gained from the project phase. They will also be interested in evidence of self-growth, problem-solving strategies, and your learning stretch. Your presentation is a time of personal reflection and public celebration.

II. How are your project and your research paper aligned? How do you plan to show this relationship to your board?

III. Introduction: What do you plan for your introduction?

IV. Project Description: What will you say about your physical project?

V. Research Description: What will you say about your research paper?

VI. Organization of Research and Project: How will you blend information from both the paper and project?

VII. Personal Growth: What will you say about self-growth?

VIII. Learning Stretch: What is the measurable learning stretch you will share with your board?

IX. Demonstration, Performance, Audiovisual, and/or Technology: Will you be giving a demonstration or performance as part of your presentation? Will you show photographs, DVD, videotape, poster, power point, CD?

X. Conclusion: How will you conclude your presentation?
STEP 3: **Speech techniques to remember.** Your Senior Board is a friendly audience. They are here to support you.

1. Eye contact – this is extremely important. Practice often enough that you only need to glance occasionally at your note cards. You will need the reinforcement the judges’ encouraging expressions will give you. Look at them. True communication involves the eyes.
2. Posture – stand proud. You have a right to be. You have accomplished a great deal. Avoid locking your knees, twitching, wriggling, or shaking. You want your audience to pay attention to what you are saying.
3. Voice – your voice needs to be loud enough to be heard, and vary appropriately in pitch and tone.
4. Gestures – use your hands to make a point. Gestures should be natural and spontaneous, not choreographed and mechanical.
5. Props – plan and practice using any props you will need.

STEP 4: **Prepare for questions.** Remember to use good answering skills. Of course, there is no way to know for certain what the Senior Board judges will ask you, but you can make some educated guesses, and that process will provide you with the confidence and clear-headedness to take on any questions.

1. If you were a judge listening to your speech, what would you want to know?
2. What would you like people to ask?
3. What unusual qualities does your project have?
4. What part of your paper might make them curious?
5. Did your project touch upon any controversial issue? If so, explain.
6. What was the catalyst that encouraged you to choose your project?
7. Who helped you and how?
8. How did you finance it?
9. How much time did you spend on your project? On your research paper?
10. How do you plan to use the ideas you have learned in the future?
11. Give the person who asks you a question direct eye contact.
13. Extend and expand on the information already shared in your speech.
14. Look around and smile occasionally.
15. If you do not know an answer, do not try to fake it. Instead, you might reply, “That’s a good question. I did not cover that in my research but would like to find out. Thank you.”
16. At the conclusion of the question and answer period, look at the judges and thank them for their time and interest.

Columbus East High School © 2018
Presentation Planner: Now that you have read, thought, and learned about some of the key issues impacting the power of an oral presentation, you are ready to begin actually planning your presentation for your Senior Board. As you are using this page to plan your speech, review all prior work. Your formal presentation can be broken into three stages: the introduction, the body of the speech, and the conclusion.

Stage 1: The target in a solid opening is to catch the audience’s interest and curiosity by skillfully introducing your speech topic. A good beginning is essential. You have several choices about how you plan to begin your presentation: surprising fact, humor, video clip, story, rhetorical question, dramatic reading, quotation, projecting into the future, looking into the past, or some other opening of your choice. WRITE OUT THE FIRST FIVE SENTENCES OF YOUR SPEECH:

Transitional words: therefore, such as, however, because of, similarly, firstly, secondly, after all, despite, on the other hand, yet, regarding

Stage 2: The body of your speech is the center of your presentation. It is here that you intermix information from your research, your personal growth, and your project. Ask yourself what things you want your audience to know. Select ideas and issues you have decided to cover in the body, and list them below. On another piece of paper write out what you want to say about each item listed. Be informative, engaging, and articulate.

Stage 3: Your conclusion has many of the same attributes as your introduction. You want to leave your audience thinking about what you said. Again, you have several choices: surprising fact, humor, video clip, story, rhetorical question, dramatic reading, quotation, projecting into the future, looking into the past, or some other closing of your choice. NOW, WRITE OUT THE CONCLUSION:

Transitional words: all the same, nonetheless, moreover, nevertheless, consequently, since, as a result, coincidently, related to

During your presentation do NOT fabricate information about your project or paper, or fabricate responses to questions from the judges. Doing so may result in a 25% grade deduction for your presentation.
**Basic Required Components** – must be present for paper to be read

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td></td>
</tr>
<tr>
<td>Minimum 5 citations</td>
<td></td>
</tr>
<tr>
<td>Minimum 5 sources, no encyclopedia, interview required</td>
<td></td>
</tr>
<tr>
<td>Minimum 5 pages in length</td>
<td></td>
</tr>
<tr>
<td>Works Cited Page (Works Consulted Page optional)</td>
<td></td>
</tr>
<tr>
<td>Correct format (typed, double-spaced, 1-inch margins, 12-point sized TIMES NEW ROMAN font)</td>
<td></td>
</tr>
</tbody>
</table>

I. **Use of Sources** 1 Poor rating fails paper

| All researched information is documented | Excellent (5 points) | Good (4 points) | Average (3 points) | Fair (2 points) | Poor (1 point) |
| Works cited properly within text | | | | | |
| Researched information/not a personal essay | | | | | |
| Mixture of writer’s own words, quotes, and paraphrases | | | | | |
| Sources and citing match | | | | | |
| Works Cited done correctly (alphabetical, hanging indent, proper punctuation) | | | | | |

Section I Points: ____

II. **Content/Organization** 2 Poor ratings fail paper

| Introduction/Claim | Excellent (5 points) | Good (4 points) | Average (3 points) | Fair (2 points) | Poor (1 point) |
| Transitions | | | | | |
| Body Organization (follows claim) | | | | | |
| Quality of Content (balance of claim and counterclaim(s) supported with research) | | | | | |
| Conclusion | | | | | |
| Writing Sophistication (varied sentences, mature vocabulary, creativity, smooth, counterclaim(s) acknowledged) | | | | | |

Section II Points: ____

Columbus East High School 2018
<table>
<thead>
<tr>
<th>Difficulty/Risk/Stretch/ Challenge Number of Components</th>
<th>3 Points Each Item</th>
<th>2 Points Each Item</th>
<th>1 Point Each Item</th>
<th>0 Points Each Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade_________</td>
<td>Very challenging for student and required extra ordinary effort</td>
<td>Challenging for student and/or required a good amount of effort to complete</td>
<td>Required effort, but the challenge was minimal</td>
<td>Student did not demonstrate a stretch</td>
</tr>
<tr>
<td>Evidence of Planning</td>
<td>Something entirely new for the student or a much more advanced level of something done before</td>
<td>If not new for the student, the project was approached in a fresh manner</td>
<td>Interests the student</td>
<td></td>
</tr>
<tr>
<td>Grade_________</td>
<td>The student started right away and planned ahead</td>
<td>The student started in a timely fashion and spaced out the work</td>
<td>The student was not careful to plan ahead, but accomplished the task</td>
<td></td>
</tr>
<tr>
<td>Quality/Learning</td>
<td>If faced with set backs, the student sought alternatives</td>
<td>student set backs resulted from inadequate planning but were resolved</td>
<td>Significant difficulties left unresolved</td>
<td></td>
</tr>
<tr>
<td>Grade_________</td>
<td>The product is excellent and/or</td>
<td>The project is good and/or</td>
<td>The product is completed and/or</td>
<td></td>
</tr>
<tr>
<td>Documentation Portfolio</td>
<td>The student shows excellent evidence of learning and effort</td>
<td>The student shows good evidence of learning and effort</td>
<td>Some evidence of learning and effort is shown</td>
<td></td>
</tr>
<tr>
<td>Grade_________</td>
<td>All written documentation is complete, typed and on time, free of errors</td>
<td>All written documentation is complete, typed and on time</td>
<td>All documentation is complete, but late</td>
<td></td>
</tr>
<tr>
<td>Mentor Contact</td>
<td>Detailed and reflective journals</td>
<td>Journals are merely documentary</td>
<td>Journals do not sufficiently offer project progress</td>
<td></td>
</tr>
<tr>
<td>Grade_________</td>
<td>Consistent and very active mentor contact (with 40 hours of work)</td>
<td>Frequent mentor contact evident (with 16-39 hours of work)</td>
<td>Mentor contact (with at least 15 hours of work)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Excellent evidence of mentor guidance in progress of project</td>
<td>Good evidence of mentor guidance in progress of project</td>
<td>Sparse mentor influence in progress</td>
<td></td>
</tr>
</tbody>
</table>

