

Monticello **M** Academy



Standards and Accountability Report 2007-2008

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Annual Standards and Accountability Report 2007-2008

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Annual Standards and Accountability Report 2007-2008

Monticello, Inc. is a private, non-profit corporation which offers public education services through Monticello Academy. Monticello Academy is entering its third year of operations. At the commencement of the 2007-2008 school year, Monticello began the accreditation process and received Provisional Accreditation through the Northwest Association of Accredited Schools. At the beginning of its second year, 2007-2008, Monticello completed a self-study required by NAAS and convened a site review with an NAAS site review team. Using results of the self-study and counsel from the site team, and in the context of its stated mission, Monticello developed a School Improvement Plan. This report is a comprehensive review of the 2007-2008 school year formatted to align with the 8 NAAS “Indicators” for school accreditation and improvement planning. It offers review of the previous year’s performance to provide context and comparison values as foundation for the SIP and provides the SIP for the 2008-2009 year.

Abstract

In its first year of operations, Monticello met or exceeded 49 of 55 of its effectiveness goals, with 35 of 37 achieved in the area of student performance data. This data is associated with Utah State Criterion Referenced Tests (CRTs), the Utah Performance Assessment System for Students (UPASS), Iowa Test of Basic Skills (ITBS) and the Direct Writing Assessment (DWA). Additionally, Monticello made Adequate Yearly Progress (AYP) both years as required under the Federal No Child Left Behind Act. For the first year, in the absence of baseline data, Monticello determined goals to exceed the local school district averages on these assessments. In many cases, this was exceeded by significant margins.

Second year goals were ambitiously stretched to meet state averages on these assessments in most areas. Goals were met or exceeded in 18 of 24 areas. Significant performance was demonstrated among AYP ethnic and low income subcategories, effectively closing the achievement gap. Among first year charter schools, Monticello performed in the top 10% of the 42 charter schools in comparison to their local district scores. Monticello is one of only 4 charter schools historically in Utah to exceed local district CRT scores in every category. Additionally, Monticello achieved significant outcomes on the ITBS, both years exceeding the national 50th percentile ranking on 13 of the 15 test areas. Comparatively, the local district achieved this in only 5 of the 15 areas in 2008. With two years of data, Monticello began to analyze trends and identify areas in need of improvement.

While testing outcomes are the targeted measurements for success, there are many facets of the school’s operations. During its second year, Monticello focused on academic improvement and continued design and strengthening of organizational and program components, including curriculum development, strengthening of student services, staff and professional development, facilities repair and maintenance, fiscal accounting and procedures, comprehensive management, and community culture development.

The 2008 financial audit was favorable, and the school continues to meet its financial obligations to its creditors, vendors and bond holders. Monticello operates in a fiscally sound manner with strong financial protocols and safeguards while maintaining responsible reserves and contingency funds, including healthy operational surpluses. Monticello has continued to fine tune its purchasing policy and procedures to reflect its dedication to reliable fiscal management.

STANDARDS FOR ACCREDITATION

TEACHING AND LEARNING STANDARDS

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING
2. CURRICULUM
3. INSTRUCTION
4. ASSESSMENT

SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION
6. SCHOOL SERVICES
7. FACILITIES AND FINANCE

SCHOOL IMPROVEMENT STANDARD

8. CULTURE OF CONTINUAL IMPROVEMENT

TEACHING AND LEARNING STANDARDS

1. MISSION, BELIEFS, AND EXPECTATIONS FOR STUDENT LEARNING

Mission Statement

The mission of Monticello Academy is to provide a superior education for K-9 students by:

- Placing a high priority on academic achievement and college preparation,
- Fostering traditional American values of hard work and strong moral character;
- Encouraging parents to resume their rights and responsibilities to influence the education of their children,
- Restoring strong art, music, and physical education components to the school curriculum,
- Utilizing state-of-the-art technology to enhance instruction and learning, and
- Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.

General Program Description

Monticello serves 750 students grades K-9. It is an academically rigorous, college preparatory school that utilizes the Core Knowledge Sequence taught primarily through Direct Instruction. Its use of the Singapore Math Method is noteworthy as an innovative practice not formerly implemented schoolwide in Utah. Foreign languages, Mandarin Chinese and Spanish, are taught as a credit equivalent from 3rd grade up. Music and art instruction are offered formally in all grades and are taught by licensed and endorsed teachers. Physical Education is offered as a credit equivalent from 3rd grade up.

Monticello’s curriculum exceeds state core requirements in many areas, with math standards as much as a year to two years advanced of state core requirements. Standards and expectations regarding coursework and content mastery are generally greater than would typically be anticipated for the grade level.

Monticello recognizes the perennial need for all stakeholders who opt for this school choice to understand, implement and support the mission and purposes of this specialized school. As anticipated during the formative years, Monticello experienced some challenges with “buy-in” and understanding of its mission and programs among all levels of stakeholders, including governors and managers, teaching staff, parents and students. Monticello made targeted efforts to improve this, including conducting continued outreach efforts by advertising and holding multiple open house meetings to clearly communicate the chartered mission and emphases in order for parents to make an informed choice. Employee recruitment also consisted of clarifying for candidates the mission, purposes and programs of the school and the relative expectations of employment. Board and administration discussions and decision making are most often considered in the context of the stated mission.

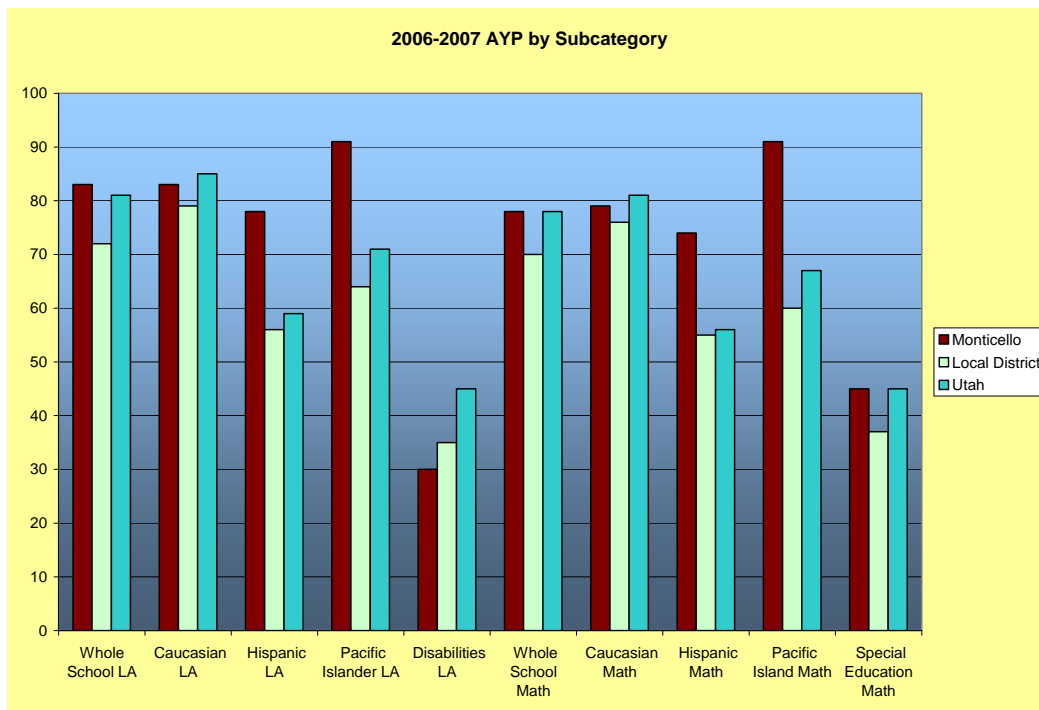
Desired Results for Student Learning (DRSLs) 2006-2007

Monticello’s first year’s DRSLs were submitted with the original charter as the “Effectiveness Goals” and provide the baseline indicators for student performance. The following chart indicates the DRSL goals and performance results for 2006-2007.

