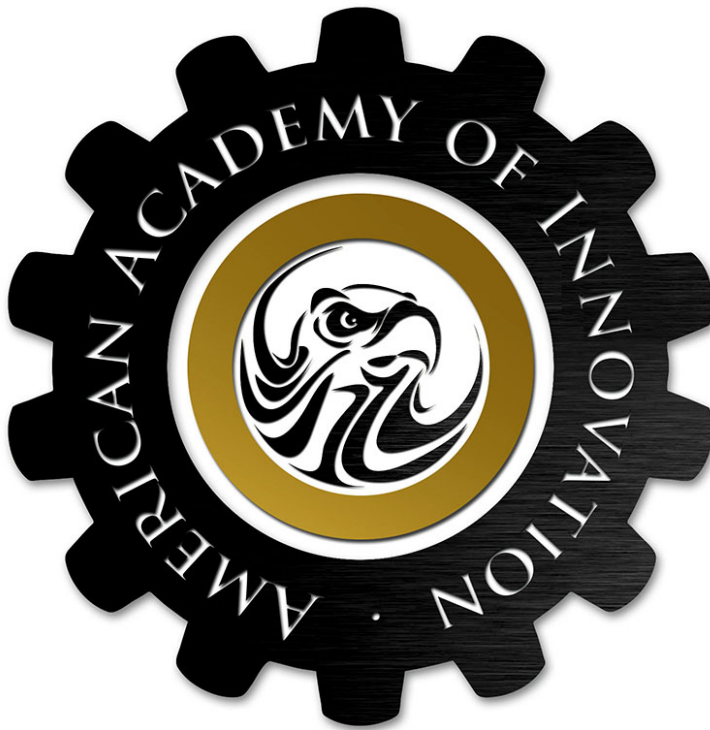


Charter Application

American Academy of Innovation



German Lopez

March 27th, 2015

Charter Application

I. Charter School Information

1. Name of proposed charter school: **American Academy of Innovation**

2. Name of applicant: **German Lopez**

3. Authorized agent: **German Lopez**

4. Mailing address: **5806 West Copper Stone Drive South Jordan, UT 84095**

5. Phone number: **801-201-5030**

6. Email address: **german@incosglobal.com**

7. District(s) where proposed charter school is located: **Jordan School District**

8. District contact(s) and date complete application submitted to district(s). (NOTE: repeat this statement for each district in which the school may be located.)

Submitted to **Dr. Patrice Johnson** (person) who works at **Jordan School District** School District on **September 23, 2014** (date).

9. Form of organization (check)

☒ Nonprofit Corporation ☐ Tribal entity ☐ Other

10. The governing body of a charter school is responsible for the policy decisions of the school. Please indicate the makeup of this body below. (Add lines as necessary)

Name	Email	Type of Member (e.g., parent, business)	Position on Board (e.g., chair, secretary)
German Lopez	german@incosglobal.com	Parent/Administrator	Chair
Shane T. Clark	shane@datawise.org	Parent	Business Development
Ann Sharp	Ann.sharp@uvu.edu	Business/Education	Curriculum
Alfonso Flores	alfonsorflores@gmail.com	Business	Secretary/Treasurer
Rodayne Esmay	Rodayne.esmay@gmail.com	Business/Education	Technology
Ken Karren	kwkarren@gmail.com	Business/Governance	Construction
Bret Davis	splash.bwd@gmail.com	Business/Governance	Finances
Mia Prazen	miaprazen@gmail.com	Business/Governance	Marketing

11. Year school will start: **2016**

12. Grades served: **6-12**

13. Number of instructional days: **180**

14. Number of instructional hours: **990 hours**

15. Requested Enrollment

Operational year 1: Grade K: ____ Grades 1-6: **_60_** Grades 7-8: **_120_** Grades 9-12: **_180_** Total: **_360_**
 Operational year 2: Grade K: ____ Grades 1-6: **_60_** Grades 7-8: **_120_** Grades 9-12: **_240_** Total: **_420_**
 Operational year 3: Grade K: ____ Grades 1-6: ____ Grades 7-8: ____ Grades 9-12: ____ Total: ____

Does proposed grade configuration match resident district grade configuration? ☐ Yes ☒ No

16. Target percentage of educationally disadvantaged students: **25%**

17. Is this application seeking special treatment under [UCA 53A-1a-501.9](#)? ☐ Yes ☒ No

18. Is this application seeking priority consideration under [UCA 53A-1a-502.5](#)? ☐ Yes ☒ No

19. A charter school may apply to the State Board of Education for a waiver of any rule that inhibits or hinders the school from accomplishing its mission or educational goals set out in its charter. List any waiver requests here (i.e., Rule numbers. Provide details regarding the need for the waiver as Attachment A). **American Academy of Innovation is not seeking any waivers.**

II. Assurances

The applicant charter school hereby assures and certifies to the Utah State Charter School Board and Utah State Board of Education that: Read and Check

- ✓ The charter school will make provision for such fiscal control, fund and program accounting procedures as may be necessary to assure proper disbursement and accounting for all funds, and will utilize fiscal procedures that are consistent with generally accepted standards of fiscal management.
- ✓ The charter school will not expend program funds for any education program, activity, or service related to sectarian instruction or religious worship.
- ✓ The charter school assures that resources will be available and a process established to develop a Student Education Plan/Student Education Occupation Plan (SEP/SEOP) for each student.
- ✓ The charter school will maintain an active parent/guardian involvement process including some formal mechanism for meaningful involvement in site-based decision making.
- ✓ The charter school will not charge tuition or fees, except those fees allowed by law. Governing Boards will adopt allowable fees annually in an open board meeting.
- ✓ A copy of the charter will be supplied to interested individuals or groups on request.

- ✓ The charter school will be fully accredited no later than its second year of operation.
- ✓ The charter school will acquire and maintain nonprofit corporate status.
- ✓ The charter school will acquire and maintain all required insurances, including General Liability Coverage for both Bodily Injury and Property Damage Liability at \$2 million per occurrence; perhaps, with an annual aggregate amount; Automobile Liability Coverage for Bodily Injury and Property Damage at \$2 million per occurrence including PIP coverage; Personal Injury / Civil Rights Coverage for claimed Constitutional violations and claimed violations of federal and state law at \$2 million per occurrence; Errors and Omission Coverage for, among other things, actions taken by directors and board members who govern the school at \$2 million per occurrence; Government Crime Policy including employee theft, faithful performance, and coverage for employee and officer bonds; Property Coverage - probably a standard all-risk property policy with possible endorsements for Business Interruption, Extra Expense and Tuition Fee coverage; Workers' Compensation Coverage at such amounts and limits as required by Utah law; and Treasurer's Bond.
- ✓ The charter school will maintain accurate student transcripts.
- ✓ The charter school is nonsectarian in its programs, admission policies, and employment practices and all other operations.
- ✓ The charter school Principal/Director shall attend a one-day special education training class sponsored by the Utah State Office of Education prior to the first day of instruction and annually thereafter.
- ✓ The governing board will name and provide email contact information for the following individuals prior to opening and at any time the school makes changes to these positions: Board Chair, Executive Director, Principal, Assistant Principal, Assessment Director, Special Education Director, Title IX Civil Rights Monitor Officer, Section 504 Coordinator, and Business Official.
- ✓ The charter school applicant acknowledges that neither the chartering entity nor the state, including an agency of the state, is liable for the debts or financial obligations of the charter school or persons or entities who operate the charter school.
- ✓ The charter school applicant certifies all information contained in this application is complete and accurate, realizing that any misrepresentation could result in disqualification from the charter application process or revocation after award. The charter school applicant understands that incomplete applications will not be considered.
- ✓ The charter school applicant acknowledges that it has read all Utah statutes regarding charter schools and that, if approved, it is subject to and will ensure compliance with all relevant federal, state and local laws and requirements. The charter school applicant acknowledges that, if

approved to operate a charter school, it must execute a charter contract with the Utah State Charter School Board within twelve months of the date of approval of the charter by the Utah State Board of Education and must begin providing educational services within the timeframe outlined in the charter. Failure to do so may result in revocation of the charter approval and, if applicable, termination of the contract and revocation of the charter.

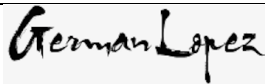
The authorized agent of the applicant charter school certifies that, to the best of his/her knowledge and belief, the data in this application are true and accurate, and that the applicant will comply with the assurances noted above if this application is approved. Therefore, this application for charter school status and funding is hereby submitted with the full approval and support of the governing body of the proposed charter school.

III. Signatures

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in *Section II. Assurances* above.

Name of Authorized Agent: **German Lopez**

Signature of Authorized Agent



Name of Charter School Board Chair (if different than Authorized Agent)

Signature of Charter School Board Chair (if different than Authorized Agent)

20. List persons whom you have designated as founding members of the school. Children/grandchildren of a Founding Member (an individual who has had a significant role in the development of a charter school application), children/grandchildren of an employee, and siblings of students currently attending the charter school are eligible for preferential enrollment under both State and Federal Charter School law. Also, identify the percentage of students eligible for preferential enrollment under the status of founder's child or employee child. **Preferential enrollment of founders' and employees' children will not exceed 5%. The students of the Board of Directors will be eligible for preferential enrollment. A list of designated founders has not yet been created.**

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EXECUTIVE SUMMARY

American Academy of Innovation combines academic achievement with career technology skills and international partnerships to prepare students for success in a global marketplace. The school was envisioned by the Board Chair, German Lopez; an educator, international entrepreneur, and attorney. He is joined by six board members with experience in business, education, international relations, finance, and board governance, as further outlined in Section 1. American Academy of Innovation has partnered with Instituto Universitario Puebla in Puebla, Mexico (see authorized letter of support in Appendix C), to provide students with experience in international business, science, and humanitarian outreach projects. The school has already started preliminary development of partnerships with other international universities.

The educational approach of American Academy of Innovation is that of project-based learning and development of critical career technology skills. Utilizing the “I do, we do, you do” instructional method, students will receive a minimal amount of direct instruction, followed by group and individual project work to reinforce and master content. The projects students will work on will be in conjunction with the international universities, making them relevant and allowing students to contribute to solving real-world problems.

SECTION 1: SCHOOL PURPOSE

PURPOSE

The American Academy of Innovation is unique in its overall educational approach, meeting the purpose of increasing choice in learning opportunities and improving student learning, as required by Utah Code 53A-1a-503. Located in the Jordan School District, there is not another school offering the unique blend of a strong academic program using project-based learning combined with Career and Technological Education (CTE) courses to develop 21st Century Skills, using international partnerships to prepare students for success in the global market place.

Along with that, the school will strive to identify students' specific learning styles and then use a variety of methods to teach each skill and concept while building responsibility and ownership of education in students as they learn to find resources and develop techniques to help them learn using the methods best suited to their individual needs.

MISSION

The American Academy of Innovation combines academic rigor with career technology skills and international partnerships to prepare students for success in a global marketplace. Students are prepared through instruction using project-based learning, participation in mentoring projects with international university partners, and continuous enrollment in career and technological education classes.





VISION

Students who graduate from the American Academy of Innovation will be equipped with knowledge, critical thinking skills, and technical know-how to succeed in college and in a rapidly expanding world market. American Academy of Innovation builds teamwork skills for students in grades six through twelve that are also critical for success in life, and fosters development of responsibility, accountability, and leadership skills.

All students will be provided with a solid foundation in language arts, math, science, and history, where project-based learning is the primary method of instruction. Additionally, each student will be required to be enrolled in a CTE class at all times, and encouraged to take applicable tests offered by the Utah State Office of Education to receive a Skills Certificate documenting their proficiency with a given skill or program. Collaborative projects will be done in teams and in conjunction with international university partnerships, where students have the opportunity to begin impacting the world through research and project implementation. As outlined in Section Four, students who develop new technologies, processes, or products will be eligible for royalties or other compensation. As the school grows and develops over the first ten years, it will come to be known for the research work students are doing in collaboration with international universities to solve real-world problems, and for the powerful combination of academic and career technology educational program it provides. Graduates of American Academy of Innovation will graduate from universities and work in all types of fields using their combined academic and career technical education skills to succeed in the global marketplace.

EDUCATIONAL PHILOSOPHY

American Academy of Innovation is built on four pillars, as follows:

-  Project-based learning
-  Twenty-First Century Skills
-  Leadership
-  Collaborative projects with international schools

Project-based learning: Education at American Academy of Innovation is rooted in project-based learning. Students spend time working on solving real-world problems during the learning process every day. The relevance created by such projects helps students see and understand the importance of what they are learning, and provides them with an opportunity to apply what they are learning to solve real-world problems. As further detailed in Section 4: Program of Instruction, students will receive a minimal amount of direct instructional time, followed by group work to check for understanding and then spend the majority of time gaining understanding and applying the knowledge in a relevant project setting.

Twenty-First Century Skills: The founders of American Academy of Innovation acknowledge the importance of students possessing 21st Century Skills, along with the breadth and depth of knowledge and academic skills needed for success in post-secondary studies. Twenty-First Century Skills have been identified and defined by the Innovative Teaching and Learning Research project and include: collaboration, knowledge construction, problem solving and innovation, self-regulation, the use of technology for learning, and skilled communication”¹.

Leadership: Leadership is a vital skill to possess in the workforce of today. By working collaboratively with other American Academy of Innovation students, faculty, and international university and student partners, students will have significant opportunities to serve and to develop leadership skills.

International Partnerships: American Academy of Innovation has secured a partnership with Instituto Universitario Puebla located in Puebla, Mexico where students will collaborate with university faculty and students to find solutions to real-world problems. Projects will span the spectrum from math, science, and technology to marketing and economics. One recent project developed by UNAM University is a method for farming octopus, which is a protein staple in the diets of some Asian countries. In recent years, due to overfishing, the octopus supply has dwindled, and farming them has been challenging due to the very specific conditions required to reproduce. Initial replication is beginning to occur in several countries. Students of American Academy of Innovation might be involved in various aspects of the projects. Students in a science class may be involved with establishing aquaculture requirements, math students may be involved with the engineering computations for the facility, and business students may be involved in the marketing and distribution services development. Another facet of the international partnerships is working with high school students in other countries to help them meet the needs of their communities; in one community students are making decorative paper to sell in order to help

¹ <http://www.microsoft.com/education/en-ng/partners-in-learning/Pages/innovative-teaching.aspx>

finance their school, yet they don't have a market to sell it in. In this scenario, American Academy of Innovation students would collaborate with the international students to find a market in the United States for their product and assist with distribution, marketing, etc. By combining project-based learning and development of technology skills with real-world international application, it will create a school culture where students will be uniquely and very adequately prepared for participation in the global marketplace.

In the international university partnerships, students will collaborate with other students, professionals, and professors at three levels. Initially, all students will work with university students in doing initial research and project design. These mentors may continue working with students for the duration of the project. Those projects identified by the school and international universities as superior will move on to work with more specialized mentors such as professionals in the field or graduate students. Of these projects, those with the greatest opportunities to advance understanding and application in the various fields will be mentored closely by a university professor. The end goal is to help all students experience working with others in various parts of the world, while developing critical Twenty-First Century Skills and contributing to solutions and product development.

The founders of the school recognize the challenges involved in creating international partnerships, especially as the original founders eventually leave the Board. The founding Board of American Academy of Innovation will work with school administration and staff to develop a culture heavily influenced by the international partnerships. School founder German Lopez will apply for the position of school Director, allowing the vision to transition from the Board to the administration seamlessly. In the event that he does not choose to apply for the position or the Board does not select him as the Director, a search committee will be formed to advertise for, recruit, and evaluate candidates and conduct preliminary interviews and send a minimum of three candidates to the Board for final consideration. As the partnerships are fostered, they will require less intensive maintenance by the Board. Additionally, by incorporating the international partnerships into the school performance framework, accountability is being created for future Board members to adhere to. The school, in conjunction with the Board will consistently work to build new relationships with various institutions, ensuring a supply of adequate mentor and project opportunities and keeping the program viable should one institution choose to withdraw from the program.

American Academy of Innovation also acknowledges that not all students learn the same way. As detailed in *Section 4: Program of Instruction*, the school will provide learning opportunities in various learning styles to help ALL students reach their academic potential.

ACCOUNTABILITY

The American Academy of Innovation Board of Trustees (Board) acknowledges the importance of planning, goal setting, and evaluation in the success of any organization. To that end, the Board of Trustees will work with the school administration to develop a strategic plan, encompassing both short and long-term objectives. The plan will be updated annually and the Board will review the goals along with progress and challenges in Board meeting at least three times a year. During this meeting subcommittees may be formed to assist school administration in solving problems or implementing plans.

TARGET POPULATION

Located within the boundaries of the Jordan School District, American Academy of Innovation will be home to 420 students in grades six through twelve who want to combine a college preparatory academic program with the development of 21st Century career technology skills and actual application in an international context, in order to be well-prepared for success in the global marketplace. The school will open with 360 students in grades six through eleven, adding 60 students and twelfth grade in the second operational year, for a total of 420 students.

In many typical high school settings, students are on an “either/or” track; they focus specifically on advanced academics with a few CTE classes taken in isolation as a graduation requirement, or they focus on developing CTE skills and take only the necessary traditional academic classes like math, science, history, and language arts. American Academy of Innovation allows students to receive a substantial academic experience and learn CTE skills, providing the opportunity to apply academic knowledge and CTE skills in real, relevant, and practical ways in project-based learning. Students currently do not have this type of education available to them in the state of Utah.

It is anticipated that many students who choose to attend American Academy of Innovation will be high academic achievers and are looking toward the long-term future. Some students with entrepreneurial inclinations will also be attracted to the school’s model because of the international partnerships and unique global marketplace participation preparation. The project-based learning approach with differentiated instruction will attract students whose primary learning style is not visual or auditory, as that is how most instruction in schools occurs. When students are taught using methods that do not fully meet their learning needs, mastery is more difficult and less likely to occur, ultimately leading to lower grades and test scores, higher levels of frustration, and lower overall achievement². American Academy of Innovation’s educational program can adequately serve a diverse population, and is prepared to meet the needs of each student through project-based learning, qualified teachers, and flexibility within the classroom to help each student succeed. Please see Section 4: Program of Instruction and Section 3: Student Population for detailed information in addressing the needs of all students.

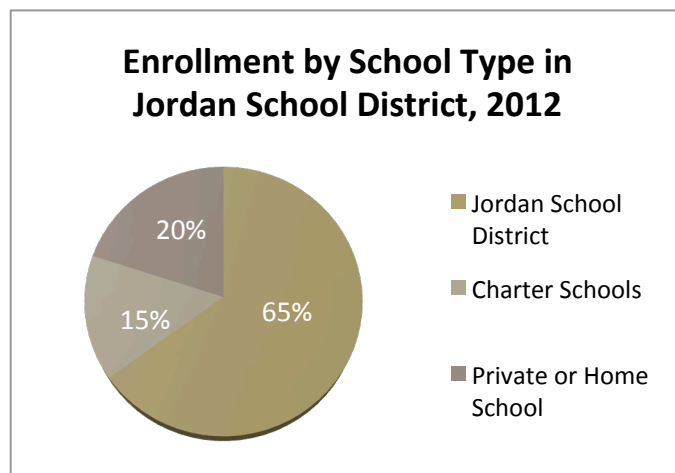
American Academy of Innovation will comply with all requirements associated with special populations, including English Language Learners (ELs), students requiring section 504 modifications, students with disabilities, and gifted and talented learners.

² Vaishnav, R. Learning Style and Academic Achievement of Secondary School Students. Voice of Research, Vol. 1 Issue 4, March 2013, ISSN No. 2277-7733

SECTION 2: MARKET ANALYSIS

MARKET CONTEXT

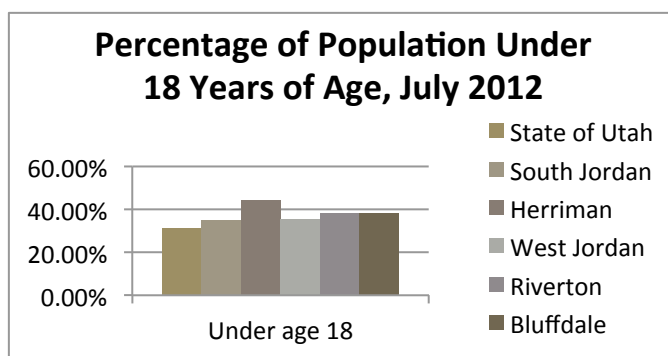
American Academy of Innovation intends to locate in the Jordan School District, one of the fastest growing districts in the state, and home to multiple charter schools, as well as one traditional private school. The Jordan School District currently has 52,000 students enrolled³, and covers the cities of Bluffdale, Copperton, Herriman, Riverton, South Jordan, and West Jordan. The following graph shows distribution of students among the various types of schools. Data from the US Census



Bureau was used to determine total number of students living in the Jordan School District boundaries, from which percentages enrolled by school type were calculated.

South Jordan is the area within the Jordan School District American Academy of Innovation intends to locate in. According to US Census data released in May 2014, South Jordan is listed as the third fastest growing city over 50,000 residents in the county, with a growth rate of 6.1% from July 2012 to July 2013⁴. From April 1, 2010 to July 1, 2012, the growth rate was 10.9%⁵. Surrounding

cities also located in the Jordan School District are also experiencing large amounts of growth. Herriman City had a growth rate of 12.2% from April 1, 2010 to July 1, 2012⁶, and West Jordan grew 4.5% during the same time⁷. The following graph illustrates the significant growth, especially when compared with the Utah State average of 3.3%⁸.



As a result of this rapid growth, the Jordan School District is experiencing significant overcrowding. According to information released to the public in June 2013, the Jordan School District cited expert projections which indicate student enrollment could increase by more than 29,000 students in the next ten years⁹. Current student enrollment in the district

³ <http://hr.jordandistrict.org/FactsAboutJSD.html>

⁴ <http://www.census.gov/newsroom/releases/archives/population/cb13-94.html>

⁵ <http://quickfacts.census.gov/qfd/states/49/4970850.html>

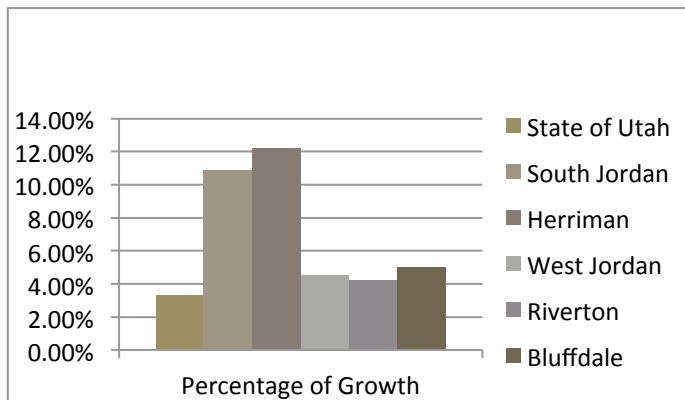
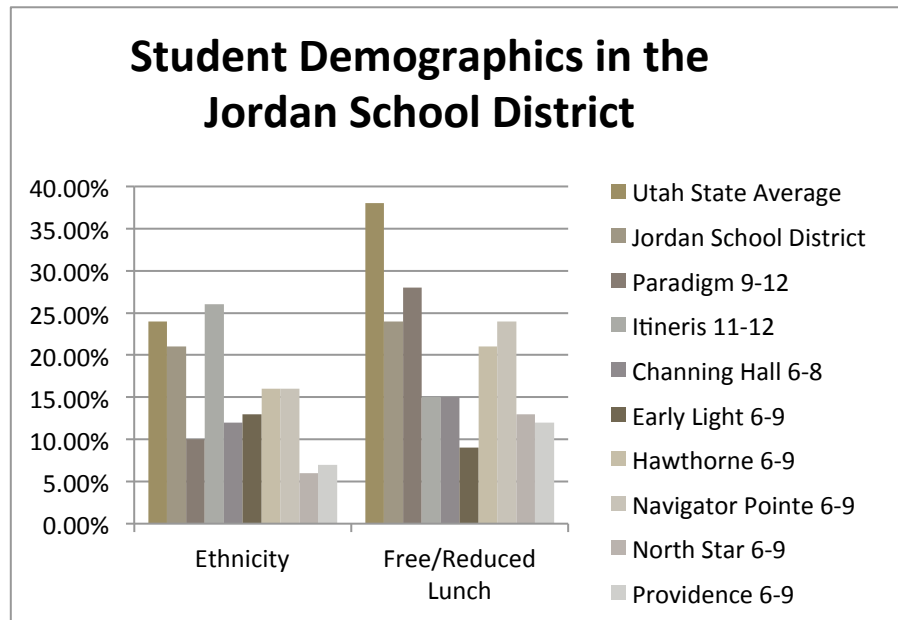
⁶ <http://quickfacts.census.gov/qfd/states/49/4934970.html>

⁷ <http://quickfacts.census.gov/qfd/states/49/4982950.html>

⁸ <http://quickfacts.census.gov/qfd/states/49/4982950.html>

⁹ <http://jordandistrict.org/2013/06/proud-of-patron-participation-in-growth-survey/>

is around 52,000, meaning the school district will increase by nearly 50%. In the same report, the district estimates that 19 new schools will be necessary to accommodate the enrollment increase. In November 2013 voters in the Jordan School District rejected the district's request for a multi-million dollar bond to build new buildings, leaving the district with tremendous facility challenges. More public school seats are desperately needed in the district, and with voters not passing the bond an increase in charter in

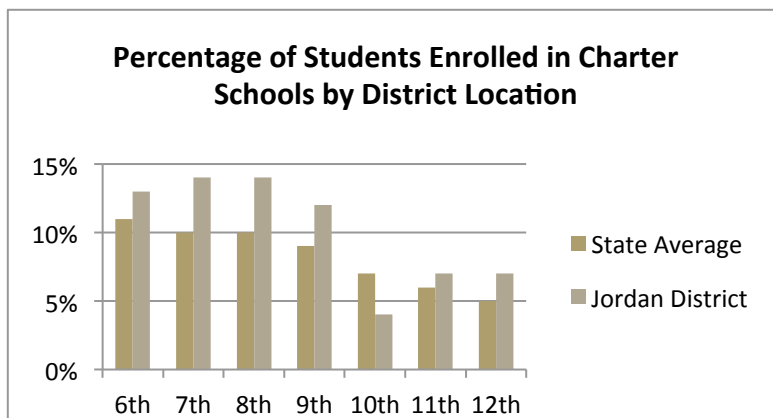
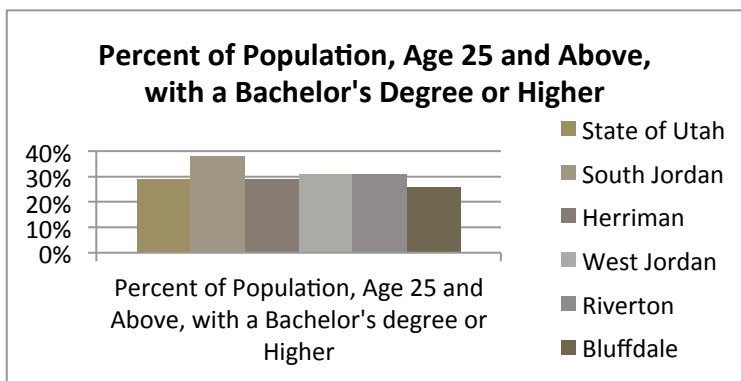


the district will help alleviate some of the burden. Census data reveals the higher-than-average youth population, as illustrated above.

Schools in this area tend to be less ethnically diverse and have a lower percentage of students receiving free or reduced lunch¹⁰.

The communities comprising the Jordan School District have a higher than average percentage of persons with college degrees¹¹.

There is a higher than average number of students attending charter schools in the Jordan and neighboring Canyon School Districts than the state average in all grades, with waiting lists at most of the schools. Because American Academy of Innovation will serve students in grades six through twelve, only that data has been used in the following chart.