DEDUCT 25% FROM THE PROJECT GRADE IF SUBMITTED LATE.
<table>
<thead>
<tr>
<th>EXCELLENT - 4 points</th>
<th>STRONG - 3 points</th>
<th>ACCEPTABLE - 2 points</th>
<th>NEEDS IMPROVEMENT - 1 point</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very clear purpose that thoroughly explains what the student learned/experienced</td>
<td>Clear purpose that thoroughly explains what the student learned/experienced</td>
<td>Shows purpose and explains what the student learned/experienced</td>
<td>Purpose and/or info on student's experience is vague</td>
</tr>
<tr>
<td>Strong supporting details</td>
<td>Good supporting details</td>
<td>Relevant supporting details</td>
<td>Few supporting details</td>
</tr>
<tr>
<td>Excellent coverage of both paper and project</td>
<td>Good coverage of both paper and project</td>
<td>Covers both paper and project</td>
<td>Insufficiently covers paper and/or project</td>
</tr>
<tr>
<td>Highly successful in maintaining close audience interest</td>
<td>Keeps the audience interested</td>
<td>Audience listens</td>
<td>Audience disengages</td>
</tr>
<tr>
<td>Easily and knowledgeably handles questions</td>
<td>Handles questions well</td>
<td>Handles questions in routine fashion</td>
<td>Handles questions with some difficulty</td>
</tr>
<tr>
<td>Highly effective introduction, captures audience's attention</td>
<td>Introduction focused</td>
<td>Introduction obvious</td>
<td>Introduction vague</td>
</tr>
<tr>
<td>Clear organization, very easy to follow</td>
<td>Organization fairly easy to follow</td>
<td>Some breaks in organization</td>
<td>Lacks organization</td>
</tr>
<tr>
<td>Smooth transitions</td>
<td>Transitions obvious</td>
<td>Transitions simple</td>
<td>Transitions missing</td>
</tr>
<tr>
<td>Details to key points, placed for impact</td>
<td>Details fit</td>
<td>Details sparse</td>
<td>Lacks details</td>
</tr>
<tr>
<td>Well-designed conclusion with detailed personal reflection</td>
<td>Conclusion present with personal reflection</td>
<td>Conclusion vague with little personal reflection</td>
<td>Conclusion and personal reflection missing</td>
</tr>
<tr>
<td>Very effective eye contact includes the entire audience</td>
<td>Good eye contact</td>
<td>Fair eye contact (with some members of audience)</td>
<td>Lacks eye contact with audience</td>
</tr>
<tr>
<td>Correct pronunciation and/or grammar</td>
<td>Mostly correct pronunciation and/or grammar</td>
<td>Some serious errors in pronunciation and/or grammar</td>
<td>Serious errors in pronunciation and/or grammar</td>
</tr>
<tr>
<td>Effective voice variations</td>
<td>Frequent voice variations</td>
<td>Some voice variations</td>
<td>Lack voice variation</td>
</tr>
<tr>
<td>Fluent delivery (NO &quot;ers,&quot; &quot;ya know,&quot; &quot;umms,&quot; etc.)</td>
<td>Smooth delivery with minor breaks</td>
<td>Mechanical delivery</td>
<td>Halting delivery</td>
</tr>
<tr>
<td>Skilled facial expressions, gestures and body movements</td>
<td>Fair use of facial expression, gestures and body movements</td>
<td>Lacks variety of facial expression, gestures, and body movements</td>
<td>Infrequent use of facial expressions, gestures, and/or body movements</td>
</tr>
<tr>
<td>Student actively incorporates audio/visuals during the course of speech to aid in explanation of topic</td>
<td>Student incorporates audio/visuals during the course of speech</td>
<td>Student refers to audio/visuals during the course of speech</td>
<td>Student does not incorporate audio/visuals into speech</td>
</tr>
<tr>
<td>Excellent quality, originality, and use of color</td>
<td>Good quality and originality</td>
<td>Care evident in preparation of audio/visuals</td>
<td>Insufficient preparation of audio/visuals</td>
</tr>
</tbody>
</table>
School Culture: 
Student & Staff 
Expectations

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
XVIII. Military Structure, Procedures, and Implementation
   a. Anderson Preparatory Academy was founded and chartered with the expectation of
developing, maintaining, and enforcing basic military procedures. Past practice has relied
heavily on the staff of AFJROTC to support the daily procedures and the implementation
of these standards. However, guidance has been provided that AFJROTC is to be a
separate, independent program within the institution, and will no longer act in this
capacity.
   b. Items & Functions that need to be considered:
      i. Dress “Blue” Uniform Wear: Required participation in CAP makes a uniform
available to all
      ii. Assembly: Current AFJROTC instructors have informed Anderson Preparatory
Academy’s administration that once Assemblies are able to recommence, their
program will not be taking an active role in the organization of daily assemblies
      iii. Daily Presentation of Colors: Pre-Academy CAP has taken on the role of the
presentation of colors
      iv. Staff Uniform Wear: Staff have not been active participants in the Civil Air
Patrol and access to the uniform has been limited
      v. Staff Rank & Titles: Staff are not active participants in CAP, but continue to use
titles such as Lieutenant & Captain
   c. Military Science Specialist
      i. It will be necessary to identify a military liaison to ensure the proper
implementation of military procedures & protocols. AFJROTC will not take on
this role as a separate department within the institution

XIX. Daily Structure & Student Expectations
   a. Items to be discussed:
      i. Dress Code & Student Handbook

*More information is provided in the appendices-See Senior Capstone Experience-Columbus East High School*
2020-2021

Anderson Preparatory Academy/Pre-Academy
101 W. 29th St.
Anderson, IN 46016

Phone: (765) 649-8472
Fax: (765) 640-2550
www.goapa.org

Anderson Preparatory Academy Student Handbook*

*COVID-19 Impacted Policy-See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021
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*COVID-19 Impacted Policy—See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021
2019-2020 SCHOOL DAY

Cadets must report to Homeroom prior to 7:50 am or the student will be counted “late.”