Desired Results for Student Learning	Goal	Score	DRSL Met?
1 st Grade students will perform at or above local district average on the Criterion Referenced Test for Language Arts (LA)	57	76	Yes
1 st Grade students will perform at or above the local district average on the CRT for Math	54	64	Yes
2 nd Grade students will perform at or above the local district average on the CRT for LA	64	91	Yes
2 nd Grade students will perform at or above the local district average on the CRT for Math	61	72	Yes
3 rd Grade students will perform at or above the local district average on the CRT for LA	64	76	Yes
3 rd Grade students will perform at or above the local district average on the CRT for Math	61	67	Yes
4 th Grade students will perform at or above the local district average on the CRT for LA	66	83	Yes
4 th Grade students will perform at or above the local district average on the CRT for Math	66	69	Yes
4 th Grade students will perform at or above the local district average on the CRT for Science	46	64	Yes
5 th Grade students will perform at or above the local district average on the CRT for LA	64	82	Yes

5 th Grade students will perform at or above the local district average on the CRT for Math	60	77	Yes
5 th Grade students will perform at or above the local district average on the CRT for Science	44	68	Yes
6 th Grade students will perform at or above the local district average on the CRT for LA	69	83	Yes
6 th Grade students will perform at or above the local district average on the CRT for Math	62	81	Yes
6 th Grade students will perform at or above the local district average on the CRT for Science	51	75	Yes
7 th Grade students will perform at or above the local district average on the CRT for LA	68	91	Yes
7 th Grade students will perform at or above the local district average on the CRT for Math	62	94	Yes
7 th Grade students will perform at or above the local district average on the CRT for Science	46	55	Yes
8 th Grade students will perform at or above the local district average on the CRT for LA	66	85	Yes
8 th Grade students will perform at or above the local district average on the CRT for Math	59	86	Yes
8 th Grade students will perform at or above the local district average on the CRT for Science	48	70	Yes
3 rd Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Reading	45	64	Yes
3 rd Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Language/Writing	41	55	Yes
3 rd Grade students will perform at or above the local district average on the ITBS in Math	39	57	Yes
3 rd Grade students will perform at or above the local district average on the ITBS in Science	51	68	Yes
3 rd Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Social Studies	51	65	Yes
5 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Reading	44	61	Yes
5 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Language/Writing	45	53	Yes
5 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Math	43	46	Yes
5 th Grade students will perform at or above the local district average on the ITBS in Science	53	74	Yes
5 th Grade students will perform at or above the local district average on the ITBS in Social Studies	44	67	Yes
8 th Grade students will perform at or above the local district average on the ITBS in Reading	50	58	Yes

8 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Language/Writing	47	51	Yes
8 th Grade students will perform at or above the local district average on the ITBS in Math	45	43	No
8 th Grade students will perform at or above the local district average on the ITBS in Science	55	71	Yes
8 th Grade students will perform at or above the local district average on the ITBS in Social Studies	43	56	Yes
6 th Grade students will perform at or above the local district average on the Direct Writing Assessment	76	72	No

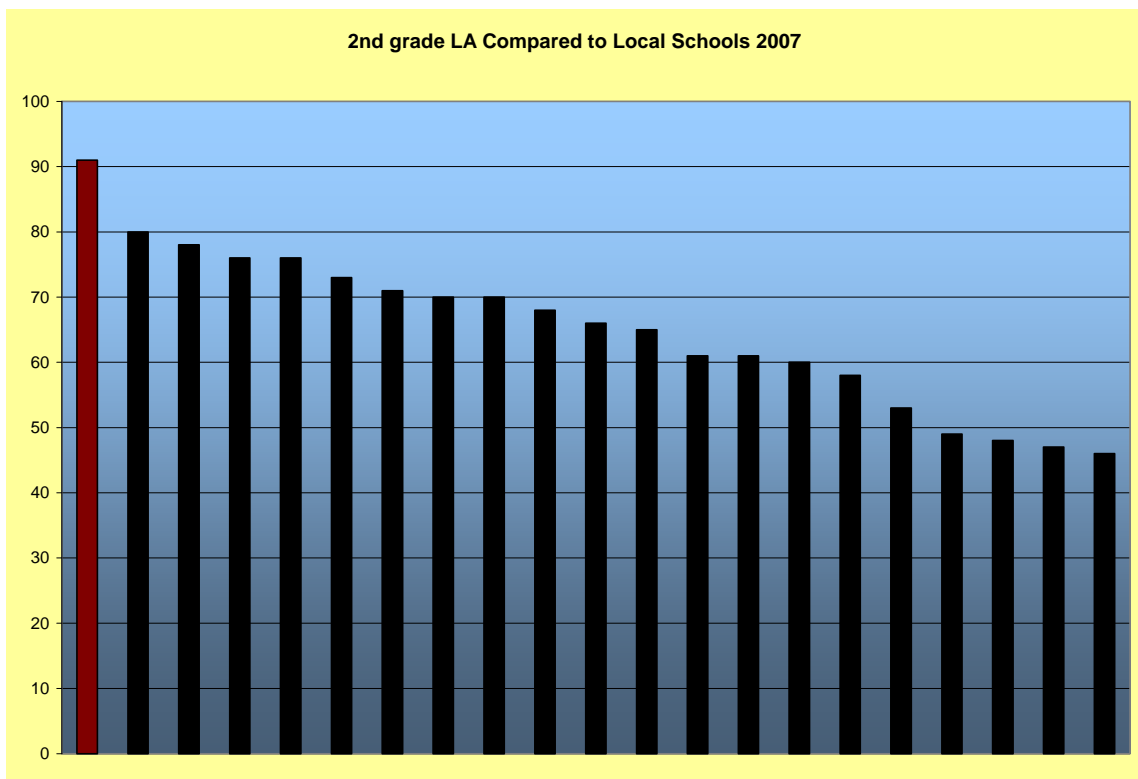


First year DRSLs did not include targeted goals in the subgroup areas of the Adequate Yearly Progress (AYP) Report. However, Monticello exhibited significant performance among ethnic subgroups. Hispanics scored 19 points higher than the State and 22 points above the local district in Language Arts. Pacific Islanders scored 20 points above the state and 27 points above the local district in language arts. Additionally, Hispanics scored 18 points above the State and 19 points above the local district for math. Pacific Islanders scored 24 points above the State and 31 points above the local district. These are statistically remarkable scores, particularly in that they occur among historically lower performing subgroups.

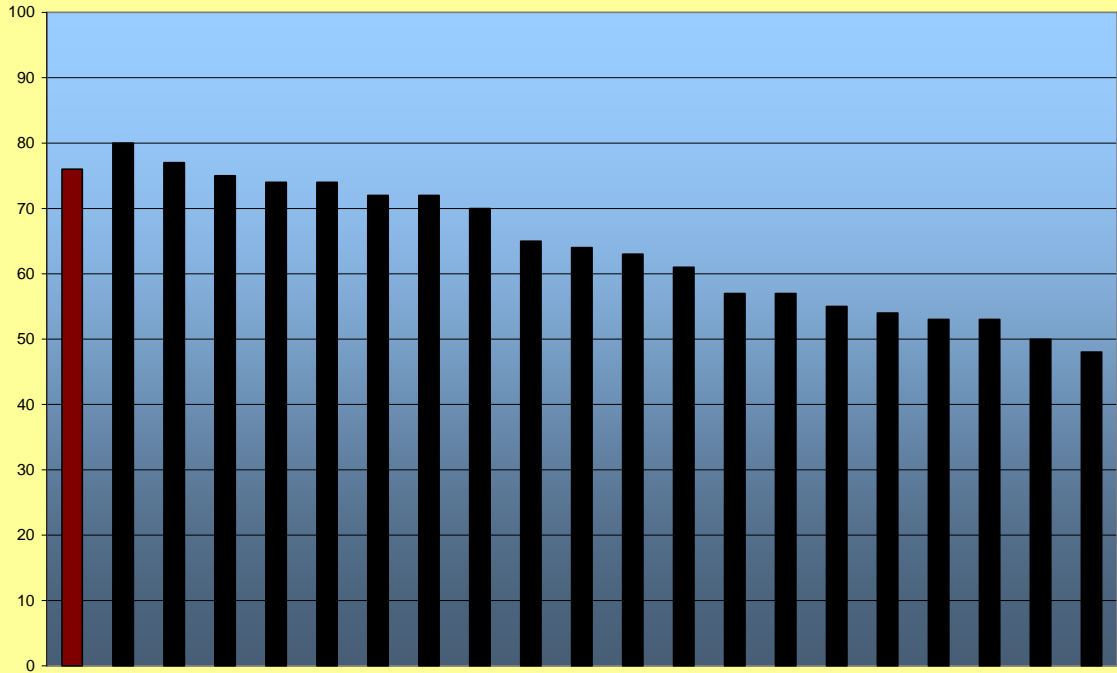
First year performance was substandard in Language Arts among Students with Disabilities. It could not be determined what factors may have contributed to this with a single year of data. However, it was observed that some students with disabilities may not have received the full LA curriculum their non-disabled peers received, which is required under the Individuals with Disabilities Education Act (IDEA). Efforts were

made in 2008 to ensure all students with disabilities received the curriculum they were entitled to, and this resulted in a significant improvement in this area.