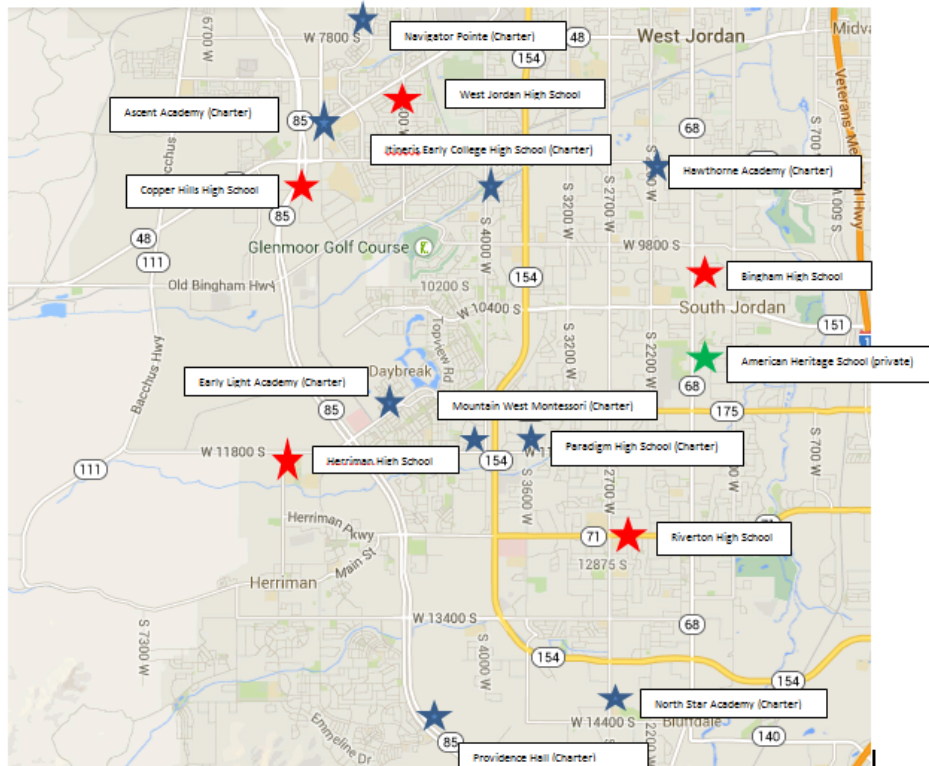


The following map shows the location of district high schools, private schools with secondary grades, and public charter schools offering secondary grades. None of the schools offer a program like American Academy of Innovation's. Currently the charter high schools in the area are all early-college or academic college preparatory based, but none offer the unique focus of combining college preparation with CTE skill development and international university partnerships to prepare students to succeed in the global market place.

During the 2014-2015 school year, two new charter schools offering middle school grades opened; Ascent Academies—West Jordan, with 180 seats available, growing to 240, and Mountain West Montessori with 174 seats available growing to 236. Itineris Early College High School added tenth grade and additional seats in eleventh and twelfth for the 2014-2015 school year, for a total of an additional 165 seats. Current enrollment information for these schools was not available at the time this document was written.

¹⁰ Utah State Office of Education, Data and Statistics

¹¹ US Census Quick Facts for cities in the Jordan School District



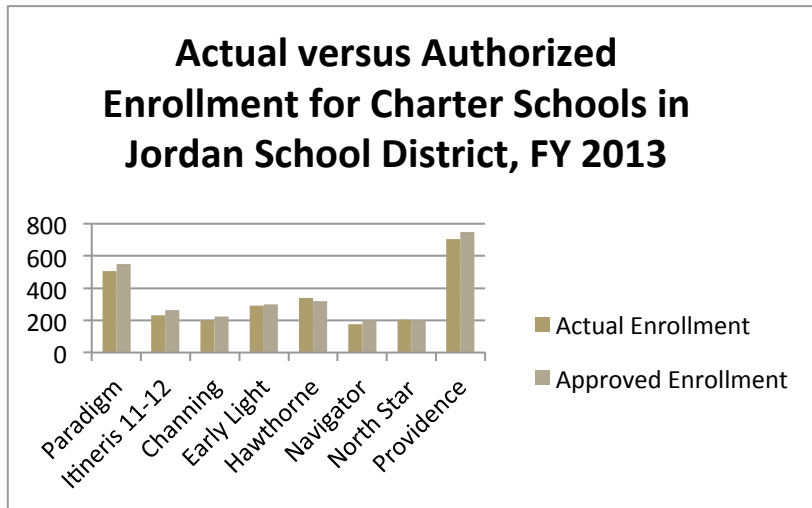
The Jordan School District offers CTE classes and programs at all of its high schools and applied technology campus. The district offers certificate programs in specialized areas like health sciences, graduation requirements set by the State Board of Education require one credit of CTE over the course of four years. This means that for the majority of students, CTE exposure and experience is limited and may not be taught with optimal application or it may be out of context. Research in Section 4: Program of Instruction demonstrates the great importance CTE coursework plays in developing crucial 21st Century Skills, but with requirements of only one credit for graduation, students are not likely to develop these critical skills before leaving high school. With American Academy of Innovations emphasis on 21st Century Skills being taught in CTE classes and applied in other courses and through projects, students are able to develop a necessary skill set for working in various careers and good performance in a post-secondary education setting. Students at American Academy of Innovation will be required to take at least one full credit of CTE each year they are enrolled at the school.

American Academy of Innovation will work to provide students with job shadowing experience, allowing them to experience what the particular profession is on a day-to-day basis, better preparing them to select post-secondary education and career options they will both enjoy and be successful at

While some teachers in a school may use project-based learning activities, there is not a school in the district boundaries operating using project-based learning as the instructional foundation. The success of project-based learning is detailed in Section 4: Program of Instruction.

MARKET TRENDS

The geographic area of the Jordan School District is home to a higher than average percentage of students attending charter schools (as illustrated previously), and the trend is continuing. Fiscal Year 2013 is the latest year for which statistics are available, but all charter schools in the Jordan School District are within 90% of their authorized enrollment in the secondary grades, as shown below (calculated using authorized enrollment and average daily membership numbers for each school in FY 2013)¹².



None of these schools (or any of the district schools) offers a project-based learning model that allows students to work cooperatively with international universities to help solve real-world problems, setting American Academy of Innovation apart from all other schools.

Charter schools that exclusively serve high school students in Utah have had a difficulty filling to capacity in the past. This has

resulted in adding additional grades (usually seventh and eighth), outsourcing enrollment to a third party, or broadening the school program. However, creating a small school can be very difficult financially, especially on the facilities side if a reasonable existing structure cannot be procured. American Academy of Innovation has analyzed the enrollment of secondary charter schools, and believes that housing sixty students per grade, in grades six through twelve for a maximum enrollment of 420 students will allow the school to be financially viable while being able to recruit enough students to meet the mission and vision of the school as it is presented in this application. Students will be placed in classes of approximately thirty pupils, but because of the project-based learning approach the teachers will be working with the whole class for a small amount of time followed by rotating through the small project groups making the classes feel much smaller.

COMPETITIVE ADVANTAGE

All of the charter schools in the area offering a secondary program are college-preparatory based. Students attending traditional district schools tend to fall into the college preparatory or the CTE based tracks. There is currently not a program available that focuses on collegiate preparation and development of critical 21st Century Skills. When this academic program is combined with the unique international partnerships and experience offered, American Academy of Innovation is truly a unique school. The school is particularly appealing to the target population because students are not only preparing for college, developing 21st Century Skills and knowledge about

¹² <http://schools.utah.gov/data/Educational-Data/Student-Enrollment-and-Membership.aspx>

the global marketplace, but they also have the opportunity to apply them in the cooperative international partnerships.

When parents and students are shown the value of developing 21st Century Skills through a diverse and integrated CTE program while receiving a solid academic education, especially with the focus on preparing for work in the global marketplace, American Academy of Innovation believes many will make the choice to attend the school.

One of the goals found in Section 5: Performance Measures relates to participation in the CTE-oriented national clubs and competitions. While other high schools in the area offer these activities, the integrated focus of development and application of CTE skills with project-based learning will prepare American Academy of Innovations students to compete at the highest level, winning contests and awards across the various disciplines. The CTE related student organizations will be the focus of the extra-curricular activities offered at American Academy of Innovation, providing students with a high interest in CTE fields a school culture where their interests are a central focus. Schools located in the Jordan District have a high participation rate in these clubs, as illustrated, and while some students may belong to more than one club, with 2,331 memberships in grades nine through twelve within the district, students are interested in CTE organizations. American Academy of Innovation believes recruiting 420 students in grades six through twelve is achievable in the Jordan School District Boundary area.

CTE Student Organization	Jordan School District Participants 2013-2014
FBLA	159
DECA	299
FCCLA	324
FFA	228
HOSA	611
TSA	503
Skills USA	207

SECTION 3: TARGET POPULATION

ENROLLMENT PROJECTIONS BY GRADE

American Academy of Innovation intends to serve 420 students in grades six through twelve, with approximately 60 students per grade. During the first operational year however, the school will offer grades six through eleven, with 360 students. Actual number of students per grade will be based on enrollment. During the second operational year, twelfth grade and an additional 60

students will be added. American Academy of Innovation has taken this approach for several reasons. The first is that the upper grades are not likely to fill to capacity during the first couple of years of the school's opening. The second reason is that in the world of charter schools there will always be those who enroll but do not stay for additional years. This is particularly true of first year schools. By starting with a larger population in the lower grades, growth can occur organically. In the event that enrollment exceeds 420 in operational year three, the school may consider petitioning the State Charter School Board for additional seats or including students without receiving state revenue for them. No student will be denied entry from the school from one year to the next, regardless of capacity being reached.

As detailed in Section 2: Market Analysis, there are over 2,200 students in grades nine through twelve (primarily ten through twelve) attending schools in the Jordan School District who are enrolled in CTE focused extracurricular organizations. These numbers are evidence of demand for CTE programs, and each of these students would be a potential student for American Academy of Innovation.

STUDENTS LIKELY TO ATTEND

Students most likely to attend American Academy of Innovation will be interested in CTE fields of study, learn better in a "hands on" setting (project-based learning), and/or are interested in being involved with international projects.

The school anticipates that the demographics will be similar to those of the Jordan School District in general, since CTE fields span a great variety of interest and ability levels.

MEETING THE NEEDS OF THE TARGET POPULATION

Due to CTE areas of study being diverse, American Academy of Innovation anticipates the likely student population to be diverse. As such, the school's design is accommodating of all types of students. Through project-based learning, students can be challenged at an appropriate level. Higher academic achievers can be challenged, while lower performing and ELs can receive scaffold instruction, remediation, or other assistance to help them achieve content mastery without missing valuable classroom instruction time. The literacy program, as detailed in Section 4: Program of Instruction, prepares students with the skills necessary to communicate in the business world and international marketplace. With faculty being attentive to student learning styles and students being taught to adapt material to individual learning styles, education becomes meaningful and students are likely to attain content mastery.

SPECIAL EDUCATION

American Academy of Innovation is dedicated to helping all students reach their maximum potential. For students with learning disabilities, the school will provide all special education services deemed necessary by a student's individual education plan (IEP).

Services and Placement

All special education services at American Academy of Innovation will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and USBE-SER. The Assessment Director will oversee the special education department, staffed by properly licensed

teachers and paraprofessionals. In addition to special education teachers and aids, American Academy of Innovation will hire or contract with ancillary service providers, including but not limited to, psychologists, speech-language pathologists, occupational therapists, and physical therapists as needs are identified in the individual education plan (IEP). American Academy of Innovation administration will closely monitor special education caseloads and adjust staffing as needed. Funding will come from special education monies, and if necessary, the general school budget, in compliance with American Academy of Innovation Fiscal Policy.

All students are entitled to a free and appropriate public education (FAPE). American Academy of Innovation provides services along a continuum, making sure students receive their education in the least restrictive environment. Students requiring academic instruction or related services in addition to those provided in the regular classroom setting will have an IEP in place. The IEP will determine type(s), frequency and location(s) of service; services may happen in or outside of the regular classroom, for varying amounts of time, based on individual student needs. Some students may receive services through a regular education teacher who is receiving consultation and support from the special education staff. Direct services to students may include receipt of supplemental instruction individually or in a small group setting within the classroom by a special education or regular classroom teacher, an instructional aide being assigned to help within or outside of the classroom, instruction outside of the classroom setting (pull-out), placement in a self-contained classroom, or home and hospital instruction. American Academy of Innovation will have space dedicated to special education, and the entire school building, including restrooms, classrooms, playgrounds, playground equipment, and building accesses will meet the Americans with Disabilities Act (ADA) accessibility requirements.

American Academy of Innovation will utilize the response to intervention (RtI) approach for all students who may be struggling with academic skills. With this approach, a teacher identifies the area(s) in which a student is struggling. Strategies are then determined by the teacher and parent, with or without special education consultation, which may be beneficial to the student. If these are not successful, special education consultation and testing will begin in accordance with procedural safeguards. It is the intent of American Academy of Innovation to provide all students with skills and supports necessary for academic success. One of these tools may be extended school year (ESY) services, which will be addressed in the IEP meeting. Any student qualifying for ESY will receive academic services during the summer at no cost to the family. ESY services may also address social, behavioral, and communication needs.

Qualified Staff

All special education staff at American Academy of Innovation will be properly licensed and endorsed to work within the special education program. American Academy of Innovation assures that necessary educational staff and related service providers will be available to ensure all requirements of FAPE are met, in compliance with USBE-SER IX.F. The special education teacher(s) will hold a valid educator's license with the appropriate special education endorsement, and all related services providers (i.e. speech language pathologist, occupational therapist, physical therapist, social worker, adaptive physical education specialist, and psychologist) will have valid licenses specific to their disciplines, in compliance with USBE-SER IX.D and IX. H. The Director of American Academy of Innovation is responsible for making sure all providers are properly licensed and certified.

The Director of American Academy of Innovation will be familiar with special education policy and procedure, and will receive ongoing training in Special Education Rules and Regulation through interaction with the Utah State Office of Education Special Education Department. He or she works closely with the special education staff of the school, and all receive annual training regarding policy, procedure, and best practices. An annual report to the Board of Trustees will indicate the type and amount of training received, as well as a schedule for trainings in the coming year.

The Director and Business Manager will receive training regarding allowable uses of restricted IDEA and Utah State special education funds in compliance with EDGAR, OMB A-133, and USBE-SER IX and X. They will be responsible for ensuring adequate documentation is maintained and available to support the use of all restricted funds.

Policies

American Academy of Innovation will provide the Utah State Office of Education a Special Education Policies and Procedures Manual for approval prior to November 1 of the first operational year. This manual will be in compliance with USBE-SER and IDEA. Staff will be provided with ongoing professional development in key areas identified by the Director and special education department.

CHILD FIND

In order to locate students needing special education services, American Academy of Innovation will actively participate in child find activities. Upon entrance to the school, initial paperwork will ask if the student has a current IEP. If an IEP is in place, records from the previous school will be requested and special education services will begin immediately in accordance with the existing IEP. The IEP team will then determine whether to adopt the existing IEP or convene a meeting for the purpose of constructing a new IEP. Teachers will receive training on identifying students who may have special education needs at the beginning of each year, with ongoing training through staff meetings or written communication from the Director and/or special education department. In addition, teachers will be provided additional training in all other relevant topics in regards to special education as needed throughout the year.

Procedural safeguards are in place and compliant with IDEA laws. When a child is identified as potentially needing special education services, a request for an initial evaluation is made to the special education department. This request can be generated by a parent or teacher. Before testing can begin, the parents must sign a “consent to test” form. Upon receipt of the consent to test, the initial evaluation to determine eligibility for IDEA Part B services must be completed within 45 days. If the referral is generated by American Academy of Innovation and parents do not return or refuse to sign the consent to test, the initial evaluation may occur under the due process procedures established by USBE-SER. Evaluations will utilize a variety of appropriate assessments, both formal and informal, and will be comprehensive enough to adequately address all areas of need. All assessments will be valid and reliable, and administered by trained and qualified personnel. Observations may also be included as part of the assessment. Parents will receive a copy of the evaluation results, and if the student is determined to be eligible for Special Education, an IEP meeting is scheduled.

Parents will receive a prior written notice about the meeting, which will indicate the mutually agreed upon time, location, purpose of the meeting, as well as who will be in attendance. Parents must also receive a copy of procedural safeguards prior to the beginning of services, and annually thereafter. The IEP meeting is held within 30 calendar days of eligibility determination with the IEP team, which will include all of the following:

- Parent(s)
- At least one of the student's regular education teachers
- Special education teacher
- Local Education Agency (LEA) representative (Director or Special Education Director at American Academy of Innovation)
- Someone who can interpret assessment results to the team, and may be one of the team members listed above

The team may also include any of the following:

- Related service providers
- The student, whenever possible and appropriate
- Someone with special knowledge or expertise if invited by the parent, or American Academy of Innovation with parental consent

Should a parent not be able to attend the IEP meeting, alternative participation methods such as conference calls or videoconferences may be utilized. A meeting may be conducted without a parent present if American Academy of Innovation has made and kept record of attempts to arrange a mutually agreed upon time and place. Records will include actual and attempted communication made and results thereof. Copies of correspondence and any responses, as well as detailed records of visits made to the parent's home or place of employment and results of those visits.

During the IEP the type(s) of service the student needs, along with where they will occur and the frequency and duration (defined as placement) will be determined. The IEP must include a statement of the student's present levels of academic achievement and functional performance, including how the student's disability affects the student's involvement and progress in the general education curriculum. It must also include measurable goals designed to meet the student's needs resulting from the disability that allow the student access, involvement, and progress in the general education curriculum. They must meet any other educational needs resulting from the disability, assistive technology the student may need, how progress will be measured and reported, and alternative assessment means and methods with justification if it is determined the student is unable to use the regular State-wide assessments. Other elements may be included as determined by State and Federal law. The IEP is valid for one year, and must be reviewed and have a new IEP in place prior to the expiration of the current IEP. A meeting to review and/or revise a current IEP may be held at any time, and must follow the procedural safeguards of a regular IEP meeting.

SPECIAL EDUCATION RECORDS

If parents have complaints, all grievance policy, as laid out in the most current USBE-SER. This includes requests for amendment of student records as well.

The special education department, under the direction of the Director, will maintain proper forms and paperwork that are available and used, including, but not limited to:

- Procedural Safeguards Notice
- Prior Written Notice
- Notice of Meeting
- At Risk Documentation
- Referral
- Consent to Evaluate/Re-evaluate
- Review of Existing Data
- Evaluation Summary Report
- Determination of Eligibility
- Individual Education Program
- Transition Plan
- Services Plan
- Consent for Initial Placement
- Change of Placement
- Notice Regarding Age of Majority Rights
- Summary of Academic Achievement and Performance
- Record of Access
- Access Authorization

When a student on an IEP or 504 plan transfers to American Academy of Innovation from another school, the special education department will conduct a review of the records within thirty days, and then do one of the following:

- If the student has transferred from within the state, the team will adopt the previously held IEP, or develop, adopt, and implement a new IEP that is consistent with Federal regulations and USBE-SER rules.
- If the student has transferred from out of state, the IEP team will conduct an evaluation, if determined to be necessary by the LEA; and develops a new IEP, if appropriate, that is consistent with Federal and State law.

All transferring students will receive services similar to those required in the existing IEP until the review has been completed and the previous IEP adopted or a new one is adopted and implemented.

All Federal Education Right to Privacy Act (FERPA) laws will be followed at American Academy of Innovation. The confidentiality of personally identifiable information at collection, storage, disclosure, transfer, and destruction stages will be protected and handled in a timely manner. The Director has responsibility for ensuring this confidentiality, in conjunction with the special education director. All persons collecting or accessing student information are required to receive instruction regarding policies and proper procedures for safeguarding information. A current list of staff with access to records is posted for public inspection, and records are kept in a locked filing cabinet in the Assessment Director's office. A record is kept in each file documenting persons who have reviewed the file, including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records. Additionally, parents must be given

access to records when requested unless American Academy of Innovation has been advised the parent does not have legal access to due guardianship, separation, or divorce situations.

Parents must receive notice prior to records being transferred, and when collected personally identifiable information is no longer needed, the parents (or student if age 18 or older) must be notified, and information must be destroyed at their request. A permanent record of student's name, address and phone number, grades, attendance record, classes attended, grade level completed, and year completed shall be maintained without limitation. Records may be considered "no longer needed" and may be destroyed three years after the student graduates or three years after the student turns 22. In accordance with FERPA, the rights of privacy afforded to parents are transferred to the student at age 18, unless declared incompetent by a court order. Prior written notice will be provided to the student and the parent.

ENGLISH LANGUAGE LEARNERS

American Academy of Innovation will comply with all state and federal laws and rules as they relate to providing services to English Language Learners (ELs).

Upon identification of a student requiring ELL services, a plan for instruction will be put in place depending on current level of proficiency. American Academy of Innovation provides a continuum of services for ELs, based on a three-tier model, as outlined below. An ELL coordinator (defined as an American Academy of Innovation teacher with an ESL endorsement) will determine the needed level of support and work with teachers to ensure all services are being delivered. American Academy of Innovation will recruit teachers who possess an ESL endorsement, hopefully having at least one ESL endorsed teacher in each department.

Sheltered English Instruction is the primary method used for ELs at American Academy of Innovation. Sheltered instruction helps teachers create lessons and scaffold activities that build on students' prior knowledge, helps students learn to use the academic language required of them, and allows them to do something purposeful with that new knowledge. This method is best suited for students who have already developed a foundation in the English language.

When a student's level of proficiency does not permit them to function and learn in the classroom using Sheltered English Instruction, ELL pull out services will be provided. These will typically be in small groups, determined by level of language proficiency.

If students require intensive ELL services, structured English Immersion will be utilized. In this setting students are provided with intensive English language instruction while receiving some or all of the core content in their native language while they are gaining proficiency.

Throughout the school, staff will utilize a range of research-based instructional methods that assist ELs. This includes Total Physical Response, and Academy Language Scaffolding and other methods¹³. The school's staff will be using Professional Learning Communities to further innovate teaching strategies for ELs.

¹³ http://educationnorthwest.org/webfm_send/459

Students will continue to be assessed using formative and summative assessment, with proficiency being determined by the WIDA ACCESS assessment tool. As students achieve full proficiency, they will be exited from the program and monitored for two years. If at any time during the monitoring time it is determined a student needs to receive additional ELL services the process is started again.

HOMELESS STUDENTS

In compliance with the McKinney Vento Education Assistance Act, American Academy of Innovation will serve homeless students, permitting them immediate access to the school if space is available regardless of whether necessary documentation (i.e. immunization records, birth certificate) is available or not, will appoint a homeless liaison, and provide other services as dictated by law.

SECTION 504 SERVICES

In cases where a student at American Academy of Innovation requires one or more accommodations in order to receive FAPE, an accommodation plan will be put in place as required by section 504 of the Rehabilitation Act of 1973. The special education department will oversee development, implementation, and oversight of such plans under the direction of the school Director.

COMMUNITY OUTREACH AND RECRUITING

Community outreach and student recruitment will use both active and passive methods. American Academy of Innovation will create a website, and may create a Facebook page, Twitter account, or use other forms of social media. Advertisements will be placed in newspapers, at local libraries, community centers, and other public places. Direct mail or other methods of delivering printed materials may also be employed.

The nature of American Academy of Innovation's program is unique in the CTE focus. All of the CTE-focused extra-curricular programs have statewide leadership conferences for students to attend. The school will be present at such conferences as a vendor, presenter, or other authorized method of participation. Students who are focused on a CTE pathway while in school are typically not looking to attend a charter school, as this has not been an option in the past. By attending events and activities these students are likely to attend, American Academy of Innovation will be able to specifically target students who would likely be interested in and benefit the most from the program offered.

The school will also participate in other events for junior high aged students such as the Expanding Your Horizons where students are being exposed to various career options.

ADMISSIONS, ENROLLMENT, AND LOTTERY

Federal and State laws prohibit the selection process from discriminating against anyone regarding religion, gender, race, national origin, color, disability or age. This policy is in compliance with current Utah State Code and Rule.

Opening Year Lottery

American Academy of Innovation will conduct an open enrollment period from January 1 through February 15, during which the school will conduct extensive advertising of the school. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school. Enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held between February 20 and March 1, as determined by school administration. The lottery procedure will be as follows:

- Each student applying will receive a number through a random lottery.
- Grades will be filled beginning with tenth grade and working down.
- Siblings automatically gain admittance once one member of the family is selected in the opening year lottery, unless there is no room in the specified grade.
- Siblings who are not selected through the lottery will be placed on the sibling priority list. These students will be the first contacted when seats in corresponding grades become available.
- The sibling priority list will be compiled based on original lottery number.

General Lottery Procedure

American Academy of Innovation will conduct an open enrollment period annually from January 1 through February 15, during which time advertising of the school will occur within the community. Families will be able to attend an open house in order to better understand the mission, expectations and programs of the school, and enrollment for the lottery will be done electronically through the school's website. A lottery open to the public will be held between February 20 and March 1, as determined by school administration. The lottery procedure will be as follows:

Under UCA 53A-1a-506(2)(b)(i and ii) returning students and siblings of returning students will be given preferential enrollment on a space available basis. Any siblings not given preferential enrollment due to space unavailability will be placed at the top of the wait list. If there are additional seats available and more students applying than available seats, a lottery will be held, as follows:

- Each student applying will receive a number through a random lottery.
- Available seats will be filled starting with twelfth grade and working down.
- Siblings of students selected in the general lottery will be granted sibling preference in compliance with UCA 53A-1a-506(2)(b)(i and ii) or placed on the sibling priority list. Students who gain enrollment via sibling preference will maintain such preference as long as the originally selected sibling remains enrolled at the school.
- The sibling priority list will be compiled based on original lottery number.
- Students not selected in the lottery or on the sibling preference list will be placed on the waiting list after sibling preferences in order of lottery selection number.

Enrollment Preference

In compliance with Utah Code 53A-1a-506(2)(b)(i and ii) the following categories of prospective students receive enrollment preference, not to exceed five percent of maximum enrollment which only applies to students of founders and children of teachers/staff:

- ⚙️ Students of Founding Members. Founding Members are defined as those who have actively participated in the development of the school as determined by the founding Board.
- ⚙️ Students enrolled the previous year.
- ⚙️ Siblings of students currently enrolled.
- ⚙️ Children of full-time teachers and other staff as allowed by law.

Exceptions to Enrollment Preference

American Academy of Innovation recognizes that it is not in the best interest of a child to be moved from school to school. Unnecessary change can cause lack of continuity in curriculum and can hamper a feeling of community for the child and family. For that reason exceptions to the enrollment preference list are as follows:

Children of founding members who leave the school will not be given priority if they return unless there are extenuating circumstances such as, but not limited to, family illness or military duty. Such situations will be reviewed by the Board on a case by case basis.

Students who leave the school, and have a remaining sibling, will not be put on the sibling preference list if they wish to return. They may participate in the general lottery.

Accepting Admission and Forfeiting Admission

Students who are selected through the first lottery to attend American Academy of Innovation will be notified by email, phone call, and/or U.S. mail of their acceptance. It is the parent or guardians' responsibility to make sure all contact information is correct and accurate. Parents will have two weeks from the date of the first lottery to respond by returning the acceptance form by email, in person, or via U.S. mail. Forms returned by U.S. mail must be delivered to the school by the due date.

Students who do not respond within the two week period forfeit their enrollment spot can reapply for the lottery during the next open enrollment period, generally the following year or placed at the bottom of the wait list for the current year. If there are additional available seats, another round of acceptance phone calls and emails will be issued. Students in the second and subsequent rounds will have five business days from the notification date to respond or their seats will be forfeited. Forms returned by U.S. mail must be postmarked by the due date or it will not be accepted.

SECTION 4: PROGRAM OF INSTRUCTION

The academic program is focused on college preparation and CTE because the workplace of today requires that employees have technical skills in addition to a college degree. American Academy of

Innovation will provide students with this unique and practical educational experience using project-based learning and development of 21st Century Skills.

RESEARCH BEHIND THE EDUCATIONAL PLAN

Project/Problem-Based Learning

According to the Buck Institute of Education, “There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project-based Learning (PBL) is effective in building deep content understanding, raising academic achievement, and encouraging student motivation to learn”¹⁴

Project-based learning can be more effective for most students than traditional instruction for teaching mathematics, economics, science, social science, and clinical medical skills, and for careers in the allied health occupations. “After completing a project, students remember what they learn and retain it longer than is often the case with traditional instruction. Because of this, students who gain content knowledge with PBL are better able to apply what they know and can do to new situations”¹⁵.

Project-based learning can be more effective than traditional instruction in increasing academic achievement. “Today’s students, more than ever, often find school to be boring and meaningless. In PBL, students are active, not passive; a project engages their hearts and minds, and provides real-world relevance for learning.”¹⁶

Project-based learning can be more effective than traditional instruction for long-term retention, skill development, and satisfaction of students and teachers. “PBL allows teachers to work more closely with active, engaged students doing high-quality, meaningful work, and in many cases to rediscover the joy of learning alongside their students”¹⁷.

Project-based learning can be more effective than traditional instruction for preparing students to integrate and explain concepts. “The Common Core and other present-day standards emphasize real-world application of knowledge and skills, and the development of the 21st century competencies such as critical thinking, communication in a variety of media, and collaboration. PBL provides an effective way to address such standards”¹⁸.

¹⁴ “Research.” Project-based Learning. N.p., n.d. Web. 11 Feb. 2014”, Vernon, D. T. & Blake, R. L. (1993). Does problem-based learning work? A meta-analysis of evaluative research. *Academic Medicine*, 68(7), 550-63.