<table>
<thead>
<tr>
<th>Academy Schedule (Modified Block)</th>
<th>Pre-Academy Schedule (Modified Block)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday-Thursday</strong></td>
<td><strong>Monday-Thursday</strong></td>
</tr>
<tr>
<td>HR- 7:50a-8:15a</td>
<td>Success-7:50a-8:20a</td>
</tr>
<tr>
<td>Block 1/5- 8:20a-9:50a</td>
<td>Block 1/5- 8:25-9:50a</td>
</tr>
<tr>
<td>Block 2/6- 9:55a-11:25a</td>
<td>Block 2/6- 9:55a-11:50a</td>
</tr>
<tr>
<td>Block 3/7- 11:30a-1:30p</td>
<td>5/6 Lunch- 10:30-10:55</td>
</tr>
<tr>
<td>A-Lunch 12:15p-12:45p</td>
<td>7/8 Lunch-11:20-11:50a</td>
</tr>
<tr>
<td>B-Lunch 1:00p-1:30p</td>
<td>Block 3/7- 11:55a-1:20p</td>
</tr>
<tr>
<td>Block 4/8- 1:35p-3:05p</td>
<td>Block 4/8- 1:25p-2:50p</td>
</tr>
</tbody>
</table>

**Friday**

| HR- 7:50a-8:05a                   | HR- 7:50a-8:05a                     |
| 1st Period- 8:10a-8:55a           | 1st Period- 8:10a-8:55a             |
| 2nd Period- 9:00-9:45a            | 2nd Period- 9:00-9:45a              |
| 3rd Period- 9:50a-10:35a          | 3rd Period- 9:50a-10:35a            |
| 4th Period- 10:40a-11:25a         | 4th Period- 10:40a-11:50a           |
| 5th Period-11:30a-12:15p          | 5/6 Lunch 10:35a-11:05a             |
| 6th Period- 12:20-1:35p           | 7/8 Lunch 11:25a-11:55a             |
| A-Lunch 12:15-12:45p              | 5th Period-12:00-12:45p             |
| B-Lunch 1:05p-1:35p               | 6th Period- 12:50-1:35p             |
| 8th Period- 2:30-3:05p            | 8th Period- 2:30-3:50p (5th/6th)     |

The building will be closed at 3:45 p.m. All cadets MUST be picked up by 3:45 p.m.

**WEATHER CLOSINGS OR DELAYS & EMERGENCIES**

Television stations Channel 8, Channel 13 and Channel 59 will carry delay & closing information. Information is also relayed via the call system and the school’s website/ BLOG: www.goapa.org.

**2 HOUR DELAY and 1 HOUR DELAY START TIMES**

On a 2 hour delay, school starts at 9:50am. The doors will be opened at 9:30am.

For a 1 hour delay, school starts at 8:50am. The doors will open at 8:30am.

*COVID-19 Impacted Policy-See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021
Military Procedures & Student AFJROTC Participation

Anderson Preparatory Academy acknowledges that AFJROTC is a voluntary program and that student enrollment in the program requires all active duty cadets meet the standards established by the government of the United States, the Department of Defense, and United States Air Force. Students may seek and secure enrollment in the AFJROTC at the beginning of the fall or spring academic terms after the signing of the Cadet Contract and interview with the unit’s SASI.

Anderson Preparatory Academy requires four academic credits, or two (2) years of participation in AFJROTC. However, it is highly encouraged for students to complete four (4) years of AFJROTC. Removal from the program will result if a Cadet: (Edit: Per Board action taken 29, September 2020, APA no longer requires participation in AFJROTC)

1. Failure to meet the standards of AFJROTC Academically
2. Failure to meet the standards of AFJROTC Behaviorally
3. Failure to meet the standards of AFJROTC grooming and uniform standards
4. Failure to meet stipulations with the Cadet Contract

AFJROTC Withdraw Procedures

1. The following procedures outline the steps required for student withdraw from AFJROTC at Anderson Preparatory Academy:

1.1. Self-Withdraw:
1.1.1. A cadet must conference with, or present a written request to, the SASI stating their intention to self-withdraw
1.1.2. Cadets will be presented the following information:
    1.1.2.1. Cadets who self-withdraw from the program will receive a WDF for the semester
    1.1.2.2. The cadet will be informed that a conference will be scheduled with the SASI and Director to discuss their intention to Self-Withdraw within one business week of the verbal or written request
    1.1.2.3. At the conclusion of this meeting, confirmation of the student withdraw will be presented to Anderson Preparatory Academy’s Registrar and Guidance Department
    1.1.2.4. The cadet will be provided 7 days to return all AFJROTC items (i.e. AF Blue Uniform, accessories, and ribbons). Items not returned within this timeframe will have a balance added to their account. This charge may be up to $200
    1.1.2.5. A parent conference will be scheduled to inform the cadet and parent(s)/guardian(s) that the student will not meet the local graduation requirements of Anderson Preparatory Academy*

1.2. Failure to Meet AFJROTC Standards as prescribed by Anderson Preparatory Academy’s AFJROTC, the USAF, and the Department of Defense:
1.2.1. Documentation of student behaviors and cadet redirection will be documented using Skyward with communication home following each behavioral issue.
    1.2.1.1. The SASI will inform the cadet of their intent to withdraw them from the AFJROTC in writing of not meeting the standards within the Cadet Contract. Documentation will be recorded in Skyward with parent contact.
    1.2.1.2. A conference with the SASI, Director, and Parent(s)/Guardian(s) will be scheduled within one business week of the requested withdraw.
    1.2.1.3. At the conclusion of this meeting, confirmation of the student withdraw will be presented to Anderson Preparatory Academy’s Registrar and Guidance Department

*COVID-19 Impacted Policy—See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021
3.2.2.2. Community Service verification will be completed by the Cadet’s homeroom teacher

**Military Procedures**

APA is a military academy style school with many military traditions that are observed each day. The most common are wall-bracing, reporting procedures, class opening and class closing procedures.

**Wall Bracing:** Cadets move freely during passing periods; this is done quickly and professionally to their destination following the flow of traffic (always on the right side of the hallway in the direction the cadet is traveling). Wall bracing occurs when a cadet is in the passageways during the academic day between the first bell to the dismissal bell but not during the set passing periods between classes.

A. If you are walking down the hall and see a teacher/staff officer coming in the opposite direction or coming up behind you: once the staff member is within 3 paces, come to the position of attention, standing back to the right wall, render a hand salute, holding the salute and give a proper verbal greeting like: “Good Morning/Good Afternoon, sir/ma’am.” Once the teacher/staff officer has returned your salute and passed your position, you can drop your salute and resume movement to your destination.

B. If the cadet’s hands are full, the cadet should still brace the wall and give a proper verbal greeting.

C. If a cadet passes a group of teachers/staff officers engaged in a discussion or working on something, the cadet should simply pass and give a proper verbal greeting like: “Good Morning/Good Afternoon, Ladies/Gentlemen or Ladies and Gentlemen.”

**Reporting Procedures:** If you request and receive permission to speak to a teacher/staff officer—or if notified that a teacher/staff officer wishes to speak to you—you are required to report to that teacher/officer. A cadet should not report to a teacher/staff officer if they are teaching in class. Your execution of reporting procedures will create a good or bad impression. You make a good impression if you report properly and demonstrate good military bearing. The reporting procedure is broken down into three separate steps: entrance, reporting, and departure.

