The Academy

11800 Lowell Boulevard, Westminster, CO 80031-5097 (Main Campus)
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Phone: 303-289-8088   Fax: 303-289-8087   Website: www.theacademyk12.org

"Pursuing Truth, Wisdom, Excellence"

Mission Statement: "The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships."

THE ACADEMY
Board of Directors

Executive Work Session
Monday, April 26, 2021
5:30 pm – 6:55 pm

Public business may be discussed during this session. No votes will be taken at this Executive Work Session.

AGENDA

- Board Self-Evaluation – *Expectation: The board will begin their annual self-evaluation process by reviewing sections 1a, 1b, and 1c.* **45 minutes**
- Board Retreat – *Expectation: The board will offer feedback on a draft agenda for the summer retreat.* **20 minutes**

THE ACADEMY
Board of Directors

Board Meeting
Monday, April 26, 2021, 7:00 pm

I.   Open Meeting

II.   Invocation and Pledge of Allegiance
__Invocation Disclaimer:__ It is customary for The Board to open all meetings with an Invocation and Pledge of Allegiance. Anyone offended by this may leave the room during this time or may choose not to participate during this time, after which you may return.

III.   Consent Agenda - *Expectation: Review previous minutes and identify areas where clarification or corrections are needed. Review current agenda and identify/ discuss any potential additional agenda items.*
    a. Approve Agenda
    b. Approval of March 29, 2021 Minutes

Consent Agenda	
Moved By	
2nd By	
Action	

Y/N/P/A	Name
	Drewlow, S
	Klenjoski, D
	Miller-Carlson, T.
	Sanchez, K
	Stock, M.
	Walsh, B.
	Weaver, G

IV.   Public Comment - *Expectation: Listen and consider any public comment. Board will discuss as any potential responses as a Board at a later time.*

> *The chairperson will recognize anyone who signs the request form before the meeting time. Public comment and input shall be limited to fifteen minutes total, ten minutes per topic, and 3 – 5 minutes per speaker. Neither Board members nor Academy staff is obligated to respond to comments or input. The Board will provide written responses as deemed appropriate.*

V.   PTO Report - *Expectation: Review any written or oral PTO report presented.*
         No report meeting this month

VI.   Reports from Director, Principals, and Committees
         a. Chief Officer's Reports – Typically discussed in Work Session-may overflow into meeting
               i. CEO Report- *Expectation: CEO will update the board on progress with the school's Reopening Plan, health & safety, and vision development.*

         b. Committee Reports
               i.   Finance & Operations
               ii. SACademic Committee

VII.   Presentation/Discussion

         a. Review Draft Strategic Plan – *Expectation: The CEO will present draft content for a new 5-year strategic plan. The board will provide feedback on initial goal language and structure.*
         b. Board Recruitment – *Expectation: The board will review draft communication to the community soliciting interest in open board positions as well as confirm a process and timeline for considering applications.*
         c. Work Session Summary – *Expectation: The board Secretary will summarize actions/presentation from work session for inclusion in formal meeting minutes.*

VIII.   Executive Summary – *Expectation: Review Policy, prepare questions (as needed). Goal is to approve policy this meeting.*

IX.   Board Meeting Self Scoring - – *Expectation: Board members discuss the meeting and provide feedback to the ICEO to improve the process and meeting efficiency moving forward.*

Scoring Rubric	
1	Unsatisfactory
2	Satisfactory, looking for significant improvement
3	Satisfactory, improving but still below expectations
4	Efficient meeting, meets expectations

X.   Adjourn Meeting

The Academy

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THE ACADEMY
Board of Directors
Board Meeting Minutes
Monday, March 29, 2021

DRAFT

Board Members Present			Also Present		
Kevin Sanchez	-	Chairperson	Brent Reckman	-	Chief Executive Officer
Tamela Miller-Carlson	-	Board Member	Mark Wilson	-	Chief Operations Officer
Greg Weaver	-	Board Member			
Dan Klenjoski	-	Board Member			
Sarah Drewlow	-	Secretary			

Minutes of the regular Board meeting of The Academy held at 11800 Lowell Blvd., Westminster, CO 80031 in Adams County on March 29, 2021.

  I. Open Meeting
       A quorum being present, Mr. Sanchez called the meeting to order at 7:01 pm and gave the following disclaimer:

       Invocation Disclaimer: It is customary for The Board to open all meetings with an Invocation and Pledge of Allegiance. Anyone offended by this may leave the room during this time or may choose not to participate during this time, after which you may return.

 II. Invocation and Pledge of Allegiance
       Mr. Sanchez opened the meeting with an invocation and the Pledge of Allegiance.

III. Consent Agenda
       Mr. Sanchez moved to approve the agenda. This was seconded by Mrs. Miller-Carlson.
       Discussion: None
       Ayes: Drewlow, Klenjoski, Miller-Carlson, Sanchez, Weaver
       Nays: None
                              Motion Carried 5 – 0

IV. Public Comment

No questions from the Public at this time.

V. PTO Report – The board commented on how committed the Bingo staff is. They do an incredible job every Thursday and Saturday. The board is very thankful for the hard work of the PTO volunteers, and they were not aware of all the improvements PTO/Bingo have brought to the school. Again, the board thanks all the members for their effort.

VI. Reports from Director, Principals, and Committees
    a. Chief Officer's Reports
        i. The board has asked if we are required to provide an accommodation for students asking to stay full remote: we do not offer that option. Senior administration is not aware, but the state has not given us clear directions regarding this issue. The school is confident that unless CDE changes something, we believe we will return to in-person in August 2021.
            Summer school – we will continue to offer summer school, as we have in the past. We feel it is a better bet to focus our resources on maximizing the systems we have in place, and we already have experience and data that show it works. We will not have a summer school program that is significantly different from what we have offered in the past, but we do feel more families will participate.
    b. Committee Reports
        i. Finance & Operations – The board asked if we believe student enrollment will be full next year, and the early numbers look similar to prior years. What is the update on the boiler and roof repairs? The boiler was installed and we have minor fixes to the roof. With the roof, we are fixing weather related/sun damage, and we will always have improvements that will be required year and year out. The board asked for an update on self-funding PK, so we are no longer operating in a deficit. Leadership did an audit, and we feel confident it will end in the positive because we raised tuition. We extended the school year, so now we will charge tuition for 10 months. We have also looked into participating in the Colorado PS program; however, it was going to come with more requirements that will lower class sizes as well as profit. Instead, we have gone with a program called CCAP. Both help low-income families.
            The board asked about offer letters being sent out, and was there a slight increase or did they stay flat. We only included a 0.5%, which goes to the PERA contribution increase that was passed. We would revisit the subject on an on-going basis when we have more solid budget numbers. Relatively, we hope to give everyone another offer letter before summer break.
        ii. SACademic – The board inquired, in the report, about what is competency based grading. It means instead of giving a child a letter grade, it means moving toward giving kids their feedback on progress toward mastering a higher-level competency within a subject. If we move toward this idea, we would pilot in the school to see how it would work.

VII. Discussion/Presentations
    1. Review Draft Strategic Plan – After reviewing the document, the board commented it is the sign of the times that we can prepare our students for the real world and applications. The new logo really exemplifies the direction and all the multi-directions

combined and is a great launching pad to the next step for The Academy. The board really likes the perspective of having the board being involved in the higher-level objectives and how it aligns to the strategic goals. Within a strategic objective, where do we want to be in 5 years? Senior leadership will then transition to what that looks like. This process will really look toward where the milestones will be.

2. Work Session Summary – We received an update on the student dress code proposal, informed of our Big Ask 2021 campaign, Board recruitment and what are plans are, discussed potential dates for the Board Retreat.

VIII.   Executive Summary

IX.   Board Meeting Self Scoring

Scoring Rubric	
1	Unsatisfactory
2	Satisfactory, looking for significant improvement
3	Satisfactory, improving but still below expectations
4	Efficient meeting, meets expectations

_____4/4_____

X.   Adjourn Meeting
Mr. Sanchez motioned to Adjourn. Mrs. Drewlow seconded. The meeting was adjourned at 8:09 pm via a verbal all aye vote.

RETURN TO AGENDA

Chief Executive Officer (CEO) Board Report April 2021

"Pursuing Truth, Wisdom, Excellence"

Mission Statement: The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships.

Reopening Plan Update
Expectation: Updated Reopening Plan shared at August meeting. Discuss implementation to date.

Most of the details below are a review from last month's information with a couple small updates, as little has changed on this front since late March

Pre-K through 5th grade students have been back on a full-time, five-day per week schedule since the beginning of March. 6th grade students have been on a four-day per week schedule since February. 7th-12th grade students are transitioning to a four-day per week schedule starting March 29th. We will also stay on the lookout for opportunities to improve our offerings, but we expect to stick with this structure for the remainder of the 2020-21 school year.