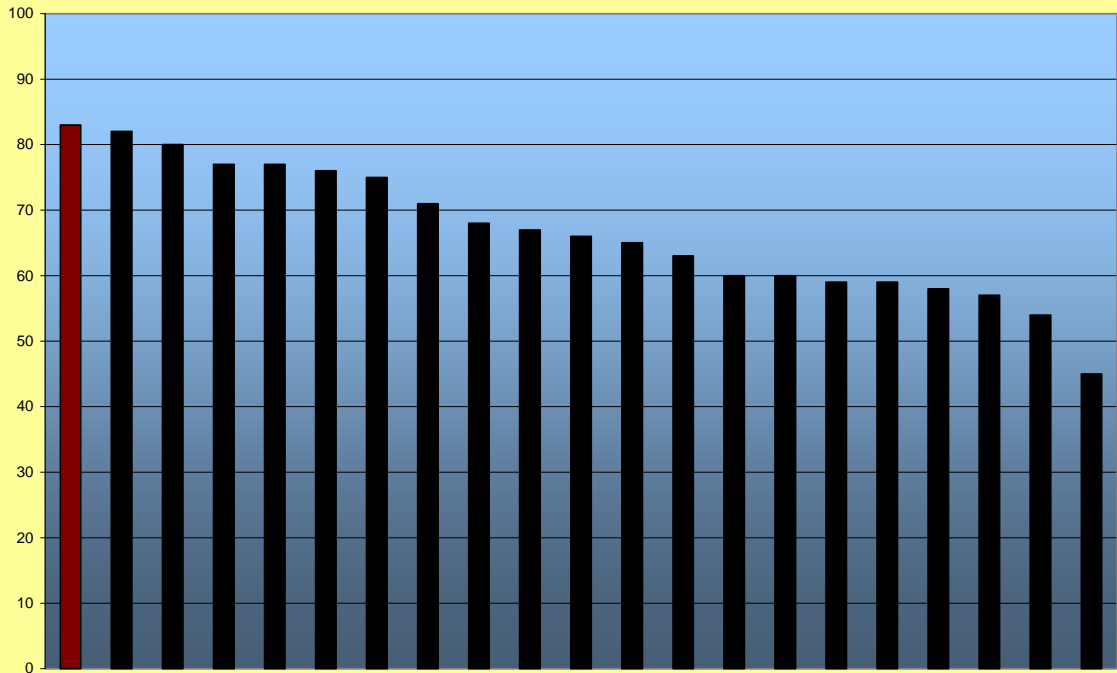
In the absence of longitudinal data, it is helpful to compare Monticello's academic performance with the local city schools from which the predominant number of students comes. A comparison to the local district provides only a limited perspective due to its large geographical expanse and diversity, including its composition of multiple cities and townships. Comparison of both city and district scores offer the greatest insight into student performance. The following graphs compare 2006-2007 Monticello Academy CRT scores to the local West Valley City schools. The first point in the data series represents Monticello. The subsequent points are the various schools sorted by score. No subsequent date points represent the same school on every graph.



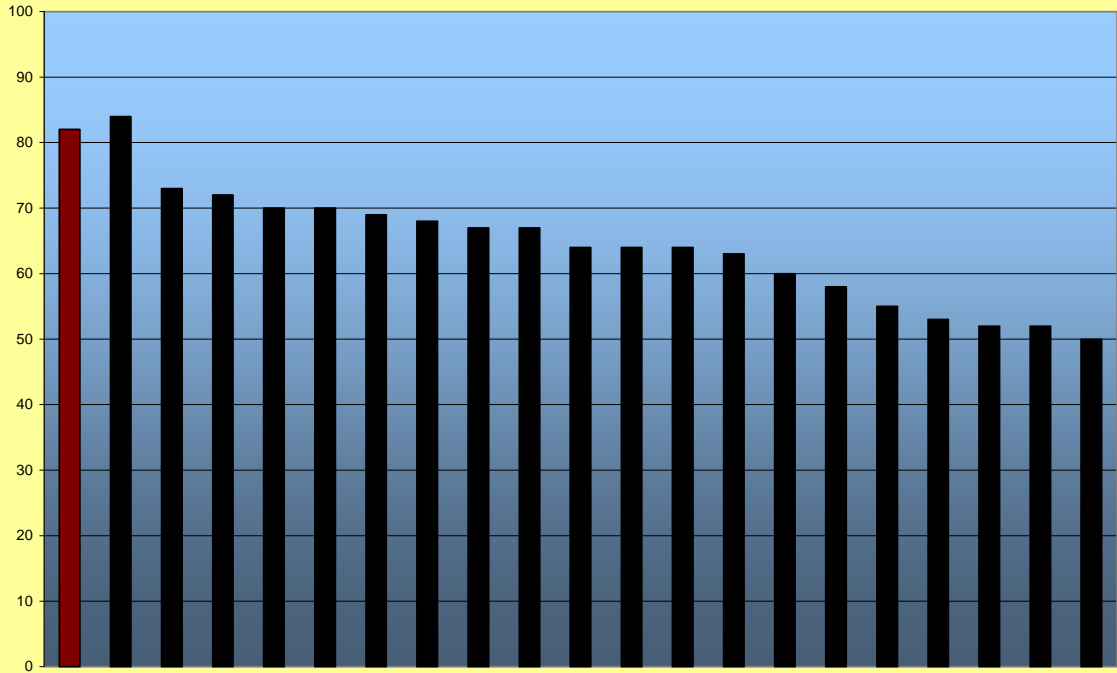
3rd Grade Language Arts Compared to Local Schools 2007



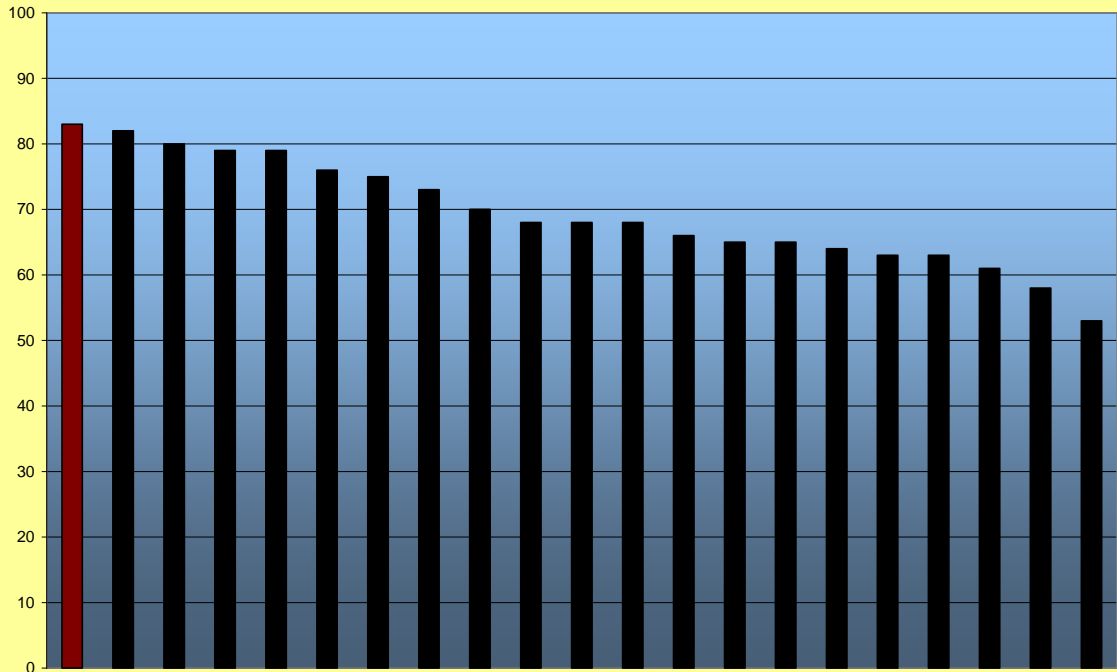
4th Grade Language Arts Compared to Local Schools 2007