**Entrance:** Before entering the room or office, knock twice firmly and loudly enough to be heard in an average-sized room. If you do not get an answer in a reasonable amount of time, knock again. When told to enter, march in at the position of attention. Take the most direct route to the officer. Halt approximately two paces from the officer or from the desk if the officer is seated. Always halt in a way that places you squarely facing the officer.

**Reporting:** Report in a military manner with snap and precision, but do not exaggerate the movements. Begin by saluting properly. Then, give your reporting statement beginning when your hand reaches the saluting position. Speak in a clear, conversational tone of voice. If you were told to report, say, “Sir/Ma’am, Cadet (your last name) reports as ordered.” If you are reporting on your own, say, “Sir/Ma’am, Cadet (your last name) reports.” Hold the salute until you have completed the reporting statement and the officer has returned your salute. Stand at attention unless ordered otherwise. When the conversation is finished—or the officer has dismissed you—come to attention and properly salute. Hold the salute until the officer returns it, and then drop the salute.

**Departure:** As soon as you drop the salute, complete the appropriate facing movement (about face, left face, right face, or a face in marching) and march out at the position of attention. Take the most direct route. Maintain proper military bearing at all times.

*COVID-19 Impacted Policy—See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021*
CLASSROOM CONDUCT:

- Enter classroom quietly.
- Stand at attention by their seat.
- Await inspection by the teacher/class leader.
- Await instruction to be seated by the teacher/class leader.
- Socializing during instructional time and disrupting the educational process is not permitted.
- Horseplay of any kind is not permitted.
- Respond with, “Yes, Sir,” “No, Sir,” “Yes, Ma’am,” and “No, Ma’am.”
- Give a substitute teacher every courtesy and respect due a regular faculty member.
- Being prepared for every class is policy: possessing supplies/materials needed and having homework/assignments/projects completed is considered to be “prepared.” All assignments must be turned in on time. Chronic non-compliance becomes subject to disciplinary action(s).

HALLWAY CONDUCT:

- Report to next class by the most direct route.
- Fraternizing, loitering, or public displays of affection on school property before, during and after school is not permitted. This includes at school events. Updated 2017 - 2018
- Visit lockers before school, between classes, during lunch, or after school.
- Loud yelling or rude conduct between classes is not permitted.
- Always travel on the right side of the hallway to accelerate the flow of traffic. Fraternization between Pre-Academy and Academy students is strictly prohibited.

CAFETERIA CONDUCT:

- Enter in a quiet and orderly fashion.
- Remain in your seat once seated.
- Talking should be kept to a tolerable volume that does not disrupt nearby classrooms.
- Dispose of trash in receptacles. Keep our facility neat and clean.

CONDUCT DURING ASSEMBLIES & EXTRA-CURRICULAR ACTIVITIES:

- Cadets are to be courteous and respectful at all times.
- Cadets are to adhere to the APA Athletic Code of Conduct at athletic events.

CONDUCT DURING DANCES/SKATING PARTIES/FIELD TRIPS:

- Cadets are to be courteous and respectful at all times.
- Cadets are to adhere to all APA rules and expectations.
- Cadets who fail to follow all school rules are subject to disciplinary action.
Student Academic Improvement Plan (SAIP)

4. Anderson Preparatory Academy has established a thorough process for intervening when a student is struggling academically or behaviorally. The process uses established criteria to identify students in need of assistance, involves holding meetings to inform parents of the concerns, and the development of a written plan to address the concerns. There is a supplemental level of support and an intensive level of support, which are as follows:

4.1. Supplemental:

4.1.1. Academic Criteria:

4.1.1.1. Universal Screening & Diagnostic(s): Used to identify reading level and math competency
4.1.1.2. Failing a class at midterm or end of semester
4.1.1.3. Failing two or more courses by midterm or end of grading period
4.1.1.4. Failing two or more formative assessments in English or Mathematics
4.1.1.5. Classroom removal or two office referrals
4.1.1.6. Two full day in-school or out of school suspension

4.1.2. Process:

4.1.2.1. Once a student is identified for intervention based upon the above criteria, the teacher should complete the appropriate SAIP data form.

4.1.2.2. The teacher should then contact the student’s parent(s)/guardian(s), and should consult with either guidance counselor, social worker, or administrator with the specific concern. If the student is a special needs’ student, the teacher should contact the student’s teacher of record.

4.1.2.3. At the meeting, the reason for the meeting and the appropriate SAIP data form should be shared with all in attendance.

4.1.2.4. Those present at the meeting should collaborate to complete the SAIP and decide on a specific date and time to meet in approximately six (6) weeks.

4.1.2.5. The teacher should share the SAIP with all appropriate personnel and provide a copy to the building principal for placement in the centralized SAIP file.

4.1.2.6. Progress monitoring should take place every two weeks.

4.1.2.7. At the follow up meeting, a decision should be made to discontinue interventions, continue the interventions if the student is showing progress, modify the interventions but keep the student in the supplemental phase, or recommend the student move into the intensive phase if the student has not made significant progress.

4.1.3. Intensive is to be used after supplemental interventions have not been successful in improving the student’s academic and/or behavioral performance. NOTE: prior to an intensive intervention team meeting, the teacher should notify an administrator of the need for such a meeting, and the administrator should request the school psychologist complete a screening of the student prior to the meeting.
5.6.2. GPAs are weighted for students who pass an honors, advanced placement, or dual-credit course. .04 is added for advanced placement or dual-credit & .02 is added for honors.
5.6.3. A student who does not take the AP exam will earn credit for the course but will not earn the increase in the GPA calculation.
5.6.4. Class rank is calculated on cumulative GPA through the completion of the seventh (7th) semester. Valedictorian & Salutatorian must have attended Anderson Preparatory Academy for the last four semesters prior to graduation.

5.7. Transcript Request
5.7.1. A student must request in writing (to the school counselor) that a transcript of his/her school records be sent to a college, vocational school, or place of employment 5 school days in advance with a self-addressed envelope (postage included). Transfer of records from one educational institution to another where a family is moving or to a college will be sent upon request of that educational institution without consent of student or parent/guardian.

School Registration & Attendance Procedures

6. Registration Requirements
6.1. Enrollment:
6.1.1. A child may attend Anderson Preparatory Academy if his/her legal residence is in the state of Indiana. A legal parent/guardian must accompany the child who is enrolling to the Academy and present the following documentation:
6.1.2. Original Birth Certificate; or other proof of child’s date of birth
6.1.3. Proof of Guardianship; Legal Documents or Court order if other than parents
6.1.4. Completed immunization Record: Copy of physician records, records from another school or completed for from Anderson Preparatory Academy

6.2. Required Emergency Information:*
6.2.1. Names and telephone numbers of the following individuals must be provided at enrollment and immediately upon changing;
6.2.1.1. Both Father and Mother, or Legal Guardian(s);
6.2.1.2. Employers of both father and mother;
6.2.1.3. An adult “emergency” contact authorized to act on a parent’s behalf in the event of emergency or when child must be sent home;
6.2.1.4. Family Doctor

6.3. Non-Custodial Parents:
6.3.1. Non-custodial natural parents will have access to all student records and may participate in conferences, classroom visits, and school activities unless a court order restricting such access is provided by the custodial parent and on file in the school office. Non-custodial parents may not remove the student from a classroom to “visit” during the school day and the student will not be released from the school premises to the non-custodial parent unless written permission is presented to the school by the custodial parent.