Plans have been set for an in-person prom in late April and an in-person graduation in late May.

The Senior Admin Team has begun to outline plans for the 2021-22 school year. Five months between now and the start of the new school year leaves plenty of time for pandemic conditions to change. Nevertheless, it is time to start developing plans to the best of our ability. We expect to start the year in August with a full-time, in-person schedule for all grade levels. We have made the decision to offer a full remote option for a limited number of students with health concerns until a vaccine is widely available to children. We expect to continue implementing public health protocols that complement in-person learning (masking, hand washing, daily symptom screening, cleaning practices, quarantining, etc.) and move away from protocols that make in-person learning logistically challenging (cohorting and social distancing). We will remain nimble if changes conditions require adjustments to our plans.

Health and Safety
Update

Expectation: CEO will update on health and safety precautions in place as well as any concerns that have arisen to date.

Case rates in Adams County have increased steadily over the last month. We have passed 400 cases every two weeks per 100,000 residents, which is almost double the number a month ago. After going more than a month without any quarantines across PK-12, this level of community transmission has already started to drive a new wave of quarantines over the past week.

Given that a majority of school staff are fully vaccinated, we are hopeful that individual cohort quarantines will at least be less disruptive to the overall operation of the school than they were in the fall. We are recommunication expectations for public health protocols to staff and families, and we will do everything we can to get through this last month of the school year as smoothly as possible.

Vision Development Update
Expectation: CEO will present a final proposed language for updated mission and vision statements.

The final wording of The Academy's updated mission and vision statements was included in the draft strategic plan shared in the March board packet. We are not planning to make any further changes at this point. This month's board packet includes draft goal language to fill in the strategic plan structure that was presented last month. Board members will have an opportunity to provide input on these draft goals in the April meeting with the aim of having a final draft for the board to approve in the May meeting.

Chief Operations Officer Board Report April 2021

Mission Statement: The Academy serves our students to develop college ready, exemplary citizens by promoting excellence in academics, character and relationships.

FINANCE COMMITTEE AGENDA & REVIEW

Members Present: *Greg Weaver, Tamela Miller-Carlson, Irina Szafranski, Brent Reckman, Andrea Foust, Mark Wilson.*

Introduction (5 minutes)
Expectation: Review agenda/goals and update any relevant resources for the committee in the past month. Review committee positions ahead of 21/22 year.
Finance Committee make-up in 21/22 was discussed due to the terms of both Tamela and Greg coming ending this year. Irina is set to continue her work with us, and we will look to confirm Melissa and Shawn as soon as possible. If both of these members are able to continue, we will only require an additional Board member to join us next year. We also have the discretion to add a Principal or administrator to the team if we would like. To be monitored and confirmed by end of May.

Financial Report Review (20 minutes)
Expectation: Financial report sent out in advance. Review and discuss current position in relation to updated budget.

				Current Year - FY2021	
Acct	Account_Description	Mar	FY 2021 YTD	FY 2021 Budget	YTD % of Budget
Revenue					
1500	Earnings on Investments	$211.89	$1,870.30	$2,000.00	93.5%
1600	Food Services	$290.00	$33,138.22	$40,000.00	82.8%
1700	Pupil Activities	$23,649.62	$170,543.85	$400,000.00	42.6%
1800	Community Services Activities	$58,317.69	$280,359.19	$370,000.00	75.8%
1900	Other Local Sources	$10,361.40	$292,356.11	$497,250.00	58.8%
3000	Revenue from State Sources	$74,663.85	$415,097.85	$552,789.10	75.1%
3100	Categorical Revenue	$0.00	$295,976.29	$242,926.85	121.8%
3200	Adjustments to Categorical Revenue	$0.00	$0.00	$0.00	0.0%
3900	Other Revenue From State Sources	$273,139.92	$1,853,995.01	$2,203,338.14	84.1%
5200	Interfund Transfers	$0.00	$6,818.85	$0.00	0.0%
5600	Direct Allocations	$1,227,522.66	$10,769,312.89	$14,389,891.48	74.8%
11	**Total Revenue**	$1,668,157.03	$14,119,468.56	$18,698,195.57	75.5%

				FY 2021	YTD % of
Expenditure Summary		Mar	FY 2021 YTD	Budget	Budget
0100	Total Salaries	$738,806.82	$5,797,116.17	$9,289,042.10	62.4%
0200	Total Benefits	$264,544.81	$2,230,214.98	$3,669,090.95	60.8%
0300-0500	Total Purchased Svcs	$265,387.53	$2,385,985.14	$3,626,299.92	65.8%
0600	Total Supplies	-$77,939.35	$1,056,270.86	$1,566,749.60	67.4%
0700	Total Property	$145,105.53	$145,105.53	$60,000.00	
0800	Total Fees/Pupil Activities	$20,517.33	$194,170.25	$463,680.00	41.9%
0900	Total Other Uses	$0.00	$23,333.00	$23,333.00	100.0%
	Total Expenditures	$1,356,422.67	$11,832,195.93	$18,698,195.57	63.3%

Total Expenditures		$1,356,422.67	$11,832,195.93	$18,698,195.57	63.3%
	Salary Accrual Adj.		$642,750.00		
	Beg. Fund Balance Use	$311,734.36	$1,644,522.63	$0.00	
Net Profit (loss)					
				$0.00	
Beginning Fund Balance					
				$2,486,635.94	
Est. Ending Fund Balance					
				$2,486,635.94	

We have experienced a steady month with no transactions that fall out of the usual scope. The majority of our work has been focused towards next year's scenarios and EOY projections (see section below). Items to note in March are:

- Aftercare revenue increased (summer sign-ups)
- 175K Food Reimbursement (2 months payment)
- Child Care Restoration Grant (30K+)
- 145K IT ESSER switch from Supplies and into Property as federally required

Legislative Updates (10 minutes)
Expectation: COO to update committee on current status of legislative session and potential impacts.
- Proposed budget largely returns spending to pre-COVID levels.
- Districts would get $8,857 per pupil (state average), a 9.7% increase.
- The bill has now cleared both the Senate and the House; the JBC are currently reviewing.
- Joint Budget Committee will then get final say over which amendments from either chamber make it

into [2021-22 budget.](#)
- Tone remains positive, however surrounding schools are budgeting a wide range of scenarios from flat to 9%.
- Awaiting ESSER II approval. ESSER III CSI application will take place in mid-May.

Budget 21/22 Outline (20 minutes)
Expectation: COO to inform committee of EOY projections, next year's budget scenarios and proposed budget for 21/22.

Budget process moving forward as planned, although we are still waiting on final confirmations from CSI and the state:
- Budget request process complete with minimal changes expected before EOY
- Four budget scenarios organized (flat, 2%, 5%, 9%)
- Monitoring and updating as final allocations filter through
- Included in next year's budget is a 1.5K minimum raise for teaching staff and 2.5% for support.
- Significant confirmations e.g. ESSER II and III still outstanding

20/21 EOY Projections are as follows:
EXPENDITURES:
Salaries *[+465K]*
- Extra duty, Aftercare, Substitutes, Athletic stipends, unfilled teaching positions e.g. MFL, SpEd para.

Benefits *[+587K]*
- Health rebate, budgeted 3% increase; adjusted plan in Jan, budgeted benefits & PERA for every position (including unfilled)

Purchased Services 0300 *[+76K]*
- Athletic (external) coaches, bank fee transactions, SpEd services, monitoring and follow-up of budgets!