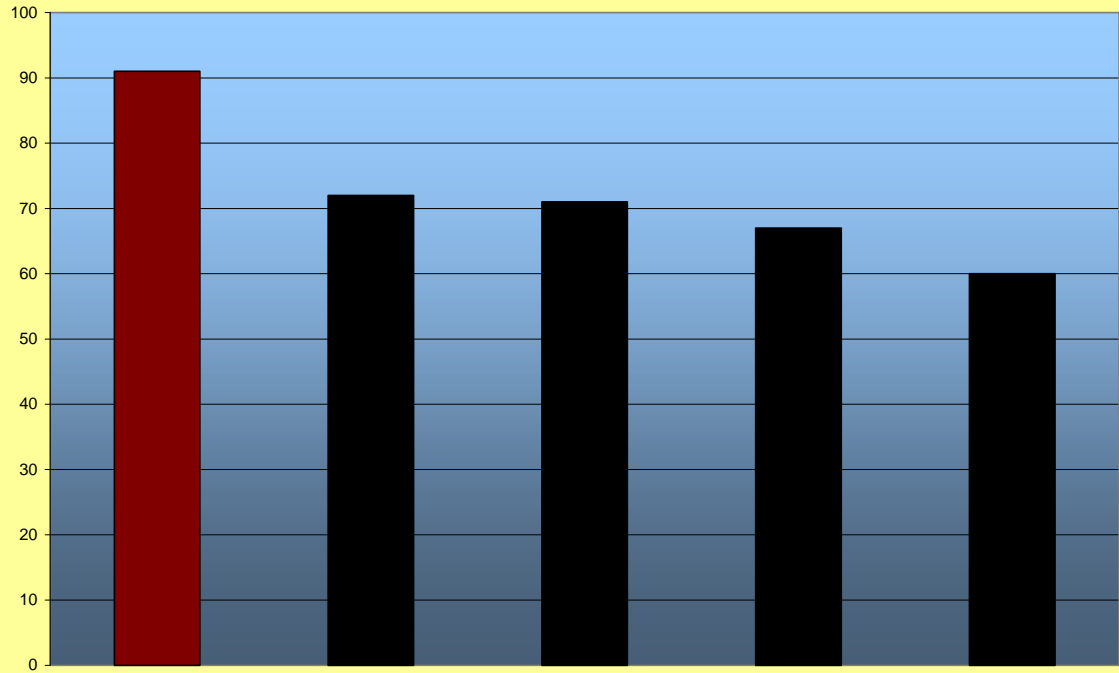
5th Grade Language Arts Compared to Local Schools 2007



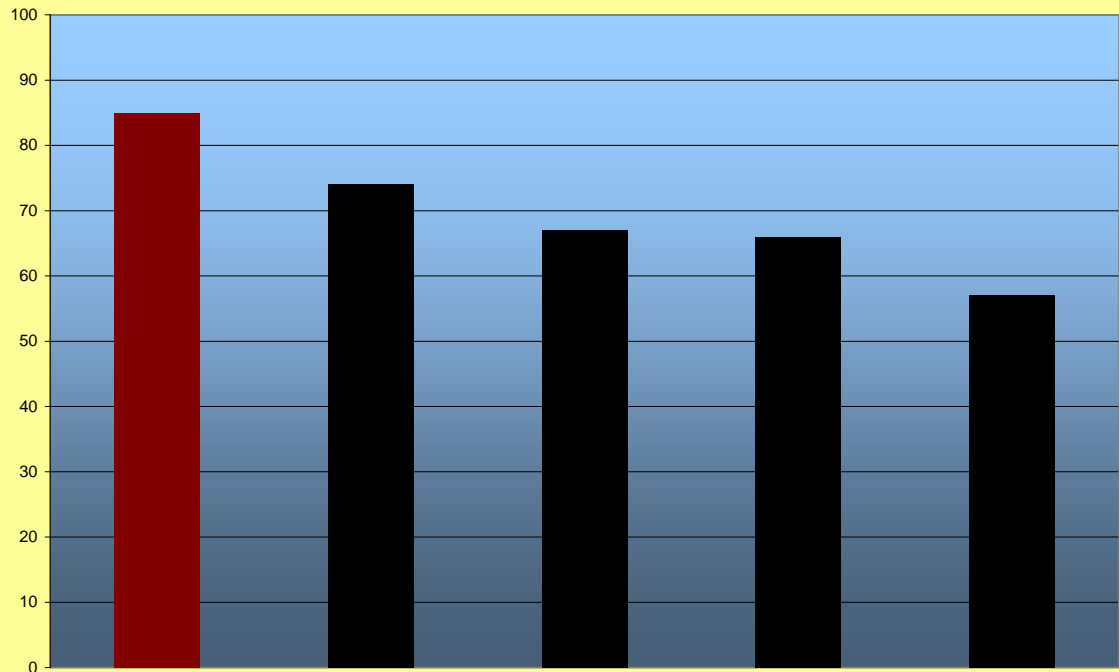
6th Grade Language Arts Compared to Local Schools 2007



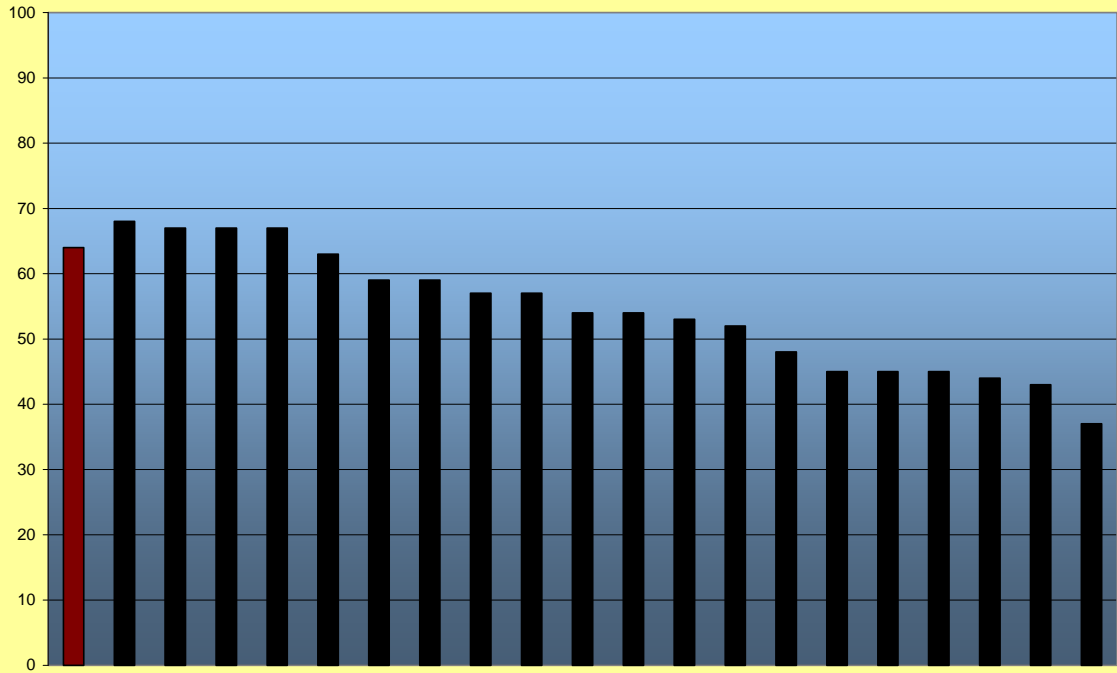
7th Grade Language Arts Compared to Local Schools 2007



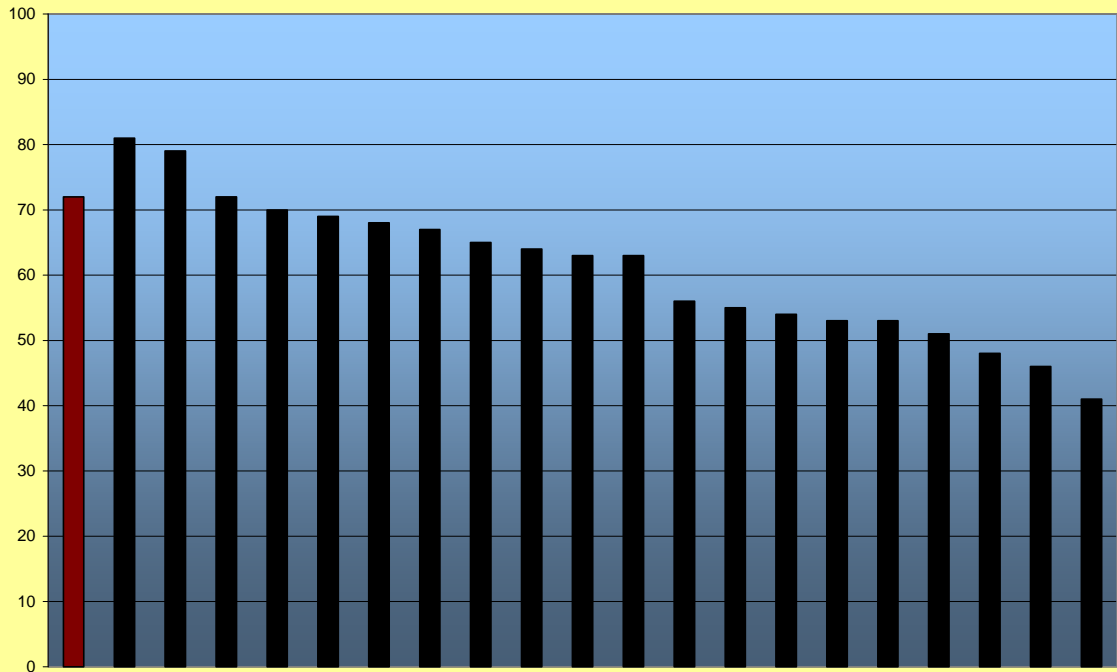
8th Grade Language Arts Compared to Local Schools 2007