7. Anderson Preparatory Academy & AFJROTC Enrollment Procedures
7.1. On-Boarding Procedures
7.1.1. Student Enrollment at Anderson Preparatory Academy will be coordinated through the Registrar’s office. The Registrar will complete the following:
7.1.2. Input new student information into Anderson Preparatory Academy’s Student Management System (SMS)
7.1.3. Communicate new enrollee(s) to Administrative Personnel (Director, Director of Technology, Food Service Director, SASI, and others per request)

*COVID-19 Impacted Policy—See COVID Guidance Pg. 38
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reimbursement is secured. Payment arrangements can be made through the finance office. Failure to pay in full or make payment arrangements prior to October 31 will necessitate APA to take legal action for collection. APA accepts all major credit cards.

8. Attendance Policy*

A direct relationship exists between success in school and attendance. To ensure that students are in regular attendance, Indiana law (I.C. 20-33-2) and Anderson Preparatory Academy policy require that all students attend daily, unless they are officially excused. Good attendance is a shared responsibility of students, parents, and school staff. It is the goal of the Anderson Preparatory Academy Attendance Policy to maintain communication with students that are absent from school in an effort to continue our support and encouragement.

Indiana Code 20-33-2-27

Compulsory Attendance: Parent’s Responsibility: (a) It is unlawful for a parent to fail to ensure that his/her child attends school under this chapter.

Indiana Code 20-33-2-28

Compulsory Attendance for Full Term: It is unlawful for a parent to fail, neglect, or refuse to send his child to a public school for full term as required under this chapter unless the child is being provided with instruction equivalent to that given in public schools.

Indiana Code 20-33-2-44

Parents are to produce certificate of child’s incapacity on demand. If a parent does not send his child to school because of the child’s illness or mental or physical incapacity, it is unlawful for the parent to fail or refuse to produce a certificate of the incapacity for an attendance officer within six (6) days after it is demanded. The certificate required under this section shall be signed by an Indiana physician or by an individual holding a license to practice osteopathy or chiropractic in the state or by a Christian Science practitioner who resides in Indiana and is listed in the Christian Science Journal.

Indiana Code 20-33-2-44

A person who knowingly violates this chapter commits a Class B misdemeanor. Indiana law lists only four (4) exceptions to compulsory attendance (IC 20-8.1-2-18):

a. Service as a page for or as an honoree of the Indiana general assembly
b. Assistance to a political party or to precinct election board on Election Day (Academy Students Only)
c. National Guard duty (10 days)
d. Court appearance under issue of a subpoena

Reporting Absences

Parents/Guardians have the responsibility to notify the school’s attendance office prior to 9:00 am on any day when a student is tardy or absent. Please call 765-649-8472 x 2 and leave a message stating your name, the student name, grade level and reason for absence. The Parent/Guardian may also send a written note with the student upon their return to school.

*COVID-19 Impacted Policy-See COVID Guidance Pg. 38
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Section 504 is available to students if they have a physical or mental condition which substantially impairs a major life activity (i.e. learning). Request for Section 504 accommodations should be submitted to the Special Education Department for approval.

Make-Up Work
It is the responsibility of the cadet to contact their teachers regarding any missed assignments during their absence. Cadets will have one day, per day missed to complete any missed assignments due to an EXCUSED absence.

Unexcused Absences
The following absences are considered unexcused: (1) truancy, (2) oversleeping, (3) car trouble, (4) failure of a parent/guardian to verify absence, and (5) an unapproved family vacation.

Every effort should be made to avoid family vacations during times school is in session. Cadets will be required to collect and complete any missed assignments due to their absence. However, no credit will be given for assignments due on a day the cadet has an UNEXCUSED absence. Failure to complete missed assignments could result in disciplinary action.

Truancy
A cadet is considered truant when he/she (1) leaves school/class without administrative permission, (2) leaves school without a written request from the parent/guardian explaining the need to leave early, (3) comes to school but does not attend class, (4) does not report to the appropriate person/place, (5) is absent from class, or tardy to class for more than 10 minutes without a valid pass, (6) is absent from school when there is an attempt to evade the Indiana Compulsory Attendance Laws.

In accordance with IC 20-33-2-11, 10 or more unexcused absences will be treated as habitual truancy and reported to the proper authorities for charges to be pressed.

Reporting of Absences & Parent Notification
The accumulation of unexcused absences is considered Truancy and may be met with the following disciplinary actions:
- 3 days unexcused absence Letter sent to parent/guardian
- 5 days unexcused absence Letter sent to parent and 1 day suspension
- 7 days unexcused absence Attendance contract/conference and 3 day suspension
- 9 days unexcused absence Final letter to parent/guardian and 5 day suspension
- 10 days unexcused absence Probable Cause Affidavit filed/Department of Children Services notified and recommendation for expulsion

Late/Tardy to School
Cadets arriving to school late are a distraction to the classroom and a deterrent to the learning process and will not be tolerated. Cadet arriving to school after 7:50 a.m. without a valid excuse are considered “Late to School”. Arriving late to school is considered Truancy and may be met with the following disciplinary actions:
- 5-10 Late to Schools Thursday School
- 11 Late to Schools Student conference
- 13 Late to School Attendance contract/conference and a 1 day suspension
- 15 Late to Schools Letter to parent/guardian and 3 day suspension

*COVID-19 Impacted Policy-See COVID Guidance Pg. 38
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- The nurse has the right to question authenticity of medications and is not required to administer non-FDA approved or experimental items.
- It is strongly advised that all medications be brought to school by the parent or guardian. If any medication remains in school after it is no longer needed, parents should pick up the unused medications in a timely manner, or the designated school official will destroy the medication after a reasonable length of time.
- Medications brought to school without following these guidelines will be properly destroyed.
- Failure to follow such procedures could lead to disciplinary actions.

Immunizations
Parents of students at APA must show proof that the student has been immunized or that current medical or religious objection is on file. Parents must provide proof of immunization prior to the start of the school year. A waiver of no more than twenty (20) days may be granted for a student failing to provide immediate information as requested. Failure to do so may result in separation from the school, IC 20-33-8.

Changing Address & Emergency Contact Information
Parents are responsible for keeping the school informed of changes to their address and all other contact information pertinent to parent or home contact.

Such information can be vital in the case of an emergency. Please contact the Registrar’s office, Capt. Angie Shively, to report changes for Skyward and to Lt. Mark Dickson for the school call system.
and functions key to school operations; or a parent or student serving on an official
committee, such as a disciplinary or grievance committee, or assisting another school.
official in performing his or her tasks. A school official has a legitimate educational
interest if the official needs to review an education record in order to fulfill his or her
professional responsibility.

b. Upon request, the school discloses educational records without consent to officials of
another school district in which a student seeks or intends to enroll.

c. Armed Forces Of The United States: Indiana law (IC 20-33-10) requires public high
schools to provide official recruiting representatives of the armed forces of the United
States, their services academies, and certain other military organizations, access to the
high school’s student directory information, including: student’s name, address, and
phone number, if the telephone number is a listed or published telephone number.
However, the law also permits a high school student or parent, guardian, or custodian
of a high school student to object to the release of the student’s directory information to
such official military recruiting representatives by submitting a signed written request
to the high school by the end of the student’s sophomore year. If you wish to object,
please contact your student’s school guidance office or the Office of Student Services
regarding the procedure and to obtain a “Denial Of Permission To Release” form.