Purchased Services 0400 *[+88K]*
- CCC contract during shutdown, maintenance contractor, student transportation, athletic rentals

Purchased Services 0500 *[+172K]*
- CSI admin rebate, athletics travel, referee costs, FRCC surplus (S2)

Supplies *[+149K]*
- IT supplies down (federal request to 0700), Gen. Admin supplies reduced (strongly monitored), 'In Support Of'

Property *[-145K]*
- Federal requirement; IT supplies movement (see above)

Pupil Activities *[+185K]*
- Grades and Sports not spending

Current Expenditure Projection: **+$1.58M (8.45% of budget)***
(*3 months of the year remaining, EOY events e.g. graduation, prom, increasing sports, potential EOY level spending)

REVENUE:
Pupil Activities *[-199K]*
- Projected as 15K down currently, will monitor clubs until end

Community Services *[+67K]*

- Aftercare increasing, Pre-K revenue increasing

Other Rev. Local Sources *[-83K]*
- Fundraising overestimation

Rev. State Sources *[+43K]*
- CCRG grant (Aftercare)

Categorical Revenue *[+53K]*
- Additional ECEA granted from CSI

Other Rev. State Sources *[+308K]*
- Food Services (free family support)

Direct Allocations [+247K]
- Supplemental increase, CSI At-risk reimbursement (50% TBC)

*Current Revenue Projection: **+$438K (2.34% of budget)***

Moving into 21/22 we have to consider:
- The 780K bond saving this year
- The original CRF support @900K+
- Food service (~300K) - direct, higher rate, free to all
- 600+ expenditure lines: good scope to save and monitor spending better
- The final (but significant) federal supports of ESSER II and III due to us

Current 21/22 budget proposal is as follows:

		Fiscal Year 2021-22	
		Proposed Budget	Estimated Actuals for Fiscal Year End
	Funded Pupil Count	1845	1845
BEGINNING FUND BALANCE (3)		$4,662,764.53	$4,662,764.53
REVENUES			
	Local Sources	$2,080,470.00	
	State Sources	$16,566,209.25	
	Federal Sources	$1,043,919.04	
	Other Sources	$0.00	$0.00
Total Revenues		$19,690,598.29	$0.00
Total Available Resources		$24,353,362.82	$4,662,764.53
EXPENDITURES			
	Salaries	$9,775,989.12	
	Benefits	$3,839,972.35	
	Purchased Services	$4,068,817.83	
	Supplies	$1,834,524.00	
	Property	$0.00	
	Other	$565,000.00	
	Other Uses		
Total Expenditures		$20,084,303.30	$0.00
OTHER RESOURCES:			
	Transfers to Other Funds		
	Other Financing Sources	$0.00	
Total Other Resources		$0.00	$0.00
Total Current Year Expenditures & Other		$20,084,303.30	$0.00
RESERVES DESIGNATED			
TABOR 3% Emergency Reserve (4)		$541,746.08	$541,746.08
Assigned SPED Reserve		$90,000.00	$150,000.00
Unreserved Fund Balance (5)		$3,637,313.44	$3,971,018.45
ENDING FUND BALANCE		$4,269,059.52	$4,662,764.53

- 5% PPR increase, 1845 enrollment
- Currently ESSER II included (may be added to balance in 20/21)
- Awaiting ESSER III allocation to go into 21/22 budget
- PPR, Enrollment & ESSER remain three significant swing factors

Revenue	Amount	Timeline
21/22 PPR	$0 (flat) to 1.35M (9%)	Mid-May
ESSER II	577K	Reimbursed in 20/21 or deferred to 21/22
ESSER III	~1M (TBC)	Expected in 21/22 budget

Fundraising Outline (5 minutes)
Expectation: COO to inform committee of fundraising updates and current status.
- Focus on simple, clear ask of our community (125K target)
- 38K in: 30% of goal
- Driven towards participation in school events
- Outreach to as many businesses and community members as possible
- Phonathon may be difficult to achieve

Strategic Planning 21/22 (10 minutes)
Expectation: COO to outline potential strategic planning goals for 21/22. Gain input, feedback, and discuss.
Feedback collected regarding possible focus areas and objectives for updated Strategic Plan. CEO will present outline in upcoming Board work and will be reviewed during 21/22 Board Retreat.

Self-Evaluation (5 minutes)
Expectation: Finance Committee members discuss the meeting and provide feedback to COO to improve the processes and meeting efficiency moving forward.
Rated at 4: 'Efficient meeting, meets expectations'

Next Meeting: 13 May, 2021

OPERATIONS UPDATE & REVIEW

Operations Updates
Finance: See Finance Committee notes above.

Facilities: No significant updates. Beginning to discuss how our procedures evolve (or not) over the next few months as we staff next year and prepare ourselves accordingly for more normal in-person schedules.

HR: Continuing to refine our practices with the new legislative requirements as we move through hiring season and start filling positions for 21/22.

Technology: Some intermittent internet issues have arisen over the past two weeks that we are working to resolve in order to keep connections and therefore instruction consistent. Focus over the next two months will be aligning our budget requests and programs ahead of 21/22 in order to maintain a remote component whilst acknowledging the likelihood of more 'normal' procedures in-person.

SACademic Committee
Minutes – April 2021 Meeting

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Scoring Rubric	
1	Unsatisfactory
2	Complete, looking for significant improvement
3	Complete, improving but still below expectations
4	Complete, meets expectations

Members Present: Brent Reckman, Cody Clark, Kristen Will, Dan Gramarossa, Devon DiRenzo, Kristina Depew, Dan Klenjoski

1. **Welcome and Review Protocols**

   Expectation: All committee members will start the meeting together with focus.

   Meeting Protocols:
   - Start on time; end on time
   - Members arrive prepared
   - Technology for meeting use
   - No sidebar conversations
   - Focus eyes, ears, and heart on speaker and topic

   Notes: n/a

2. **Consider Target Thresholds for Goal Setting Related to Strategic and Annual Improvement Planning**

   Expectation: Committee members will review the prep packet ahead of time and come to the meeting ready to discuss criteria for setting target thresholds. By the end of the meeting, the committee will have specific thoughts to share with the senior admin team and board, which will be ultimately responsible for setting strategic goals.

   Discussion will center on the following questions:

   - What questions does the committee have about the three-layered goal setting structure being used in the strategic plan?
   - What questions or input does the committee have about the recommendations for

setting appropriate thresholds?
- What questions or input does the committee have about the historical or comparative data presented?
- What does the committee want to communicate to the senior admin team and board to inform their decision to finalize goals?

Notes: Committee members did not have many questions about the goal setting structure being used for the strategic plan. Similarly, members accepted the recommendations offered about what thresholds to set and the process for setting them. A majority of the committee's conversation centered around analyzing the historical and comparative data presented. Members expressed a strong desire to balance quantitative goals based on standardized assessments with qualitative goals tied to the school's instructional vision and culture.

Committee members recommend the following thresholds for consideration by the Senior Admin Team and Board of Directors:

- Star Reading & Math (1st-5th Grade)
    - Recommended threshold: 65-70% of students at a Student Growth Percentile (SGP) of 50 or higher
- NWEA Measures of Academic Progress (MAP) Reading & Math (6th-10th Grade)
    - Recommended threshold: 60-65% of students at a Conditional Growth Percentile (CGP) of 50 or higher
- Colorado Measures of Academic Success (CMAS) English Language Arts & Math (3rd-8th Grade)
    - Recommended threshold: Mean Scale Score of 760 or higher
- PSAT Evidence-Based Reading and Writing & Math (9th-10th Grade)
    - Recommended threshold: 75-80% of students meeting or exceeding the state benchmark of 410/430 (9th/10th) in EBRW
    - Recommended threshold: 65-70% of students meeting or exceeding the state benchmark of 450/480 (9th/10th) in Math
- SAT Evidence-Based Reading and Writing (EBRW) & Math (11th Grade)
    - Recommended threshold: 75-80% of students meeting or exceeding the state benchmark of 470 in EBRW
    - Recommended threshold: 65-70% of students meeting or exceeding the state benchmark of 500 in Math

Next Meeting: This is the final meeting of the 20-21 school year.

2021-22 Board Retreat Agenda
July 30, 2021 11:30am-4:30pm
Suites @ Main Campus

Welcome (30 min.)
- Eat Lunch - Food Will Be Provided
- Agenda Review
- Get to Know You Activity

Board Training: Review and Ongoing Development (60 min.)
- Basic Board Roles & Responsibilities - Governing for Greatness
- Board Communication Pathways
- Board Calendar
- Board Self-Evaluation

Board Succession Planning (60 min.)
- Identify Goals for Board Succession
- Update the Board Succession Plan
- Identify Committee Participation Needs
- Develop a Timeline with Action Steps for the 21-22 School Year

Annual Work Plan, School Dashboard, & CEO Evaluation (60 min.)
- Review Final Version of the New 5-Year Strategic Plan
- Review 21-22 Work Plan Developed by the Senior Admin Team
- Finalize 21-22 Data Dashboard & Quarterly Reporting Process
- Finalize CEO Evaluation

Exploring Diversity, Equity, & Inclusion at The Academy (60 min.)
- Review Statement of Diversity, Equity, & Inclusion at The Academy
- Review Definitions of Key Terms
- Review Related Goals in the New 5-Year Strategic Plan
- Discuss Board & Senior Admin Mindset Toward Pursuing these Values
- Discuss Key Action Steps for 21-22 School Year