¹⁵ Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2006). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69. Retrieved from <http://docs.lib.purdue.edu/ijpbl/vol1/iss2/5/>.

¹⁶ Walker, A. & Leary, H. (2008) "A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 12-43. Retrieved from <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/3>.

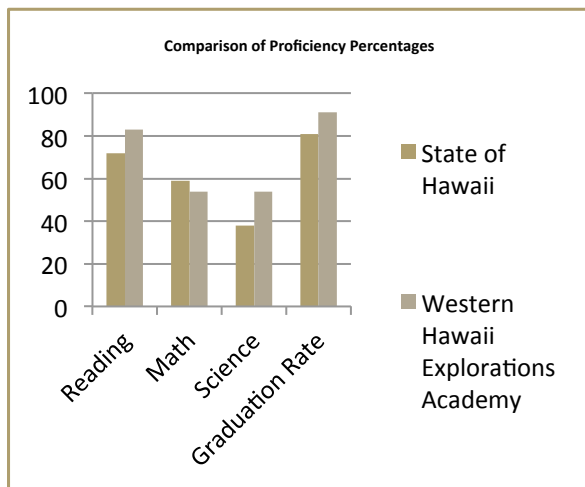
¹⁷ Capon, N, & Kuhn, D. (2004). What’s so good about problem-based learning? *Cognition and Instruction*, 22, 61-79.

¹⁸ Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208. [Abstract]

Project-based learning improve students' mastery of 21st Century skills. "In the 21st century workplace, success requires more than basic knowledge and skills. In PBL, students not only understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators¹⁹".

The chosen curriculum and programs proposed are modeled on other schools that use Project-based Learning and 21st Century Skills, particularly Western Hawai'i Explorations Academy. Established as the first charter high school in Hawaii, and the first charter school to open in the state in August, 2000, it consistently ranks among Hawaii's highest performing public secondary schools on the Hawai'i State Assessment. The innovative project-based learning curriculum has gained national recognition from the George Lucas Educational Foundation (2001 and 2007), Intel

and Scholastic Schools of Distinction (2005), and Blue Ribbon Lighthouse Schools (2005). The accompanying chart compares proficiency rates of students at Western Hawai'i Explorations Academy with the state average.



While American Academy of Innovation will not be replicating the exact program of Western Hawaii Explorations Academy in order to utilize the international university partnerships, teachers will be trained to implement project-based learning.

The 21st Century Skills Program is a way of learning by collaboration with others and by connecting through technology. More than 250 researchers across 60 institutions around the world, categorized 21st-century skills into four broad categories²⁰, as follows:

- ⚙️ **Ways of thinking:** Creativity, critical thinking, problem-solving, decision-making, and learning
- ⚙️ **Ways of working:** Communication and collaboration
- ⚙️ **Skills for living in the world:** Leadership, citizenship, life and career, and personal and social responsibility.
- ⚙️ **Tools for working:** Information and communications technology (ICT) and information literacy

Microsoft Partners in Education and the Pearson Foundation commissioned a study published in May, 2013 for the purpose of exploring "the relationships between 21st century skills developed in the classroom, student aspiration in schools, and perceived quality of work later

¹⁹ Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200. [Abstract]

²⁰ "Center for 21st Century Skills." *Center for 21st Century Skills*. N.p., n.d. Web. 11 Nov. 2013.

in life. Twenty-first century skills are advanced skills that prepare and equip youth for the challenges and demands of work in the 21st Century.”²¹

The following are results of the study:

- ⚙ 59% of those surveyed between the ages of 18-35 report that they developed most of the skills they use in their current job outside of school.
- ⚙ Developing 21st Century Skills in the last year of school is positively correlated with higher perceived work quality later in life. In fact, those who have high 21st Century Skill development are twice as likely to have higher work quality compared to those who had low 21st Century Skill development.
- ⚙ Across the 21st Century Skills included in this study, real-world problem-solving is the significant driver of higher work quality; however, less than two-thirds (63%) of respondents reported developing this skill often in the last year of school and that number drops to less than half (39%) for high school graduates.
- ⚙ In their last year of school, those who often used 21st Century Skills are more likely to have had greater student aspiration and engagement; and student aspiration and engagement is also positively correlated to work quality later in life.
- ⚙ Across the student aspiration conditions, good teacher-student relationships is a primary driver; students who feel their teachers care and support them are more likely to perceive themselves as successful and valued in their jobs later in life.
- ⚙ Although a wide majority (86%) of respondents say they used computers and technology to complete assignments or projects in their last year of school, only 14% report they used technology for collaboration, indicating that students are not developing the type of advanced technology skills that would be used later in the workplace.

The foreword of the study states, “Microsoft Partners in Learning and the Pearson Foundation believe that students' development of 21st Century Skills combined with student aspiration in education are the keys to unlocking individuals' future potential in the workplace”. The founders of American Academy of Innovation have seen the need for these skills in the workplace. Often students are placed on an “either or” track in their secondary educational experience; either they are college bound and taking college preparatory, Advanced Placement, or concurrent enrollment classes, or they are taking basic or remedial academic classes and focused CTE classes to prepare them to enter the workplace with job skills upon high school graduation. However, the reality in today's workplace, particularly in the global marketplace, is that students need both collegiate degrees and CTE skills. The American Academy of Innovation bridges this gap by teaching students problem-solving skills in the context of academic rigor while teaching CTE skills necessary in the business world.

To develop student academic improvement, American Academy of Innovation will feature different comprehensive projects every semester as the primary instructional strategy using the application of the 21st Century skills. These research and development projects will simulate real-world experiences and responsibilities and will be done in collaboration with international

²¹ “21st Century Skills in the Work Place”. Microsoft Partners in Learning and Pearson Education Foundation, May 28, 2013.

universities. Project-based learning will allow participants to develop relevant CTE skills through technical assignments and activities on writing, research, computer-assisted design, computer animation, digital audio/video, digital photography, and website development. Throughout individual and group projects, students will learn about emerging technologies, Internet-based services, and content specific to each course.

The instructional program will also develop leadership ability, another skill critical in the 21st Century. Great leaders need to learn how to be diverse and dynamic and enthusiastic and passionate about learning, and this will organically live on as they grow through the grades, and we can supply our society with happy, successful citizens.

Students will become leaders who learn to serve those they lead. To make a good leader, they need to be good followers. Students need to learn that there is a time to lead, and also a time to follow, and that leading is not merely being in charge.

“It is not leadership from any one person that is required; it is an aspect of leadership each of us summons from within. In this respect, the same qualities we have sought in one person can be found distributed among many people who learn, in community, to exercise their "leadership" at appropriate moments. This occurs when people are vitally concerned about issues or when executing their responsibilities. Leadership thus becomes a rather fluid concept focusing on those behaviors which propel the work of the group forward.”²²

METHODS OF INSTRUCTION AND DELIVERY

The American Academy of Innovation uses an “I do, we do, you do” approach in project-based learning. A teacher presents students with a problem or scenario and teaches the formulas and concepts necessary to solve the problem (“I do”). Students are then separated into groups, where they work together using the various learning modalities and techniques discussed above. By collaborating in this manner, students are building interpersonal and leadership skills, taking responsibility for their own learning, and building critical thinking skills (“we do”). Finally, students are assessed using both summative and formative methods to demonstrate mastery (“you do”). Teachers at American Academy of Innovation play the role of promoting self-learning by devoting, on average, thirty percent of their time to instruction. The rest of their time will be spent collaborating with other teachers and students to follow up on student projects and make sure the contents are well delivered to the students. Projects will be designed using real-world problems to master curriculum across multiple subjects using differentiated instruction.

Teachers will create detailed rubrics for each project that will be easily accessible and understood by any student: deadlines, objectives, materials needed, and grading standards must all be included.

Practical Application: All projects should be focused on work efficiency and potential solutions to social challenges and needs in conjunction with cooperating Universities. Social responsibility must

²² Nirenberg, J. (1993). *The living organization: Transforming teams into workplace communities*. Homewood, IL: Business One Irwin.

be taken into consideration—students need to understand and believe that each person holds a responsibility to leave the world better than they found it. Teachers will be assigned according to licensure, experience, background, and skills. They should model collaborative work and students should team with the intent to find solutions to different practical real-life situations, with the objective to help them develop the skills needed for becoming active members of our global society.

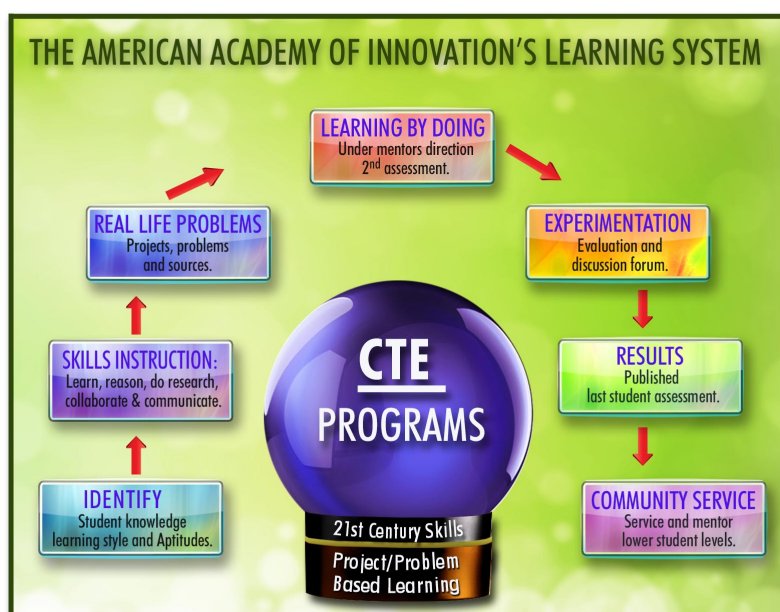
Research: It is expected that students learn how to work effectively and brainstorm ideas to find potential solutions to any problem by investigating case studies and other research-based solutions from a broad range of topics. Eventually, students will propose and discuss preliminary solutions as a group. All research must be reliable and properly cited.

Project/Problem Solving Elements: Students will be required to develop a solution to an issue or problem different societies are currently facing in each project in conjunction with one of the University laboratories. Each challenge consists of different components. For example, in a business class the following may happen:

- **Simulate forming a business** and assume roles in companies to propose a viable and innovative solution to a given challenge. Depending on the course, development includes refining the solution, writing the business plan, learning new technical skills, networking with professionals in the field, organizing an advisory committee, and tackling the logistics of production, distribution, and marketing.
- **Create websites and marketing materials:** Depending on the given challenge, websites may contain logos, computer simulations, designs, maps, timelines, information on social responsibility, and student-produced films. To market their solutions, students design print advertisements, film posters, electronic newsletters, and business cards, and utilize social media to create an online media campaign. Depending on the project, online evaluation may include multimedia marketing materials, project description and research, business plan using the software created by the Small Business Administration as well as other tools provided by the Utah Department of Commerce.
- **Presentations:** Student teams will present their projects to the public and judges via a trade-show exhibit and/or a virtual exhibition booth. They describe their work, demonstrate their creative solutions to the challenge, generate enthusiasm for their products, network, and cultivate a high degree of professionalism in a business environment. Representatives from student teams will prepare multimedia presentations to justify and defend their research to the panel of business leaders, marketers, and higher-education faculty. Students should perform in front of an audience of not only judges but also their peers and the public as well. In addition, each team member will be responsible for an individual explanation of the team project in their exhibition space.

AMERICAN ACADEMY OF INNOVATION'S LEARNING SYSTEM

The combination of project-based learning and 21st Century Skill development is taught through a seven step learning system, as illustrated.



1. IDENTIFY. Upon entrance to American Academy of Innovation and annually thereafter, school staff and faculty will identify the following for each student through a series of assessments and other tools.

- ⚙ Current level of academic performance
- ⚙ Learning styles
- ⚙ Aptitudes in CTE fields of study

The results will be recorded on an individual basis. With those results, school counselors will work with each student to help them create an instructional plan that should include specific tips related to their identified and preferred learning styles, aptitudes and areas of interest. Goals will be set for student achievement including a particular project for the year in conjunction with the college and career readiness (CCR) plan. Each teacher will also be aware of the main learning styles of their students, with the intent to adjust teaching strategies and encourage students to utilize their unique learning abilities. For instance, once a teacher is aware that a third of his/her class are visual learners, half of the class kinesthetic, and a fifth is naturalistic, the teacher should make adaptations for each group of students to receive instruction in a way that will enhance their learning style. He/she may divide some activities according to the various learning styles in the class and prepare diverse materials and strategies such as reading, taking notes, watching videos, hands on projects, forums; etc. A more detailed list of strategies is described later on in this section.

All students will receive direct and targeted instruction chosen by the school faculty, according to students' level. For instance, students in sixth grade will receive a larger amount of guided instruction than students who are in twelfth grade.

Besides the general instructional courses chosen by teachers, students will select at least one CTE class per semester in an area of interest where they will complete a project displaying development of course material and integration with real-world problems. With the intent of promoting collaboration and peer support, students will be part of team groups ranging in size

from three to five participants in these classes. Teams members will work together during the semester or until the project is completed. The objective of this strategy is to develop collaborative and social skills, as to receive support from their peers and to promote group accountability. Group projects may also be used in the core curriculum classes as well.

Potential problems that may arise while working with teams are:

- ☀ The amount of work is not done evenly which may cause some frustration for the students who are more proactive. This issue also occurs in real life situations where many co-workers complain about this problem. One objective of the group projects is to train students to collaborate more effectively. This collaboration requires leadership training, communication, accountability, peer teaching and self-evaluation. These skills should be practiced before, during and at the end of the projects.
- ☀ Some students are more engaged than others or students who are more advanced are working with students who are behind. Here the role of the teacher will be to work out a plan to mix students. There is no general rule for this, but everyone should try to do the best to be inclusive and to promote balance on each team.

2. SKILLS: With the intent to prepare student to succeed on the school project-based learning method and to help them; faculty and counselors will spend the necessary time to prepare students for an extended opportunity to learn, by helping them to develop a series of skills. During this phase, students will get the necessary tools to develop flexible study and self-learning habits and at the same time we will work with one of the school goals, which is to lesser the amount of hours of direct teaching expose.

Even though these skills will be taught during the first few weeks of classes, the objective is to reinforce them on recurring bases during the entire cycle.

- ☀ Learning how to learn more effectively;
- ☀ How to reason and think critically;
- ☀ How to do task analysis;
- ☀ How to do research, including reading, comprehension, and writing skills;
- ☀ How to keep records in journals;
- ☀ How to collaborate with others;
- ☀ How to take different kinds of tests and assessments;
- ☀ How to communicate in writing through taking notes, creating presentations, and properly composing papers and essays;
- ☀ How to effectively communicate verbally through group projects and individual presentations;
- ☀ How to solve real life problems.

These skills will be introduced beginning in the sixth grade, with the intent to prepare students for the following grades; however during the beginning of the first school year, these skills will be taught to all the grades, then, those basic skills need to be geared to what the teachers know students will need, in order to succeed with the different projects available. Some of these basic skills may take a lot more time than few weeks to learn; so teachers will have to continually reinforce and reteach depending on the skill level of the students and as the projects demand. For students entering American Academy of Innovation after sixth grade, the instructional plan will

include areas of focus in these areas, and teachers and peer leaders will work with them to develop these skills in the context of projects as well as through differentiated instruction in small groups and/or individually.

The skills detailed previously will be part of the school curriculum, and new students may be required to participate in a two-week seminar to prepare them to work with the students who are already familiar with such skills.

3. REAL LIFE PROBLEMS: In this phase students will be introduced to the project/problem based learning method. The “hands on projects” will be given to the students gradually; for instance, students who will be in sixth, seventh, and eighth grades will receive a higher amount of guided instruction than students in high school. It is estimated that students in high school may receive direct instruction during a third of the time, with the balance dedicated to individual and group projects.

The process of Project Base Learning will follow these steps:

- ⚙️ Faculty will have a selection of real life problems and scenarios within the local community, the United States, and other countries. From such list of problems, students will choose two or three.
- ⚙️ Problems will relate to school curriculum and be aligned to the Utah Core Curriculum Standards by supervising teachers and have a list of issues that need to be resolved. Students will convert these problems into “projects” that they will work on during the semester or school year with the final goal of presenting their solutions.
- ⚙️ After students choose their projects, they will be given driving questions related to their problem. In this step, students will choose the best sources for their investigation (first step for research)
- ⚙️ A team of teachers will be working with several teams of students on these real life projects, each teacher bringing their content expertise to the conversation.
- ⚙️ The student-directed work will be facilitated by the “know how” of the teachers. As different skills are needed on each grade and project, teachers will provide mini lessons to facilitate the learning. For instance, the Language Arts teacher steps in and teaches comprehension strategies when a complex text must be read as part of the research. She/he teaches the basics of writing a research paper or an email or blog writing to facilitate the demands of the writing component of the project.
- ⚙️ Each teacher anticipates the demands the project will have on the students, according to their grade and level of difficulty, and plan ahead; both before and during the project, through weekly collaboration meetings where teachers will plan how to best facilitate the needs of their students.
- ⚙️ School faculty will assign experts for each scenario/problem from within the partner universities. To make possible the mentoring of several projects, the school should partner with different universities both domestic and international.

4. LEARNING BY DOING: Once students select their projects, they will develop a working plan based on the scientific method. The next step is to observe, read what experts already know, and create a hypothesis on ways to solve the problems. At that point, a University graduate student

will be assigned to each team to guide them and instruct them. The mentor will always communicate to the team through an American Academy of Innovation teacher.

As experts from other universities and companies become mentors, the faculty will have already prepared the students for this extended opportunity to learn; and as a consequence, students will be ready to begin, receiving targeted mini lessons as needed. Because students have learned the basic skills through problem-based learning on a smaller scale in the beginning they will be ready to take off.

5. EXPERIMENTATION: Once the teacher and the assigned mentor agree on the quality of the research done by the team, students will start working with “hands on projects”, by doing experimentation and recording results in their journal. After that, they will reevaluate their results and compare those results with their hypothesis. After experimenting in different ways, students may get feedback by sharing their hypothesis and by participating on international online forums to discuss their findings and to receive feedback from other students/teachers/scholars from around the globe.

In this phase, students will be formally evaluated (summative assessments) on the concepts and skills they are learning at that time. The results will be compared with state standards as well as with previous evaluation. A report with graphics will be created for each student. The use of supplemental curriculum, individualized instruction and peer support will help the ones who are behind.

6. RESULTS. After the process is completed, students will have the opportunity to publish their results in the school magazine as well as on the online forums. The final and formal evaluation will be assessed at this time.

If, during the investigation, any new innovation is created, the school will begin an intellectual property process to protect the invention and make the inventors part of the potential outcome, including financial compensation in the form of outright purchase of the intellectual property or royalties.

7. COMMUNITY SERVICE: The last part of the process will consist of applying project results in different communities and to become mentors of students at lower levels, such as a high school student mentoring a middle school student.

AN EXAMPLE: INTEGRATING TECHNOLOGY, VISUAL ARTS AND MATH:

This is a project that has to be completed within a semester in ninth grade. The process may be subject to some adaptations.

1. Students will be asked to create a model of a futuristic city 50 years from now. To be able to work on that project, students need to be placed in teams of three participants. Each team will pick a building within a city, such as a hospital, a school, a house, a library, or a park. Once they choose the building, students need to do research about different items related to such a building for the last 50 years, to be able to make projections for the next 50 years, based on their findings and discussions.

2. The next step is to analyze a list of driving questions, for example, if a team chooses a hospital, the questions may be:

- ⚙ What has been the development of hospitals from the last 50 years to now?
- ⚙ What kind of architecture designs had been used to build those buildings and why?
- ⚙ What kind of technology had been used in hospitals during that period of time?
- ⚙ What has been the change with such technologies and why?
- ⚙ What has been the impact of such changes within different countries?

3. In this step, students will choose the best sources for their investigation. A team of teachers will be advising the teams; each teacher bringing their content expertise to the project.

4. The student-guided work will be facilitated by the “know how” of the teachers. As different skills are needed on each project; teachers will take advantage of the specific driven questions to provide mini lessons to facilitate the learning.

5. Curriculum: The Futuristic City Project relates to the school curriculum on different subjects for instance:

Math: Students need to make scales, calculate weights, and apply formulas to examine trends in housing. Later they will extrapolate that information to predict the size and weight.

Geometry: Students will use the math results to build a geometric 3D model to design such a building in a way that supports their predictions.

Science (biotechnology, nanotechnology): Students need to find out about the different technologies used to build hospitals and they should be able to explain scientifically on a basic level, the function of those basic technologies, such as the use of radium discovered by Marie Curie and later applied to the development of the X Ray.

History: Students will be required to do research on the history of hospitals and then create a time line of the development of those buildings for the last 50 years within a specific country.

Language Arts: Students will be required to write a paper about their findings and predictions, using the MLA format and citing the sources properly.

Visual Arts: Students will be required to create a 3D computer sketch, as well as physical model on scale using Legos and other materials.

6. Teachers: Each teacher anticipates the impact the project will have on the students, according to the level of difficulty. Teachers must plan ahead on the concepts students “need to know”, both before and during the project, through weekly collaboration meetings. In these meetings teachers will discuss how they plan to take advantage of each project to teach and help students to develop 21st Century Skills. Teachers should be at hand to help students to solve the problems that arise during the process, and they need evaluate and record the progress of each student.

7. Mentors: At that point, a University Graduate Student will be assigned to each team to guide them and instruct them. The mentor will always communicate to the team through an American Academy of Innovation teacher.

8. Experimentation: Once the teacher and mentor agree on the quality of research done by the team, students will start working with their 3D sketch, the slide show presentation, and the

prototype of the future building. Throughout this process students will record results in their journals. At the conclusion of the project they will compare the results and journal notes with their hypothesis, where they will determine if they were correct, or if they were incorrect evaluate why the outcome was different than they anticipated. At this stage of the process, students will participate in international online forums to discuss their results and to receive feedback from other students/teachers/scholars from around the globe.









9. Results. The final step consists of presenting evidence of their reasoning in the form of a 15-minute presentation, describing why their building will be necessary and useful in the future. The final results will be published on the school magazine and in the school web site.

EMPHASIS ON CAREER TECHNICAL EDUCATION

The importance of developing 21st Century Skills is evidenced through research already presented in this application. CTE courses play a large part in development of 21st Century Skills, and are also critical in helping students prepare for work in the marketplace. While about 66 percent of all jobs require some postsecondary training, only 24 percent of all jobs in Utah require at least a bachelor's degree.²³ CTE courses fill the 42 percent difference, making CTE an important and necessary part of our educational system. It is estimated that students without a strong math, science, and computer background will find about 80 percent of future jobs beyond their reach.²⁴ Eighteen of the twenty fastest growing occupations within the next decade will require CTE skills.²⁵

CTE courses help students further develop and apply concepts taught in a traditional classroom setting and teach specialized skills not taught as part of the traditional core curriculum. A combination of traditional academic studies (60%) and CTE coursework (40%) is the most effective dropout prevention program in the American high school.²⁶

CTE coursework in Utah is divided into eight clusters:

-  Agriculture
-  Business
-  Family and Consumer Sciences
-  Health Science
-  Information Technology
-  Marketing
-  Skilled and Technical Sciences
-  Technology and Engineering

American Academy of Innovation will offer classes in all eight areas, selected from the list of classes in the CTE Pathways program administered by the Utah State Office of Education. The

²³ <http://www.schools.utah.gov/cte/facts.html>

²⁴ <http://www.schools.utah.gov/cte/facts.html>

²⁵ Utah State Office of Education, Utah High School to College and Careers Pathway, Educator's Guide, 2013.

²⁶ Plank, NCRVE, 2002.

Pathways program provides schools with CTE support, training, and supplementary funding through the Perkins Act, and coordinates with the Department of Workforce Services and Utah employers to make sure students have the skills the labor market demands. American Academy of Innovation's CTE department will participate in the Pathways program, as well as stay abreast of national and world marketplace trends to evaluate and modify program course offerings as necessary. In compliance with R277-911-3, American Academy of Innovation will have or participate in a joint advisory committee. The committee will be comprised of professionals in CTE related fields and provide the school with feedback on market trends, areas of skill needing emphasis, and participate in evaluation of program effectiveness. American Academy of Innovation will use this input in conjunction with other evaluation tools to make programs adjustments and improvements.

Students will be encouraged to take classes in multiple cluster areas, providing them with insight into various occupational choices and building a diverse battery of basic 21st Century Skills. As students are exposed to the various clusters, work on projects, and discover their interests and aptitudes, they may begin specializing in a particular area of emphasis.

The Pathways program allows students the opportunity to take a test at the end of a class, which if passed with a score of 80% or higher, provides them with a Skills Certificate. While it is not an official certification, it provides documentation that can be placed on resumes and submitted to potential employers. In conjunction with the CCR plan for each student, Comprehensive Counseling and Guidance, as defined and outlined by the Pathways program, will be implemented to help each student prepare for the future and make a successful transition from high school to their selected post-secondary educational or career choice. As students explore various fields and aptitude is determined, the guidance counselor will work with them to determine a career route. If a student is high achieving and desires a collegiate education, support in the admissions and scholarship application process will be provided. If a student desires to pursue college but is struggling academically, a personalized plan will be created and implemented to help the student reach that goal, which may include things such as ACT test preparation or remediation. For students looking to transition to a post-secondary applied technical program, the guidance counselor will assist in the admissions process. For students desiring to enter the workforce without additional training, American Academy of Innovation will work with the Pathways program, Department of Workforce Services, and the advisory committee to help the student find employment in a CTE area they have demonstrated aptitude and proficiency in.

Student progress in the CTE programs is measured through completion of Skills Certificates and achievement on the state CTE exam required for funding through the Perkins Act. American Academy of Innovation is concerned about the overall progress of students, and will combine data from academic achievement with CTE achievement data to gain an overall perspective of student growth and need for possible remediation or an intervention plan. Effectiveness of the program will be assessed using feedback information from the advisory committee, student passing rates and scores on Skills Certificate exams, and placement in jobs or college following graduation.

GENERAL CURRICULUM

American Academy of Innovation will teach and comply with the Utah Core Curriculum Standards. Teachers will use projects the students are working on to teach the Core concepts and content. In the event that a relevant project is not currently available, an example from research will be used. Regardless of future education and career plans, it is critical that all students have a strong foundation in literacy.

Students who are notably behind on literacy skills will be given a plan to work and catch up with the average class level. The plan will be known as a *Student Achievement Plan* and will be designed according to individual needs and pace. The plan will also follow the Fifteen Principles of Literacy Instruction described below and it will include specific goals with deadlines, strategies and benchmarks. A counselor will be in charge of monitoring the progress of each student and should report progress to the administration, faculty and parents on a monthly basis. During differentiated instructional time in core classes, teachers and peer leaders will work with small groups and/or individual students to help them achieve a proficient level.

American Academy of Innovation aligns itself with current research for best practices in literacy instruction. We adopt a discipline-specific approach to literacy²⁷ where students learn how to think and learn with all types of text (including new literacies) as they develop a deep understanding of concepts and ideas encountered as they read. Literacy instruction in sixth through twelfth grades is commonly referred to as reading to learn rather than learning to read.

However, reading to learn requires not only acquiring knowledge of the content but also knowing how to use, read, write, talk, and view what is being learned. In secondary education, reading becomes a balancing act between process and content where teaching content means helping students discover and understand the structure of the discipline being taught. Therefore, we advocate that all teachers in secondary school settings need to know how to help students become readers, writers, talkers, and viewers of their discipline²⁸. Using the landmark report of Biancarosa and Snow²⁹, American Academy of Innovation adopts fifteen critical elements for an effective adolescent literacy program, which fit well in the project-based learning model, and will be used across all subjects. These elements are targeted for the improvement of literacy instruction across the curriculum. They are as follows:

²⁷ Conley, M. (2008). Cognitive strategy instruction for adolescents: What we know about the promise, what we don't know about the potential. *Harvard Educational Review*, 78(1), 84-106.

²⁸ Vacca, R.T., Vacca, J.L., & Mraz, M. (2011). *Content area reading: Literacy and learning across the curriculum* (10th ed.). Upper Saddle River: Pearson.