4. The right to file a complaint with the U.S. Department of Education concerning
alleged failures by the School to comply with the requirements of FERPA. The name
and address of the office that administers FERPA is:

U.S. Department of Education, 400 Maryland Avenue, SW Washington, D.C. 20202-4605
3. Phone call to parent
4. Letter to parent
5. SAIP Conference with parent
6. Conference with building level behavioral support staff
7. Conference with building administrator
8. Teacher assigned help sessions

Level 2: School Administration Intervention

1. Conference with student
2. Phone call to parent
3. Letter to parent d. SAIP conference with parent
4. Referral to building level behavioral resources, i.e. PEER mediation

Level 3: School Level Consequences

1. Detention: detaining a student before, during or after school (This consequence may also be implemented at Levels 1 or 2 above per individual school policy)
2. Removal from the classroom (for less than one day)
3. In-School-Suspension (removal from classroom for 1 day or more)
4. Restricted activity: denial of participation in school or extracurricular activities
5. School/community service: assignment of student to perform school/community service
6. Restitution: student assigned to make appropriate restitution for loss or damage
7. Assignment to “Extended School Assignment” program outside normal school hours such as Thursday School
8. Building Level Probation Agreement
9. Suspension of driving privilege
10. Suspension of work permit (for attendance violations only)
11. Suspension of driver’s license through the Bureau of Motor Vehicles (for truancy, after second out of school suspension or at expulsion)
12. Other consequences as deemed appropriate by the school principal

Level 4: Out-Of-School Suspension (1-10 Days)

1. Suspension with Parent contact
2. Suspension with SAIP Conference
3. Other consequences as deemed appropriate by the principal

Level 5: District Level Interventions & Consequences

1. Madison County Probation Department meeting
2. Madison County Probation Agreement - Court Referral
3. Waiver of Due Process Agreement with assignment to least restrictive environment
4. Department of Child Services report
5. Other consequences deemed appropriate by district administrators or expulsion examiner

Level 6: Request for Expulsion

1. Request for Expulsion without Suspension
2. Request for Expulsion with Out-Of-School Suspension

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c. Female Cadets
   i. Cadet blouse/shirt with epaulets and official Academy skirt/slacks (Academy only)
      1. The skirt will be no shorter than the top of the kneecap and no longer than the bottom of the kneecap when standing at attention. Skirts should hang at the same length when viewed form the front or back.
   ii. Black, navy, or beige tights or knee high or crew socks with pants; knee-high black, navy, or ecru tights or socks with skirts;
   iii. Solid, black, closed-toed leather or patent leather dress shoe (i.e. pump type, low heel (less than 2-inches)). Bows, knots, and rhinestone attachments are not authorized.
   iv. Not Allowed: Ballet type slippers
   v. Female hair will not contain excessive amounts of grooming aids (i.e. gel, mousse, pomade, or moisturizer), appear lopsided, touch either eyebrow, or end below an imaginary line across the forehead at the top of the eyebrows that is parallel to the ground. If applied, dyes, tints, beaches, and frosting must result in natural, human hair colors (i.e. brown, blonde, brunette, natural red, black, or grey).
   vi. Hair ribbons, bands, or clips must be blue, gray, white, or black
   vii. Clear nail polish and traditional white French tip are the only approved polishes
   viii. Earrings must be small, conservative diamond, gold, pearl, or silver earrings with any uniform combination which are worn as a set, one in each ear. Cadet’s may wear one (1) set of earrings.

d. AFJROTC and CAP Uniform Wear
   i. AFJROTC Uniform (Academy)
      1. The U.S. Air Force JROTC uniform is to be worn in accordance with all Air Force JROTC regulation
   ii. CAP Uniform (Pre-Academy)
      1. Plain white v-neck undershirt
      2. Normal school shoes are authorized for cadets in a CAP uniform
   iii. CADETS, PARENTS AND/OR GUARDIANS ARE RESPONSIBLE FOR MISSING OR DAMAGED GOVERNMENT PROPERTY

e. Spirit Wear
   i. Spirit wear is defined as: Anderson Preparatory Academy approved apparel to be worn on approved days (beginning the Second Friday of first Semester)
      1. Cadets are not required to participate in Spirit Wear; Those opting not to wear “Spirit Wear” must be in regular cadet uniform wear.
   ii. Anderson Preparatory Academy approved apparel for Spirit Wear are as follows:
      1. Clothing in good condition without tears, rips, or holes; this includes frays, zippers, and patching.
      2. Shoes must be closed toe with a full/solid upper and must be worn with socks that are invisible. (Tennis shoes/sneakers are not approved Spirit Wear)
      3. Tan Khaki pants with belt loops and worn with a belt at the waist are approved Academy Spirit Wear. Pre-Academy Students may also wear

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Section #2: Public Immodesty or Indecency

A. Inappropriate Speech or Conduct
   a. Inappropriate speech, conduct, or material that is profane, indecent, lewd, vulgar or offensive to school purposes.

B. Public Display of Affection (PDA)
   a. Engaging in any sexual activity while in school, on school property, or while participating in, or during attendance, at school-sponsored activities or events.

Section #3: Dishonesty, Disobedience, & Mistreatment of School Personnel

A. Altering or Misrepresenting Communications to School Authorities
   a. Tampering with communications from parents or guardians to school authorities, including forging names on excuses.

B. Misrepresentation
   a. Intentionally providing false written or oral information to anyone in authority at school with the intent to deceive school officials including falsely accusing any person of harassment, of violating a school rule, or of violating a state or federal law.

C. Altering Official School Records or Communications
   a. Tampering with official documents in any manner, including changing grades or forging names.

D. Disrespectful or Inappropriate Behavior Directed Toward a Supervisory Adult
   a. Engaging in behavior such as “walking away” (physically leaving while the adult is talking to the student); “talking back” (responding orally in a rude manner); “inappropriate gestures or actions” (actions that may be seen as rude or obscene); or other behavior that may be considered disrespectful

E. Insubordination/Defiance
   a. Failing to follow any reasonable direction given by a staff member or adult in authority

F. Leaving School Grounds without Permission
   a. Leaving school property while school is in session without a valid excuse

G. Assault or the Threat of Assault on an APA employee
   a. Threatening to strike, attack or harm an employee through any means of communication, including gestures, symbols, or signals such as threatening “to get” an employee.

H. Causing Injury to an APA employee
   a. Willfully participating in a physical altercation, reckless behavior or disorderly conduct that results in injury to an APA employee.

Section #4: Threatening, Risking, Causing, or Attempting to Cause Harm

A. Throwing Objects
   a. Throwing any object, except in the normal course of participating in a recreationally or athletic activity that may cause physical injury to another person or disrupt the educational process.

B. Pushing, Kicking, Slapping, or Hitting

C. Threatening Physical Harm/General Threat

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Section #7: Other Disciplinary Items & Banned Items

Below is a list of items that are banned from Anderson Preparatory Academy’s property or school sponsored event.

A. Banned Items
   
   a. Bladed Objects (i.e. Knife, box knife, pocket knife, etc)
   
   b. Fireworks or Combustible items
   
   c. Firearms
   
   d. Any item that may be considered a “Deadly Weapon”
## Levels of Response to Student Behavior Needs

*NOTE: The following list contains types of misconduct that can lead to disciplinary action, including suspension and expulsion: This list includes examples of, and by no means exhausts all types of, student misconduct.*

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Cellphones

All electronic devices, including smart watches or any picture taking device, will be turned off upon entering the building and stored in students' lockers during the school day. Abuse of this expectation will result in a cellphone being confiscated and may require a parent to pick up the device before it is returned to a student. After the 2nd offense loss of cell phone privileges on school grounds will result. PLEASE do not try to communicate with your child during the school day via their device. If your child is contacting you, remind them of our expectation. Violation of the cellphone policy can be a suspendable offense.