Closing (10 min.)
- Revisit End in Mind
- Next Steps
- Final Word

Strategic Goals, Objectives, & Implementation Strategies

Instruction & Culture

Pre-K		
Strategic Goals	**SMART Objectives**	**Implementation Strategies**
PREPARE *Pre-K students will develop foundational academic skills to set them up for success in kindergarten*	Annually, all Pre-K students will increase letter and number knowledge by 50% from a baseline recorded in August	-Collect baseline data in August -Provide daily purposeful activities to reinforce number and letter recognition -Conduct ongoing progress monitoring with students
	Pre-K students will clearly write their first and last name as well as be able to copy simple words by the end of each school year	-Teachers lead daily practice of writing strokes -Teachers lead daily practice of name writing
EXPLORE *Pre-K students will explore a classroom environment that provides a wide variety of experiences so they can identify areas in which they exhibit interest and skill.*	Pre-K students will engage in authentic, robust dramatic play experiences each quarter to explore the roles of varied professions	-Teachers prepare quality dramatic play experiences with costumes, settings, and props -Schedule time for daily dress up, role-play, and exploration of the traits of a profession
	Pre-K students will complete a hands-on, cross curricular project each quarter to deepen their understanding of themes in the curriculum	-Design hands-on, cross curricular projects -Teachers implement quarterly projects
EMPOWER *Pre-K students will develop a sense of empowerment by becoming proficient advocates for themselves, being good friends to peers, and being able to take appropriate risks in learning*	Pre-K students will be responsible for their own belongings, advocate for themselves, and establish new friendships by the end of each year	-Develop an observation checklist to track personal skill development -Provide regular support and guidance for students to develop personal skills -Conduct ongoing progress monitoring

Elementary		
Strategic Goals	**SMART Objectives**	**Implementation Strategies**
PREPARE *Elementary students will develop the knowledge, skills, and abilities to be successful*	70% of 1st-5th grade students will score a Student Growth Percentile of 50 or higher on Star Reading & Math and 70% of kindergarten students will meet their individual growth goal in reading and math	-Support advanced students through enrichment -Support tier 2 math students

readers, writers, and mathematicians	80% of K-5th grade students will score proficient or higher on an annual writing prompt	-Support ELLs through co-teaching -Develop data analysis protocol
	3rd-5th grade students will earn a mean scale score of 760 or higher on CMAS ELA & Math	-Develop Star data analysis protocol -Improvement in Star should lead to improvement in CMAS
EXPLORE *Elementary students will explore, develop, and showcase their strengths and passions through participating in cross-curricular, hands-on learning projects and specials opportunities in music, art, technology, physical education, and science*	All K-5th grade students will complete at least 2 high quality project-based learning units in Science and 2 unit in Social Studies each year	-Develop quality project-based learning units -Train teachers in project-based learning -Develop feedback protocol to support teacher reflection
	All K-5th grade students will complete at least 2 high quality problem-based learning experiences through the WILD program each year	-Vertically align K-5 experiences -Develop quality problem-based learning experiences -Train WILD teachers in problem-based learning
	All K-5th students will explore, develop skills, and identify areas of passion through art, music, science, technology, and athletics.	-Incorporate hands-on, personally meaningful projects -Create display/performance for the greater community
EMPOWER *Elementary students will develop and display their personal and interpersonal leadership capacity and their emotional and social competency through Leader in Me and other social-emotional learning to bring their strengths and passions to life*	All K-5th grade students will complete the 7 Habits of Highly Effective People curriculum yearly	-Develop a daily/weekly scheduling for curriculum delivery -Implement observation protocol with inclusion in instructional rubrics
	All K-5th grade students will develop a high quality Leadership Notebook documenting their practice of the 7 Habits	-Develop Leadership Notebook exemplars at each grade level -Train teachers in using Leadership Notebooks -Develop feedback protocol to support teacher reflection
	All K-5th grade students will present their Leadership Notebook at least twice per year at a Student-Led Conference	-Develop guidelines for high quality Student-Led Conferences -Train teachers in facilitating Student-Led Conferences -Develop feedback protocol to support teacher reflection

Middle School		
Strategic Goals	**SMART Objectives**	**Implementation Strategies**
PREPARE *Middle school students will develop the inter- and intrapersonal skills to successfully navigate adolescence while*	65% of 6th-8th grade students will score a Conditional Growth Percentile of 50 or higher on MAP Reading & Math and 80% will score proficient or higher on an annual writing prompt	-Increase the % of students scoring at or above the normative group by 2.5% each year until 80% of students are scoring at or above the normative group on both reading and math MAPS assessments

demonstrating mastery on individual measures		-80% perform proficient on the internal Writing Essays -80% perform proficient on the internal Science practicum -80% perform proficient on the internal Social Studies benchmark -Increase support for Tier 1 and 1A intervention at the general classroom level -Coaching cycles for each general ed teacher that focus on backwards planning, incorporation of both performance-based and CMAS styled assessments, and use of data -Increase support for Tier 2 and 3 interventions with the students intervention team and solidification of a middle school MTSS system
	6th-8th grade students will earn a mean scale score of 760 or higher on CMAS ELA & 755 or higher on CMAS Math	-Develop MAP data analysis protocol -Improvement on MAP should lead to improvement in CMAS
	6th-8th grade staff will increase the use of non-punitive and/or restorative responses to behavioral referrals	-Pull behavior referral numbers for historical perspective -Train AP, MS Counselor, and TOSA on restorative responses -Create a system that tracks both behavior referral numbers and categorizes the response -Create a leadership opportunity for a peer conflict team in middle school -Train the AP and other key members of staff in conflict resolution
EXPLORE *Middle school students will explore their interests and strengths through projects, choice, and reflection*	90% of 6th-8th grade students will participate in three community events that celebrate the work and process of a cross-curricular unit taught in Language Arts, Social Studies, and Science	-Create a community event and track attendance/participation -Build at least one cross-curricular unit in each grade level that culminates in a community event celebrating the work and process of middle school students
	90% of 6th-8th grade students will document and speak to their growth/progress and performance in their leadership notebooks at Student-Led conferences each school year	-Dial in a process for students setting/tracking WIGs, documenting their academic progress, and celebrating their products -Increase value with our community and shift away from traditional parent-teacher conferences
	90% of 6th-8th grade students will choose to participate in an after school club or competitive sport	-Invest into our competitive sports structure by adding pep rallies for each season, adding middle school scoreboard to newsletters and

		announcements, and wildcat pride nights once per sports season -Invest in our after school clubs program by diversifying our options
EMPOWER *Middle school students will speak to what drives them, their values and goals, and how they meaningfully contribute to the larger community*	All 6th-8th grade students will document their personal development by setting and tracking their own Wildly Important Goals in a high quality Leadership Notebook	-Dial in a process for students setting/tracking WIG goals, documenting their academic progress, and celebrating their products
	All 6th-8th grade students will explore life connections through annual service learning opportunities and projects that include real-world applications	-Create and implement service learning projects within the school's geographic area -Craft curriculum to intentionally provide students with the opportunity to do real-world work -Create opportunities for students to experience real-world work and career exploration -Celebrate the end of cross-curricular unit projects that illustrate both real-world work and real-world challenges
	All 6th-8th grade students will engage in an annual outdoor education experience designed to empower them with key inter- and intrapersonal skills	-Maintain the 6th grade outdoor education experience -Build out an outdoor education program for 7th and 8th grades -Use teambuilding initiatives and low-ropes elements to solidify cross grade level Pride groups at strategic points throughout the school year

High School		
Strategic Goals	**SMART Objectives**	**Implementation Strategies**
PREPARE *High School students will hone their academic, interpersonal, social, and leadership skills in order to prepare for success during and after high school*	65% of 9th-10th grade students will score a Student Growth Percentile of 50 or higher on MAP Reading & Math	-Support students with IEPs -Develop data analysis protocol
	80% of 9th/10th grade students will score 410/430 or higher on the PSAT EBRW test and 70% will score 450/480 or higher on the PSAT Math test	-Support ELLs through co-teaching -Support tier 2 math students
	80% of 11th grade students will score 470 or higher on the SAT EBRW test and 70% will score 500 or higher on the SAT Math test	-Support tier 2 reading students -Engage in SAT prep program
EXPLORE *All high school students will create their 4-year academic and extracurricular pathways with an eye on exploring their*	All 9th-12th grade students will have an individualized Pathway Plan completed by the end of their freshman year and updated annually afterward	-Develop a Pathway Plan template -Counselors complete Pathway Plan with each freshman -Pathway Plan is used by students, counselors, and families to create yearly schedules

current passions as well as working to identify new ones		-Increase the number of high quality internships available -Fully develop AgCademy to include Metzger Farm project and Farmers Market -Establish strong connection between work-based learning endeavors on Capstone projects -Increase access through addressing transportation and scheduling barriers
	20% of 11th and 12th grade students will participate annually in high quality career exploration opportunities through a robust Work-Based Learning Program	
	All 9th-12th grade students will have access to high quality extra-curricular exploration through a robust experience in the Arts and other electives	-Ensure elective offerings reflect student interest -Ensure elective offerings are high quality and accessible to all students
EMPOWER *High School students will develop their whole self thereby allowing them to gain control and choice over their life, create long lasting and meaningful relationships with others, and leave The Academy with the confidence to fulfill their life goals*	All 9th-12th grade students will have an individualized Postsecondary Plan completed by the end of 12th grade	-Develop a Postsecondary Plan template -Counselors complete Postsecondary Plan with each senior -Develop a process for tracking student success after graduation
	All 9th-12th grade students will participate weekly in a Pride structure designed to empower them for lifelong success through the development of personal leadership and social-emotional skills	-Create a curricular scope and sequence for Pride lessons that includes postsecondary planning, Leader in Me, and other social-emotional skill development -Equip all high school teachers with the training and resources necessary to deliver high quality Pride lessons