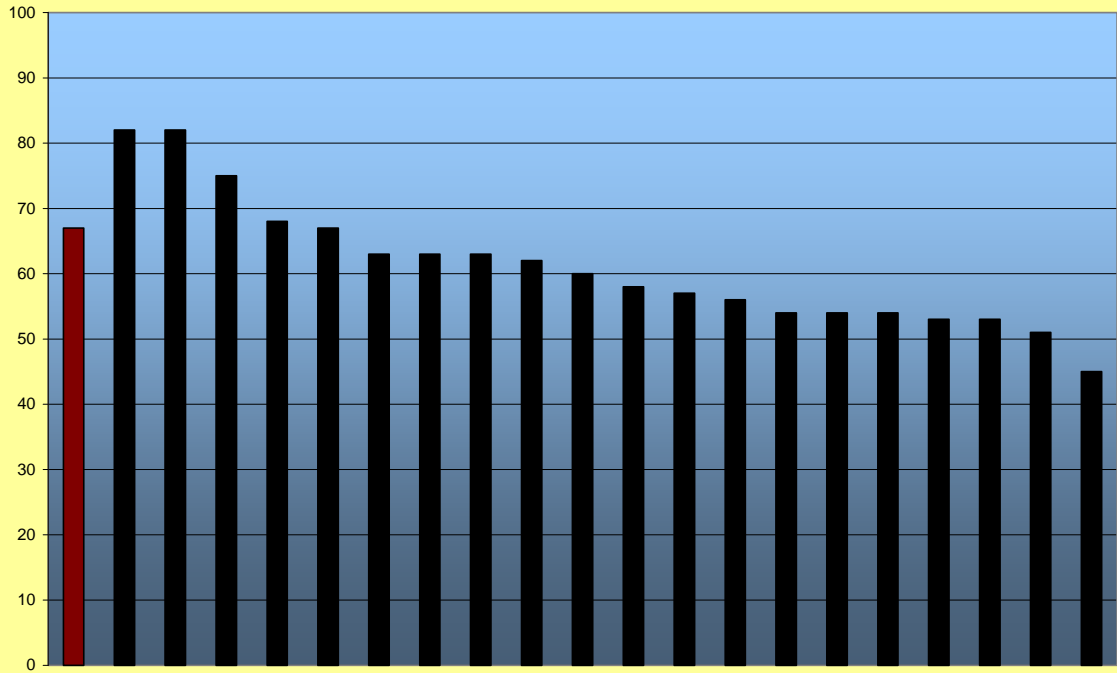
1st Grade Math Compared to Local Schools 2007



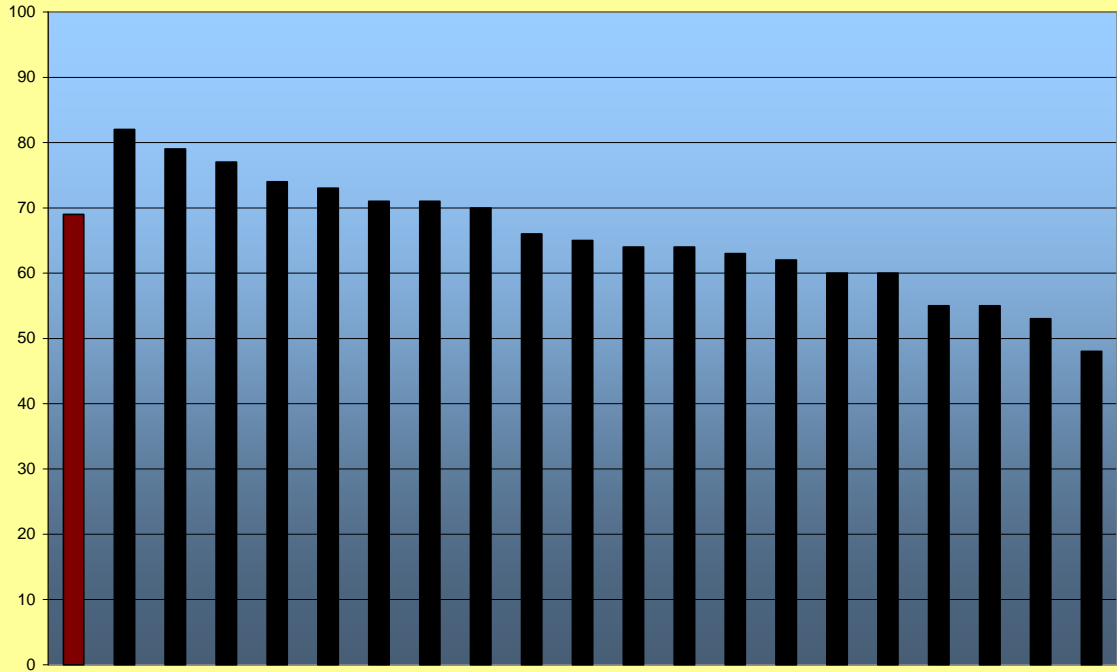
2nd Grade Math Compared to Local Schools 2007



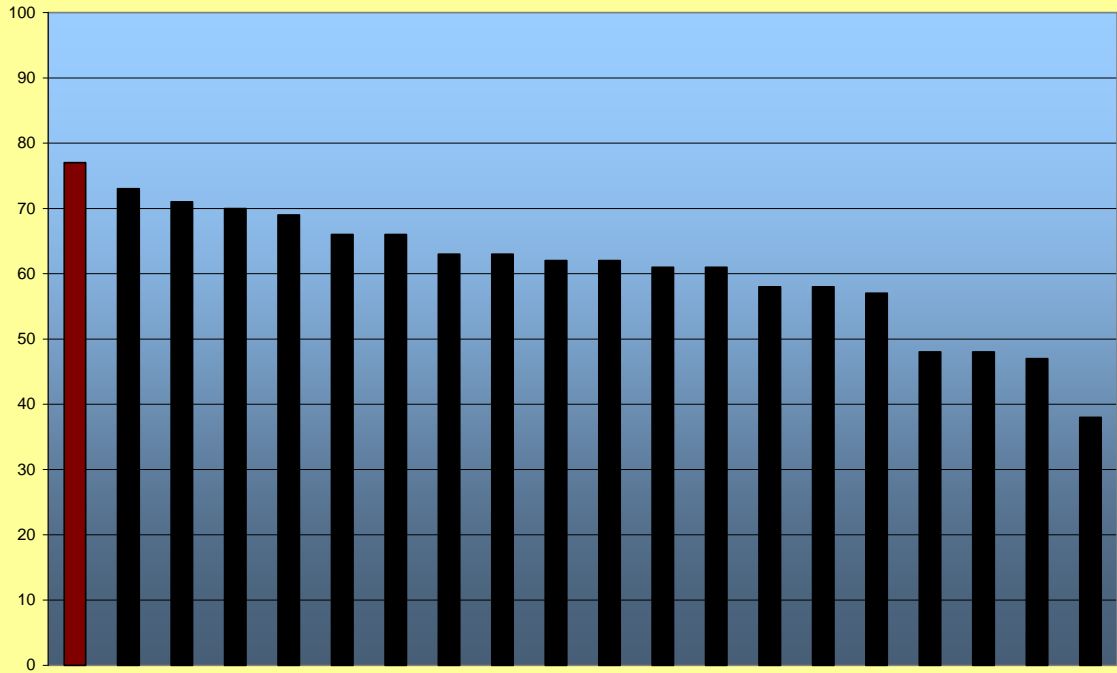
3rd Grade Math Compared to Local Schools 2007