SCHOOL TELEPHONE USAGE IS PROHIBITED BY STUDENTS UNLESS IT IS RELATED TO A MEDICAL ILLNESS OR AN EMERGENCY AND APPROVED BY ADMINISTRATION.

Cellphone Content, Display, and Transmitting

The Child Abuse/Neglect Law requires school personnel to report to law enforcement or CPS whenever there is reason to believe that any person/student is involved with child exploitation or child pornography as defined by Indiana Criminal Statutes. IC 35-42-4-4b; IC 35-42-4-4c;35-42-4-4a; IC 11-8-8-7; 35-42-4-11; 35-42-4-4b

Lockers

Every cadet is assigned a locker. Lockers MUST have a lock/be locked at all times. Lockers and locker combinations are not to be shared. Bags are to be stored in lockers not carried by cadets. The school assumes NO responsibility for lost or stolen items. While a concerted effort will be made to recover them, the school does not assume responsibility for these items. The school expectation is that all lockers are maintained by students in a safe, hazard-free, and sanitary condition. It is the expectation that soiled clothing, food items, etc., that create unsanitary conditions will be the responsibility of the student. For any marks that must be specially removed, a $100 fine will be assessed to the financial balance of the student assigned the locker. Lockers are to be utilized by students for school items and personal items as these are related to school. Lockers are not to be used for items that would interfere with the function of the student(s) or the school.

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and: 1. returned to the parent or guardian of the student from whom it was seized. 2. destroyed; or 3. turned over to any law enforcement officer in accordance with sub-section G.

H. The principal, or a member of the staff designated in writing by the principal, may request the assistance of a law enforcement officer to: 1. search any area of the school premises, any student, or any motor vehicle on school premises; 2. identify or dispose of anything found in the course of a search conducted in accordance with its section. Where law enforcement officers respond to such a request, no school employee shall assist or otherwise participate in any search conducted.

Due Process

Indiana Student Code of Conduct section I.C. 20-8.1-5, 1-13. When an administrator (or designee) recommends to the CEO (or designee) that a student is expelled from school, the following procedures will be followed:

1. Insure that procedural due process has been offered and is cited under procedures for suspension.
2. Filing procedures which must be followed include:
   a. Accurate completion of student information of the Request for Expulsion Form
   b. Signature of appropriate administrator
   c. Causal Hearing date/pre-expulsion date when requested in writing by the guardian to the CEO within 10 days, otherwise not applicable
   d. The code of conduct citation for the violation(s) for the expulsion
   e. All appropriate suspension information, if the student has been suspended, including dates for the beginning and ending of the suspension
   f. The date the expulsion would be upheld
   g. Communication in accordance with state code via certified mailing stating reasons for expulsion, the date, time, place and purpose of the meeting.
3. When requested, the CEO or designee may conduct an expulsion hearing or appoint legal counsel or a member of the administrative staff who did not expel the student.
4. Failure to request or appear at a requested meeting by the student or the student’s parent/guardian will be deemed as a waiver of rights administratively to contest the expulsion or appeal.
5. At the meeting, the administrator or designee will present evidence to support the charges against the student. The student and parent/guardian will have the opportunity to answer the charges against the student and present evidence to support their position regarding DUE PROCESS. An attorney may not represent the student at the expulsion hearing, but the attorney may be available for consultation outside the meeting room during the meeting.
6. A written summary of evidence heard at the meeting will be recorded. Action taken as deemed appropriate will be recorded. Notification will be provided to the student and the parent/guardian via certified mail.
7. By Board Policy, the Board does not hear appeals.
- Black belt will be required as developmentally appropriate – see Uniform Policy for guidance
- Jeans are only permitted on Fridays as part of Spirit Wear
9-12 female cadets may wear the APA Academy blue plaid/tartan skirt
K-12 male cadets may wear pants or dress pants.
- Color choice: navy, gray, black, or khaki/tan
- Pants/skirts/skorts cannot have large pockets due to safety concerns.
- Leggings may be worn under skirts or skorts; however, they are NOT permitted as stand-alone pants.
- Cargo pants, Joggers or similar pants are NOT permitted due to safety concerns.
- Black belt will be required as developmentally appropriate – see Uniform Policy for guidance
- Jeans are only permitted on Fridays as part of Spirit Wear

K-6 male and female cadets may wear knee-length shorts August – October and April – May.
- Color choice: navy, gray, black, or khaki/tan
- Cargo shorts, spandex and bike shorts are NOT permitted

Shoes
Regular guidelines will apply. See Uniform Policy in Student Handbook.

Jewelry
Regular guidelines will apply. See Uniform Policy in Student Handbook.

Grooming
Note: Cadets enrolled in CAP (grades 6-8) and AFJROTC will be required to meet the current grooming standards as published by the United States Air Force during AF uniform wear.

K-12 - Hair:
- Clean, well-groomed, present a professional appearance.
- Neatly trimmed, above the ear and eyebrows, off the shirt collar.
- Styles will be conservative and not distracting.
- Will not contain excessive amounts of grooming aids (e.g. gel, mousse, pomade, or moisturizer),
- If applied, dyes, tints, bleaches and frostings must result in natural hair colors. Examples of natural hair colors are brown, blonde, brunette, natural red, black or grey.
- Accessories will not be excessive or distracting.

*COVID-19 Impacted Policy-See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021
**COVID-19 Attendance Policy Updated 7/22/2020**

1. School Attendance & COVID-19 Diagnosis or Forced Quarantine:
   1.1. All current attendance laws adopted by the state of Indiana will remain as stated on pages 15-18, COVID-19 specific details are as follows:
       1.1.1. Students diagnosed with COVID-19, or placed on a required quarantine, need to report the absence as soon as possible
       1.1.2. Students who are absent during this time will be marked absent (excused) unless:
           1.1.2.1. Students are able to meaningfully engage in the learning process digitally
           1.1.2.2. Each classroom instructor will define meaningful engagement.

2. School Attendance in a Virtual Setting (COVID-19 Required Building Closure)
   2.1. In the event of a state or local closure, Anderson Preparatory Academy will transition to a virtual learning model. The attendance expectations are as follows:
       2.1.1. Students will be expected to log-in and engage daily following the prescribed academic calendar
       2.1.2. Student attendance will be tracked daily and by period throughout the duration of the closure
       2.1.3. Attendance protocols as outlined on pages 15-18 will remain in place throughout the duration of the closure

3. 