²⁹ Biancarosa, G., & Snow, C. (2004). *Reading next: A vision for action and research in middle and high school literacy*. Report to Carnegie Corporation of New York. Washington, DC: Alliance for Excellent Education. Retrieved June, 2014, from www.all4ed.org/wp-content/uploads/ReadingNext.pdf

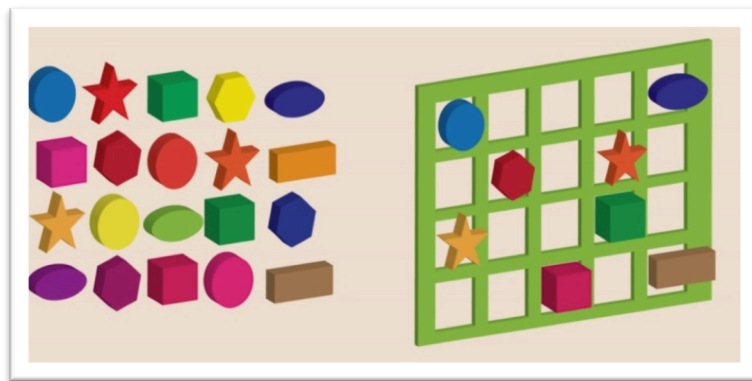
Effective instructional principles embedded in content. Language Arts teachers provide instruction using content-area literature and content-area teachers provide practice in reading and writing skills specific to their subject area.

- ☀ Direct, explicit comprehension instruction. Teaching strategies and processes that proficient readers use. This includes summarizing, keeping track of one's own understanding, etc.
- ☀ Text-based collaborative learning. Students interacting with one another around a variety of texts.
- ☀ Strategic tutoring. Students are provided with intense individualized reading, writing, and content instruction as needed.
- ☀ Motivation and self-directed learning. Providing students with instruction and support needed for independent learning tasks they will face after graduation.
- ☀ Diverse texts. Texts are at a variety of difficulty levels and on a variety of topics.
- ☀ Intensive writing. Instruction is connected to all kinds of writing tasks.
- ☀ A technology component. Technology is used as a tool for and a topic of literacy instruction.
- ☀ Ongoing formative assessments. Informal assessments, often daily, that drives instruction and gives evidence of progress under current instructional practices.
- ☀ Ongoing summative assessments. Formal assessments that provide data that shows accountability of students and programs as well as for research purposes.
- ☀ Extended time for literacy. Two to four hours of literacy instruction and practice taking place over all content area courses as well as language arts.
- ☀ Professional development that is both long term and on-going.
- ☀ Teacher teams. Interdisciplinary teams that meet regularly to discuss students and align instruction.
- ☀ Leadership. Principals and teachers who have a solid understanding of how to teach reading and writing to the full array of students present in schools.
- ☀ A comprehensive and coordinated literacy program. Interdisciplinary and interdepartmental and may even coordinate with out-of-school organizations and the local community.

Diverse research on the learning process has shown that students learn in different ways and they prefer to use different teaching resources as well. Many experts on the subject agree on the fact that learning materials should not just reflect the teacher style, but should be designed for all kinds of students and all kind of learning styles.³⁰

Even though they agree on the importance of applying differentiated instruction to learning systems, various problems still need to be solved, such as matching teaching content with the differentiated instruction. With that in mind, American Academy of Innovation will strive to create a personalized

³⁰ Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939. [Abstract].



teaching environment based on each student's learning needs, by combining the selection of appropriate teaching strategies and the appropriate electronic media. In this way, students will be able to learn and to efficiently improve their learning process.³¹

A Cubes Analogy: “One size doesn’t fit all; No one would ever say that all students are the same. Yet in schools, we often treat students as if they were, even though all those faces look so different³²”.



If we compare students with geometric shapes and the classroom with a box, we can state that, most of the time, teachers are aware of the diversity of the student population, but most still teach students using a few strategies that only address a few learning styles.

Figure 1 represents each student with his or her unique way to learn, and the challenge some students face trying to adapt to the teacher’s methods. Some of the students don’t fit well with these strategies and methods.

³¹ Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. *Journal of Education*, 181, 25-55. [Abstract]

³² Gregory, Gayle, and Carolyn Chapman. *Differentiated Instructional Strategies: One Size Doesn't Fit All*. Thousand Oaks, CA: Corwin, 2002. Print.

Figure 2 represents the acknowledgment of student's learning style and diversity and the teachers' adaptation to the different learning styles holding a one-to-many relationship with the electronic media and project-based learning.

For each learning style, there are one or many teaching strategies that can be implemented by one or many electronic media.³³

Modern technology is a perfect fit with project-based learning. With the use of technology, American Academy of Innovation will strive to create a personalized teaching environment based on the learning styles of each student, by combining the selection of the appropriate teaching strategies used by teachers with the appropriate electronic media. In this way, students will be able to learn according with their own style and efficiently improve their learning process.³⁴

This method will be enhanced by the fact that teachers will spend, on average, 30% of time providing direct instruction. Students will use the rest of the time in different labs, applying project-based learning, while developing teamwork and the 21st Century skills using multimedia to capitalize on their unique learning styles. While students are working in the labs, teachers have the ability to work with students in a small group or individualized setting, making the educational experience of students personalized. Individual needs; be they remedial, accelerated, ELL, motivational, or otherwise, can be uniquely met at American Academy of Innovation.

When students use computers, teachers will be able to monitor the student performance on the computers by using programs that allow viewing all the computers within a room using one screen. This software allows teachers to interact with students and even lock a specific computer in case the student is not following instructions.

With technology, teachers and students can connect with experts, partners, and audiences around the world, and use tech tools to find resources and information, create products, and collaborate more effectively. This method has been used extensively in some countries at a postgraduate level for specific research projects in different sciences. An example is The Summer of Scientific Research's program that takes place in the country of Mexico every year at several different universities. The program's main objective is "To promote the interest of undergraduates in scientific activity in any of its areas. Participants do research during seven weeks visiting the most prestigious centers and research institutions of the country, where they will participate in projects currently under the supervision and guidance of active researchers, young people will find invaluable experience that will help to define its scientific vocation and expand their knowledge and options for future stages of their training³⁵".

American Academy of Innovation will facilitate the mentorship of the most advanced projects by promoting partnerships with international institutions, as described in Section 1: School Purpose.

³³ Strobel, J. & van Barneveld, A. (2008) "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 44-58. Retrieved from <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4>.

³⁴ Lynch, S., Kuipers, J., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.

³⁵ http://www.amc.edu.mx/p5/index.php?option=com_content&view=article&id=205

PROFESSIONAL DEVELOPMENT

Initial professional development in helping teachers acquire superior project-based learning teaching skills will be through the Buck Institute for Education (BIE) in Novato, California. This non-profit organization's mission is to train teachers and administrators on how to effectively teach students using project-based learning. For teachers, BIE offers professional development on how to design, assess, and manage projects that engage and motivate students. For schools, BIE helps bring coherence to project-based learning practices across grade levels and subject areas, and supports the creation of school-wide processes and structures to support project-based learning. The exponential increase in demand for its services and products speak to BIE's ability to help educators around the world provide a better education for all students³⁶.

Teachers will also receive training through USOE Pathways program resources on CTE specific topics and application.

Other professional development will be provided as necessary to help faculty and staff uphold the mission and vision of the school.

ASSESSMENT

American Academy of Innovation will have a systematic approach to formative and summative assessment, to impact the student performance. Formative assessments, which are ongoing assessments, reviews, and observations in classroom, will be used to improve instruction and for monitoring understanding. Summative assessment will measure student competency and gauge progress toward content mastery and benchmarks. The goal of summative assessments is to judge students' competency after an instructional phase is completed.³⁷

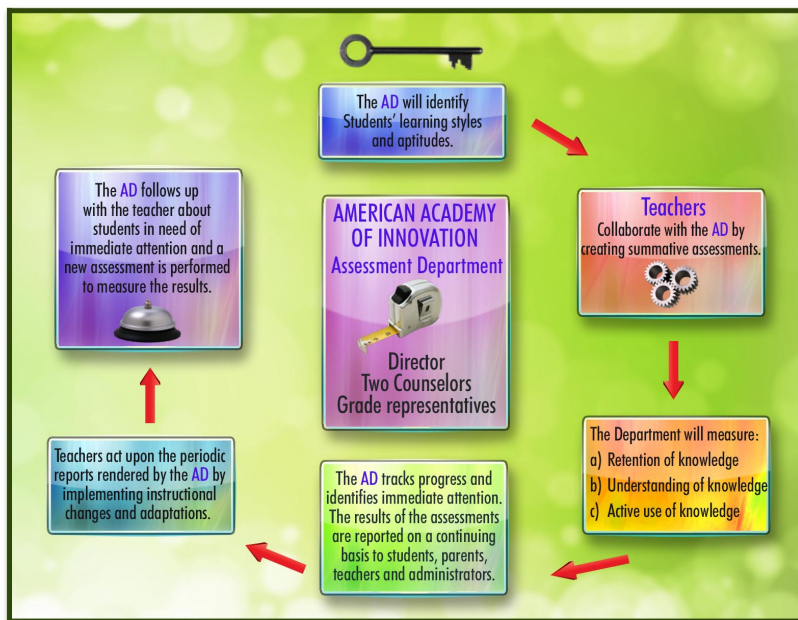
The assessment department will identify learning styles and aptitudes by applying software and paper based assessment tools, such as the learning style quizzes created by companies such as Silver Strong & Associates Thoughtful Education. (Press<http://www.thoughtfulclassroom.com/lps/>), or www.edutopia.org. Some of these education providers have built research-based tools that facilitate the finding of students' learning styles. After students complete such assessments, counselors should validate the results and arrange visits with each student to discuss and compare the results. The objective is that the process can be completed during the first month of school. This assessment will be updated annually.

American Academy of Innovation will use a collaborative approach with teachers and the assessment department to apply computerized assessments (primarily summative) results in the classroom.

³⁶ <http://bie.org/about>

³⁷ Fisher, Douglas, and Nancy Frey. *Checking for Understanding: Formative Assessment Techniques for Your Classroom*. Alexandria, VA: Association for Supervision and Curriculum Development, 2007. Print.

Following is a flow chart showing how the assessment department works with faculty to monitor and communicate about student progress.



In general, schools use standardized tests for many purposes, such as determining if children are ready for college (ACT); diagnosing learning disabilities; promoting, retaining in grade, or graduate students; and to guide and control curriculum.

The fact is that no test is good enough to serve as the sole or primary basis for important educational decisions, but students will face standardized tests multiple times in their lives and American Academy of Innovation will strive to prepare them for that. Through the assessment department, American Academy of Innovation also aims to help teachers in designing curriculum and alleviate the teacher's load by creating and grading exams as well as keeping records for each student.

The objective will be to have those tests programmed in collaboration with the teachers and implemented by an assessment department that will apply different kinds of assessments such as the Learning Styles and Personality, or summative assessment such as quizzes and departmental exams, to measure students on:

- ⚙️ Retention of knowledge;
- ⚙️ Understanding of knowledge;
- ⚙️ Active use of knowledge with the intent to help them understand and deal with the world;

With the results of the different assessments, the department will keep track of the progress and will identify areas of immediate attention. This data will be provided to teachers, who will be required to implement any instructional changes necessary and help students who are in need of additional assistance.

Retention and understanding of knowledge will be determined using summative assessment. At the middle and end of each semester, summative written exams will be given to all the students in

every class to evaluate the effectiveness of the instruction and learning. The goal is to determine student competency after an instructional phase is completed and if students have mastered specific competencies as well as identify instructional areas requiring additional attention. The ideal is that these exams be created by the assessment department in conjunction with each teacher before the beginning of the term, using core standards and objectives. The plan is to create computer-based exams with increasing or decreasing difficulty according to the answers given. The assessment department will review and apply those exams to make sure the questions are well written and that the test incorporates accommodations for students with special needs.

Periodically, teachers should discuss the results of those exams as well as the student progress report during departmental meetings, with the intent to identify students that are above and below average.

The active use of knowledge will be measured during the project-based learning activities, where teachers and mentors will have the opportunity to measure the application of the concept learned by the students by the potential solutions of the specific driven questions asked at the beginning of each project.

The assessment department will be led by a professional with enough credentials to apply and interpret different psychological exams related to learning styles and personalities. The person also should be familiar with testing procedures and standardizes tests. The assessment department will also include two counselors and a representative from each grade. The assessment department will prepare reports that are easily accessible for teachers, administrators and parents. The department will also train students on how to take different types of exams (e.g. multiple-choice, free response, etc.), and schedule the assessments in collaboration with teachers.

The data will be used to improve academic achievement for the student and teaching methodology for the instructor.

The assessment department will also help to interpret the results on potential career options for students and help them to choose the right classes that will take them to the career of their choice and will give them support on information related with careers using the information provided by the state of Utah through the www.utahfutures.org web site.

American Academy of Innovation will comply with all state law and board rule as it relates to testing. The assessment director will be responsible for developing the standardized testing schedule each year, attending USOE sponsored assessment director meetings, training teachers on proper test protocol, and overseeing the testing. To implement the standardized exams, the assessment department will work in collaboration with teachers to avoid the practice of teaching to the test, which potentially could narrow the curriculum, forcing teachers and students to concentrate on memorization of isolated facts, instead of developing fundamental and higher order abilities. To create high-level thinking, American Academy of Innovation will strive to create exams that measure the ability to organize or communicate ideas. One way to implement this strategy is by creating computerized exams that respond to students by either increasing or

decreasing in difficulty. In addition, tests and quizzes should take into consideration the multiple learning styles and abilities of the students.

SCHOOL CULTURE

Teamwork and applying knowledge for a greater good is the ethos of the American Academy of Innovation's culture. Staff will model and teach respect, leadership, and interpersonal skills and all students will be required to treat themselves and others with respect. Students should always feel safe at school, both physically and emotionally. Guidance counselors will be responsible for providing character education support for teachers and assisting students who struggle with inappropriate behavior develop appropriate social and coping skills.

Individual strengths will be capitalized on as students work in groups and mentor each other. Parents will be included in the school in traditional volunteer capacities, but American Academy of Innovation will survey parents to determine skills and experience that would be of value to students in the learning process. They may be asked to serve as mentors on small projects, participate in career exploration activities, or help students network with others in their industries.

DISCIPLINE

American Academy of Innovation will comply with all laws and regulations relating to student discipline, currently found in UCA 53A-11 Section 9. The school's policy for discipline, suspension, and expulsion is as follows.

I. Purpose

The purpose of the policy is to foster a safe, positive environment for learning by teaching the practice of self-discipline, citizenship skills, and social skills.

II. Teaching self-discipline, citizenship and social skills

In every area of education if students lack skills we teach them. We believe the same should be true for student behavior, including self-discipline, citizenship skills, and social skills. The school will provide supports to students and the community at large by expressly teaching students these skills.

A. Plans and policies shall be developed for classroom and student management, which will include:

- Written standards for student behavior expectations, including school and classroom management
- Effective instructional practices for teaching student expectations, including self-discipline, citizenship, civic skills, and social skills
- Systematic methods for reinforcement of expected behaviors
- Uniform methods for correction of student behaviors
- Uniform methods for at least annual school-level data-based evaluations of efficiency and effectiveness

B. On-going staff development shall be provided for all staff regarding:

- Effective instructional practices for teaching and reinforcing behavior expectations

- ☛ Effective intervention strategies
- ☛ Effective strategies for evaluation of the efficiency and effectiveness of interventions

C. American Academy of Innovation personnel shall determine the range of student behaviors and establish a continuum of administrative procedures that may be used by school personnel to address student behavior, including:

- ☛ Classroom level strategies
- ☛ Building level strategies

III. Range of Behaviors and Continuum of Procedures

American Academy of Innovation personnel shall determine by consensus student behavior infractions that should be dealt with at the classroom level and building level.

A. Minor infractions are defined as infraction of school rules that are usually handled by teachers in the classroom. Chronic or excessive minor infractions can become major infractions and result in office discipline referral to school administration. Minor infractions can result in a loss of privileges, phone calls home, and in-school suspension. The following are minor infractions:

- ☛ Dress code violations
- ☛ Disrespect, including put downs, talking back, and defiance
- ☛ Public displays of affection
- ☛ Inappropriate language and actions
- ☛ Tardies
- ☛ Disruptive behavior including talk-outs, chronic talking, and out of seat
- ☛ Horseplay
- ☛ Bus misconduct
- ☛ Noncompliance

B. Major infractions are defined as severe infractions of school rules that result in immediate office discipline referrals to school administration and usually lead to out of school suspension. Major infractions include:

- ☛ Safe school violations, including assault, threats to kill/harm, discrimination
- ☛ Drug, alcohol, and tobacco violations
- ☛ Physical aggression including fighting and throwing objects at a person
- ☛ Any criminal action occurring at school such as vandalism, fire setting, possession or use of combustibles, forgery, and theft
- ☛ Chronic or excessive abusive language, truancy, tardies, or non-compliance
- ☛ Bullying and harassment

C. The following school personnel shall be authorized to issue notices of disruptive behavior. These personnel shall provide documentation of habitually disruptive student behavior prior to court referral.

- ☛ Building administrators

IV. Training

American Academy of Innovation will provide training and strategies for students and staff in the following:

- Overt aggression
- Relational aggression
- Cyber bullying
- Intervention skills
- Social skills
- Adult supervision of students
- Provide for student assessment of the prevalence of bullying in school

V. Prohibited Conduct and Related Discipline

Prohibited conduct is forbidden at school, on school property, including school vehicles, and at any school activity. A serious violation that threatens or harms a school, school property, a person connected with school, or property associated with a person connected with school is forbidden regardless of where it occurs.

A. A student WILL be removed from school for at least 1 year for a serious violation involving the following:

- A real weapon or
- Explosive or flammable material or
- Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption.
- Exceptions may be made on a case by case basis through the Board.

B. A student WILL be removed from school for the following:

- Possession, control, actual or threatened use of a real weapon, explosive, noxious, or flammable material;
- Actual or threatened use of a look-alike weapon with intent to intimidate or cause disruption;
- The sale, control, or distribution of a drug, controlled substance, imitation controlled substance, or drug paraphernalia;
- Using or threatening to use serious force;
- The commission of an act involving the use of force or the threatened use of force which if committed by an adult would be a felony or class A misdemeanor; or
- A serious violation of Section II.C affecting a student or staff member.

C. A student MAY be removed from school for the following:

- Willful disobedience or violating a school rule;
- Defying authority;
- Disruptive behavior;
- Foul, profane, vulgar, or abusive language;
- Defacing or destroying school property;
- Truancy;

- ⚙ Theft;
- ⚙ Posing a significant threat to the welfare, safety, or morals of a student, school personnel, or the operation of the school;
- ⚙ Fighting;
- ⚙ Bullying (including, but not limited to, behavior intended to cause harm or distress in a relationship with an imbalance of power, especially if repeated over time);
- ⚙ Possessing, using, controlling, or being under the influence of alcohol, a drug, an imitation drug, drug paraphernalia, or misusing any substance;
- ⚙ Possessing or using tobacco;
- ⚙ Hazing, demeaning, or assaulting someone, or forcing someone to ingest a substance;
- ⚙ Inappropriate exposure of body parts;
- ⚙ Sexual or other harassment; or
- ⚙ Gang-related attire or activity.

The decision to remove or to discipline in some other way is made by the Director based on all the circumstances.

D. The type and length of discipline is based on factors such as previous violations, severity of conduct, and other relevant educational concerns.

E. When appropriate, students will be placed on remedial discipline plans.

F. School personnel may use reasonable physical restraint, if necessary, to protect a person or property from physical injury or to remove a violent or disruptive student.

G. If damage or loss of school property occurs, official report cards, diploma, and transcripts may be withheld until payment for the damage is received or the lost property is recovered.

VI. Habitual Disruptive Behavior

Definitions

Qualifying minor means a school-age minor who is at least nine years old or turns nine years old at any time during the school year.

Disruptive behavior means behavior outlined in Sections III. A, B and C above.

B. Notice of Disruptive Student Behavior

- ⚙ A Notice of Disruptive Student Behavior may only be issued to a qualifying minor.
- ⚙ A Notice of Disruptive Student Behavior may only be issued by a school administrator or a designee.
- ⚙ A Notice of Disruptive Student Behavior shall be issued when the student has: engaged in disruptive behavior (that does not result in suspension or expulsion) three times during the school year; or engaged in disruptive behavior that results in suspension or expulsion once during the school year.
- ⚙ A Notice of Disruptive Behavior requires that the student and parent meet with school authorities to discuss the disruptive behavior.
- ⚙ The student and/or parent may contest a Notice of Disruptive Student Behavior in the following manner:
- ⚙ If the notice is written by an assistant administrator or other designee, the appeal is made to the Director;

- ☛ If the notice is written by the Director, the appeal is made to the Board.
- ☛ A school representative shall provide to the student's parent a list of resources available to assist the parent in resolving the student's behavior.
- ☛ The school shall establish procedures for the school counselor or other designated school representative to work with a student in order to attempt to resolve the student's behavior problem before the student becomes subject to the jurisdiction of the Juvenile Court.

C. Habitual Disruptive Student Behavior Citation

The Habitual Disruptive Student Behavior Citation may only be issued to a student who has received a Notice of Disruptive Student Behavior and:

- ☛ Engages in disruptive behavior (that does not result in suspension or expulsion) at least six times during the school year;
- ☛ Engages in disruptive behavior that does not result in suspension or expulsion at least three times during the school year and engages in disruptive behavior that results in suspension or expulsion, at least once during the school year; or
- ☛ Engages in disruptive behavior that results in suspension or expulsion, at least twice during the school year.
- ☛ A Habitual Disruptive Student Behavior Citation may only be issued by the school Director.
- ☛ The citation shall be mailed by certified mail to, or served on, the parent of the student.
- ☛ A student to whom a Habitual Disruptive Student Behavior Citation is issued shall be referred to the Juvenile Court.
- ☛ Within five days after the citation is issued, a representative of American Academy of Innovation shall provide documentation to the parent and the court of the efforts made by a school counselor or representative.
- ☛ The Director will cooperate with the Juvenile Court in providing other information as needed, including but not limited to attendance, grades, and behavioral reports.

VI. Searches

- ☛ School personnel may search students, lockers, personal property, and vehicles parked on school property based on reasonable suspicion.
- ☛ School personnel may also conduct random searches that might include all lockers and other school property.

VII. Suspension and Expulsion Defined

Suspension is disciplinary removal from school with an offer of educational services.

Expulsion is a disciplinary removal from school by the Board for more than ten school days without an offer of alternative educational service.

VIII. Readmission and Admission

- ☛ If a student is removed from school under II.A, readmission depends upon satisfactory evidence that the student will not be a danger to self, others, or school property.
- ☛ If a student is removed from school under II.B or C, the student may be readmitted after the parent/guardian meets with school officials to make a plan to correct the behavior(s) and after the student completes both the days of suspension and any conditions imposed.

- ☛ American Academy of Innovation may deny admission to a student who has been expelled from any school in the last twelve months.

IX. Due Process

- ☛ If a student is removed from school or otherwise disciplined under this policy, the student has the right to meet with the site administrator to tell his/her side of the story.
- ☛ If the Director recommends removal for more than ten school days, a committee composed of the Board will hear the case at the school with the student, the parent or guardian, the Director, and others as necessary. This hearing will be held within ten school days of removal from school.
- ☛ If a student is removed from school for more than ten school days, an appeal of the decision may be made in writing to the Board within ten school days of the decision. The parent or guardian is responsible to plan and to pay for any educational services not provided by the district during the suspension.

X. Students with Disabilities

If a student has a qualified disability, the Director will explain the separate procedures that may apply based on the procedural safeguards under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act.

ASSURANCES

Replication of an Existing Design:

- ✓ We do not intend to replicate an existing design.

Distance or Online Education: Select the statement that is applicable and proceed as directed:

- ✓ We do not intend to offer distance and/or online education. *Skip to the next section.*

Development of Core Curricula:

- ✓ We do not intend to develop core curricula.

Gifted Education:

- ✓ We do not intend to offer gifted education.

Four-Year College and/or University Affiliation

- ✓ We do not intend to partner with a four-year college or university or offer early college options.

SECTION 5: PERFORMANCE MEASURES

SMART GOALS

American Academy of Innovation expects to be held accountable to the Charter School Performance Standards as set by its authorizer. Students will undergo all state- and authorizer-required assessments that make up the Framework for those Standards. In addition to reaching

those high standards of school and student performance, American Academy of Innovation has established the following mission-specific goals, to which the Board will hold the school's leadership accountable, and to which the Board will be accountable to its authorizer:

<i>Mission Specific Goals: Indicator – Upholding mission and purpose</i>			
	Measure	Metric	Board Goal
1	Knowledge to succeed in college.	Percent of graduating students scoring 23 or higher on the ACT test	Year 1: 30% Year 2: 45% Year 3: 50% Year 4: 55% Year 5: 60% Year 6: 65%
2	Critical thinking skills.	Percent of students in grades 7-12 passing the Critical Thinking Basic Skills Test (or similar test)	60%
3	Graduating students of American Academy of Innovation will possess the technical know-how to succeed in a world market.	Utah Skill Certificate Program— Business and Economic Education Tests Strand	80% of students will possess at least one skill certificate in this area by graduation
4	Knowledge to succeed in CTE related fields.	Percent of students in grades 9-12 obtaining a certificate from Utah Skill Certificate Program Tests each year	80%
5	Team-work skills.	Percent of students scoring 75% or higher on the school developed rubric used by teachers to measure collaboration level between students.	80%

6	Development of responsibility, accountability, and leadership skills.	Percentage of students completing fifteen hours of community service annually	90%
7	Students are provided with a solid foundation in language arts, math, science, and history.	Percentage of students proficient on end of level state testing (Currently SAGE)	Year 1: Collect baseline data Year 2 and Beyond: Increase of 5% annually until 90% of students are proficient, then maintain 90%
8	Project-based learning is the primary method of instruction.	Percentage of instruction received using project-based learning as collected through data detailed in lesson plans, keeping track on a periodic base	20% of time is spent in project-based learning in sixth grade 40% of time is spent in project-based learning in seventh and eighth grades 60% of time is spent in project-based learning in ninth through twelfth grades
9	Known for collaborative research work with international universities	Publication of student work done in conjunction with international universities in professional journals or student names listed on a patent	Year 3: A cumulative of 2 students published/patented annually Year 5: A cumulative of 4 students published/patented annually Year 10: A cumulative of 8 students published/patented annually
10	Provide students with a combination of academic and CTE programs	Percentage of students completing three honors/advanced core curriculum credits or three CTE credits annually	70%

11	Graduates participate in the global marketplace.	Graduates gainfully interact outside of the United States or who spend more than 30% of business interaction time (in person or through correspondence) with peers outside of the United States	Year 5: 30 graduates Year 7: 50 graduates Year 10: 70 graduates
11	International University partnerships provide students with experience in the global marketplace	Official agreements in place with international universities NOTE: Every university may not participate every year, as the number of universities is to be used a pool of mentors to be selected based on student and university need.	Year 1: 42 Year 3: 45 Year 5: 50 Year 6 and beyond: Maintain at least 50
12	Project-based learning is used to solve real-world problems.	Publication of student work done in conjunction with international universities in professional journals or student names listed on a patent	Year 3: A cumulative of 2 students published/patented annually Year 5: A cumulative of 4 students published/patented annually Year 10: A cumulative of 8 students published/patented annually
13	Proficiency in 21st Century Skills	Percentage of students proficient on the 21st Century Skills Assessment by graduation	90%
14	Students serve and develop leadership skills	Percentage of students annually planning and implementing a service project instead of just participating	80%

15	Prepared for participation in the global marketplace	Percentage of students completing three years of foreign language instruction, participation in a minimum of two university partnerships and completing the international business course.	20%
16	Completion of a minimum of 1.0 CTE credits annually	Percentage of students enrolled for the full school year in grades 7-12 earning at least 1.0 CTE credits annually	90%
17	Various teaching styles and adapted materials facilitate individual learning styles.	Average teacher score on school developed rubric assessing variety of methods and materials used (completed by school administration)	90%
18	Project-based learning increases academic achievement	Percentage of students proficient on SAGE assessment	Year 1: Collect baseline data Years 2-4: Increase test scores incrementally to meet state average Years 5 and beyond: School score on state tests will be above state average
19	Project-based learning is effective in long-term retention.	Percentage of students scoring no less than 30% below their score on the school's summative test from the previous year at the beginning of the new year	80%
20	Meet high academic standards	Ranking of secondary charter schools by academic proficiency	Year 1: Mid-low quartile Year 3: Mid-high quartile Year 5 and beyond: High quartile

21	Teachers are “high performing”	Percentage of teachers achieving a score of 90% on school developed rubric to include student test scores and growth, administrative evaluations, and parental satisfaction	90%
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ASSESSING OUR SUCCESS

The school’s comprehensive plan for assessment is described in detail in Section 4: Program of Instruction. The school will have an assessment department made up of the Assessment Director, the counselors, and a representative from each grade’s faculty. This department will create programmatic assessments to supplement required state assessments that measures student progress according to the four pillars of the school’s educational philosophy. This systematic approach to assessment will include, above all, the evaluation and use of student performance data to inform decisions about student programs and projects, individualized plans and interventions, and about the school’s academic program as a whole.