Finance & Operations

Finance		
Strategic Goals	**SMART Objectives**	**Implementation Strategies**
Financially support a high quality staff capable of progressing The Academy's strategic goals	Base pay rates for all staff will be equal or greater than that of Adams 12 Schools and returning staff will receive annual pay increases tied to Per Pupil Revenue and performance	- Set aside annual appropriation one year in advance to support staff raises in March offer letters - Develop organized, transparent schedules for categorizing all staff positions into compensation processes - Hold annual review to assess current gaps from district and performance bands
	Staff demographics will more closely resemble student demographics	- Engage in diversity, equity, and inclusion training with Senior Administration

Strategic Goals	SMART Objectives	Implementation Strategies
		- Update marketing and communications materials to be more welcoming to diverse populations - Explore alternative staff recruitment options to access a more diverse talent pool - Annual audit of staff demographics to identify gaps and assess progress
Financially support high quality facilities capable of progressing The Academy's strategic goals	Review status and priorities in facility improvement twice per academic year	- Set aside 50K-100K annually in order to progress our long-term facility upgrades - Undertake internal reviews each semester to assess status of projects/focus areas - Detail expected standards across campuses and plan follow up action plans as needed
	Finance team will undertake annual review of facility costs to ensure quality of service and return on investments	- Set up key calendar dates to review all current contracts to monitor performance - Develop list of essential questions to determine quality of service provided - Outline bidding process when a change is considered - Establish annual investment review to ensure both avenues and purpose of investments are tied to overall vision and goals

Operations

Strategic Goals	SMART Objectives	Implementation Strategies
Maximize enrollment to ensure the financial and operational stability necessary to advance The Academy's strategic goals	Meet or exceed an annual enrollment target of at least 140 students per grade level and 1875 students across PreK-12th grade	- Review and refine enrollment process on annual basis to create a high quality experience for prospective families - Set marketing and communication expectation and timelines across relevant departments - Develop efficient engagement strategies with current and prospective families across a range of methods e.g. community events, bilingual materials etc.
	Increase diversity rates among student groups to more closely resemble demographics of The Academy's geographic surroundings	- Engage in diversity, equity, and inclusion training with Senior Administration - Develop marketing materials to promote and encourage

		families from diverse backgrounds to apply - Questioning through a DEI lens is embedded within all decision-making
Deliver an outstanding level of customer service within operational processes that align with our cultural values and creates the conditions necessary to advance The Academy's strategic goals.	Achieve customer satisfaction rating of >4.5 in all areas of operational support (Facilities, HR, Tech, Finance)	- Develop consistent rating scale - Develop consistent categories to reflect on - Maintain evolving work plans to address continual improvement efforts
	Provide both formal and informal opportunities for customers to share feedback throughout the school year in both qualitative and quantitative format.	- Share formal questionnaire annually - Develop method of acquiring informal feedback throughout the year - Lay out response expectation from requests e.g. timelines and format of feedback for customers

Governance

Governance		
Strategic Goals	**SMART Objectives**	**Implementation Strategies**
Engage in effective stewardship of the school through sound oversight of finance, operations, and strategic planning	The Board of Directors will track a quarterly scorecard to monitor progress of strategic initiatives	-Develop a quarterly scorecard that reflects strategic goals -Outline a process for regular reporting of quarterly scorecard -Tie quarterly scorecard to CEO evaluation
	The Board of Directors will demonstrate excellence and continuous growth through an annual self-assessment	-Solidify self-assessment criteria -Complete self-assessment annually -Publish self-assessment results publicly
Ensure the ongoing effectiveness of board oversight through intentional succession planning and member recruitment	The Board of Directors will develop and maintain a rolling 3-year succession plan to ensure all board and committee seats are filled	-Develop a 3-year succession plan for board membership -Develop a 3-year succession plan for committee membership -Review succession plans annually to consistently maintain a 3-year outlook
	The Board of Directors will recruit a membership that reflects the demographics of the overall school community	-Develop a new member recruitment plan

Considerations for Setting Strategic Goals

Desired Outcome:
The SACademic Committee will consider appropriate thresholds for setting academic goals in The Academy's new 5-year strategic plan. The committee will offer feedback to the CEO and Board of Directors that will support their work in finalizing strategic goals.
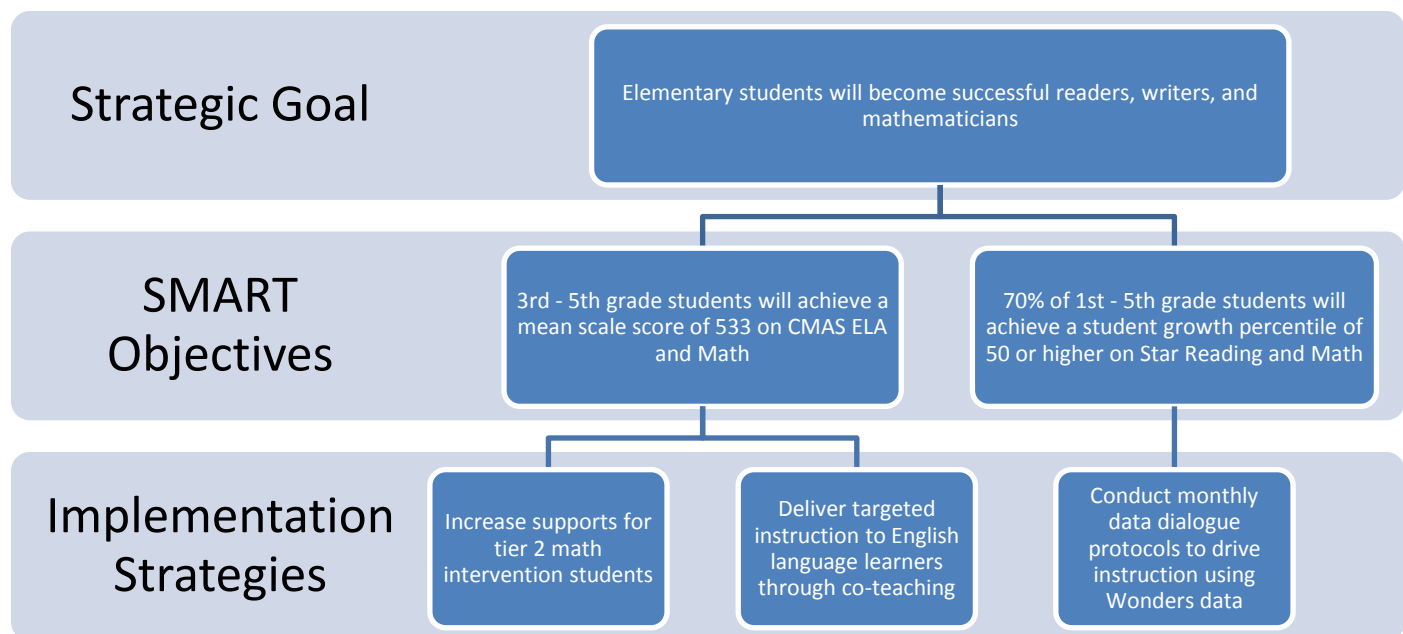
Context for the Strategic Plan:
The CEO is leading work with the Senior Admin Team and Board of Directors to develop a new strategic plan that will guide The Academy's work over the next five years. The goals in this strategic plan will be organized into three layers – strategic goals, SMART objectives, and implementation strategies.
Strategic goals are considered through a 5-year lens. As such, they are high level, general, and meant to be an aspirational, guiding force that aligns with the school's mission and vision. The strategic plan will consist of 15-20 strategic goals across the categories of instruction and culture, finance and operations, and governance.
SMART objectives are specific, measureable targets that provide a way to measure progress toward a particular strategic goal. Each strategic goal could have 1-3 associated SMART objectives.
Implementation strategies are actionable steps to be taken on an annual basis that drive work to accomplish SMART objectives. Each SMART objective could have 1-3 associated implementation strategies. Implementation strategies will identify timeline to implement, related activities, people responsible, and resources required. They may also include additional measurable benchmarks used to track progress.
These three layers are illustrated in an example below:

Strategic Goal	Elementary students will become successful readers, writers, and mathematicians
SMART Objectives	3rd - 5th grade students will achieve a mean scale score of 533 on CMAS ELA and Math — 70% of 1st - 5th grade students will achieve a student growth percentile of 50 or higher on Star Reading and Math
Implementation Strategies	Increase supports for tier 2 math intervention students — Deliver targeted instruction to English language learners through co-teaching — Conduct monthly data dialogue protocols to drive instruction using Wonders data

It is worth noting that strategic goals, SMART objectives, and implementation strategies can be generally categorized into two buckets – *quantitative and comparable* OR *qualitative and individualized*. There is a place for both in the strategic plan in order to give the Board of Directors standardized benchmarks by which they can gauge The Academy's success against that of other programmatically or geographically similar schools as well as give the Senior Admin Team the flexibility to execute on The Academy's unique

vision and meet students where they are to drive individual success. This immediate exercise is geared toward the first of those two buckets – quantitative and comparable.