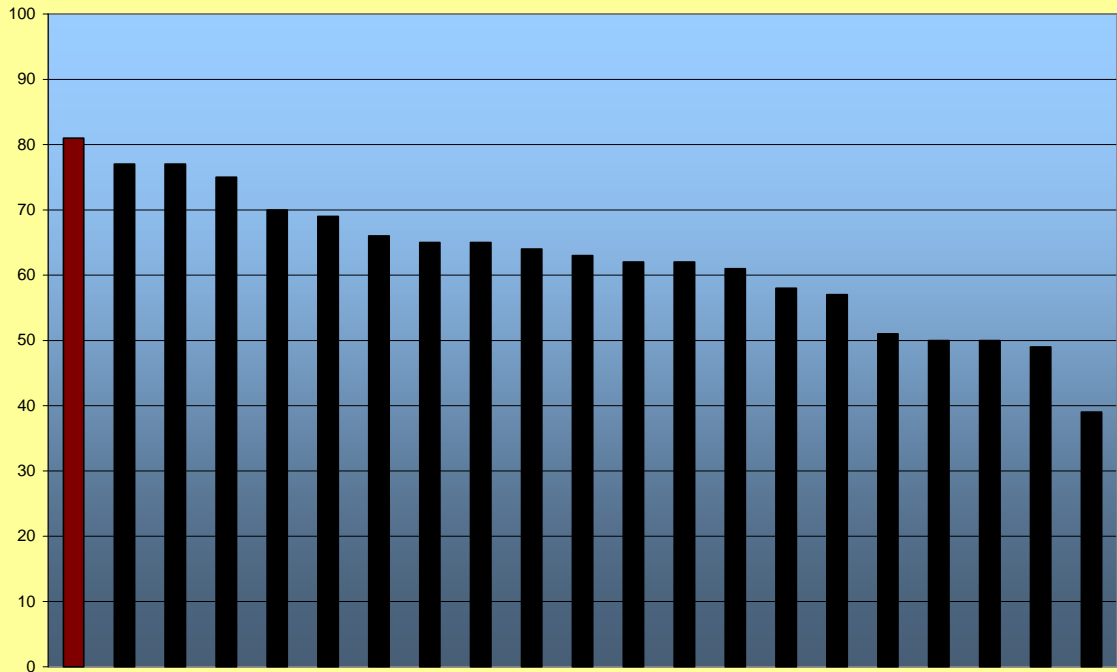
4th Grade Math Compared to Local Schools 2007



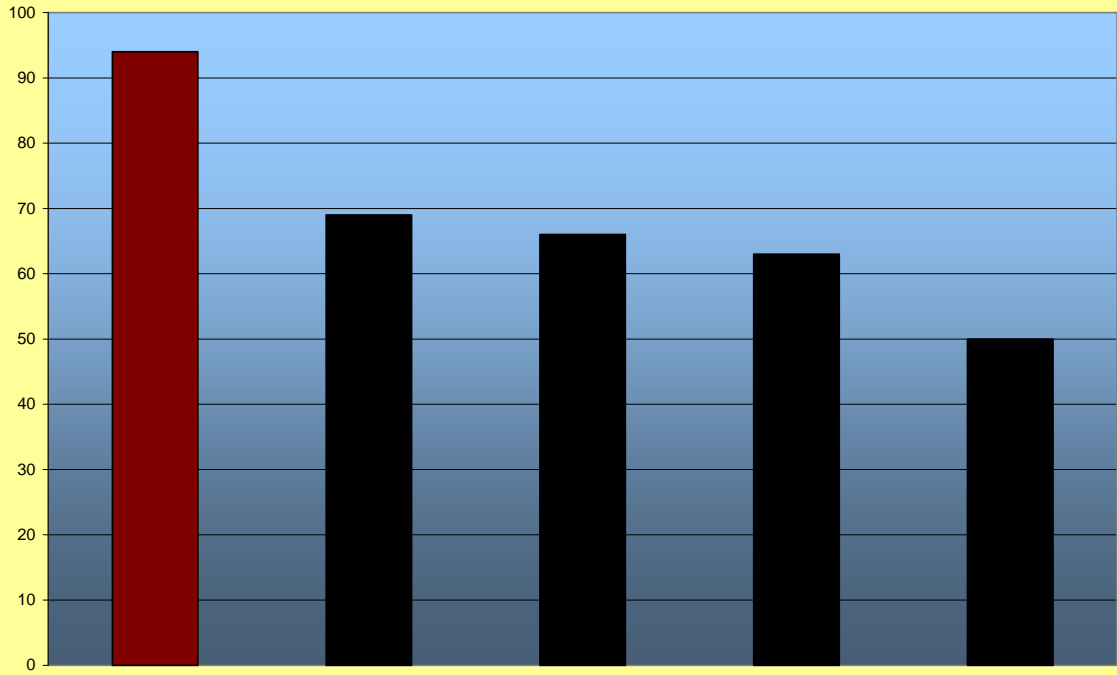
5th Grade Math Compared to Local Schools 2007



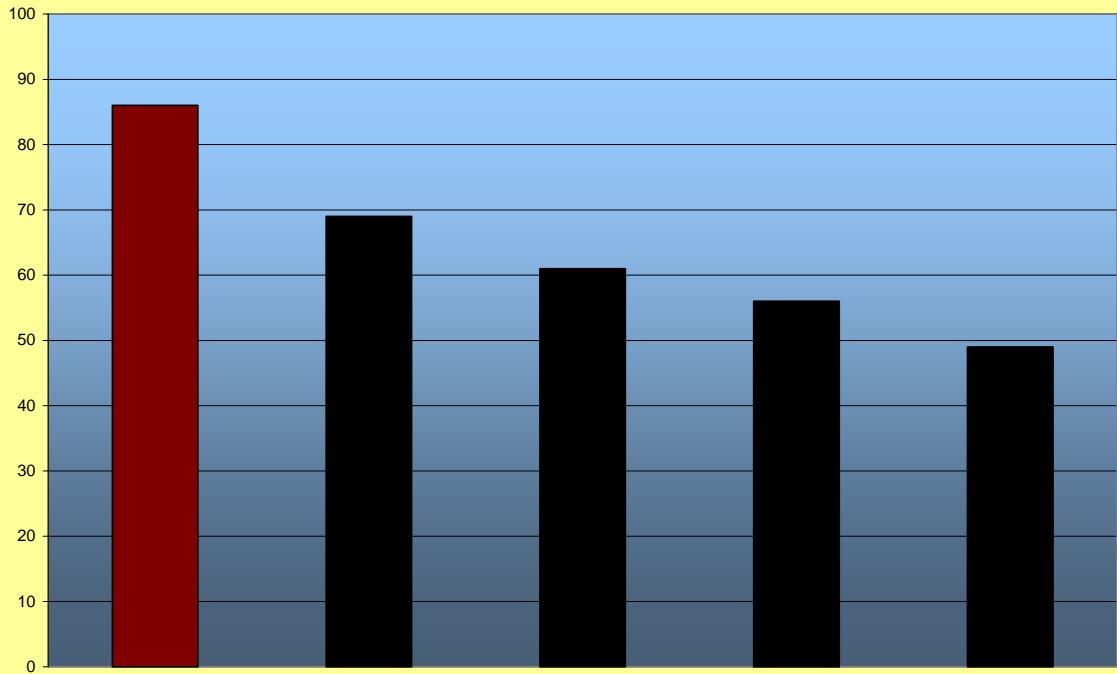
6th Grade Math Compared to Local Schools 2007