The school’s approach to assessment is individualized in its design. The assessment department will identify learning styles and aptitudes by applying software and paper based assessment tools. After students complete such assessments, counselors will validate the results and arrange visits with each student to discuss and compare the results. The objective is that the process can be completed during the first month of school. This assessment will be updated annually for each returning student and created for new students. With the results of the different assessments, the department will keep track of the progress and will identify areas of immediate attention. This data will be provided to teachers, who will implement any instructional changes necessary and help students who are in need of additional assistance.

While the assessment system is individualized in its nature, the analysis of data will have both an individualized and holistic impact on students and the school. The data will be used to improve academic achievement for the student and teaching methodology for the instructor and for the school as a whole. The assessment department will look for trends in individual assessment data that provide information about what aspects of the academic program are getting the best results as well as results that need improvement. Best practices will be identified and implemented in expanding stages until, if positive results continue, the implementation is school-wide. Trends that result in substandard academic achievement from students will be identified and refined.. Analysis of individual student assessment data to extrapolate the effectiveness of the instructional and project-based program is the major focus of the assessment department.

The department will evaluate progress of individual students, cohorts over time, and the school as a whole toward meeting the Charter School Performance Standards. Those standards are measured annually, and to ensure that students are on track throughout the year, the department will meet monthly to evaluate student progress on all assessments. The approach to improving

educational outcomes throughout the school will be to improve the educational outcomes for each individual student, one student at a time. Each student's assessments in all subject areas (mathematics, language arts, and science that are the subjects for state-required assessments, plus other subjects and projects that are only measured by American Academy of Innovation) will be evaluated against that child's individualized plan and goals. As each student makes progress toward individualized goals, the grade level and the entire school will make progress to achieving Charter School Performance Standards.

American Academy of Innovation will comply with all state law and board rule as it relates to testing. The assessment department will be responsible for developing the standardized testing schedule each year, and the Assessment Director of the department will attend USOE sponsored assessment director meetings, training teachers on proper test protocol, and overseeing the testing. To implement the standardized exams, the assessment department will work in collaboration with teachers to avoid the practice of teaching to the test, which potentially could narrow the curriculum, forcing teachers and students to concentrate on memorization of isolated facts, instead of developing fundamental and higher order abilities.

PROMOTION AND GRADUATION

Because American Academy of Innovation will exist near the geographic middle of the Jordan School District, the school's policies on retention, advancement, promotion, and graduation will be similar to those of the District, with appropriate modifications given the four pillars of American Academy of Innovation's educational philosophy, which differentiates the school from the Jordan District. Such similarity is necessary because of the likelihood that several students will spend parts of their educational career with American Academy of Innovation and part with the Jordan District. American Academy of Innovation believes that some students will start high school at American Academy of Innovation, complete courses, and receive credits, and then transfer to the District to graduate. It is also likely that some students who start at their local District high school will transfer to American Academy of Innovation to take advantage of our smaller size, CTE focus, international partnership, or other advantages. It is American Academy of Innovation's desire that both groups of students be able to transition smoothly. Such students should be able to focus on their preferred academic trajectory, rather than work to make up credits based on the differences between two local education agency (LEA) policies.

American Academy of Innovation's graduation standards, therefore, are similar to Jordan School District's, with the key distinction that American Academy of Innovation will require at least one full CTE credit for each year of a student's enrollment at American Academy of Innovation. Other differences between the two LEA's programs (like our project-based approach, the development of 21st century skills, and the international partnerships) are easily accommodated throughout the curriculum and will not impact the awarding of credits in a way that would inhibit a transfer student from graduating on schedule. American Academy of Innovation's graduation credit requirements will favor CTE over electives when compared to the requirements of Jordan School District. In this way, American Academy of Innovation can focus on its mission while still providing our students with a full range of school choice options during their high school career.

While the American Academy of Innovation Board reserves the right to change graduation policy to fulfill the goals stated in this section, a sample of graduation credit requirements at American Academy of Innovation follows:

*Based on four years of high school enrollment. Students who complete academic years without CTE credits at another LEA will not be penalized for graduation. The requirement is that students have at least one full credit of CTE during all years enrolled at American Academy of Innovation.

Promotion does not really apply at the high school level at American Academy of Innovation. High school students earn credit towards graduation, but are placed in classes not by age, but by student ability and choice, in coordination with the school counselors and teachers. Students have four years to reach the above credit requirements for graduation. Students who fail to make adequate progress during the academic year will be required to take credit recovery programs (either at American Academy of Innovation or through an accredited alternative) in order to graduate.

Students in grades six through eight will be promoted, accelerated, or retained in accordance with school policy and state board rule. The school's policy will align with that of Jordan School District, for the same reasons stated above related to graduation.

STANDARDS FOR LEARNING

This policy sets a high standard for student learning and ensures that American Academy of Innovation and its students will not be held to any lower standard than schools or students at schools in any other public school. In fact, American Academy of Innovation's internal goals will set standards for school and student achievement that place it in the top half of schools by the end of its first year and in the top third of high schools in the state by the end of the fourth year. American Academy of Innovation expects to be held not to the same standards as all public schools, but to *higher* standards—those of our authorizer and the families whose children attend the school. American Academy of Innovation owes them a high quality education that will give them the 21st century skills and leadership qualities that will help them be successful in college and in their careers.

The timeline to meet these standards is consistent with the school's opening. At no time does the school expect to be held to a lower standard just because it is new. American Academy of Innovation will hire experienced educators, engage with experienced ESPs (see Section 9: Education Service Providers), and undergo training during the planning and startup years so that the school can meet high standards from the start, and then improve as the school gains experience and uses data to improve its quality program. American Academy of Innovation, by the end of the fourth year of school operation, will rank in the top third of all high schools in the state according to the State Charter School Board's performance standards.

SECTION 6: GOVERNANCE

GOVERNING DOCUMENTS AND COMPLIANCE

American Academy of Innovation will be governed by a Board of Trustees and be incorporated as a non-profit corporation in Utah and recognized as a 501(c)(3) charitable organization by the IRS.

American Academy of Innovation, Inc. has been incorporated specifically for the purpose of operating the charter school. A copy of the school's filed Articles of Incorporation (Articles) is included with this application. Section III of those Articles lay out the purposes of the organization, which is to operate the charter school authorized by this application. The Board of Trustees will govern the school consistent with this application, state law, and bylaws that set out the size, makeup, appointment of members to, and procedures of the Board. Copies of these Bylaws are included in this section.

The Articles and Bylaws were both adopted in meetings, as shown in the minutes included in this section. American Academy of Innovation's Board has received training on the open and public meeting requirements of public charter schools.

When American Academy of Innovation is authorized as a public school, it will continue to follow the principles of open and public meetings. American Academy of Innovation believes that its deliberations and decisions should be made in full view of the public, as the public is providing the funding and authority to operate a school. American Academy of Innovation will post its meeting minutes on the state's public meeting notice website as soon as it is legally authorized to do so. The Board will keep record of meetings and both written minutes and audio recordings. It will close meetings only with proper notice and for legally authorized reasons. American Academy of Innovation's Board will continually seek, encourage, and enable broad public involvement in the school's governance with full transparency of its operations.

As required, prior to the submission of this application for consideration of the State Charter School Board, American Academy of Innovation's Board sent this application to the Jordan School District for its information, review, and potential comment. Evidence is included in this section.

BOARD MEMBERS

The Board is currently made up of the following members, listed below with employment and relevant experience to service on a non-profit charter school board. Please find the included affidavits as part of this application.

German M. Lopez is a US citizen with a Master's Degree in International Law from BYU, a Master's Degree in Education and Research from ISIDM, an AS in Science from SLCC and a Juris Doctorate in Law from Universidad of Guadalajara, Mexico. He has 26 years of experience in education and leadership. Mr. Lopez has been certified by the US Department of State as a local coordinator for International students. He is the owner of Incos Global LLC., a company which helps foreign institutions develop inventions. He is also an evaluator for UNESCO and a member of GRANA-ISTEC, a nonprofit organization that evaluates education in Hispanic countries. Mr. Lopez believes in the importance of unlocking the potential and creativity of future generations by combining classical education with technology, community partnership, and real-life experiences. These key concepts will help learners to develop critical thinking, problem-solving, and collaborative skills. Students will become future leaders who will create a better world.

Dr. Ann Sharp is currently a faculty member of the School of Education at Utah Valley University where she is involved with teaching literacy methods courses to pre-service teachers. She is on the university's curriculum committee as well as chairman of the School of Education Curriculum Committee. Her research includes topics such as orthographic development and best practices for

reading instruction. She has several publications including an article in the prestigious Reading Research Quarterly. She recognizes the need for students to have good oral and written language skills to be successful, and believes the program offered at American Academy of Innovation will help students develop these critical skills in a meaningful way. Dr. Sharp has governing board experience from her work as President of R.I.S.E. Institute for Literacy, a non-profit organization. Prior to her collegiate work she was employed as a teacher and reading specialist with the Granite School District. She was an instructional researcher at Brigham Young University and taught literacy methods courses at the University of Nevada, Las Vegas.

Shane Clark has a B.A. in English from Brigham Young University. From February 1995 to 2003, he was vice-president of Public Opinion Strategies, a survey research company specializing in corporate, public policy, and litigation research, with offices in Washington, Denver, and Los Angeles. He is now the co-owner of Datawise, a company with 40 years of combined experience working in all areas of the data processing and analysis areas of the information technology industry. His company has worked on both the supplier and end-user sides of the research business and works directly with a variety of data collection centers providing outsourcing services for their data processing needs. Mr. Clark has a strong interest in education and he sees the American Academy of Innovation School as his opportunity to be involved with the community and improve the life of our youth in the valley.

Rodayne Esmay has a Master's Degree in Art and currently is the Digital Media Department Chair at Utah Valley University. Mr. Esmay inspires those around him. He believes that today's middle and high school students could be his college-level students in the future. Rodayne works with the local "feeder" schools to help define and build their arts programs in hopes that by the time those students reach college, they have developed 21st century and creative skills.

Alfonso Flores has a background in accounting, real estate, and insurance, and has worked in these fields in the United States and Mexico. He brings a unique understanding of the complexities and excitement of working in the global marketplace. He worked at a private non-profit organization in Mexico for two years, and has a good working knowledge of prioritizing and using resources wisely.

Ken Kerren is an engineer, with a Ph.D. who has taught at Brigham Young University and served in leadership positions on several key engineering committees, including the American Society of Civil Engineers, the Structural Engineers Association of Utah, and the Past Commissioner of the Utah State Building Code Commission. He is partially retired, and excited to bring his expertise to American Academy of Innovation.

Kent Davis is an accountant with focus on business system reporting, compliance, and process improvement. His experience is diverse, having performed financial statement auditing, financial accounting, tax auditing, as well as IT compliance auditing. His financial accounting experience was obtained while running the accounting system for a federal contractor in a highly scrutinized environment and through public accounting experience; his strengths include process improvement, teaching, communication of complex issues, negotiating, completing projects while resolving stakeholder concerns and managing competing needs.

Mia Prazen is a founding board member for the United State National Committee for UN WOMEN Utah, also a Founding Board Member, president of the charter school Early Light Academy, South

Jordan. Her professional experience lies in her ability to quickly assess organizational needs and bring together disparate parts and opinions to form a cohesive and well-functioning whole. Having successfully executed a charter school previously, she brings these skills and experience to the American Academy of Innovation.

TRANSITION FROM A STARTUP BOARD TO A GOVERNING BOARD

It is anticipated that the members of this board will serve in their present configuration until such time as the school begins startup operations in earnest, at which point, German Lopez will apply for the Director position. If he is hired, he will step down from the Board to serve as American Academy of Innovation's Director. (See Employees section of this application for more details on employment.) At that point, the Board will seek to increase in number by recruiting to the Board:

- At least one parent of a registered student
- At least one prominent member of the community surrounding the school's location
- At least one member with significant financial or legal experience or education

At that point, the majority of the work of starting the school will be completed in conjunction with compensated staff, contractors and consultants (see ESP section of this application), and volunteer parents of registered students. The Board will transition from doing the bulk of required work on its own to *governing* the work of others.

American Academy of Innovation's Board considers *governing* to include the following four qualities:

- Setting goals that establish clear metrics for what the school is expected to achieve (see Performance Measures section of this application for some examples)
- Empowering the school's Director and administration to choose the methods by which those goals will be achieved
- Adopting policies that ensure the school and its leadership comply with applicable laws and acceptable practices
- Monitoring results and holding the school's leadership accountable for the achievement of the goals and for behavior within school policy

As such, American Academy of Innovation's Board will focus on the big picture of setting goals and adopting policies that empower the school to achieve those goals within reasonable and legal parameters. It will be the job of the school's leadership to determine how those goals will be legally and appropriately accomplished, and the job of the Board to determine how well the goals have been achieved.

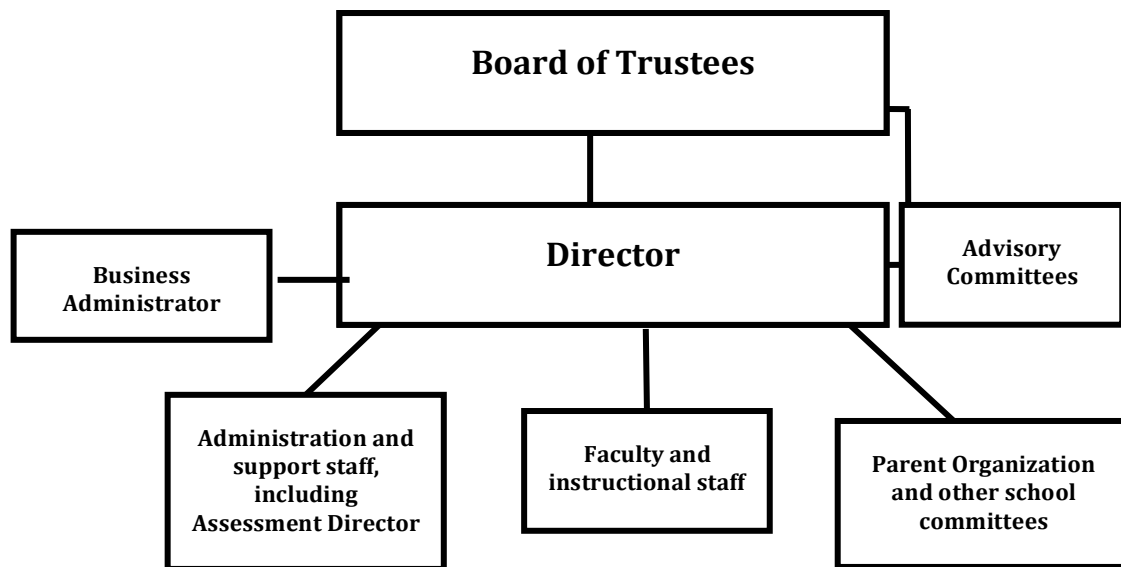
Policies adopted by the Board will require the school to comply with all applicable laws, operate with transparency and openness, implement all aspects of this charter application, submit all required reports to its authorizer, and to report to the Board on the achievement of Board goals with documentary evidence of academic and financial results. The Board understands its governing role within the school as explained above and will ensure that it receives continual guidance and training in how to be more successful in that role (see Training subsection below).

Further, the Board is aware of its obligations as officers of a public body. The current trustees have been selected and recruited to bring together a cross-section of experience, expertise, and

points of view. As the Board increases in size and changes focus to a governing Board as the school begins operations, the Board will ensure that new members have experience that will allow the Board to:

- Ensure that the school operates consistent with this charter in every respect and achieves the academic goals set here and as those goals may be updated from time to time by the Board
- Oversee the quality of the educational program and collect assessment and other data that demonstrates the level of academic achievement and growth
- Effectively oversee the management of public funds, and will require monthly reports with independent evidence to verify appropriate use of funds
- Oversee and collect reports on the school's legal compliance and requests from its authorizer, using the authorizer's Performance Framework as the basis for judging compliance
- Represent the school's stakeholders well, including parents and the surrounding community
- Sustain its governing capacity throughout the startup and then through ongoing operations

STRUCTURE AND ORGANIZATION



The above organizational chart demonstrates the reporting relationships between the bodies that make up the school's leadership and operational structure. The school's staff will all report to the Director, who is the sole employee of the school that reports to the Board. The performance of all other employees, from the Board's standpoint, is a reflection on the performance of the director.

The Board will also directly work with the Business Administrator, which will report to the director but also serve an important function of accountability to the Board. The director will report on financial matters to the Board, and the Business Administrator, which has a direct link to the Board, will verify the reports' accuracy and act as an independent check on the director's data

given to the Board. The Board will make decisions about the Business Administrator's development and continued employment.

The Board will also establish some Board-level advisory committees made up of Board members and non-Board members, including employees, parents, community members, or other volunteers. These committees will serve to gather data, research topics, review reports in more detail, and make recommendations to the Board for action on policy or action. These committees also make good training and proving ground for potential new Board members. The school director will also establish committees that report to the school, serving the same purpose for the management side of the school. Those committees will not report to the Board, and any recommendations they may make will be implemented at the discretion of the Director.

TRAINING

While American Academy of Innovation's Board has a good mix of experience, expertise, and, of course, dedication to the school and its mission, it's also true that this group has never worked together in this capacity before. The Board understands that it needs and will seek ongoing training in how to govern effectively and achieve its goals. To that end, the Board will ensure that its own capacity for quality governance is maintained and increased. The Board has two prime methods for achieving, maintaining, and increasing quality governance.

First, all new Board members will be required to complete the GBOT training modules provided by the State Charter School Board within their first year on the Board. Each time a Board member is elected to a subsequent term, that Board member will again complete the GBOT training modules over the course of that term. This practice will ensure that Board members are up-to-date on changes in charter law and best practices, as well as receiving continuing education in the priorities of the school's authorizer. Second, the Board will engage the Utah Association of Public Charter Schools or another entity with expertise in Board governance to provide ongoing Board training.

EVALUATION AND ACCOUNTABILITY

The Board will adopt a calendar by which it will receive reports from the school administration on the following:

- Progress toward the achievement of Board- and charter-defined goals
- Copies of all reports sent to the school's authorizer
- Verification that reports required by other state agencies have been submitted
- Annual survey results from an independent source of the satisfaction of students, parents, and staff (American Academy of Innovation intends to begin using the Indicators of School Quality [ISQ] survey developed by Utah State University)
- Records of formal complaints submitted to the Board according to the Complaints Policy and their outcome
- Financial statements showing actual data in relation to the school's budget as well as annual reports and financial statements from auditors

Reviewing this data will allow the Board to effectively evaluate the performance of its school leadership by focusing exclusively on *outcomes as measured by accurate data*. The adopted

calendar will ensure that the Board receives data and reports on a cycle that coincides with the data's availability and submission to other parties. The Board will collect this data and annually make a data-driven judgment about the effectiveness of the school's director. This data will lead to either a performance bonus to the school leadership, a requirement that the director submit a school improvement plan detailing how any shortcomings will be addressed and improved, or a timely change in school leadership.

To evaluate the Board's own performance, Board members and key staff will complete a Board Meeting Evaluation at the end of each Board meeting, which asks questions about the quality of the data the Board received and of the Board's own behavior. This feedback will guide the Board in targeting training to areas that currently need improvement. This pace will continue until all Board members have completed GBOT training modules and the six-part training program described above. After that time, these meeting evaluations will be completed quarterly.

The Board's stewardship will also be measured by its compliance with the Quality Governance component of the State Charter School Board's performance framework. The Board will review its performance report from the SCSB annually and target training and reports to improving any areas shown to be below standard. Additionally, the ISQ results will be analyzed for details about Board performance, as will the results of any accreditation visit or report.

American Academy of Innovation's Board understands that new circumstances will always arise, new Board members will rotate on and off, laws and expectations will change, and that the Board's experience will continue to refine Board expectations and raise the bar for quality performance. Therefore, the Board will continually invest in its own governance capacity.

ARTICLES OF INCORPORATION

**ARTICLES OF INCORPORATION
OF
American Academy of Innovation**

We, the undersigned natural persons all being of the age of eighteen years or more, acting as incorporators under the Utah Non-Profit Corporation and Cooperative Association Act, adopt the following Articles of Incorporation for American Academy of Innovation:

Article I

The name of the corporation is American Academy of Innovation.

**Article II
DURATION**

The period of duration of American Academy of Innovation is perpetual.

**Article III
PURPOSE**

- (a) To act and operate exclusively as a nonprofit corporation pursuant to the laws of the State of Utah
- (b) To provide educational services to students in the Salt Lake County area as a public charter school.
- (c) To help prepare students to be successful in the international community.
- (d) To collaborate with other schools in the United States and other countries with the intention to provide scenarios from research to be used in project and problem based learning, as well as to promote student exchange between educational institutions.
- (e) To engage in any and all activities and pursuits, and to support or assist such other organizations, as may be reasonably related to the foregoing, which are substantially similar to the foregoing and which are or may hereafter be authorized by Section 501(c)(3) of the Internal Revenue Code and are consistent with those powers described in the Utah Nonprofit Corporation and Cooperation Association Act, as amended and supplemented.
- (f) To solicit and receive contributions, borrow money, purchase, own and sell real and personal property, to make contracts, and to engage in any activity "in furtherance of, incidental to, or connected with the furtherance of the corporation's goals, namely the creation and operation of a public charter school."
- (g) This organization is organized exclusively for charitable purpose within the meaning of section 501(c)(3) of the Internal Revenue Code.
- (h) Upon the dissolution and winding up of this organization, after paying or adequately providing for the debts and obligations of the organization, the remaining assets shall be distributed to a nonprofit fund, foundation, or corporation organized and operated exclusively for the purposes specified in section 501(c)(3) of the Internal Revenue Code and which has established its tax-exempt status under that section.
- (i) No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for

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JUN 12 2014
Utah Div. of Corp. & Comm. Code

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Date: 06/12/2014
Receipt Number: 5626302
Amount Paid: \$30.00

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No part of the net earnings of the corporation shall inure to the benefit of, or be distributable to, its members, trustees, officers, or other persons, except that the corporation shall be authorized and empowered to pay reasonable compensation for services rendered to the corporation and to make payments and distributions in furtherance of the purposes set forth herein;

No substantial part of the activities of the corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation, and the corporation shall not participate in, or intervene in (including the publishing or distribution of statements) any political campaign on behalf of any candidate for public office except as authorized under the Internal Revenue Code of 1954, as amended;

The corporation shall not carry on any other activities not permitted to be carried on (a) by a corporation exempt from Federal income tax under 501(c)(3) of the Internal Revenue Code of 1954, as amended (or the corresponding provision of any future United States Internal Revenue law).

Article IV

MEMBERS

The corporation shall not have any members.

Article V

BY-LAWS

Provisions for the regulation of the internal affairs of the corporation shall be set forth in the By-Laws.

Article VI

DIRECTORS

The number of directors of American Academy of Innovation, their classifications, if any, their terms of office and the manner of their election or appointment shall be determined according to the By-Laws of American Academy of Innovation. Each Director shall hold office until such time as the Director resigns, is replaced by the remaining

Directors or by election, has reached such term limitations as may be imposed by the By-laws or is removed by the school's authorizer pursuant to a Charter School Operating Agreement.

Article VII INCORPORATORS

The names and addresses of the incorporators are:

German M. Lopez de la Madrid, with address at 5806 West Copper Stone Drive, South Jordan, Utah 84095.

Shane T. Clark, with address at 5831 West, Copper Stone Drive, South Jordan, Utah 84095.

Rodayne Esmay, with address at 11629 South, Sunny Stone Dr. South Jordan, Utah 84095

Kevin Robison, with address at 4432 Silent Rain Dr. South Jordan, Utah 84095.

Ann Sharp with address at 5798 W. Drive, South Jordan, Utah 84095.

Article VIII REGISTERED OFFICE AND AGENT

The address of the corporation's initial registered office shall be:

5806 West Copper Stone Drive, South Jordan, Utah 84095.

Such office may be changed at any time by the Board of Trustees without amendment of these Articles of Incorporation.

The corporations initial registered agent at such address shall be:

German M. Lopez de la Madrid

I hereby acknowledge and accept appointment as corporate registered agent.

Article IX PRINCIPAL PLACE OF BUSINESS

The principal place of business of American Academy of Innovation is at 5806 West Copper Stone Drive, South Jordan, Utah 84095.

ARTICLE X AMENDMENT

These Articles may be amended from time to time, in whole or in part, by the affirmative vote of two-thirds (2/3) of the Directors; provided that no amendment that diminishes the rights of USCSB shall be adopted without the approval of USCSB. Any such amendments shall be consistent with the corporation's status as a tax exempt organization under Internal Revenue Code Section 501(c)(3).

In Witness Whereof, We, have executed these Articles of Incorporation in duplicate this eleventh day of March 2014, and say:

That they are all incorporators herein; that they have read the above and foregoing Articles of Incorporation; know the contents thereof and that the same is true to the best of their knowledge and belief, excepting as to matters herein alleged upon information and belief and as to those matters they believe to be true.

German M. Lopez de la Madrid
NAME OF INCORPORATOR

BYLAWS

BYLAWS OF AMERICAN ACADEMY OF INNOVATION

ARTICLE I ORGANIZATION

1. The name of the organization shall be American Academy of Innovation.
2. The organization shall not have a seal but may design a logo.
3. The organization may at its pleasure by a vote of the Board of Trustees change its name with a 2/3rds vote, pending approval from the authorizer.

ARTICLE II PURPOSES

American Academy of Innovation, a Charter School, has been formed, and established to provide public education pursuant to Utah Charter School laws.

ARTICLE III GOVERNANCE

American Academy of Innovation shall be governed by the Board of Trustees. All procedures; rights and duties for the proper operation of the Board of Trustees are outlined by the Board of Trustees. The duties, rights, responsibilities and authority of the Board of Trustees are as found in the charter and as outlined below. All governance of the school will be consistent with applicable state and federal law.

ARTICLE IV BOARD OF TRUSTEES

The Board of Trustees shall govern American Academy of Innovation. The total number of members shall be at least five and shall not exceed nine. The Board of Trustees shall be made up of the Trustees at the time of the adoption of these Bylaws and other members appointed consistent with these Bylaws. The initial trustees at the time of incorporation shall serve staggered terms, with equal an equal number of members having terms that expire one, two, and three years from the date of incorporation. Trustees who take or are re-appointed after the date of incorporation shall hold office until such time as the member resigns or is removed consistent with these bylaws, or has completed a term of three years.

The Board of Trustees shall have the governance and oversight of the affairs and business of American Academy of Innovation. Such Board of Trustees shall only act in the name of the organization when it shall be regularly convened after due notice to the public of such meeting. The Board shall decide organizational matters only at properly noticed public meetings of the Board where a quorum of the Board is participating and only by a majority vote of the Board members.

A majority of the members of the Board of Trustees shall constitute a quorum and the meetings of the Board of Trustees shall be held not less than quarterly on a schedule adopted by the Board of Trustees. The Board of Trustees may make such rules and regulations covering its meetings as it may in its discretion determine necessary.

A member may be removed when sufficient cause exists for such removal and by two-thirds (2/3) vote of the remaining members. The Board of Trustees may entertain charges against any member. At any hearing for removal, the accused member may be represented by counsel. The Board of Trustees shall adopt such rules for this hearing as it may in its discretion consider necessary for the best interests of American Academy of Innovation.

The Board of Trustees shall select from one of their members a Chair. The Chair shall preside at all meetings and prepare the agenda for each meeting. The Chair will be chosen by the majority vote of the Board of Trustees. She/he shall be one of the officers who may sign the checks or drafts of the organization.

The Board of Trustees may select from one of their members a Vice Chair. The Vice Chair shall, in the event of the absence or inability of the Chair, become acting Chair of American Academy of Innovation with all the rights, privileges and powers associated with that office.

The Board of Trustees shall select from one of their members a secretary. The Secretary shall keep the minutes and records of the organization. It shall be his or her duty to file any certificate required by any statute, federal or state. She/he shall give and serve all notices to members of American Academy of Innovation. She/he shall be the official custodian of the records of American Academy of Innovation. She/he may be one of the officers required to sign the checks and drafts of the organization. She/he shall submit to the Board of Trustees any communications, which shall be addressed to him or her as Secretary of the organization. She/he shall exercise all duties incident to the office of Secretary.

Board of Trustees shall select from one of their members a Treasurer. The Treasurer shall ensure the individuals or organizations that manage and have control and custody of the monies belonging to the organization. She/he shall be one of the officers who shall sign checks or drafts of the organization. She/he shall exercise all duties incident to the office of Treasurer.

The Board of Trustees shall authorize the hiring and fix the compensation of the School Executive Director or Charter Management Organization. The Executive Director or Charter Management Organization shall authorize the hiring and set the compensation of all other employees.