Consideration of Thresholds:
Strategic goals will be set in the area of academics for each level – Elementary, Middle School, and High School. These goals will include the following standardized assessment measures:
- Star – Reading & Math (1st-5th Grade)
- MAP – Reading & Math (6th-10th Grade)
- CMAS – ELA & Math (3rd-8th Grade)
- PSAT – EBRW & Math (9th-10th Grade)
- SAT – EBRW & Math (11th Grade)

A key part of the strategic planning process is to consider criteria for setting appropriate target thresholds for each measure. Guidance from the Colorado Department of Education is simple but vague – schools should set rigorous but attainable targets. Beyond that, the committee will consider the following questions:

- Should our goals focus on achievement, growth, or both?
  - Both achievement and growth measures can be useful for different purposes.
  - CMAS achievement results (scale scores) are an incremental measure that give us a picture of how many Academy students are reaching proficiency. Individual student performance is compared against state standards. *RECOMMENDATION – Include in setting SMART objectives.*
  - CMAS growth calculations compare an individual student's performance to that of other students across the state. This is useful for knowing how The Academy's performance ranks against other schools, but is less effective at showing how much progress the school or individual students have made over a given period of time since this is a relative rather than incremental number. *RECOMMENDATION – Do NOT include in setting SMART objectives.*
  - Star and MAP growth calculations (student growth percentile or SGP) use up to three historical scores from an individual student over a given period of time AND compared to the scores of a similar peer group nationally over the same period of time to provide a snapshot of progress. An SGP of 50 is approximately equated to being on track for appropriate annual growth (one grade level improvement for each school year), but anywhere between 35 and 65 is considered normal. Because there is a comparative element to this calculation as well as a range for acceptable performance, using SGP to qualify an individual student's performance as satisfactory or unsatisfactory is imperfect. Instead, recommended practice is to look at the percentage of students across a given group (i.e., grade level or demographic group) reaching an SGP of 50 or higher. *RECOMMENDATION – Include in setting SMART objectives.*
  - PSAT and SAT produce clear achievement measures but have limited ability to produce growth measures. *RECOMMENDATION – Include achievement measures in setting SMART objectives.*
- Should our goals focus on mean scores, median scores, or a percentage of students reaching an identified score?

- o Mean scores do the best job of accounting for all students when used in goal setting. *RECOMMENDATION – Include mean scale scores when setting achievement-related SMART objectives.*
  - o Median scores are useful for some analyses, but are weaker at accounting for the performance of all students. *RECOMMENDATION – Do NOT include median scores when setting SMART objectives.*
  - o Tracking a percent of students reaching an identified score is useful when analyzing growth. This is a common practice to account for the often complex and relative nature of growth calculations. *RECOMMENDATION – Include a percent of students reaching an SGP of 50 when setting growth-related SMART objectives.*
- What do The Academy's past scores look like?
  - o See below
- What do past scores from comparable schools look like?
  - o See below
- How does The Academy's vision inform our priorities?
  - o Mission Statement – The Academy's mission is to help all students grow into college ready, exemplary citizens by combining academic mastery with the development of personal leadership skills to drive lifelong success. We serve our full community by intentionally developing a school culture that embraces diversity, equity, and inclusion.
  - o Vision Statement – Fueling lifelong success through *preparation, exploration, and leadership.*
- Taking all of these factors into account, the committee will consider appropriate target thresholds for each standardized assessment measure

Adding a Data-Based Context:

Star – A Nationally Normed Standardized Interim Assessment Tool (Used at Elementary)
The tables below present the percent of students in each grade level achieving a Student Growth Percentile of 50 or higher (approximately equating to one year's progress). The most recent data available are from 2018-19, since the pandemic disrupted testing for the 2019-20 school year.

Reading Results 2016-17			
2017	# >=50 PR	Total N	%
1	61	118	51.7%
2	77	126	61.1%
3	76	133	57.1%
4	95	138	68.8%
5	61	130	46.9%

Reading Results 2017-18			
2018	# >=50 PR	Total N	%
1	50	74	67.6%
2	62	119	52.1%
3	84	135	62.2%
4	78	137	56.9%
5	94	134	70.1%

Reading Results 2018-19			
2019	# >=50 PR	Total N	%
1	59	87	67.8%
2	71	125	56.8%
3	88	132	66.7%
4	71	135	52.6%
5	95	132	72.0%

Math Results 2016-17			
2017	# >=50 PR	Total N	%
1	64	118	54.2%
2	62	126	49.2%
3	85	132	64.4%
4	92	138	66.7%
5	51	126	40.5%

Math Results 2017-18			
2018	# >=50 PR	Total N	%
1	54	128	42.2%
2	68	119	57.1%
3	75	134	56.0%
4	88	136	64.7%
5	94	134	70.1%

Math Results 2018-19			
2019	# >=50 PR	Total N	%
1	69	117	59.0%
2	65	126	51.6%
3	72	130	55.4%
4	90	135	66.7%
5	87	132	65.9%

MAP – Measures of Academic Progress (Interim Assessment Tool Used at Secondary)
MAP data are not available. The Academy started using the MAP assessment with 6th-10th grade students in the fall of 2019. A full annual assessment cycle was never completed due to the disruption of the pandemic.
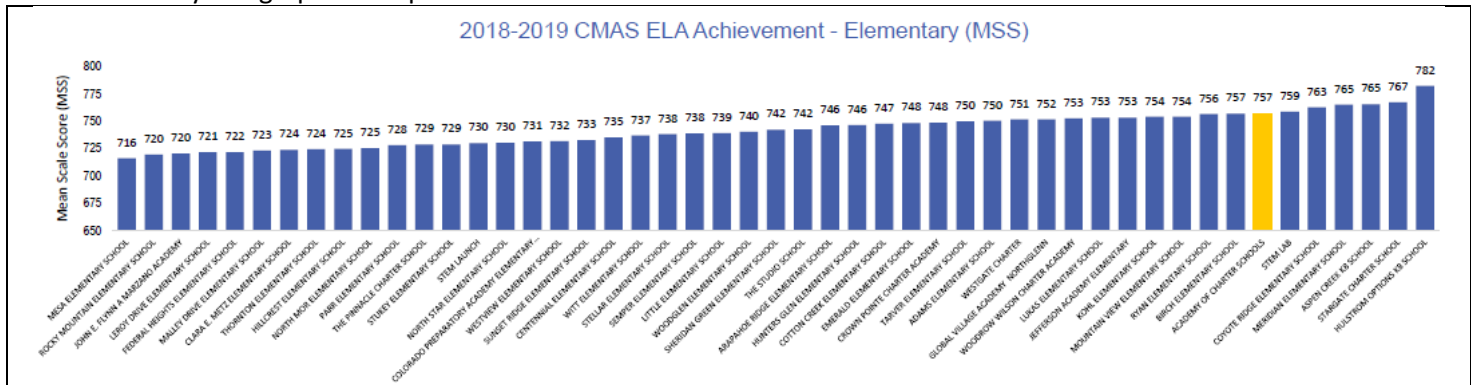
CMAS – Colorado Measures of Academic Success