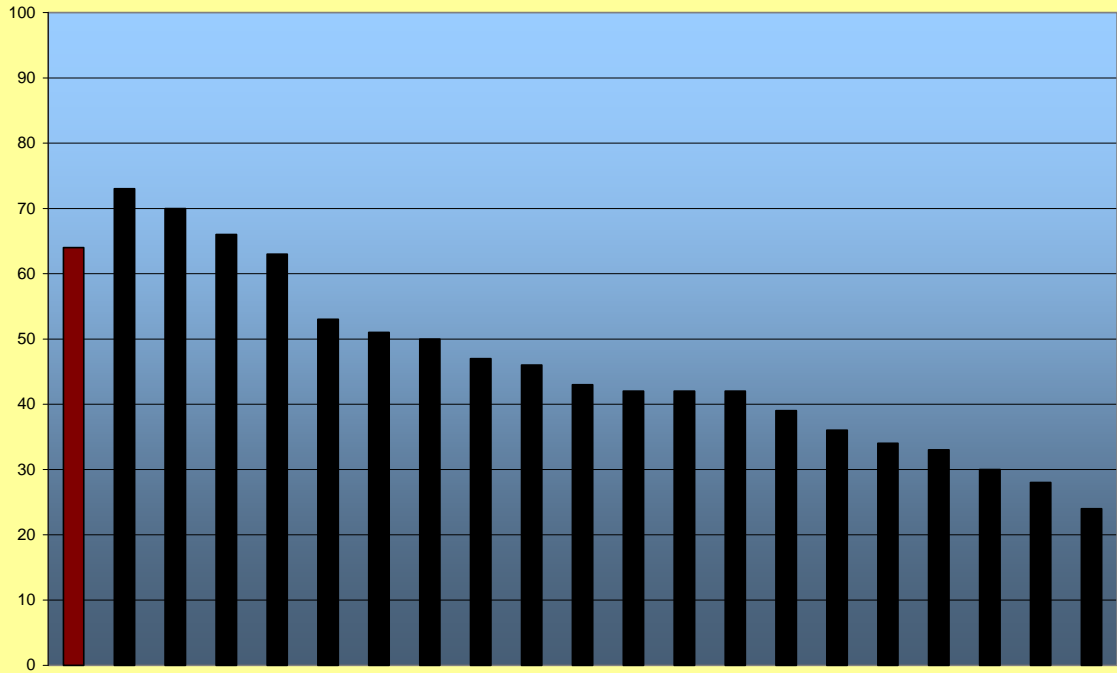
7th Grade Math Compared to Local Schools 2007



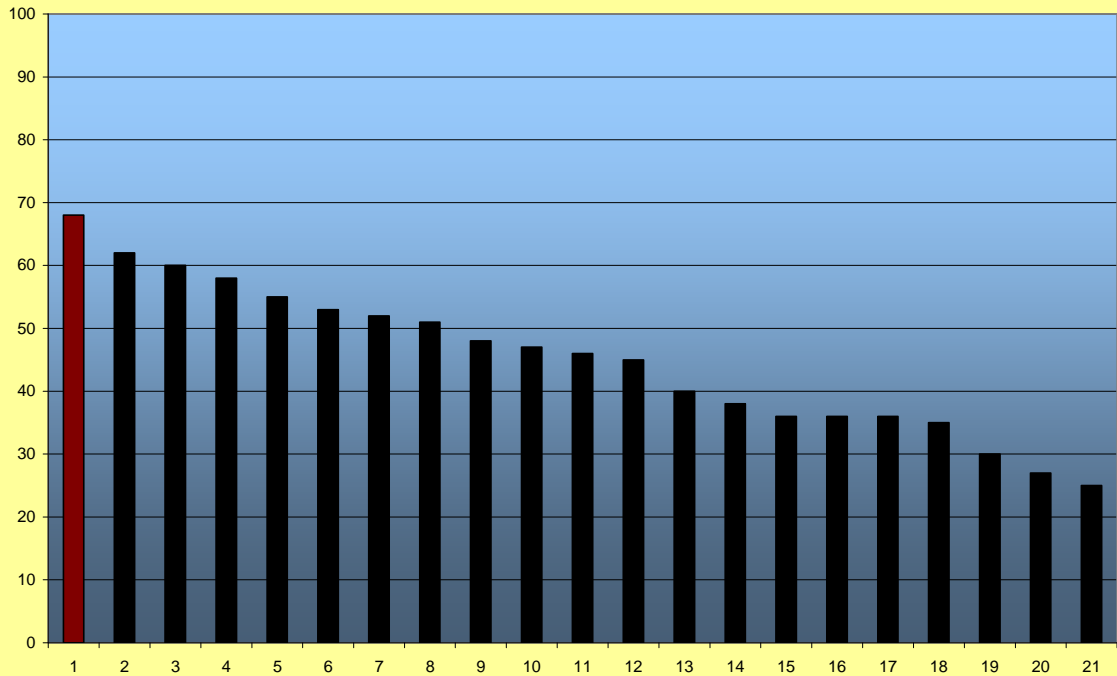
8th Grade Math Compared to Local Schools 2007



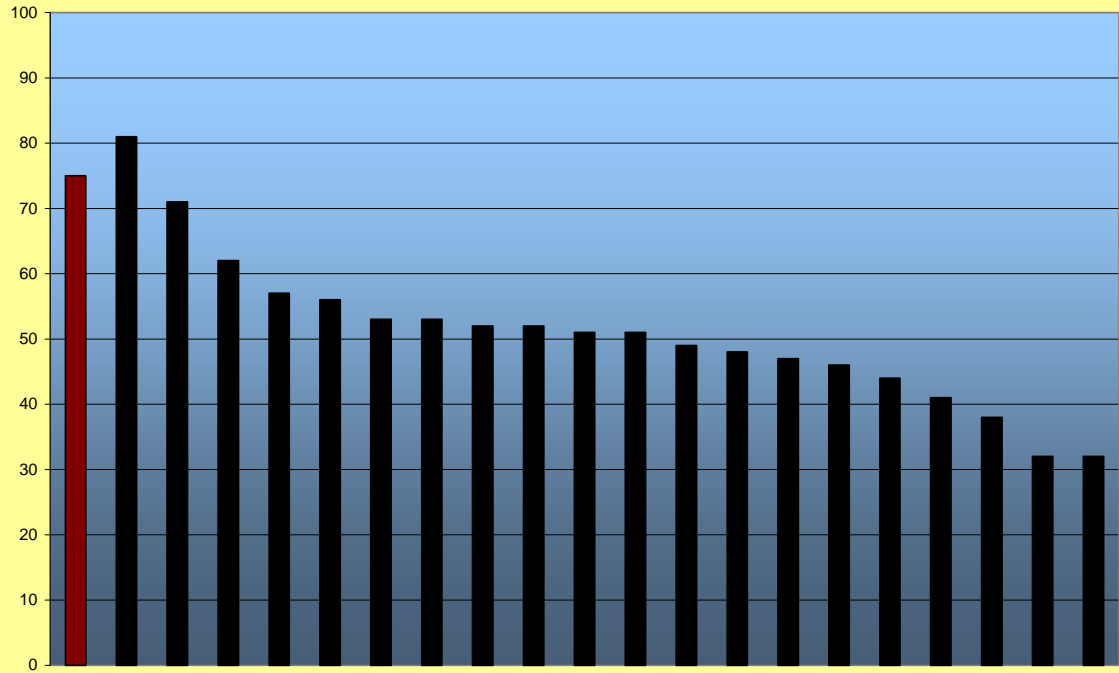
4th Grade Science Compared to Local Schools 2007



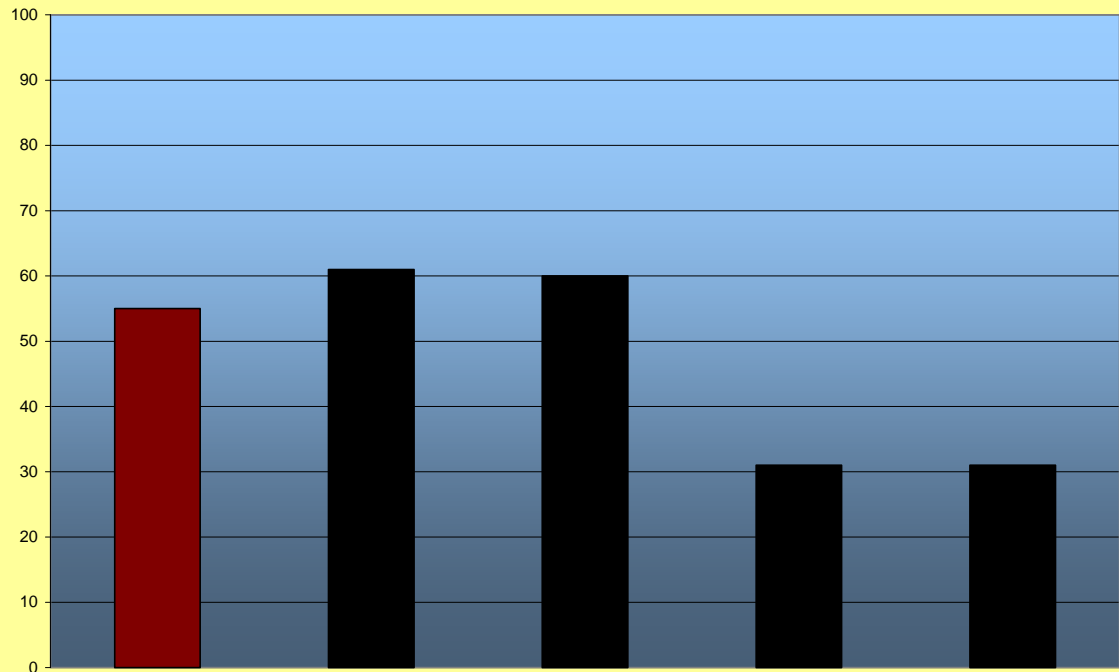
5th Grade Science Compared to Local Schools 2007