ARTICLE V COMMITTEES

The Board of Trustees may appoint all committees of American Academy of Innovation. Committees have no authority except those specifically delegated to them in action by the Board.

ARTICLE VI INDEMNIFICATION

American Academy of Innovation shall indemnify any and all persons who may serve or who have served at any time as members or officers, and their respective heirs, administrators, successors, and assigns, against any and all expenses, including amounts paid upon judgments, Board of Trustees fees, and amounts paid in settlement (before or after suit is commenced), actually and necessarily incurred by such persons in connection with the defense or settlement of any claim, action, suit, or proceeding in which they, or any of them, are made parties, or a party, or which may be asserted against them or any of them, by reason of being or having been members or officers, except in relation to matters as to which any such member or officer or former member or officer shall be adjudged in any action, suit, or proceeding to be liable for his or her own negligence or misconduct in the performance of his or her duty. Expenses of each person indemnified hereunder incurred in defending a civil, criminal, administrative or investigative action, suit or proceeding (including all appeals), or threat thereof may be paid by American Academy of Innovation in advance of the final disposition of such action, suit or proceeding as authorized by the Board of Trustees, whether a disinterested quorum exists or not, upon receipt of an undertaking by or on behalf of the Board of Trustees to repay such amount unless it shall ultimately be determined that he or he/she is entitled to be indemnified by American Academy of Innovation. Such indemnification shall be in addition to any other rights to which those indemnified may be entitled under any law, bylaw, agreement, vote of members, or otherwise.

ARTICLE VII AMENDMENTS

These Bylaws may be altered, amended, repealed or added to by an affirmative vote of not less than two-thirds of the Board of Trustees, pending approval from the authorizer.

In all cases, these Bylaws shall be compliant with Utah and Federal statutes and rules governing Charter Schools. In cases of any current or future conflict, the statute or rule shall govern.

MINUTES OF THE MEETING WHEN ORGANIZING DOCUMENTS WERE FORMALLY ADOPTED



Meeting took place on August 6th, 2014, 7:00 PM

At 5806 West Copper Stone Dr. South Jordan Utah 84095

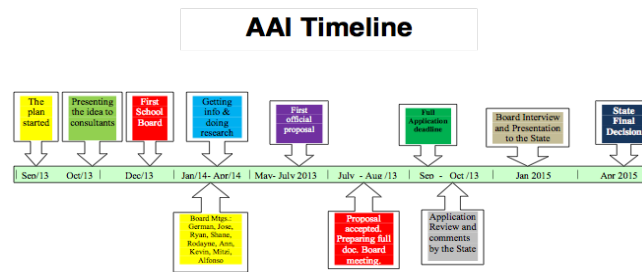
Board members were invited to attend the meeting with two weeks' notice and reminders were sent via e-mail, text and phone calls

Attendees

Ann Sharp, German Lopez, Kevin Robison and Mitzi Fretz. Rodayne Esmay, Shane Clark and Alfonso Flores approved the minutes after the meeting. **Scribe** German Lopez

Agenda

1. Time line for the school process.



2. **State Interview** full application and mtg. Member were aware of the meeting that will be hold the first week of January 2015.

3. **The foundation** of the school (literacy & research). Ann Sharp presented The15 principles of Literacy Instruction. Members had a brief discussion of the impact of those principles within the students and faculty.

4. **Potential Sites.** Members discussed some options of commercial buildings for the school. Members voted and decided to build the school instead of renting an existing commercial property.

5. **School focus** (Project base, 21st century, CTE, leadership). There was a reminder made by German Lopez about the vision of the school.

6. **Opening year.** Members discussed the fact that building the school instead of renting a commercial property will impact the time line.

7. **Partners** (universities, organizations & other charter schools). Some names of potential partners for the school were discussed

8. **Finance Policies, Articles of Incorporation, and Bylaws.** German Lopez presented the articles, bylaws and budget and they were approved unanimously.

9. **Administration.** The need for an Assessment Director was discussed as well as some adjustments on the school structure.

10. There was a reminder about the need to review the sections of the application before submitting it by the end of September.

Next Meeting

NOTES: A week after the meeting, Kevin Robison and Mitzi Fretz expressed their desire to withdraw as board members.

The next meeting will take place after October 16th, when we received the results of the first review of the application.

Next Meeting Agenda Items

Potential sites and potential builders

Adjournment

Meeting ended at 9:00 PM.

Scribe: *German Lopez*

BACKGROUND INFORMATION SHEETS

Background Information Sheet

Name German M. Lopez

Role with school Founder/ Principal

Expertise 24 years on Education and 15 as Business Owner

Statement of Intent:

My role in the governing board is to coordinate the entire project, from doing the research, filling out forms organize meetings and following up with each step of the application.

Not-for-Profit History:

From 1994-1996 I was the President of the Commerce Academy at ITESO, (Instituto Tecnológico de Occidente) in Jalisco, Mexico.

From 1998-1999 I was the President of the Parents Association at the United Kingdom.

From 2005-2008 I worked for Waterford Research Institute (Non-profit Organization) as a manager on international research and project development. I had the opportunity to visit different countries to implement educational research, such as Mexico, Spain, & Taiwan. I was in charge of the implementation three different research projects; the first one with the government of Jalisco, where we had a year program with ISIDM (Instituto de Investigación y Docencia Para el Magisterio) for implementing Technology with Educators of that institution during a year-round program. The second one with the government of San Luis Potosi where we implemented a Research Project using technology with rural schools and schools with special needs. The results of the research were published on the year 2007 in AERA. The third project took place in Madrid Spain on the years 2007-2008 at the Balder School with Dr. Isauro Blanco, where we coordinate the implementation of a research project in the school.

I also worked in the Marketing Department of Salt Lake Community College from 2001-2002 and from 2003-2012 as an Adjunct Professor of Business.

On 2013 Started an innovation company called Innova Globe LLC, working with universities in Mexico such as UNAM and Instituto Politecnico Nacional, on the development of marketing programs for their inventions.

Employment History:

1. **August 2014-Present. Teacher of CTE, Spanish, and computer Science at Endeavor Hall**
2. **Aug 2013- June 2014. Teacher of CTE technology and business at Paradigm High School.**
3. **Aug 2009- Aug 2012 CTE Director and Teacher at Early Light Academy.**
4. **Mar 2006- present. Incos Global LLC, International Business Consultant for business expansion on marketing & research, business development and legal environment. (www.incosglobal.com)**
Companies in Lyon, France (Pignat and Erides), Mexico, GEA Mexico, USA Waterford Research Institute and Stancor.
5. **Jun 2003-May 2012. Adjunct Professor of Foundation of Business and Legal Environment of**

Business, Salt Lake Community College, Salt Lake City, Utah

6. **Jun 2005-Feb2008.** Business Development Manager, Waterford Research Institute, LLC Utah. Non Profit Organization that develops educational software • Assigned a year Pilot Program in Mexican Schools • Develop relationship with agencies in Spain • Provide Business Plans • Prepare Financial Projections • Implement Marketing Strategies • Negotiate with Departments of Education with different state agencies • Provide legal support creating legal entities • Educational researcher and consultant.
7. **May 2003-Aug 2004.** Founder of Vest Aid LLC, Salt Lake City, Utah, provide legal support on Administrative Issues • Development of Marketing strategies • Register New Medical Devices with Federal Drug Administration • Prepare documentation for Imports from South America • Work on provisional patents on devices for people with disabilities.
8. **July 1990-Nov 2000.** Titular Professor of Law, University: ITESO A.C. Bank Law, Commerce Law, Evidence, Insurance, Trust and Contracts • Mentor
9. **Aug 1994-Nov 2000.** Owner of Law Firm ALFIL, Asesoría Legal y Financiera Integral S.C Guadalajara, México. Practice areas include: Civil, Commerce, Trusts, Wills and Estates. During seven years won most of the of cases in Trial Courts, Appellate Courts and Mexican Federal Court of Appeals (Tribunal Colegiado de Circuito)
10. **Jun 1992-Oct 2000.** Instructor for Financial Institution, Instituto Serfin A.C. Seminars for personnel at Financial Institutions in seven states of the country: Jalisco, Colima, Nayarit, Guanajuato, Michoacán, San Luis Potosi and Aguascalientes.

Education History:

J. Reuben Clark Law School, Brigham Young University, Provo, Utah. Master of Law, (Comparative Law) April 2005. Proposal: “Analysis of the Differences in Damages Related With Commercial Transactions in N.A.F.T.A. (2004)”

Salt Lake Community College, Salt Lake City, Utah. Associate of Applied Science Degree, Paralegal Studies, July 2001 - December 2002 Grade Point Average: 3.3

Instituto Superior de Investigación y Docencia para el Magisterio, Zapopan, México. Masters Degree on Research and Education, July 1997 - August 1999 GPA 3.7, Thesis: “Desarrollo de Técnicas Psicopedagogías Para la Enseñanza del Derecho Mercantil en la Universidad” (Development of Pedagogy Techniques for Teaching Commerce Law at University)

Universidad de Guadalajara, Mexico, September, 1981- July 1986 Bachelor Degree in Law. GPA. 3.6. Thesis: “Analysis of the Federal Judicial System, Proposal of changes to articles 95 and 96 of the Federal Constitution”.

Background Information Sheet

Name Ann C. Sharp, Ph D

Role with school School Board Member

Expertise Literacy Expert

Statement of Intent:

My role in the governing board is to guide the governing decisions that impact literacy instruction and to ensure that all students will have the opportunity to increase, improve, and hone their skills as readers and authors in a way that is conducive with best practices guided by scientific research.

Not-for-Profit History:

I am the President of R.I.S.E. Institute for Literacy, a nonprofit organization. R.I.S.E. was created with four purposes in mind.

1. Provide struggling readers, nonreaders, and English language learners access to reading by using instruction that focuses on individual needs, and draws from scientifically based research
2. Inform the public of important issues surrounding literacy
3. Supply valuable resources and information to teachers, administrators, and parents to strengthen their efforts with struggling readers.
4. Afford opportunities for experts to research literacy topics thereby helping to advance the field.

I was responsible for writing R.I.S.E.'s Articles of Incorporation as well as was the originator and co-author of the R.I.S.E. Institute for Literacy Business Plan.

2009-2010 In capacity of President of R.I.S.E. I provided the following volunteer service.

- Director of the Superhero Training Center, a reading tutoring center where struggling readers received one-on-one assistance in improving their reading skills.
 - o Provided analysis of reading strengths and weaknesses for struggling readers and their guardians using the Woodcock Reading Mastery and DIBELS
 - o Guided the tutoring process where all clients made a 1 – 6 year reading gain in less than a year
 - o Trained parents and grandparents in the Next Step Reading Program and in Reading Horizons, an intense phonics supplemental reading program
- Created a website that would disseminate information about best practices in reading and provide resources for struggling readers
<http://www.superherotrainingcenter.org/>
- Earned the not-for-profit status from the IRS
- completed a research project with Nebo School district in the Special Education Classrooms
- Guest speaker for a Webinar
The Development of Young Children's Spelling Ability, by Dr. Ann C. Sharp (August, 2009).
http://www.readinghorizons.com/community/webinars/developing_students_spelling.aspx
- Guest Lecturer for LDSEHE and UHSE. (2009)

2011-2014

Due to my responsibilities as assistant professor at Utah Valley University, my current activities have been limited to an occasional tutoring service and board meetings. R.I.S.E.

Institute for Literacy is in the process of seeking an executive director to lead out in the perpetuation of the organization's mission.

Employment History:

PROFESSIONAL POSITIONS

<i>Institution</i>	<i>Position</i>	<i>Year</i>
Utah Valley University	Assistant Professor	2010-present
Utah Valley University	Visiting Literacy Lecturer	Spring, 2010
R.I.S.E. Institute for Literacy, Inc.	President	2009-present
Brigham Young University	Instructional Researcher	2006-2009
University Nevada, Las Vegas	Part time Instructor	2002-2006
University Nevada, Las Vegas	Research Assistant	2001-2005
Granite School District	Elementary School Teacher	1991-2001

COMMITTEES

<i>Institution</i>	<i>Committee</i>	<i>Year</i>
Utah Valley University	UVU Curriculum Committee	2011-present
	UVU Scholarly and Creative Activities Council	2010-2013
	McKay Elementary Education Public Relations and Publicity Committee	2010-present
	McKay Elementary Education Admissions and Retention Committee	2010-present
	Chair, McKay Elementary Education Curriculum Committee	2011-present
	McKay Elementary Education Literacy Committee	2011-present
University Nevada Las Vegas	Educational Psychology Liaison to Clark County District Reading Coaches	2004-2005
University Nevada Las Vegas	Student Technology Advisory Board	2003-2004

Education History:

EDUCATION

<i>University/College</i>	<i>Fields of Study Major and Minor</i>	<i>Degree</i>	<i>Year</i>
University of Nevada, Las Vegas	Educational Psychology (Dissertation Title: The Development of Children's Orthographic Knowledge: A Microgenetic Perspective)	PH.D.	2006
University of Utah	Education Science of Reading	M. Ed.	2001
University of Utah	Elementary Education Minor: Dance	B.S.	1991

ADDITIONAL PROFESSIONAL COURSEWORK

University/College	Field of Study	Year
University of Utah	Utah Reading Endorsement, Level I & Level II	2001
Weber State University	English as a Second Language Endorsement	1996

SCHOLARLY WORK

Refereed Books

Hall-Kenyon, K.M., Sharp, A.C., & Sabey B.L. (2013). Using Sounds and Letters to Form Words: Developmental Spelling. In B. Culatta, K.M. Hall-Kenyon, & S. Balck (Eds.) *Systematic and Engaging Early Literacy: Instruction and Intervention*. San Diego, CA: Plural Publishing.

Refereed Journals

Sharp, A.C., Escalante, D.L., & Anderson, G.E., (2012). Literacy instruction in Kindergarten: Using the power of dramatic play. *California English*, 18(2). 16-18.

Anderson, G.E., Spainhower, A. & Sharp, A.C. (2014). Where do the bears go? *Young Children*.

Korth, B. B., Sharp, A., & Cullatta, B. (2010). Classroom-Based Supplemental Literacy Instruction: Influencing the Beliefs and Practices of Classroom Teachers. *Communication Disorders Quarterly*, 31, 113-127.

Sharp, A.C., Sinatra, G. M., & Reynolds, R.E. (2008). Children's Orthographic Development: A microgenetic perspective. *Reading Research Quarterly*, 43(3) 206-226.

Sharp, A.C., Reynolds, R.E., Brown, K.J. Morris, A., & Gunn, S. (2005). First Grade Reading Instruction Empowered Through Research-Based Knowledge. American Reading Forum Online Yearbook. URL: "http://www.fda.state.edu/arfonline/yearbook"

Non-Refereed Publications

Systematic and Engaging Early Literacy Instruction (SEEL) <http://education.byu.edu/projectseel/>
Served as a skill-based expert for the SEEL administrative team in a collaborative effort to develop curriculum, activities, & mini units for Kindergarten.

SEEL Kindergarten Word Study Activities <http://education.byu.edu/projectseel/> Developed and field tested 30 word study activities to promote phonics and spelling skills within the SEEL Kindergarten curriculum.

Podcast: Interview with Dr. Ann C. Sharp, Orthographic (Spelling) Knowledge (October 20, 2008) Voice of Literacy, national podcast, College of Education, University of Missouri
<http://voiceofliteracy.missouri.edu/search.php> or <http://www.voiceofliteracy.org/posts/27490>].

Webinar: The Development of Young Children's Spelling Ability, by Dr. Ann C. Sharp (August, 2009).
http://www.readinghorizons.com/community/webinars/developing_students_spelling.aspx

Superhero Training Center Website, content author, (2009-present). <http://www.superherotrainingcenter.org/>

Unpublished Research

Sharp, A.C., Lawrence, B., Culatta, B. & Hall-Kenyon, Kendra (submitted), Kindergarten spelling instruction: A deliberate attention to spelling research in the context of playfulness. *Elementary School Journal*

PROFESSIONAL ORGANIZATIONS

Association of Literacy Educators and Researchers (ALER)	2011-present
International Reading Association (IRA)	2008-present
Society for the Scientific Study of Reading (SSSR)	2006-2009

American Education Research Association, (AERA) Divisions C & K	2004-2009
American Reading Forum (ARF)	2004-2005

CONSULTING

Literacy Consultant for Families of Home Education	2008 -2009
Reviewer for Plural Publishing	2011-2012
Invited presenter at Waterford School: Early Literacy Instruction	2013, April 30

RECOGNITION

UVU Faculty in Excellence Award	2014
UVU McKay Education Graduate Mentor Award	2012
UNLV Educational Psychology Department's Dissertation of the Year Award.	2006
UNLV Educational Psychology - Graduate of Distinction	2006
UNLV Graduate & Professional Student Research Forum, first place winner of the Humanities Poster Session entitled The Development of Children's Orthographic Knowledge: A Microgenetic Perspective.	2006
UNLV Graduate & Professional Student Research Forum, second place winner of the Humanities Poster Session entitled Research-based tutorial: Ten and Eleven Year Old's Successful Implementation.	2005

Background Information Sheet

Name: Shane Clark
 Role with school: Board member
 Expertise: Business and related experience

Statement of Intent:

As a board member for this new charter, I am excited to see and be part of the beginnings of this exciting new school. I hope to bring my passion for education, along with my experience founding and running a successful business (which utilizes significantly both technology and a project-based work environment), to help American Academy of Innovation succeed in enriching the lives of children in this community. There is a great need for this school, which focuses its charter on new technologies and project-based learning outcomes.

Not-for-Profit History:

None.

Employment History:

I am a founding partner in Datawise, a data processing and analysis firm, focusing on marketing, political, and public affairs survey research. Begun in 2003, Datawise is headquartered in Draper and now employs more than 30 people. I am the managing partner for the firm, handling all aspects of marketing and customer relations, as well as operational needs for the firm. I also provide consultative and analytic services for numerous clients on custom survey research projects.

Prior to starting Datawise, I served as Vice-President for Public Opinion Strategies, headquartered in Alexandria, Virginia. Public Opinion Strategies is one of the nation's largest political and public affairs researchers. I managed the accounts and conducted custom research for a range of clients, including the National Association of Broadcasters, the Air Transport Association, the Pittsburgh Technology Council, DeVry University, and a range of political campaigns from the local to the presidential level.

Education History:

I am a graduate of Brigham Young University, with a BA in English.

Background Information Sheet

Name: L. Rodayne Esmay

Role with school: Governing Board Member

Expertise: My personal specialization lies in the digital media disciplines. I have nearly twenty years in industry, and 15 years in the classroom at Salt Lake Community College and Utah Valley University. I just completed ten years of service at UVU, where I am a full professor in the Department of Digital Media. I also served for four years as the chair of this department.

Statement of Intent:

My role in the governing board is: Ensure course curriculum and learning outcomes are tied to industry standards.

Not-for-Profit History:

Fifteen years of experience with higher education in the State of Utah, including leadership roles in academics, and administration with responsibility for curriculum design and implementation, and allocation of resources.

I also serve as an officer on the Board of Directors for the International Digital Media Arts Association, a not for profit academic organization.

Employment History:

1979 – 1988: Philips Electronics. Managed the Media Resource Center where we produced titles for corporate training, marketing and public relations.

1991 – 1998: Designer/Art Director for Allen Communication. Produced interactive multimedia titles for various clients including Ford Motor Co., Toyota Inc., Union Pacific Railroad, American Express, Dean Witter, Prudential Securities, Hughes Medical, IBM, Hewlett Packard, and the United States Air Force.

1998 – 2003: Assistant Professor, Salt Lake Community College

Designed and implemented digital media curriculum. Served as chair of the Curriculum Committee for the institution for two years.

Also served as a Concurrent Enrollment Liaison for four years.

2003 – Present: Professor of Digital Media, Utah Valley University

Served as Digital Media Department Chair from 2005 to 2009, responsible for a faculty of eleven, serving over 2,000 students annually. Including faculty salaries and benefits, adjunct faculty compensation, grants, and operational budgets from student fees, etc., this department had an annual budget of between \$1,250,000.00 and \$1,500,000.00.

During the department chair years, the institution implemented the Banner accounting system, and all digital in-house curriculum design tools. I was responsible for annual

curriculum review and revision. Also Utah Valley State College became Utah Valley University during my department chair years and academic changes pursuant to university status were implemented.

Education History:

Bachelor of Arts, Brigham Young University, Provo, UT, (1986)

Master of Fine Arts, Syracuse University, Syracuse, NY, (1990)

Discipline specialization: Digital Imaging

Background Information Sheet

Name Ken Kerren

Role with school Board Member

Expertise Education, Structural Engineering and Business Management,

Statement of Intent:

My role in the governing board is bring my education, business management skills, and leadership experience to bear in successfully launching this school and guiding its future growth.

Not-for-Profit History:

Past President, Utah Section, American Society of Civil Engineers.

Past President, Structural Engineers Association of Utah.

Past Commissioner, Utah State Building Code Commission

Employment History:

2012-present Partially consulting, partially retired.

2005-2012 Lochsa Engineering, Las Vegas, Nevada, Senior Engineer responsible for training.

2002-2005 Cosper, Karren & Roblez, Orem, Utah, Senior Engineer.

1980-2002 Karren & Associates, P.C., Salt Lake City and Provo, Utah.
Principal of structural consulting and design firm. Designing bridges, buildings, towers and roller coaster tracks and supports

1978-1980 Karren Construction, Inc., Provo, Utah. Residential and commercial construction.

1966-1978 Department of Civil Engineering, Brigham Young University, Provo, Utah. Professor of Civil Engineering teaching structural design.

1965-1975 Consultant on Structural Analysis of Missile Stages and Components to Hercules, Inc.

1957-1961 Prestressed Concrete Division, Buehner Concrete Company, Murray, Utah, Assistant Plant Manager and Chief Engineer.

1956-1957 Pipeline division, Phillips petroleum Company, Bartlesville, Oklahoma. Pipeline project development engineer.

1953-1956 Civil Engineer Corps, U.S. Navy, Hawaii and Oklahoma.

Education History:

B. S. Degree from University of Utah, Salt Lake City, 1953
M.S. Degree from University of Utah, Salt Lake City, 1953
PhD Degree from Cornell University, Ithaca, NY, 1965
Major: Civil Engineering with specialties in Structural Engineering and Structural Mechanics

Background Information Sheet

Name: Alfonso Flores

Role with school: Advisor

Expertise: Accounting, Risk Management, General HR and Managerial Skills

Statement of Intent:

My role in the governing board is Advisor.

- As an Advisor I intent to help as much as I can with ideas and counsel to the best of my abilities, share all the knowledge I've acquired from my previous experiences, training and education, to help this project become an efficient, productive and successful project.
- I have always been passionate for education since my early days; my father was an educator, and from him, I learned the importance of giving young minds the opportunity and the resources necessary for them to be creative, inventive and to excel in life. I believe that throughout efforts like this we can provide those in a very effective way.

Not-for-Profit History:

- For two years worked for a non-profit organization in Mexico, away from home, I worked with no salary paying for my own expenses as a Financial Secretary and Supplies Clerk, some of my responsibilities were:
 - Budgeting, bookkeeping and reporting financial statements.
 - Ordering, distribution and inventory of educational and research materials.
 - Accounts receivable and disbursement of funds.
- I have worked several community organizations and churches where I've lived, helping in charitable activities, educating (mostly the Latino Community) and providing Interpreting and Translating services at no charge.
- For several years I have volunteered as a leader in the Boy Scouts of America helping young boys learn and experience essential life skills.

Employment History:

The Insurance Center, LLC.

Insurance Agent

- Risk management assessment.
- Marketing and planning to increase portfolio of clients.
- Revise and improve procedures to increase productivity.
- Bilingual costumer service, educating Latino clients about insurance.

A-1 Sprinklers, Inc.

Office Manager

- Management and direction of all operations.
- Creation of new forms and reports.
- Account receivables, account payables and financial reporting.
- Material and supplies ordering, inventorying and management.

Horizon Investment & Management Co.

Vice President

- Supervise the hiring and training of managers, maintenance and office staff.
- Supervise payroll and benefit packages of employees.
- Supervise budget, planning and management of operational expenses.
- Supervise account payables and receivables of several properties.
- Supervise administrative and operational work of several properties.
- Supervise operational and financial reporting of several multifamily properties.
- Supervise purchasing and account payables/receivables for multifamily properties.
- Member of the board of trustees of a Home Owners Association.

Todd Hollow Apartments

Regional Property Manager

- Hire, training and supervise, maintenance and office staff.
- Budget, planning and manage operational expenses.
- Manage and supervise administrative work.
- Contract and supervise independent vendors/contractors.
- Manage account payables, receivables and payroll.

OXXO Convenience Store

Store Manager

- Hire, training and supervise personnel.
- Ordering and receiving merchandise.
- Bookkeeping and general operation of the store.
- Inventory control and payroll.

Sociedad de Ayuda Mutua S.C.

Financial and Supplies Clerk

- Budgeting, bookkeeping and reporting financial statements.
- Ordering, distribution and inventory of materials.
- Accounts receivable and disbursement of funds.

University of Chihuahua

Electronics Technician

- Substitute teacher for basic computer courses.

Education History:

2012 – 2013 - **Utah Valley University** - Heber City, UT

- Accounting for Small Business.
- Intuit QuickBooks practical applications.
- Utah Insurance Law.

2007 – 2008 - **Institute of Real Estate Management** - Salt Lake City, UT

- Accredited Residential Manager ARM®
- Site Property Management.

2003 – 2006 - **Horizon Management Group** - Salt Lake City, UT

- Real Estate Brokerage.
- Property Management.
- Low Income Housing Compliance.

1999 – 2001 - **Salt Lake Community College** - Salt Lake City, UT

- 2 years on Associates degree on Applied Sciences as part of my Plumbing Apprenticeship.

1995 – 1997 - **Chihuahua Technologic II** - Chihuahua, MX

- 2 years on Computer Science and Electronic Systems major.

1991 – 1992 - **University of Chihuahua** - Chihuahua, MX

- Diploma on Applied Information and Computer Systems.

AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name: GERMAN M. LOPEZ DE LA MADRID
 Address: 1806 WEST COPPER STONE DR.
 City, State, Zip: SOUTH JORDAN, UTAH 84095

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. Do you intend to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 57-26-3(1) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR AMERICAN ACADEMY OF INNOVATION CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

German Lopez
 Applicant's Signature

Subscribed and sworn before me this 9 day of September Year 2014

County of Salt Lake State of Utah

Notary Public [Signature] My Commission Expires 9/14/14



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name: Ann C. Sharp
 Address: 1784 Garden Stone Circle
 City, State, Zip: West Jordan, UT 84095

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. Do you intend to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 57-26-3(1) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR American Academy of Innovation CHARTER SCHOOL.

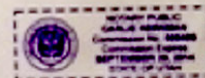
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Ann C. Sharp
 Applicant's Signature

Subscribed and sworn before me this 12 day of September Year 2014

County of Salt Lake State of Utah

Notary Public [Signature] My Commission Expires 9-24-14



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name: Alfonso Flores

Address: 74 Horizon Ave

City, State, Zip: Heber City, UT, 84032

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR CHARTER SCHOOL.

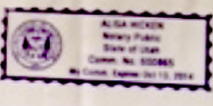
I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]
Applicant's Signature

Subscribed and sworn before me this 5 day of Sept Year 2014

County of Provo State of Utah

Notary Public Alfonso Flores My Commission Expires 10/15



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name: Kenneth W. Karren

Address: 5699 W. Copper Stone Drive

City, State, Zip: South Jordan, UT 84095

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>

A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR Yes CHARTER SCHOOL.


I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

[Signature]
Applicant's Signature

Subscribed and sworn before me this 23 day of Oct Year 2014

County of Salt Lake State of Utah

Notary Public [Signature] My Commission Expires Feb 15 2017



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Larry Rodayne Emmy
 Address 4931 W. DAYBREAK PREVIEW
 City, State, Zip SALT LAKE, UT 84095

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>


A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Larry Rodayne Emmy
 Applicant's Signature

Subscribed and sworn before me this 9 day of September Year 2014
 County of UTAH State of UTAH
 Notary Public Robert D. Dwyer My Commission Expires 01/20/2018



AFFIDAVIT, DISCLOSURE, AND CONSENT FOR BACKGROUND CHECK

Instructions: Return this signed and notarized affidavit with the application.