Below are historical and comparative CMAS data for Elementary (3rd-5th grade) and Middle School (6th-8th grade). The most recent data available are from 2018-19, since the pandemic disrupted testing for the 2019-20 school year.
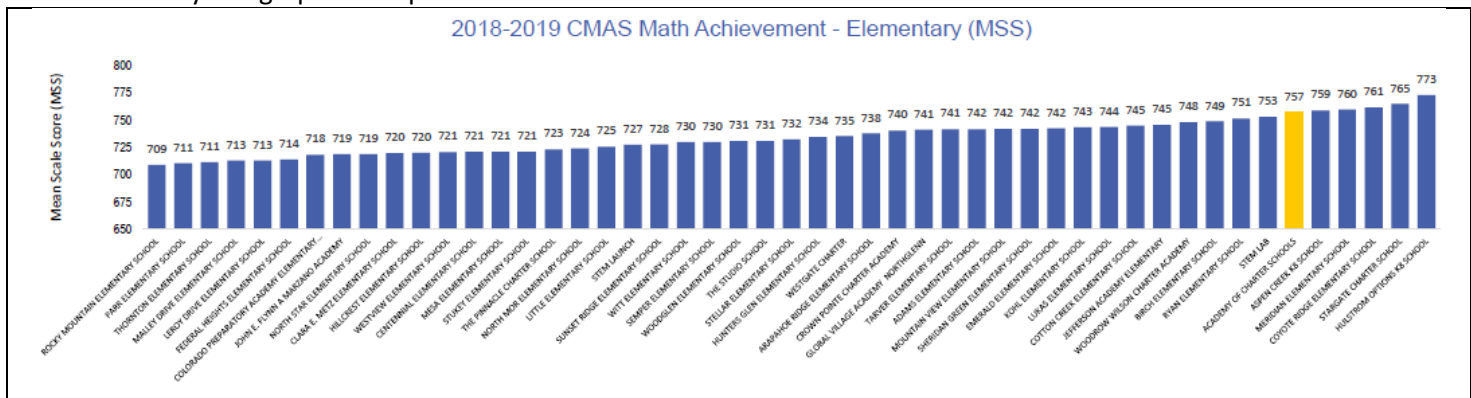
Historical ELA and Math Data:

English Language Arts Achievement

Achievement over Time in ELA						
	2016-2017		2017-2018		2018-2019	
By Class Level	N	MSS	N	MSS	N	MSS
Elementary	415	755	419	759	415	757
Middle	346	747	291	743	383	754
Schoolwide	847	751	710	753	798	756

Math Achievement

Achievement over Time in Math						
	2016-2017		2017-2018		2018-2019	
By Class Level	N	MSS	N	MSS	N	MSS
Elementary	415	746	417	757	416	757
Middle	344	735	290	735	384	738
Schoolwide	759	741	707	748	800	748

Elementary Geographic Comparative ELA Data:

2018-2019 CMAS ELA Achievement - Elementary (MSS)

Elementary Geographic Comparative Math Data:

2018-2019 CMAS Math Achievement - Elementary (MSS)

Middle School Geographic Comparative ELA Data:

2018-2019 CMAS ELA Achievement - Middle (MSS)

Middle School Geographic Comparative Math Data:

2018-2019 CMAS Math Achievement - Middle (MSS)
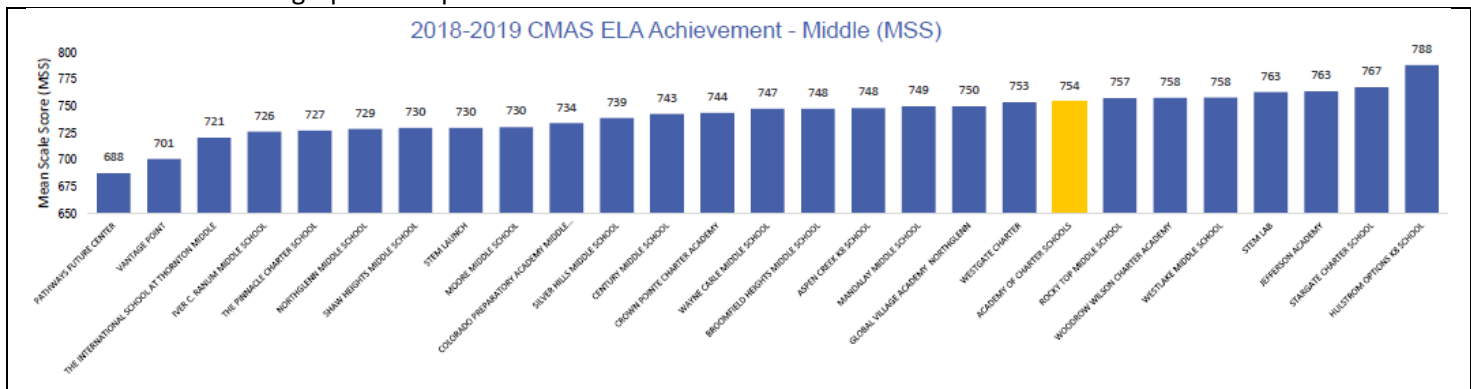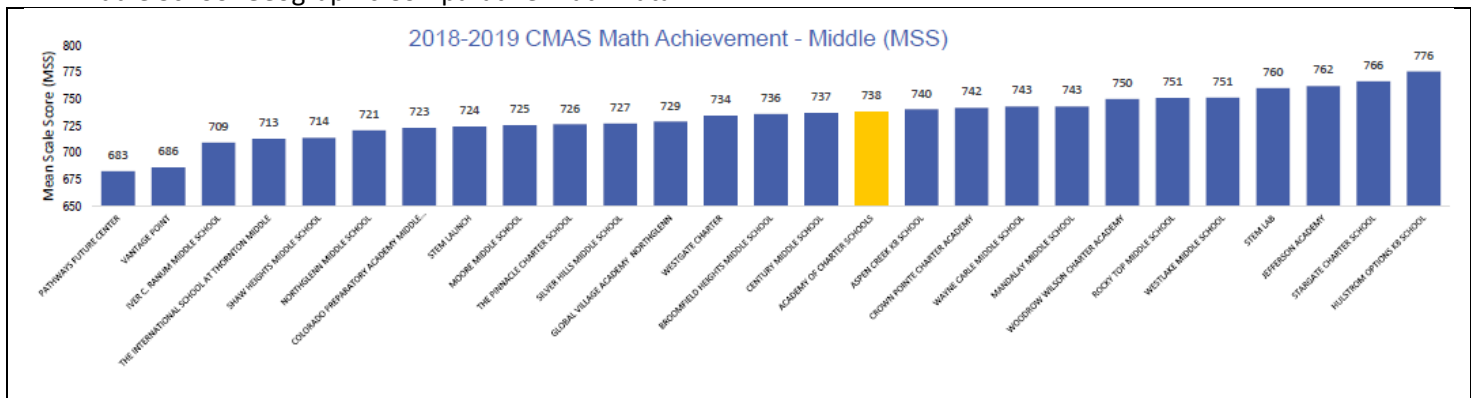
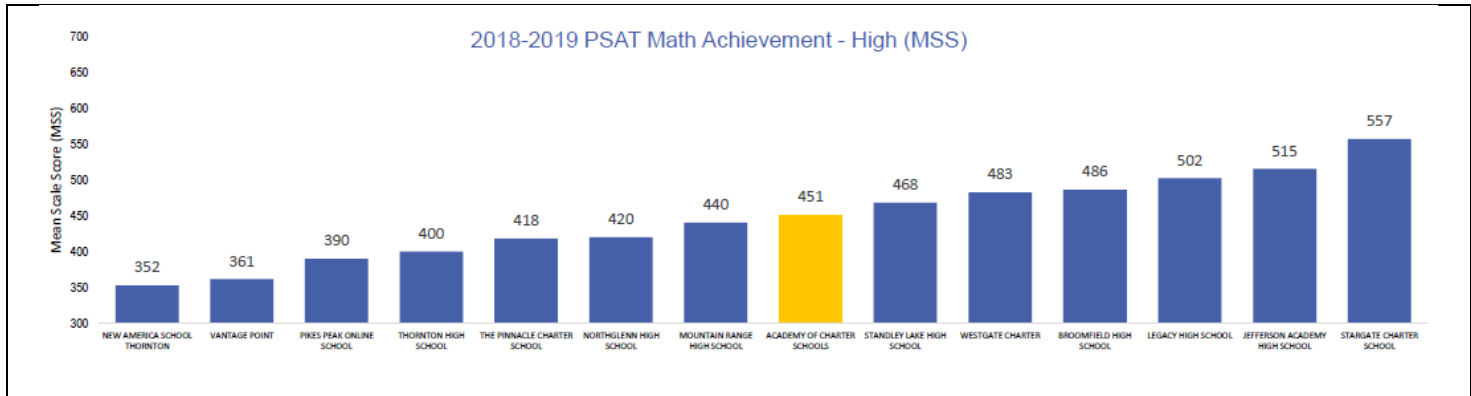## PSAT

Here are links to two articles (article 1 and article 2) that can be helpful for better understanding how PSAT scores work and what would qualify as a good score.