---

*COVID-19 Impacted Policy-See COVID Guidance Pg. 38
NEW POLICY OR AMENDED POLICY FOR 2020-2021*
# 2021 Graduation Comparison Report

2021 utilizes data submitted as of 1/4/2021 7:55:04 AM

## Anderson Preparatory Academy (9790) and Anderson Preparatory Academy (5092)

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<th></th>
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<td>Grad Rate per Federal Law</td>
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## Types of Diplomas Issued

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## Number of Waivers Issued

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**Enrollment Trend Data**
Anderson Preparatory Academy
Meeting Expectations

- Be present. Please turn off your cell phones or put them away on silent.
- Be authentic.
- Be engaged. Actively participate and have fun!
- Be professional.
- Be respectful.
- Be punctual.
<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
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<tr>
<td>8:00am</td>
<td>Corporation Meeting</td>
<td>Building Level Meetings</td>
<td>Building Level Meetings</td>
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<tr>
<td>9:00am</td>
<td>APA by Design</td>
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<tr>
<td>10:00am</td>
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<td></td>
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<tr>
<td>11:00am</td>
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<tr>
<td>12:00pm</td>
<td>LUNCH</td>
<td>LUNCH</td>
<td>LUNCH</td>
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<tr>
<td>1:00pm</td>
<td>Classroom Work Time</td>
<td>Team Building - Play!</td>
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</tr>
<tr>
<td>2:00pm</td>
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<td>403 (b)</td>
<td>Classroom Work Time</td>
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<td>3:00pm</td>
<td>Canoe Country (Optional)</td>
<td>ELL &amp; SPED</td>
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<tr>
<td></td>
<td></td>
<td>Safety Briefing</td>
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</table>
Our Mission

- Cultivate Scholars
- Empower Leaders
- Instill Core Values
Bloodborne Pathogens – Christy
Accounting Procedures - Natalie
HR Procedures & Announcements - Deidre
DCS Reporting – Emily & Jaci
Testing Security (signature required) - Casey
Conflict of Interest (signature required) - JB
2019 – 2020 Priorities
Our Mission

- Cultivate Scholars
- Empower Leaders
- Instill Core Values
APA is Anderson Preparatory Academy, a K-12 TUITION FREE public charter school located in Anderson, IN. APA has open enrollment year-round and strives to meet the needs of each cadet. Our mission is to cultivate scholars, empower leaders, and instill core values while preparing cadets for post-secondary success whether it be college, military, or career. Our structured, military-style environment allows cadets to feel safe and empowered to be leaders. Small class sizes and strong relationships with our cadets and families enable us to individually tailor education to meet the needs of our diverse population. APA practices transformational leadership principles which helps all cadets find purpose, direction, and motivation.
APA Strategic Planning

- **Purpose:** Establish an actionable strategic plan to align activities and initiatives K-12. To develop a unified K-12 vision.

- **Data Sources Used:** 2019 Climate Survey, Parent Survey, Parent School Improvement Group Feedback, Superintendent 360 Results, SWOT Analysis

  Academic Results: Compass, RAZ, NWEA, ILEARN, ISTEP 10, Class Grades, Graduation Rates

- **Stakeholders Involved:** Parent Group, cadet feedback, teachers, APA Leadership Team, Board members
Our Mission

- Cultivate Scholars
- Empower Leaders
- Instill Core Values
SWOT Analysis

Strengths
- Brand
- College Prep Reputation
- Academics & Arts
- Culture
- Special Ed
- Social Media Presence
- Community Service
- Leadership by Design Team

Weaknesses
- Communication
- Standardized Test Performance
- SEL
- Athletics
- Community Partnerships

Opportunities
- Partnerships
- Community Service
- Special Ed
- CTE
- SEL
- Families
- Leadership

Threats
- Enrollment
- Accountability
- Funding
- Community Perception
- Special Ed
- SEL
Communication MUST be improved at all levels using all mediums.

Communication barriers must be identified and broken.

Better communication MUST become a priority for every single APA employee.

Consistent communication MUST become common practice.

Communication will be meaningful and actionable as appropriate.

Climate Survey – communication will improve to 60% or higher satisfaction rating in each category by 2021.
2019 Climate Survey Results

School Related Communication

- **School wide communications**: Total 35%, Parent 41%, Staff 17%
- **Frequency of information being communicated**: Total 37%, Parent 44%, Staff 19%
- **Timeliness of information being communicated**: Total 37%, Parent 43%, Staff 21%
- **Specific communication between parent and the school**: Total 38%, Parent 43%, Staff 22%
Automated classroom communication tools

Communication between teacher and parent

Overall communications

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<thead>
<tr>
<th></th>
<th>Total</th>
<th>Parents</th>
<th>Staff</th>
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<tbody>
<tr>
<td><strong>Total</strong></td>
<td>46%</td>
<td>49%</td>
<td>37%</td>
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<tr>
<td><strong>Parents</strong></td>
<td>45%</td>
<td>46%</td>
<td>36%</td>
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<tr>
<td><strong>Staff</strong></td>
<td>38%</td>
<td>43%</td>
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Priority #2 - Academic Performance

- ILEARN Performance Results
- NWEA Performance Results
- ISTEP 10 Performance Results
- GLE Growth Data
### Anderson Preparatory Academy
**Mathematics**

<table>
<thead>
<tr>
<th>Grade (Spring 2019)</th>
<th>Growth Count</th>
<th>Growth</th>
<th>School Norms</th>
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<td>SD</td>
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<td>Observed Growth</td>
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<td>K</td>
<td>39</td>
<td>137.5</td>
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### Anderson Preparatory Academy

#### Reading

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<th>Grade (Spring 2019)</th>
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</table>
Priority #3 – SEL – Social Emotional Learning

- Where do our students come from?
- What external struggles do they face that can impact the learning process?
- Why does this matter?
- Why do they behave a certain way?
- What is their ACE score? What traumas have they faced?
- Who is supporting their emotional needs?
- How can we provide a safe and supportive learning environment?
APA by Design
**design**  *verb*

design  |  /diˈzɪn/  

designed; designing; designs

**Definition of design (Entry 1 of 2)**

*transitive verb*

1. to create, fashion, execute, or construct according to plan: DEVISE, CONTRIVE
   // design a system for tracking inventory

2. a. to conceive and plan out in the mind
   // he designed the perfect crime

   b. to have as a purpose: INTEND
   // she designed to excel in her studies

   c. to devise for a specific function or end
   // a book designed primarily as a college textbook
   // a suitcase designed to hold a laptop computer
APA Elementary needs to know the preferred methods of communication of our parent/guardians in order to improve communication and build relationships among stakeholders.
Pre-Academy staff needs to have an effective 2-way communication with parents along with a new student checklist for staff responsibilities.
APA will collaborate to establish policies and procedures to improve stakeholder communication.
APA needs a sound communication chain of command as well as “new student” policies in order to provide improved communication to all stakeholders as we do not have set policies in place, and chaos and miscommunication often occur.
Our Mission

- Cultivate Scholars
- Empower Leaders
- Instill Core Values
What does it mean?

- Cultivate looks like....
- Scholars....
- Empower looks like....
- Leaders....
- Instill looks like....
- Core Values are....
Meet each student where they are and push them to grow 1.5 years in ELA and Math.

Track student progress and communicate with students daily.

Dig down and differentiate for EACH student.

Teach students to learn and problem-solve.

Increased academic rigor and project/problem-based learning.
Empower Leaders

- Service before self
- Integrity
- Confidence
- Teach self-advocacy and advocacy for others
- Listening skills
- Empathy and Compassion
- Conflict resolution
- Critical thinking and problem solving – multiple perspectives
Instill Core Values

- Define and communicate core values
- Core values centered around military principles
- Communicate and enforce handbook guidelines.
- Hold students and staff accountable to be professional and respectful at all times.
- Communicate and reinforce APA core values every day.