Name Steve Clark
 Address 5931 Copper Star Dr.
 City, State, Zip SALT LAKE, UT 84095

1. Have you ever been convicted or pled "no contest," or received a plea in abeyance for any violation of law other than minor traffic offenses? If any of the above has occurred, you must answer YES. If the conviction has been set aside, the charges must be disclosed. Please give details on a separate signed, notarized and dated sheet.	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
2. Do you assure to complete a background check within 90 days of charter approval by the State Board of Education? All prospective members of Boards of Directors of charter schools must be willing to submit to a background check within 90 days of charter approval by the State Board of Education. A background check requires fingerprinting consistent with educator-license candidates and public school employees in Utah. The check will reveal all arrests and convictions for offenses above minor traffic offenses that occurred in any state that are on the applicant's record after he was 18 years old. The background check applicant is responsible for the cost of the background check.	YES <input checked="" type="checkbox"/> NO <input type="checkbox"/>
3. Have you ever declared bankruptcy personally in the 7 years preceding the date of this application or has any business entity or corporation in which you have or had "substantial interest" as defined under 67-16-3(15) declared bankruptcy in the 7 years preceding the date of this application?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>
4. Do you have outstanding or unresolved civil judgments against you?	YES <input type="checkbox"/> NO <input checked="" type="checkbox"/>


A background check that reveals offenses that have occurred in the previous five years, recent bankruptcies, or unresolved civil judgments may necessitate further explanation to the chartering entity from a prospective charter school board member. Matters or offenses that remain unresolved or unexplained to the satisfaction of the chartering entity may affect the credibility and/or final approval of a charter school application.

WITH THE SIGNATURE BELOW, PERMISSION IS HEREBY GRANTED TO VERIFY ANY INFORMATION PROVIDED ABOVE FOR CHARTER SCHOOL.

I AFFIRM THAT THE INFORMATION PRESENTED HEREIN IS TRUE AND CORRECT TO THE BEST OF MY KNOWLEDGE.

Steve Clark
 Applicant's Signature

Subscribed and sworn before me this 17 day of Sept Year 2014
 County of Salt Lake State of Utah
 Notary Public Shirley J. Johnson My Commission Expires 01/20/2017



SECTION 7: STAFFING

ORGANIZATIONAL STRUCTURE

American Academy of Innovation's approach to structuring and staffing the school will be guided by this charter and the goals contained in it. That is, the school begins with the end in mind. The school will be charged with accomplishing certain goals. What will the students need to learn to achieve those goals? What kinds and how many teachers will be needed so they master content? What skills will the administration need to train the teachers to accomplish that goal? The answers to these questions make up the school's organizational structure and staffing plan.

NEEDS OF THE EDUCATIONAL PROGRAM

American Academy of Innovation's mission is to combine academic rigor with career technology skills and international partnerships to prepare students for success in a global marketplace. This mission will be implemented using project-based instructional and learning methods along with collaborative relationships with international schools and universities.

The school's **Director**, in addition to taking on the traditional roles of program management, compliance with state law, reporting, managing faculty, dealing with student discipline, public relations, and other general operations, will also have key roles in developing and managing the partnerships with international and local schools and organizations that support the school's mission. The Director will ensure that the Assessment Director and all staff understand the four pillars of the school's educational philosophy and be responsible to build a school culture that is built on and supports those foundational pillars. The Director will also be responsible for the school's academic program and success, and recruit and train quality teachers in project-based instruction and 21st Century instructional skills. Ultimately, the Director's job will be to ensure that the school meets the goals outlined in this charter using methods consistent with this charter, while complying with state law, and building a stable future for continued operation.

The roll of the **Assessment Director** will be similar to a Quality Controller and will chair the assessment department (see Sections 4: Program of Instruction and 5: Performance Measures). This position will be responsible to verify the high quality status of the education given and received at the school. The Assessment Director will compare the students' progress with the school goals as well as with national and local performance standards and results, assess and interpret student's progress and keep track and report the data to the school director, teachers, students and parents. Working with faculty, the Assessment Director will distribute resources, tools, examples and templates to teachers for use in classrooms and projects and ensure teachers, particularly early years teachers, get the training, development, and guidance they need to continue certification, maintain CACTUS records for the school, serve as Title I director for the school, as well as other administrative functions.

The **teachers** and faculty will exemplify the four pillars of the school's educational philosophy in their behavior and classroom management. Teachers will be recruited taking in consideration

their willingness to develop leadership qualities as well as to learn the 21st Century skills and the ideal candidates should have a portfolio of instructional projects and plans. Teachers will be expected to implement strategies across curriculum and grade levels and discipline, working with other teachers on curriculum-wide projects that involve all aspects of the academic spectrum—math, science, language arts, and social studies, and be willing to grade students along with other teachers on large multi-disciplinary projects.

American Academy of Innovation knows not all teachers, particularly in the first year, will likely come with these skills. Therefore the school has budgeted and planned for professional development to assist all teachers develop these skills over time, and will prioritize hiring one mentor teacher with significant project-based learning, collaborative, and leadership experience (See “Recruiting Strategies” subsection below.) These mentors will receive a stipend to serve as a team-lead, modeling for and counseling other faculty on developing these skills and providing that experience through guided practice and assistance in developing lesson plans and projects throughout the year.

The **Counselors** will work under the direction of the Assessment Director to work individually with students on crafting academic plans that guide the selection of electives and class placement at the school. Each student will have an CCR plan to guide their course of study at American Academy of Innovation, and the counselors will ensure each student’s plan is implemented successfully by faculty; they will monitor progress to see that each student is on track to complete their plan prior to graduation. The Counselors will develop a matrix by which to survey and measure students’ academic work and performance which will reflect their progress across the four pillars of the school’s philosophy.

The **Special Education Director (Assessment Director)** will ensure that the same philosophy and program that guides the school as a whole will be modified as necessary so students with disabilities can also develop those skills as determined by a student’s Individualized Education Program (IEP). IEPs will be written such that individual needs are addressed based on students’ abilities, with the goal of developing 21st Century Skills through collaborative, project-based learning for all students to develop the leadership skills necessary for global success.

The **Media Specialist** will be familiar with all the technology, tools, materials and resources and will ensure all students at the school, as well as the faculty, have access to those tools and resources that enable quality projects. The “library” at American Academy of Innovation will not resemble a traditional library with individual desks set apart around stacks of books. Rather, the media center will be designed with labs, groups, and clusters of work areas to facilitate collaboration and the latest technology tools and resources available so students can use the four pillars in all their academic work.

Other support staff will include school **secretaries** and **janitorial** staff, which will fill a more traditional role of making sure the school’s facility is in good repair and maintains standards of cleanliness that support the program, and that the teachers are supported in their administrative needs. It is expected that, like all faculty and staff, support staff will also imbue the pillars throughout their work—showing leadership, working collaboratively, and using the latest technology and skills to accomplish their work.

The **School Business Administrator** will fulfill the business administration role, as outlined below.

ROLES AND RESPONSIBILITIES

Each employee in any position at the school is expected to support the school's culture of collaborative leadership to achieve the school's mission using the four pillars. The focus and importance of each role in relation to the mission is explained above. This section will list each position along with a list of tasks and day-to-day responsibilities. It is important to understand that the school's approach to accountability is not to judge performance by the checking of boxes in a job description, but by the achievement of outcomes. The achievements of school-wide goals as developed by the Board and Administration from time to time and as contained in this charter are paramount for success. For teachers, the academic and individualized plan implementation is critical for the success of their students. For support staff, their contribution to the school's culture and overall school performance is also vital. For details of these accountability plans, see "Accountability and Incentives" in the "Staffing Plan" subsection below.

SCHOOL DIRECTOR

This is most important role at the school. The "Job Description" of the Director will be as follows: "The Director is responsible to ensure that the school achieves its goals as contained in the school's charter and that the board may adopt from time to time; that the methods used to achieve those goals is consistent with the methodology, philosophy, and content of the charter; that the school complies with laws, rules, and regulations, and reports such compliance as required to its Authorizer and state authorities; and that the school is fiscally sound and strong."

The director will likely be German Lopez, one of the founders of the school whose resume, background, and philosophy are included with this application. Mr. Lopez has the skills, experience, and international contacts to successfully implement the school's vision.

ASSESSMENT DIRECTOR

The **Assessment Director**, not yet identified, is responsible to the School Director for the quality of instruction, curriculum, and student academic achievement. In addition to the broad responsibilities described above, the day-to-day tasks of the assessment department will include:

Educational and Program Management

- ⚙ Supervise instructional and curriculum staff and services to address student achievement
- ⚙ Devise, implement and evaluate instructional development programs
- ⚙ Evaluate the quality of the school's program and chair the assessment department
- ⚙ Oversee learning style assessments and teaching strategy implementation
- ⚙ Supervise teachers and aides, regularly observe classes and groups, and coordinate the development of training programs in methods, content, and structure

- ⚙ Assist in hiring, supervision, evaluations and terminations of instructional staff
- ⚙ Implement effective educational process through the collection and interpretation of student data
- ⚙ Coordinate with the school director and other administration to ensure the school instructional programs further the school's mission
- ⚙ Work with the School Director and Business ESP to coordinate state and federal reports of fiscal data
- ⚙ Manage the instructional professional development program

Classroom Management and Organization

- ⚙ Train teachers in methods of classroom preparation to enhance instruction as prescribed by charter's curriculum and methods

Special Education

- ⚙ Coordinate with the Special Education and classroom teachers on students' Individual Education Plans to ensure all modifications are met
- ⚙ Ensure that Special Education Director (Assessment Director) attends regular LEA meetings provided by the State and follow up on content of trainings
- ⚙ Keep abreast of changing laws and regulation that apply to Special Education
- ⚙ Ensure General Education teachers are trained on Special Education needs of students
- ⚙ Ensure annual and periodic special education data uploads and reporting meets appropriate state and federal requirements

Communication

- ⚙ Establish rapport with parents, students, school staff, and board members
- ⚙ Create and maintain a professional relationship with colleagues, students, parents, and community
- ⚙ Communicate and assist in teacher communication with parents regarding student progress
- ⚙ Maintain communication with parents, staff, and other educational professionals to circulate professional research, ideas and information.

Evaluation and Reporting

- ⚙ Provide/receive student performance measurements to/from classroom teachers who will keep an accurate, up-to-date record of student performance and progress throughout the year
- ⚙ Meet with parents as requested to discuss needs and progress of students.
- ⚙ Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws

BUSINESS ADMINISTRATOR

American Academy of Innovation intends to keep all governance and managerial services within the school. However, it may choose to get some services in the future through outside parties through consultant or management contracts.

In addition to the mission-specific responsibilities described above, the day to day tasks of the Business Administrator will include

Financial Management

- ⚙ Establish, maintain, and analyze and evaluate accounting practices, systems, and controls
- ⚙ Coordinate required state audits and reports with appropriate accounting firm and state agencies
- ⚙ Assess and process all purchase orders and check requests and manage budget by certifying available funds; get proper authorization according to school policy
- ⚙ Reconcile and manage all school accounts, including bank and purchase card accounts
- ⚙ Collaborate with school administration to project student enrollments, staff needs, building and facility needs, energy needs, capital equipment needs and other cost items for school improvement
- ⚙ Monitor the overall school budget and see that programs are cost effective and funds are managed effectively
- ⚙ Prepare all related reports including USOE reports, other state and federal reports, tax reports and other accounting reports as necessary
- ⚙ Negotiate favorable purchasing agreements for materials and supplies; follow state procurement law and school purchasing policies
- ⚙ Track school revenue and make bank deposits
- ⚙ Seek additional funding through direct fundraising, government and private grants and constituency donations
- ⚙ Report monthly to the Board regarding all financial matters of the school and meet weekly or as requested with the director, board chair or treasurer

Facilities Management

- ⚙ Track the school's assets and work with school administration to inventory and maintain the school's property, curriculum, and supplies
- ⚙ Calculate the depreciation of assets for inclusion in the budget
- ⚙ Maintain and direct sales of surplus equipment for disposal
- ⚙ Oversee maintenance of replacement cost-asset inventory for insurance purposes
- ⚙ Oversee the drafting of bids and bid specifications for new equipment purchases
- ⚙ Coordinate with school janitorial and maintenance staff
- ⚙ Prepare reports related to the school's facility and any related financing
- ⚙ Recommend and budget for capital improvements to the facility as needed

Human Resource Management

- ⚙ Keep accurate employment records of all school employees, including required electronic records and databases
- ⚙ Orient new employees through the school's HR policies and benefits
- ⚙ Ensure employees complete necessary paperwork, background checks, and training
- ⚙ Check references of new employees

- ⚙ Complete regular payroll, including collection of time cards, calculation of deductions, and payment of employees, benefit providers, and associated taxes
- ⚙ Coordinate with school administration on the management of employee assignments within the school
- ⚙ Administer employee benefit plans and coordinate with benefit providers; work with the Board and Administration in developing benefit plans as necessary

Legal Compliance

- ⚙ Ensure policies established by federal and state law that apply to charter schools and local board policy in business operations are followed
- ⚙ Manage all hardcopy and computerized reports, records, and other required documents related to Business Management responsibilities
- ⚙ Compile and review monthly financial statements and budget reports
- ⚙ Act as liaison with Division of Risk Management and other insurance providers
- ⚙ Complete state audits and reports
- ⚙ Report monthly to the Board
- ⚙ Meet weekly or as needed with the Board Treasurer or Chair

TEACHERS

In addition to the mission-specific responsibilities described above, the day to day tasks of teachers will include:

- ⚙ Plan and implement a program of instruction that, while demonstrating a strong grasp of the subject matter, adheres to Charter philosophy, goals and objectives as outlined in the academic program and the Utah State Core Curriculum and Standards.
- ⚙ Keep an accurate, up-to-date record of student performance and progress throughout the year, and meet with parents and communicate with others as needed, assigned, or requested.
- ⚙ Accommodate students with IEPs as required and recognize learning problems making referrals as appropriate.
- ⚙ Oversee and assess teaching assistants, support personnel and other staff working under the direction of the teacher, including thirdparty entities and volunteers.
- ⚙ Maintain confidentiality in all aspects of the job. Ensure that student, staff and family privacy is maintained by withholding any and all personal information on any person(s) from unauthorized recipients.
- ⚙ Contribute to a positive work and school environment by maintaining a positive, pleasant demeanor in all situations and communications.
- ⚙ Attend staff development activities and seminars to enrich job skills and abilities as assigned by administration and attend all required meetings and events as communicated by supervisors and as outlined in company policies and manuals.
- ⚙ Develop, in accordance with Charter guidelines and policy, reasonable rules of classroom behavior and appropriate techniques.
- ⚙ Consistently apply classroom and school behavior management plans.

- ⚙ Take necessary and reasonable precautions to protect students, equipment, materials and facilities.
- ⚙ Ensure school safety by assisting with fire drills and other emergency response drills.
- ⚙ Keep educators' license and endorsements up-to-date and applicable to assignments.
- ⚙ Participate in professional development programs
- ⚙ Keep licensure current and demonstrate growth toward higher levels of certification and Highly Qualified Teacher status

TEACHER ASSISTANT

- ⚙ Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned
- ⚙ Act as a classroom substitute when necessary or when the classroom teacher is unavailable.
- ⚙ Assist teachers with classroom instruction as assigned, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards and teacher plans.
- ⚙ Work with teacher to accommodate students with IEPs as required
- ⚙ Recognize learning and behavior problems and communicate student needs to general and special education teachers as appropriate.
- ⚙ Demonstrate a strong grasp of subject matter.

SPECIAL EDUCATION DIRECTOR (FULL FILLED BY ASSESSMENT DIRECTOR)

Supervisory Responsibilities

- ⚙ Oversee and assess teachers, instructors, assistants, support personnel and other staff working with special education students
- ⚙ Train faculty and staff on all things related to special education
- ⚙ Evaluate the effectiveness of special education staff and outside service providers

Program Management and Compliance

- ⚙ Assist in the creation and outfitting of facilities for students with disabilities
- ⚙ Continually supervise curriculum program to ensure it is pertinent to student's needs
- ⚙ Administer guidance in composing and implementing outside service contracts for special education students
- ⚙ Direct the fiscal aspects of the special education department with the Business Administrator and confirm that programs are cost effective and funds are managed within budgets
- ⚙ Perform all state and federal special education reporting at year end and periodically and as required during the school year
- ⚙ Coordinate and lead the school's state and federal audits of special education reporting and data
- ⚙ Enter special education data accurately into the school's Student Information System to ensure accuracy in reporting and appropriate and adequate funding is received
- ⚙ Ensure that adequate supplies and equipment are available

- ⚙ Evaluate special education program quality through assessment findings, including student achievement data
- ⚙ Stay abreast of and abide by state and charter regulations and policies for charter schools
- ⚙ Advise on policy and program improvements
- ⚙ Confirm that policies established by federal and state law, and the charter policy in area of Special education are being met
- ⚙ Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations

Evaluation and Reporting

- ⚙ Provide student performance measurements to the Assessment Director and classroom teacher who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- ⚙ Meet with parents as requested to discuss needs and progress of students.
- ⚙ Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

Classroom Management

- ⚙ Under the direction of the school director manage student behavior and discipline, primarily for students with disabilities.
- ⚙ Oversee and maintain special education programs and services to meet students' needs.
- ⚙ Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to Individual Education Plans.
- ⚙ Ensure special education referral process requirements are met. Arrange for, or conduct evaluations, advise on placement and program management for each student.
- ⚙ Collaborate with school administration and other service providers (Counselor, Speech Therapist, etc.) and teachers on student Individual Education Plans to ensure all specialized instruction, related services and accommodations are met.
- ⚙ Collaborate with parents, students, and teachers through conferencing on vital issues.
- ⚙ Ensure necessary and reasonable measures are taken to protect students, equipment, materials, and facilities.
- ⚙ Use classroom management plan consistent with students' IEPs, school-wide standards and Least Restrictive Behavioral Environment.
- ⚙ Assist with student discipline including removal of disruptive students from class and escorting students to office.
- ⚙ Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.
- ⚙ Undergo training in managing the behavior of students according to Individual Education Program requirements.
- ⚙ Assist students with disabilities to encourage their access to full participation in the school's regular programs.

- ⚙ Assist teachers with classroom instruction as assigned, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards
- ⚙ Work with teachers to accommodate students with IEPs as required
- ⚙ Recognize learning and behavior problems and communicate student needs to staff as appropriate.
- ⚙ Provide instruction as assigned according to students' IEPs, including providing individualized instruction, working with small groups, teaching sections of lessons, and all other assignments consistent with school standards
- ⚙ Train school staff in appropriate methods and strategies for helping students with disabilities to have access to and participate fully where possible in regular school programs

MEDIA SPECIALIST

In addition to the mission-specific support described above, Media Specialists' day-to-day duties will include:

Media Center Administration

- ⚙ Plans, implements and evaluates the media center's program, policies, and services that support the school's mission and instructional objectives.
- ⚙ Requests and administers the media center budget.
- ⚙ Prepares for the opening of the media center so that services are available from the first day of school until the last day of school.
- ⚙ Serves on appropriate school committees.
- ⚙ Recommends for selection, trains, and may supervise other media center staff.
- ⚙ Assists in planning for adequate media center equipment and supplies.
- ⚙ Maintains the media center so that it is attractive and efficient to use.
- ⚙ Writes reports relating to the media center as necessary or required.
- ⚙ Prepares requests for funds relating to the media center from federal and other resources.
- ⚙ Coordinates public relations highlighting the media center program and services.
- ⚙ Designs a schedule that ensures timely access to media center resources for all students and staff, as well as time for library management activities.

Instructional Support

- ⚙ Collaborates with teachers in implementing integrated instructional activities, applying current instructional strategies.
- ⚙ Prepares bibliographies and lists of resources.
- ⚙ Coordinates a variety of services, including class visits, individual and small group projects.
- ⚙ Serves as information specialist to assist teachers and students in selection and use of instructional and project materials.
- ⚙ Conducts staff orientation to the media center's services and programs.
- ⚙ Provides library/technology in-services training activities for staff.

- ⚙ Coordinates selection of materials for library collections and special units of study.

Resource Management

- ⚙ Develop, updates and publicizes the school library materials selection policy.
- ⚙ Reviews professional journals, bibliographies, selection aids, publishers' catalogs and brochures and routes these to staff as appropriate.
- ⚙ Confers with sales representatives and communicates to staff and administration as appropriate.
- ⚙ Consults with staff and students in evaluating, selecting and acquiring library resources and equipment.
- ⚙ Provides a variety of print and media/technology related resources.
- ⚙ Classifies, catalogs, and organizes the media center's materials for maximum accessibility and availability.
- ⚙ Procures and maintains an inventory of the media center's materials and equipment.
- ⚙ Maintains a system for circulating and retrieving the media center's resources.

Classroom Management

- ⚙ Oversees student discipline and assists teachers with student behavior while students are in the library.
- ⚙ Use classroom management plans consistent with teacher's techniques and school-wide standards.
- ⚙ Share responsibility during the school day for the supervision of students in all areas of the school, including pick-up and drop-off, recess, lunch, assemblies, field trips, and other responsibilities as assigned.

COUNSELOR

In addition to the mission-specific support described above, Counselors' day to day duties will include:

Counseling Plan Development and Management

- ⚙ Uses data to discuss, develop and continually improve the school's comprehensive school counseling program and work with school leaders and suggests and implement improvements to the program
- ⚙ Communicates the goals and objectives of the school counseling program to administrators, teachers, students, parents, and the Governing Board (as requested)
- ⚙ Manage the school's referral process as a part of the schools comprehensive school counseling program
- ⚙ With teachers and administrators, develop individualized program plans for each student
- ⚙ Ensure the comprehensive school counseling program's compliance with applicable standards, laws, rules, and ethical standards of the school counseling profession
- ⚙ Stay abreast of and abide by state and charter regulations and policies for charter schools

- ⚙️ Advise on policy and program improvements
- ⚙️ Ensure that policies established by federal and state law, and the charter policy in area of school counseling are being met
- ⚙️ Gather, manage and file all hardcopy and computerized reports, records, and other documents required by charter, state and federal regulations
- ⚙️ Conduct an annual audit of the comprehensive school counseling program to ensure effectiveness

School Counseling Program Delivery

- ⚙️ Provides leadership and collaborates with other educators in the school-community regarding school counseling needs
- ⚙️ Implements appropriate, prevention-oriented activities to meet student needs and the goals of the program
- ⚙️ Provide individual and group counseling to students with identified concerns and needs
- ⚙️ Uses assessment tools and techniques for determining and structuring individual student and group counseling techniques and services, including their effectiveness
- ⚙️ Works with parents/guardians to assist student to implement life skills that students need to be successful, including education, career and life planning needs, according to the school's charter
- ⚙️ Assists students individually or in small groups with the development of academic, career and personal/social skills, goals, and plans
- ⚙️ Ensure that student progress is reviewed on an ongoing basis and that the results are used to make adjustments to plans if applicable
- ⚙️ Collaborate with school administration and other service providers (Special Education staff, Speech Therapist, etc.) and teachers on student counseling plans to ensure all modifications are met
- ⚙️ Collaborate with parents, students, and teachers through conferencing on vital issues
- ⚙️ Communicates effectively with parents/legal guardians, teachers and administrators regarding students' concerns and needs and helps them to interpret and understand assessment and other data

Evaluation and Reporting

- ⚙️ Provide student performance measurements to classroom teacher who will keep an accurate, up-to-date record of student performance and progress throughout the year.
- ⚙️ Meet with parents as needed to discuss needs and progress of students.
- ⚙️ Develop and use a four-pillars-based rubric to measure student progress in the four pillars of the school's educational philosophy
- ⚙️ Respect the confidentiality of records and information regarding students, parents, and teachers in accordance with accepted professional ethics, and state and federal laws.

SECRETARIES AND RECEPTIONISTS

In addition to the mission-specific support described above, secretaries' and receptionists' day-to-day duties will include:

Registration, Records, Data and Correspondence

- ⚙ Prepare data for school, state, and federal reports
- ⚙ Organize and manage hardcopy and electronic school and student files
- ⚙ Act as school registrar for student information and records
- ⚙ Receive, sort and deliver mail and other documents to staff
- ⚙ Record and track parent volunteer hours
- ⚙ Draft correspondence, forms, reports, etc. as requested by the School Director and other administrative staff
- ⚙ Oversee school calendar, scheduling, and appointments for administrative staff and the school facility
- ⚙ Maintain personnel time records including leave requests, substitutes, and payroll reporting
- ⚙ Attend meetings with Director and take meeting minutes
- ⚙ Training all users on the school's chosen Student Information System (SIS)
- ⚙ Disperse and manage paperwork for newly enrolled students
- ⚙ Assist, manage and access information for various school and government required reports
- ⚙ Complete regular updates of the student information system
- ⚙ Assist administration and teachers in accessing information and running necessary reports
- ⚙ Run year-end and/or rollover processes and School Finance & Statistics Data Uploads and set-up up new year programming
- ⚙ Preparing and coordinating class schedules, maintaining enrollment processes and coordinating class schedule changes
- ⚙ Record and track attendance as required for school and state reports
- ⚙ Maintain school and student files, both electronic and hard copies
- ⚙ Maintain and ensure the confidentiality of records and information regarding students, parents, and staff in accordance with accepted professional ethics, state and federal laws

Accounting

- ⚙ Attend to routine bookkeeping duties
- ⚙ Maintain personnel time records including leave requests, substitutes, and payroll reporting
- ⚙ Order, receive, and inventory school supplies and materials

Customer Service

- ⚙ Answer incoming calls, take accurate messages, and transfer to appropriate staff
- ⚙ Coordinate substitutes with school administration
- ⚙ Assist with the daily arrival and departure of students
- ⚙ Greet and assist students, parents and the general public
- ⚙ Assist with school events, including parent/teacher conferences as requested
- ⚙ Work with the Parent Organization
- ⚙ Coordinate information with school newspaper

STAFFING PLAN

Executing the above structure will take a robust plan to ensure that the right people are recruited, identified, and hired. It is important that faculty and staff in all positions have the proper experience, licenses, and backgrounds. Once qualified people are hired, they must be deployed consistent with the school's mission to ensure sound operation and successful implementation of American Academy of Innovation's unique educational program.

RECRUITING STRATEGIES

As the Director has likely already been identified, the school's recruiting efforts can concentrate on recruiting teachers and support staff, rather than executive staff. Unique to American Academy of Innovation is the need to recruit internationally with the goal to have at least two teachers who have experience teaching in a foreign country with whom the school has an international collegiate partnership. The school will employ the following strategies to recruit teachers:

- ⚙️ Post job openings at teachers-teachers.com, where the State has an account it makes available free to public charter schools. American Academy of Innovation's research has shown that this resource is a primary source that most Utah charter schools, providing the most realistic and effective strategy to recruit large quantities of teachers, which American Academy of Innovation will need in its first year.
- ⚙️ American Academy of Innovation's director will undergo training on effective employment advertising, using strategies that highlight the school's unique aspects and that turns an employment "listing" into an advertisement for the school that is more likely to increase teacher interest and response.
- ⚙️ American Academy of Innovation will attend teacher-hiring fairs, including the annual Charter School teacher fair, and potentially teacher fairs at one or more universities.
- ⚙️ American Academy of Innovation's founders will also recruit teachers from among their personal network of friends and associates, which is wide, given the charter school, university, and general educational background and experience of the school's founders, especially with the network we are building with universities and other institutions.
- ⚙️ When building partnerships with international universities, American Academy of Innovation will seek referrals from those universities for candidates with expertise in one or more of the four pillars of American Academy of Innovation's educational philosophy.

On an ongoing basis, American Academy of Innovation will provide incentives to current employees for recruiting individuals that would be successful in the school's program that are ultimately hired by the school.

There are four key factors that will help American Academy of Innovation retain its best teachers. School leaders will create a quality work environment by providing leadership, motivating employees to succeed, helping teachers improve in their job, and allowing opportunities for growth. The school will employ these four strategies as follows:

- ⚙ Promote top-performing teachers to higher-level positions such as mentors, curriculum developers, assistant administrators, and program directors. These positions will come with additional responsibility that can help teachers fill out their resumes with important experience, fill out their professional career with skills and training, and fill up their bank accounts with additional money.
- ⚙ Provide monetary and non-monetary (recognition, praise) incentives that reward high-performing teachers. The administration will create employee recognition and reward programs, as well as a performance compensation plan that will be based on student achievement, classroom observations, professional development and behavior, and the results of student and parent surveys. (See “Accountability and Incentives” subsection below).
- ⚙ The Director will demonstrate through his administration of the school high-quality leadership principles that are part of the school’s academic and philosophical foundation. American Academy of Innovation’s board recognizes this, therefore the Board will empower the Director to be the kind of principal that teachers want to work for. Further, as the school provides incentives to teachers for high performance, part of the Director’s evaluation, accountability plan and financial incentives will be based on teacher evaluation of the Director, their job satisfaction, and the school’s climate.
- ⚙ The Director will be responsible for continually developing teachers through ongoing professional development, working with the school’s international partners, the school’s own administration and faculty leaders, local charter schools with similar goals, and other sources.