Evidence-Based Reading and Writing Geographic Comparative Data (9th & 10th grade):
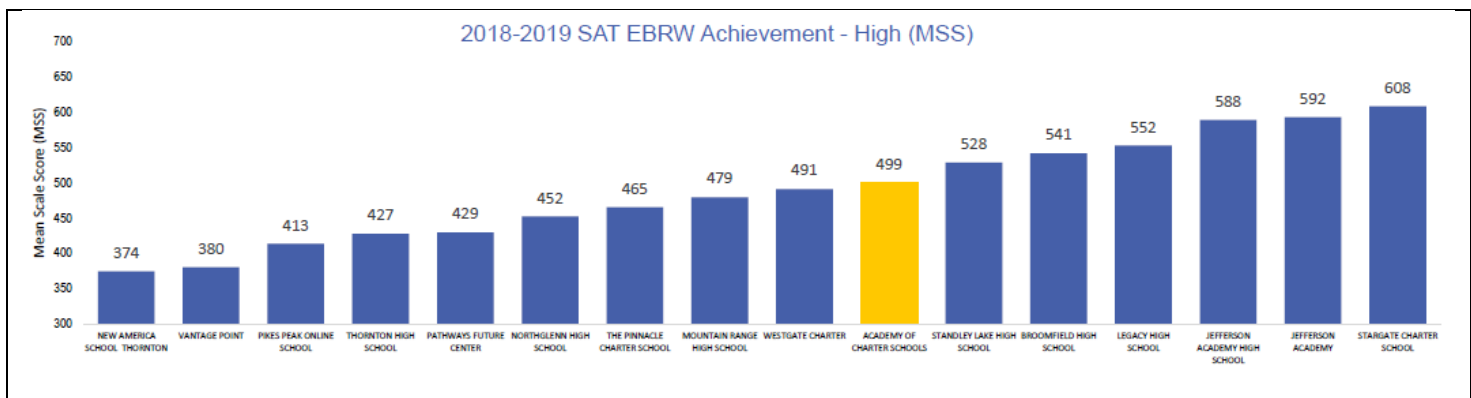

2018-2019 PSAT EBRW Achievement - High (MSS)
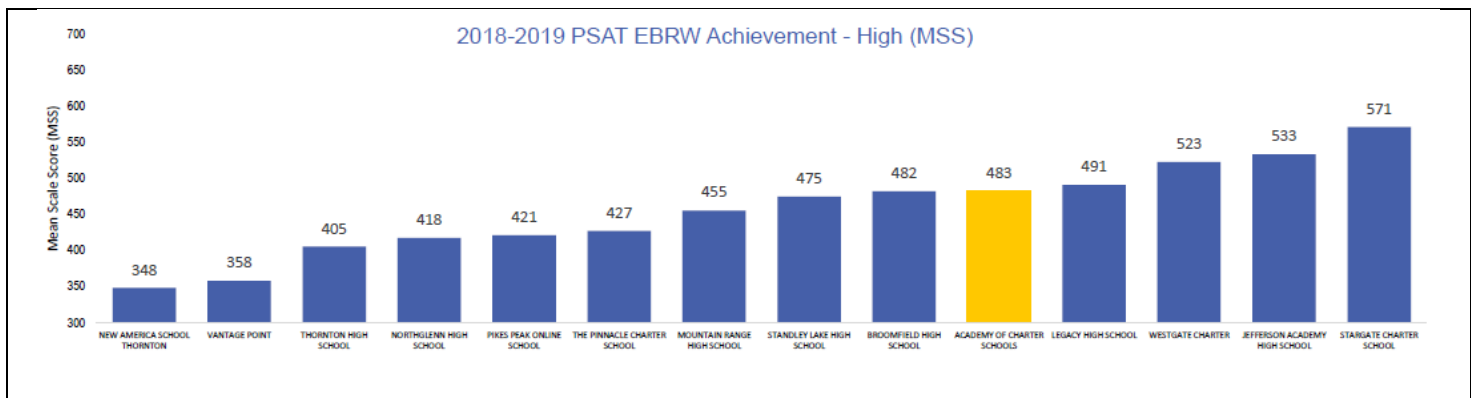
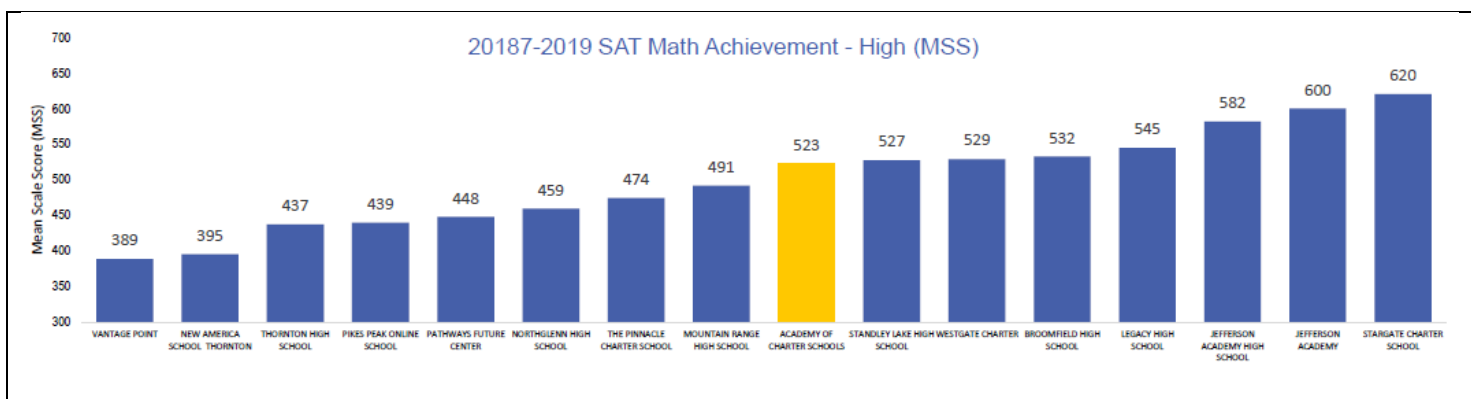Math Geographic Comparative Data (9th & 10th grade):

SAT

Here is a link to an article that can be helpful for better understanding how SAT scores work and what would qualify as a good score.

Evidence-Based Reading and Writing Geographic Comparative Data (11th grade):

Math Geographic Comparative Data (11th grade):

Committee Discussion Points:

What questions does the committee have about the three-layered goal setting structure being used in the strategic plan?

What questions or input does the committee have about the recommendations for setting appropriate thresholds?

What questions or input does the committee have about the historical and comparative data presented?

What target threshold does the committee recommend for the following assessment measures?

- Star – Reading & Math (1st-5th Grade)
  - XX% of students at an SGP of 50 or higher in reading
  - XX% of students at an SGP of 50 or higher in math
- MAP – Reading & Math (6th-10th Grade)
  - XX% of students at an SGP of 50 or higher in reading
  - XX% of students at an SGP of 50 or higher in math
- CMAS – ELA & Math (3rd-8th Grade)
  - Mean scale score of XXX or higher in ELA
  - Mean scale score of XXX or higher in Math
- PSAT – EBRW & Math (9th-10th Grade)
  - Mean scale score of XXX or higher in EBRW
  - Mean scale score of XXX or higher in Math
- SAT – EBRW & Math (11th Grade)
  - Mean scale score of XXX or higher in EBRW
  - Mean scale score of XXX or higher in Math

Dear Academy Families,

The Academy of Charter Schools Board of Directors is accepting applications for one parent board member to serve a two-year term. The Board of Directors operates on a needs-based model whereby each member brings particular skills to the table in order to advance the mission of the school through the shared charge of governance, strategic planning and financial oversight. The Board also seeks to recruit a diverse membership that reflects the demographics of our community. Board meetings are monthly throughout the year.

Desired Skills:

Governance – Experience on a corporate, non-profit, or school board or other relevant leadership experience

Communications – Experience with branding, marketing and/or community relations

Education Design/Construction – Specific experience in educational design, architecture and construction a bonus

Human Resources – Experience in core human resource management and legal aspects of human resources including recruiting, staffing, compensation, benefits, training, learning, labor, employee relations and organization development

Legal Expertise – Experience in providing legal guidance relevant to a broad array of legal issues as they may relate to school business, strategic planning, decision making, contract and policy creation/review, risk management and work with outside legal counsel

If you feel your background and perspective would help us more fully reflect underrepresented groups in our community and/or that your skill set matches any of our needs, we invite you to apply. We ask any interested parents to please tell us more by completing THIS APPLICATION.

Please complete your application by May 17, 2021.

Interviews will be held the week of May 31st, with the goal of having a new candidate selected and in attendance at the Summer Board Retreat at the end of July.

Sincerely,

Sarah Drewlow, Academy Board Secretary

sarah.drewlow@theacademyk12.org

RETURN TO AGENDA