American Academy of Innovation will invest a lot of time and plenty of money in finding and hiring its faculty. The school would consider it a tragedy if that investment was wasted with high turnover. School leaders will save the school and themselves a lot of repetitive effort and retain their quality teachers by developing the kind of work environment and opportunities that keep excellent teachers from looking for greener pastures.

REQUIREMENTS FOR STAFF

School policy will ensure that:

- ⚙ All faculty and staff will meet legal requirements for licensure for their position, or are making progress through a legally approved alternative route.
- ⚙ The school shall not employ any individual whose license to teach has been suspended or revoked by the Utah State Office of Education.
- ⚙ Employees who have significant unsupervised access to students will undergo a background check, as required by law, as well as additional background checks on hired employees that are in any position of trust, whether or not they have unsupervised access to students.
- ⚙ Administration shall conduct reference checks for all hired employees, including character and employment references.

DEPLOYMENT OF STAFF

Faculty will be deployed throughout the school to ensure that students, including students who are academically at-risk or have disabilities, receive the instruction, support, and resources they need to succeed according to their individualized plans.

At first-year full enrollment, the school will hire 18 full-time equivalent teachers, including a special education teacher, which puts the teacher to pupil ratio throughout the school at 20:1. This is an important part of the school's program and one that will receive further investment, as both enrollment and staffing increase in year two, until the ratio decreases to 17:1 at ultimate full enrollment.

These teachers are supported by an administrative team of the Director and Academic Director who will administer all educational and student programs, including student discipline, teacher development, international and local partnerships, and charter fidelity. The administrative team also includes two FTE school receptionists/secretaries, who, as school secretaries always do, keep all the trains running on time.





Teachers are further supported by a cadre of teaching assistants, who will assist teachers in providing enhanced services to special populations of students, including those with disabilities or those who are at-risk of academic failure. These assistants will provide additional instruction, pull-out groups, and work with students as needed on their projects or on any academic or other issue required by an Individualized Education Program.

School counselors and media specialist will support the faculty and students in school. These positions are important because they are required by law and accrediting agencies, and they also provide students with the guidance they will require to be successful in the project-based, media- and technology-rich environment that American Academy of Innovation will create for students.

ACCOUNTABILITY AND INCENTIVES

American Academy of Innovation recognizes that quality teaching should be matched with quality compensation, and that providing incentive for higher performance will lead to greater student achievement and school success. American Academy of Innovation will put in place performance-based compensation that rewards teachers for outcomes consistent with the school's goals and mission.

Criteria: High Performance Teaching includes these four elements:

-  Impact on student learning gains
-  Excellent teaching practice
-  Professionalism and leadership
-  Parent Satisfaction

High Performing Teachers' students make more than one year's worth of growth while in their class. Teacher impact shall be measured using a value-added model of student test scores. A teacher's impact will be measured by the progress of his or her specific students over the course of the year that they were in the teacher's class.

Quality classroom instruction and management will be measured by qualified observers during in-classroom observations by administration and/or education consultants using standards developed by school administration, consistent with Board policy and approved evaluation standards, and fully explained to teachers.

Each teacher shall be observed for a minimum of one hour on three different occasions. Two members of administration and/or approved educational consultants will score the teacher during each observation.

High Performing Teachers contribute to the school community at large and serve as professional role models to fellow teachers and students alike. The school administrative leadership team evaluates a teacher's professionalism, leadership, and quality.

High Performing Teachers achieve high levels of satisfaction among their students and parents. Once annually during the final academic term, American Academy of Innovation will survey parents on overall school operation, including satisfaction with teachers and administration.

A specific policy will be adopted based on these elements, assigning specific incentive amounts and procedures that will be implemented by administration.

School leadership will also be evaluated based on outcomes, using a similar, but differently targeted, four-element structure:

- ⚙ Enrollment
- ⚙ Teacher Retention
- ⚙ Student Achievement and Learning Gains according to the goals in the charter
- ⚙ Parent Satisfaction

Teachers and administrators, who are rated high according to the rubric, will be rewarded with raises, bonuses, promotions, and other monetary and non-monetary incentives. Those who score low will be coached and counseled with improvement plans, specific timeframes for the noted improvement, which will either lead to the individuals' performance meeting standard, or the termination of employee's employment.

AT-WILL EMPLOYMENT

American Academy of Innovation is an at-will employer. The school will not sign contracts for any length of time for any employee, with the potential exception of the school's Director if performance is such that the Board desires to secure a long-term employment situation. All HR policies, forms, manuals, and procedures will protect the school's at-will employment status. Nothing in this charter application, including any description of possible procedures relating to any HR transaction shall be construed to limit the at-will nature of employment at American Academy of Innovation.

SECTION 8: BUSINESS PLAN

American Academy of Innovation will be funded with dollars from hard-working Utah taxpayers, who make that investment expecting that the school will spend the money legally, transparently, and efficiently and will accomplish the goals outlined in this charter application. That philosophy is the foundation of the school's business plan. American Academy of

Innovation will target the public funds entrusted to us to accomplish the mission as explained in this charter, consistent with the approach approved in this charter, and in line with state laws and regulations governing public education.

KEY BUDGET ASSUMPTIONS

A budget is the most tangible statement of an organization's priorities. At every step of the budgeting process, the school's mission, vision, and purpose as contained in this application were in mind. From the deployment of teachers and administration (see Section 7: Staffing of this application) to the facility (see "Facility" heading of this section) to the amount of dollars budgeted for student projects, the American Academy of Innovation Board considers this budget to be "the mission of the school in numerical form." Below, you will see how the school has prioritized the unique aspects of its educational program, ensuring that the charter's vision can be supported with dollars as the school opens and educates students.

The budget template, in required format, is submitted with this application.

Implementing the American Academy of Innovation program

American Academy of Innovation's budget, using standardized forms and charts of accounts, may not look substantially different than any other budget submitted for review and approval to the State Charter School Board. But at the Board level, American Academy of Innovation has ensured that its high priorities and the unique aspects of its program are funded.

Planning Year: As the school begins its planning and startup year, the available grants, loans, and other funding will support the development of the tools that will ensure that the program and charter are implemented with fidelity once school begins. Specifically, funding in the planning year will support:

An **Assessment Director**, who will develop the school's curriculum plan and integrate project-based learning across the curriculum. This work included working throughout the second-half of the planning year to organize publicly available and web-based projects that teachers can implement in class, identifying which published projects, lesson plans, and texts can be purchased and used to support American Academy of Innovation's approach as outlined in this charter.

A **School Director**, identified as potentially being school founder German Lopez (see Section 7: Staffing), who will spend the planning year on establishing the educational partnerships and systems that are part of this application (see Section 1: School Purpose), both with international schools and universities and with local businesses and enterprises that will partner with the school's CTE program and student projects. The Director will also coordinate with the Assessment Director on the hiring of all teachers and support staff, work with the school's developer to ensure facility completion, and with the school's ES, if not kept in-house, (see Section 9: Education Service Providers) to ensure that all operational, financial, and HR systems are in place prior to school opening.

An **Office Manager**, who will oversee:

- ⚙ Tracking of student records and enrollment and coordinate the public relations events for students.
- ⚙ An advertising campaign, budgeted at \$15,000 to build awareness and recruit students to attend American Academy of Innovation.
- ⚙ A recruitment campaign to recruit teachers, budgeted at \$5,000, which will pay for advertising of job openings, presence at teacher hiring fairs, as well as funds to support international recruitment and immigration assistance for international teachers, supporting a key component of the school's charter.

Educational equipment, which includes the desks, chairs, and other furniture and equipment one might commonly find in any school, plus project tables, floor mats, and computers and network equipment that will provide students with the furniture and equipment necessary to carry-out the project-based learning that is key to the charter. This is budgeted at \$45,000 in the startup year with additional to come in the first operational year. Computers for administration and faculty, budgeted at \$13,950

The school's administration, with the above tools, will have American Academy of Innovation in prime position to educate 360 students as the school opens in 2016, supported by the budget outlined below.

Operational Year 1: The school will continue to invest its dollars to support the program outlined in this charter. As the school operates, American Academy of Innovation will have higher expenses than many other schools in supplies, as we provide students with the materials needed at their discretion for the projects and partnerships they form through the program, higher travel costs, as students take field trips to partnered organizations, but lower curriculum costs, as the content for instruction will be less often found in textbooks required by each student than in real-world case studies and other resources available for no cost through the use of instructional technology. The school will invest heavily in instructional technology for use by both faculty and students.

More specifically, the operational year budgets include:

- ⚙ State and federal revenue based on the provided funding worksheet plus reasonable assumptions for special populations funding and concurrent enrollment funding based on schools of similar size.
- ⚙ Local funding based on enrollment, assuming that 25% of students will qualify for and eat school-provided lunch, with 50% of the rest also buying school lunch, 75% of students paying \$150 per year in fees, and an average of \$50 per student in fundraising and school activity revenue.
- ⚙ 18 full-time teachers, including a special education teacher, which puts the teacher to pupil ratio throughout the school at 20:1. This is an important part of the school's program and one that will receive further investment, as both enrollment and staffing increase, but the ratio decreases to 17:1.
- ⚙ The budget includes a \$2,000 average bonus for teachers paid based on student and parent satisfaction, academic achievement, professionalism, and classroom observations.

- ⚙ These teachers are supported by an administrative team of the School Director and Assessment Director (see above), who will administer all educational and student programs, including student discipline, teacher development, international and local partnerships, and charter fidelity. The administrative team also includes two FTE school receptionists/secretaries, who, as school secretaries always do, keep all the trains running on time.
- ⚙ Teachers are further supported by a cadre of paraprofessionals, who will assist teachers in providing enhanced services to special populations of students, including those with disabilities or those who are at-risk of academic failure. These assistants will provide additional instruction, pull-out groups, and work with students as needed on their projects or on any academic or other issue required by an Individualized Education Program.
- ⚙ The faculty and students in school will be supported by a school counselor and media specialist. These positions are important because they are required by law, and they also provide students with the guidance they will require to be successful in the project-based, media- and technology-rich environment that American Academy of Innovation will create for students.
- ⚙ Of course, the school will also have a janitorial staff to clean and maintain the school's facility.
- ⚙ American Academy of Innovation plans to invest \$20,000 in the professional development of teachers, bringing in trainers and faculty with expertise in project-based learning as well as the leaders of the international schools and colleges that form the school's international partnerships. This training will be regular and ongoing, supported and enhanced by the School Director and Assessment Director.
- ⚙ The school's business services will be provided by an ESP (see Section 9: Education Service Providers) and is budgeted at \$68,000, to include a part-time, on-site business manager who will be able to interact with faculty and administration to ensure that school operations, budgets, and procedures are properly enhancing the school's academic program.
- ⚙ The school intends to have lunch brought to the school, likely through a local school district that already provides such services to other charter schools.
- ⚙ The school's facility budget is calculated as follows:
 - \$900,000 for land
 - \$110 per square foot to construct a facility at 75 square feet per ultimately-enrolled student
 - The total costs of acquisition and construction at about \$4.35 million, leading to annual lease payments of about \$435,000, plus a small amount for property tax in the first year, expanding into the second year after a full year of occupancy. (Annualized lease payment is pro-rated in year 1 to account for only 11-months of occupancy.)
- ⚙ The facility's utility, telephone, maintenance, and supply costs are also included in the budget, on lines 45.400, 26.500, 26.600, and 27.700, adding an additional \$85,000 per year in maintenance and operations costs. In total, occupancy and related expenses make up 19% of revenue, which is well in line with both State Charter Board guidance

and industry standards for affordability. In Year 2, both revenue and occupancy costs rise, but the percentage stays about the same, falling slightly to 18.6%

- ⚙ Student travel is based on a budget of \$50 per student per year at full capacity in both year 1 and 2.
- ⚙ School supply expenses include budgets of \$20 per student per year for ongoing school supplies, plus the following mission-specific supplies:
- ⚙ \$200 per student in year 1 (continuing for expanding students in year 2) for curriculum and texts. This is a slightly lower amount than a traditional district high school might spend.
- ⚙ Because technology is both an integral part of the charter and helps give students access to online tools and content at a lower cost to constantly-updated information, the school will spend \$250 per computer so that an internet-enabled device (a tablet or laptop computer) is available for each group of four students. That's on top of the \$45,000 spent in the planning year for infrastructure and computer labs. Additional funding of \$15,000 is provided in year two for a mobile computer lab.
- ⚙ \$50 per student for project supplies. Since so much of students' education at American Academy of Innovation is project-based, this budget will be allocated on a per-student basis and can be spent, with educator approval, at the students' discretion. This is an important budgetary component that teaches students real-world skills as the work to develop not only high-quality work, but within the realities of a long-term budget.
- ⚙ \$9,000 to begin the school's library, which will be focused on the school's mission, with volumes designed to support the globally aware, CTE- and technology-driven curriculum, filled with case studies and real-world experiences. There will also be more general reading material to support well-roundedness and well-read-ness among students. The investment continues, though at a lower amount, in year 2.
- ⚙ Standard amounts for administrative supplies to ensure accurate records and efficient administration of the school.
- ⚙ A \$200 per student budget for furniture and equipment—again, in addition to the amount budgeted in the planning year. This amount continues in the second year as the school expands to cover new student furniture.
- ⚙ The budget includes repayment for the school's anticipated debt (see below), dues to join the state charter school association, and a place-holder amount for higher-than anticipated maintenance costs.
- ⚙ The budget does not include funding for transportation services because the school does not intend to offer transportation to students to and from school. (There will be minor transportation costs for field trips that will be covered by donations for that purpose.)

Contingency

American Academy of Innovation is aware, having seen several other charter schools, especially high schools, make big plans for enrolling several hundred students, only to fall hundreds of students short. These schools have been forced to relocate far from their originally planned sites, cut back severely on their program in order to meet facility obligations, and even at times

resorted to violating their charter by outsourcing the education of students to private companies while counting those students in enrollment at the school.

American Academy of Innovation has therefore been more modest in our approach. Instead of seeking approval for 600 to 1,000 students, American Academy of Innovation's Board believes that starting smaller is more realistic. Therefore the budget and this charter plans for 360 students in grades six to ten in year one, adding grades eleven and twelve in subsequent years. By managing our expectations in line with the historic reality of charter high schools, American Academy of Innovation will be better able to handle the unexpected.

American Academy of Innovation's contingency budget protects key aspects of the mission and educational program, though at sometimes lower amounts consistent with the financial realities presented by low enrollment numbers. The contingency plan makes the following changes:

Enrollment is only 75% of capacity, with younger grades predominating.

- ⚙ Local, State, and Federal revenue fall in line with actual enrollment as the laws affect each specific program.
- ⚙ School administration, both the support and leadership level, fall by a commensurate amount to 1.5 school secretaries/receptionists and 1.5 school administrators.
- ⚙ The number of teachers falls mostly in line with enrollment. Ratios remain low, 18.6:1, but costs are higher.
- ⚙ The teacher bonus program will be delayed until enrollment can justify the expense.
- ⚙ Janitorial pay will go down as the school hires lower-wage workers.
- ⚙ Retirement benefits will fall as the school delays its implementation and reduces the "match."
- ⚙ Health insurance premium support will fall slightly
- ⚙ More professional development will fall to the responsibility of the director and/or shall be conducted remotely, saving on travel costs, but still protecting the important training in project-based and technology-enhanced learning
- ⚙ Business management may move to an off-site model, reducing costs by \$15,000.
- ⚙ Food services will fall commensurate with enrollment.
- ⚙ Occupancy expenses stay largely the same, with the ratio rising to 23%.
- ⚙ Student travel will be reduced-an unfortunate necessity to protect class sizes. Interaction with partners will be facilitated more with technology.
- ⚙ Supplies budgets fall commensurate with enrollment.

These plans still protect the school's unique program, though there will be some loss initially in having face-to-face interactions with trainers and partners as travel costs are pared back. Still, the school will invest its more limited resources in this scenario to put forward a quality program, while still building financial viability for the long-term.

Debt

American Academy of Innovation has no plans to incur direct debt to acquire its facility, at least not in its beginning years. The school hopes that it will eventually be judged stable, viable, and of high enough quality to qualify for the issuance of tax-exempt bonds at a low rate to finance

the purchase of a facility. However, the plan presented in this application calls for the school to engage a charter school developer to purchase either an existing building or land on which to construct a new school building. At this time, the school is considering both options, as presented below in the “Facilities” section of this section.

The only debt the school plans to incur is the State Charter School Revolving Loan, which is available to American Academy of Innovation to pay for startup expenses during the planning and first operational year. The school intends to borrow \$200,000 to provide additional financing (with the State Startup Grant) for the planning year and to acquire the necessary materials, technology, and equipment to begin school in 2016. The school has budgeted \$52,000 per year in debt service to repay this debt over the four year of repayment the program requires.

SYSTEMS AND PROCEDURES

The school’s Board has adopted a comprehensive set of finance policies consistent with Utah Code. These policies cover use of funds, internal controls, purchasing, bank accounts, signatory authority, and every other aspect of financial management and are included with this charter application. Please see these policies for specific details on how the financial controls and procedures at American Academy of Innovation will work on a day-to-day basis.

The principles behind those policies will guide the school in all financial management and transactions. These principles are based on the school’s legal financial obligations, Generally Accepted Accounting Practices, and common sense measures to ensure openness, integrity, and value within all financial transactions. Those principles are:

- Segregation of duties so that multiple people are involved each time money changes hands to reduce the likelihood of fraud
- Oversight by regular internal (a Board finance and audit committee) and external (an independent auditor consistent with American Academy of Innovation’s LEA status) methods
- Internal review each month with a Board finance and audit committee, which samples transactions for compliance with school finance policies
- Transparency in budgeting and spending, with all transactions and budgets posted online as required by law
- Competitive bidding for large projects to ensure fair treatment of all and best value for the school and taxpayers
- Proper authorization, ensuring that all expenses are known and approved by the Director and Business Administrator prior to expense is made so that authority to spend money is tied directly to accountability for the school’s budget.
- Protection of the school’s assets with accurate inventory records, duplication of data, holdings spread across multiple banks, and insurance to indemnify employees, the Board, and the school from tort claims

For example, the school will spend money on school supplies or classrooms. The procedure outlined below is similar to the procedures in all aspects of school finance, going from receiving money, spending money, and proper accounting of all aspects. (Please note how at least two parties and documentation are involved each time funds change hands.)

1. A parent comes to the school to donate to the school. The parent gives \$20 cash to the school secretary, who writes out a duplicate receipt, providing one copy to the parent. Money goes from the parent to the school, with two people involved (parent and secretary) with documentation (receipt) of the transaction viewed by both parties.
2. The secretary keeps an electronic log of all such transactions, and three times each week, prepares a deposit. All funds (cash or check) are counted and compared to the electronic log and the duplicate receipts. When totals match, the deposit is reviewed by another administrator for accuracy and initialed.
3. The secretary (or another administrator that is not the business administrator) takes the funds to the bank, where a receipt is collected that matches the amount on the school's internal records. Again, two people (bank teller and school administrator) are involved when funds change hands with documentation (receipt and deposit log) kept by both parties.
4. The secretary gives the deposit log and receipt to the business administrator for input in the school's accounting system and for comparison to the bank's online records.
5. The business administrator reconciles the account, noting that the bank statement agrees with the school's internal records. The business administrator provides a copy of the reconciliation and original bank statement to the school's finance and audit committee.
6. A teacher determines a need to purchase modeling clay for a project. She searches online for the kind of clay needed and compares prices, including one local vendor to potentially save on shipping costs. The teacher completes a requisition form, signs it, and hands it to the school director.
7. The director reviews the purchase request, including the documentation on pricing and the rationale for the purchase, and signs approval for the item to be purchased, giving the form to the school secretary for potential purchase. (If the clay is better purchased directly by the teacher for the sake of expediency, step eight will be skipped.)
8. The secretary places the order (along with other items from the same vendor), assigning it a purchase order number according to school policy.
9. When the clay arrives with a packing slip (prepared by the vendor), the school secretary (or potentially the teacher) will be count the items, compare for accuracy to the original order and packing slip, and initial for accuracy or call the vendor in the case of inaccuracy.
10. Initialed packing slip (or invoice) will be attached to the original purchase order (or requisition form, if the teacher purchases directly) and submitted to the business administrator for payment.
11. Business administrator will review all paperwork for accuracy, authorization, and compliance with school policy, and then prepare a check made to the vendor (or

teacher, in case of reimbursement), attaching it to the supporting paperwork and giving all documentation to the school director.

12. The school director reviews all paperwork, including the check, comparing for accuracy and policy compliance throughout, and signs the check, returning all paperwork to the school secretary for disbursement.
13. Secretary mails the check to the vendor (or gives the check to the employee).
14. The check clears the bank, and the business administrator notes such as she reconciles accounts, providing a copy of the reconciliation, bank statement, and complete finance reports for review by the finance and audit committee.

The school's business administrator will be charged with carrying out the day-to-day management of the school's finances consistently with these principles. The finances will be managed as described in the Roles and Responsibilities subsection of Section 7: Staffing. The business administrator will ensure that the school's assets (cash, buildings, and equipment) are adequately documented and protected, that school finance policy and state law are followed in all transactions, and that student enrollment records are accurate and reported to the state daily.

The business administrator will be responsible to submit comprehensive Annual Financial Reports to the Board, the State Office of Education, and the State Auditor's office as required by law. In all aspects, the business administrator will adhere to Generally Accepted Accounting Practices, state law, and the school's finance policies. If necessary, the Board will provide external training and oversight to ensure that GAAP is fully in place upon the receipt of any public funds (including funds donated to our public school from private sources). Additionally, the business administrator will be responsible to ensure that the school is properly insured, that grants and all restricted streams of funding are properly administered according to each source's guidelines, and that the school meets all other key financial obligations that are part of any state law or rule now in place or that may be in place in the future. The business administrator will attend semi-annual finance training to stay abreast of changes in state law regarding school finance.

In all of these oversight and managerial tasks, the Business Administrator will be supported by the two school secretaries, one of whom will have specific responsibility to manage student records and will carry the additional title of Registrar. (See Roles and Responsibilities subsection of Section 7: Staffing for day-to-day description of duties.) The designation of a single person to serve as registrar also will ensure that the school has the capacity to develop adequate policies and processes for tracking enrollment and attendance eligibility, eligibility for free and reduced priced lunch, students with disabilities and ELL enrollment. The registrar will submit data to the state and the school director regularly to ensure that records are accurate.

Financial and student records will be stored in both paper and electronic formats. Paper records will be stored in fire-proof filing cabinets that lock to protect the records' integrity and security. Electronic records will be stored in the school's Student Information System (enrollment and student records) and in the Financial Information System (financial records). Both systems will be backed up to an off-site storage server regularly to ensure that they are maintained in emergencies or after any disaster or crime.

FACILITY

American Academy of Innovation has researched existing buildings in the target area, and there are none which are currently available that would meet the school's needs, even with substantial remodeling due to the unique needs of the CTE program. The Board of Trustees has determined that constructing a new facility will be the most cost efficient way to fully implement the school program to achieve the school's mission and vision.

Upon charter approval, the Board will issue an RFP for a developer to acquire land, build the facility, and provide the school with a lease and eventual purchase option. In evaluating the RFP responses, the Board will look to select a developer who can meet the facility needs of the school while keeping occupancy costs within Charter School Performance Framework metrics.

The facility will be located on approximately five acres of ground. Some of this area will be used for the agricultural portion of the CTE program, eventually placing a small portable to be used as a surgical room in the veterinarian program. The main building will need to be approximately 33,000 square feet and will include an office area, gymnasium, kitchen, library, eighteen classrooms, and multiple collaboration areas.

American Academy of Innovation has identified ten pieces of ground, both on and off the market, which would accommodate the school and would be within the price range to make it financially feasible. Exact locations are available upon request, as the school prefers not to disclose the locations as part of strategic real estate planning.

The following timeline has been established to ensure the facility is completed on time. As required by state law, the Board will appoint a board building officer who will oversee the process. This person will coordinate with the developer to make sure the facility is completed in a timely manner and will be responsible for filing the necessary construction documents and paperwork with USOE throughout the course of the project.

- ⚙ April 2015—Final Charter Approval
- ⚙ April 2015—Issue RFP for a developer immediately upon approval
- ⚙ May 2015—Select and enter into an agreement with a developer by the end of the month
- ⚙ May-June 2015—Determine exact location and developer will begin process of land acquisition
- ⚙ June-August 2015—Facility design
- ⚙ August 2015—Property acquisition complete
- ⚙ August-September 2015—Permitting
- ⚙ October 2015-July 2016—Construction
- ⚙ August 2016—American Academy of Innovation occupies building

PLAN AND TIMELINE FOR OPENING THE SCHOOL

From the time of the approval of this application until the time school opens, American Academy of Innovation will have a lot of work to do! American Academy of Innovation has engaged Endeavor Education, LLC (see Section 9: Education Service Providers for full details),

who will assist the school with several important start-up activities in the planning year, including:

- Assisting the school with applications for startup grants and loans
- Assisting the school with its application for tax-exempt status
- Connecting the school with a developer who will work with the school to secure a facility (see “Facilities” section above)

The school may engage an Education Service Provider (ESP) during the planning year to help establish policies, a payroll system, an enrollment database and lottery software, financial controls, employee benefit programs, comprehensive policies, financial management and reporting, and general assistance with the startup calendar. The specific ESP has not yet been identified, but will be identified and selected in a manner compliant with state purchasing laws and rules, including the issuance of an RFP for any service with a cost of more than \$50,000 per year.

Other aspects of startup work will be completed by the school’s administration and pool of parent volunteers. The administration will establish startup committees, staffed by volunteer parents with expertise in specific areas. Those areas are:

- Facilities and furnishings
- Curriculum
- Enrollment
- Marketing
- Technology
- Volunteer Organization

In the first six months after the charter is approved, the Board will undertake the following activities in the timeline specified:

- Spring—Apply for startup grants and loans, with assistance from Endeavor Education
- Spring—Update school’s website with approval information, enrollment timelines and database, and post required information and disclosures
- Spring—Issue RFP for facilities and by early summer, select a development partner
- Spring—Apply for tax exempt status with the IRS and establish state tax ID numbers
- Spring—Adopt and submit a startup and planning year budget
- Spring—Open bank accounts
- Summer—Begin enrollment and marketing campaign, collect student and family information on website
- Summer—Issue RFP for startup services and select startup services partner
- Summer—Begin attending Directors’ meeting and submitting monthly financial reports
- Summer—Finalize facility plans consistent with approved budget
- Summer—Establish partnerships with international universities (beyond those already partnered)
- Fall—Begin search for used furniture and fixtures

- ⚙ Fall—Begin designing curriculum and training programs, identifying publishers, authors, and project models for purchase
- ⚙ Fall—Establish payroll systems and benefit programs for employees who begin in January
- ⚙ Fall—Draft policy manual based on legal requirements, state guidance and templates, and resources available through other resources and existing schools
- ⚙ Winter—Begin construction on facility
- ⚙ Winter--Establish volunteer committees from among registered and interested families
- ⚙ Winter—Begin formal enrollment procedures according to policy
- ⚙ Winter—Hire Director and support staff according to approved grant and loan budgets
- ⚙ Winter—Arrange for lunch provided by a local school district or charter school

Once the Director, the startup ESP, and volunteer committees are in place, the school Board will transfer the new and increasing workload from January through the start of school to the director's purview, as the Board begins its transition to a policy governance model. The director (along with support staff), the startup ESP, and the volunteer committees, will then proceed along a timeline similar to that outlined in the Planning Year Timeline document included with in this section. This timeline begins with the end in mind, listing the top activity as the beginning of school, and then working backwards in time to ensure that all pre-steps are completed.

This timeline does not list all meetings that the director or support staff will attend. The timing, frequency, and location of these meetings is not known. However, the school director or his designee will attend state- and mentor-provided trainings in:

- ⚙ Student Information Systems and requirements
- ⚙ Teacher licensure requirements and CACTUS
- ⚙ Special Education
- ⚙ Title I
- ⚙ School Lunch
- ⚙ Charter Directors' meetings
- ⚙ Utah Consolidated Application
- ⚙ Assessment and accreditation
- ⚙ Other required meetings

The school's plan also calls for flexibility. Over time, the charter school industry learns from experience how to do things better. American Academy of Innovation anticipates that in the two years between the submission of this application and the start of school, new state systems may be in place than exist today. New training programs will be available. New resources can be shared. New experts will emerge. American Academy of Innovation will take advantage of these in helping the school to successfully plan and open school.

American Academy of Innovation believes that the entirety of this plan is reasonable, based on our research of the industry's best practices, and is likely to succeed. That success will look better with full enrollment, but with good planning as explained in this section, the school will

be available to adjust to likely scenarios with contingencies. We don't know exactly *what* will happen, but are confident that *something* will happen.

A comprehensive opening calendar covering all aspects of school operational tasks is below.