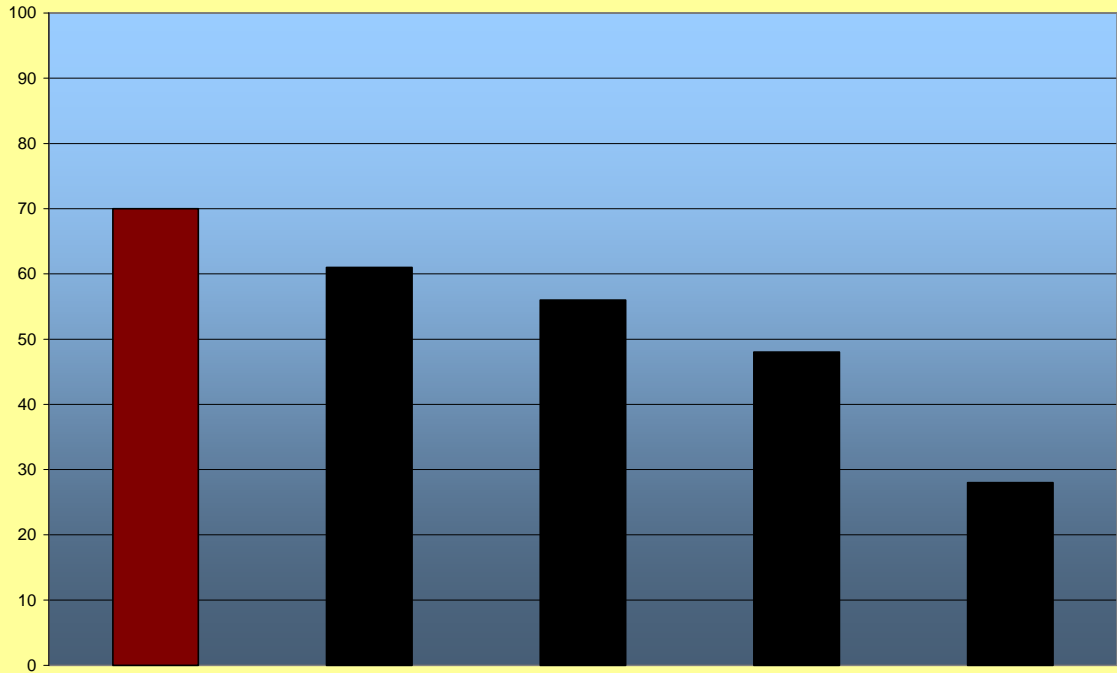
6th Grade Science Compared to Local Schools 2007



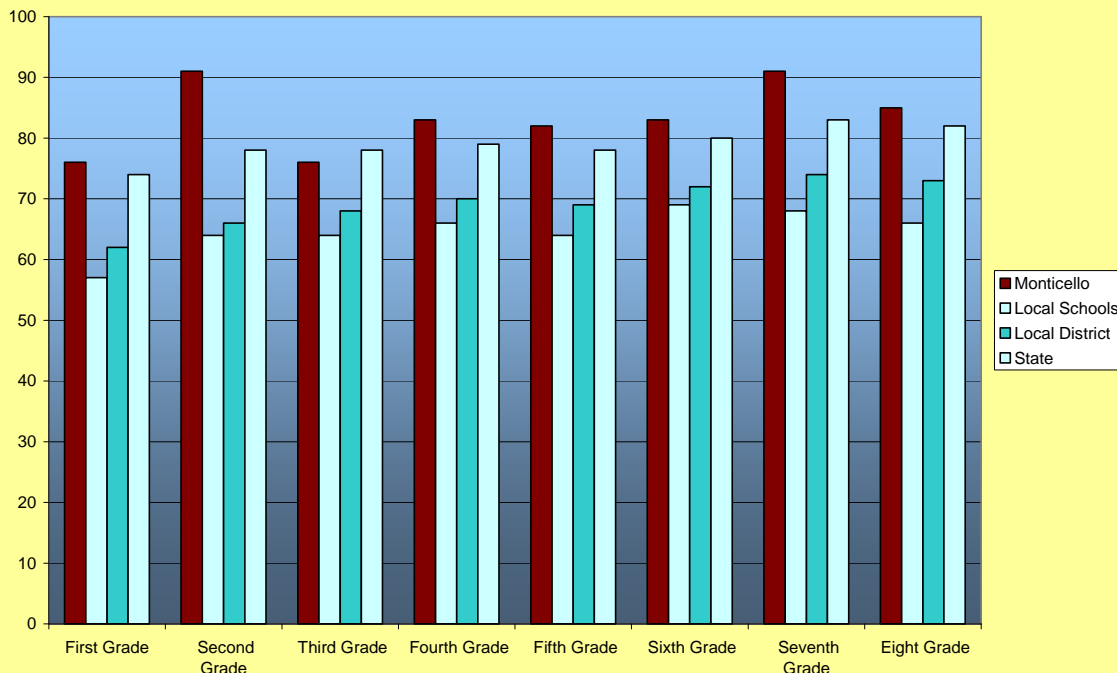
7th Grade Science Compared to Local Schools 2007

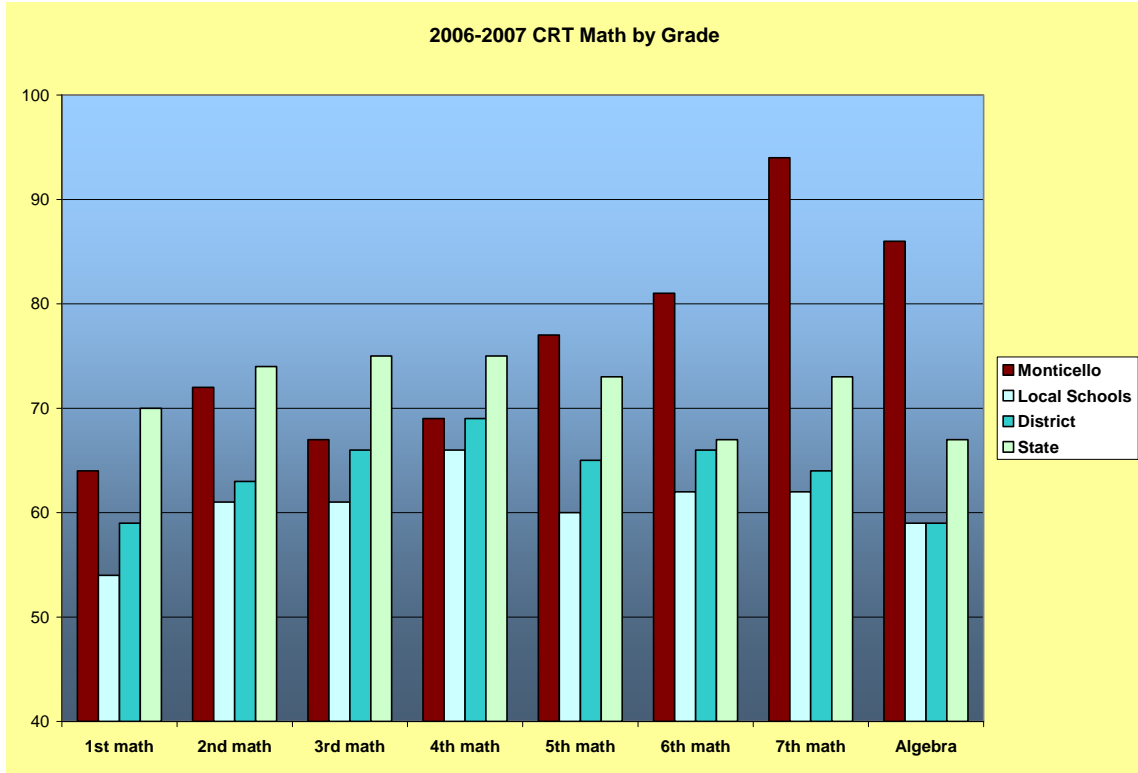


8th Grade Science Compared to Local Schools 2007

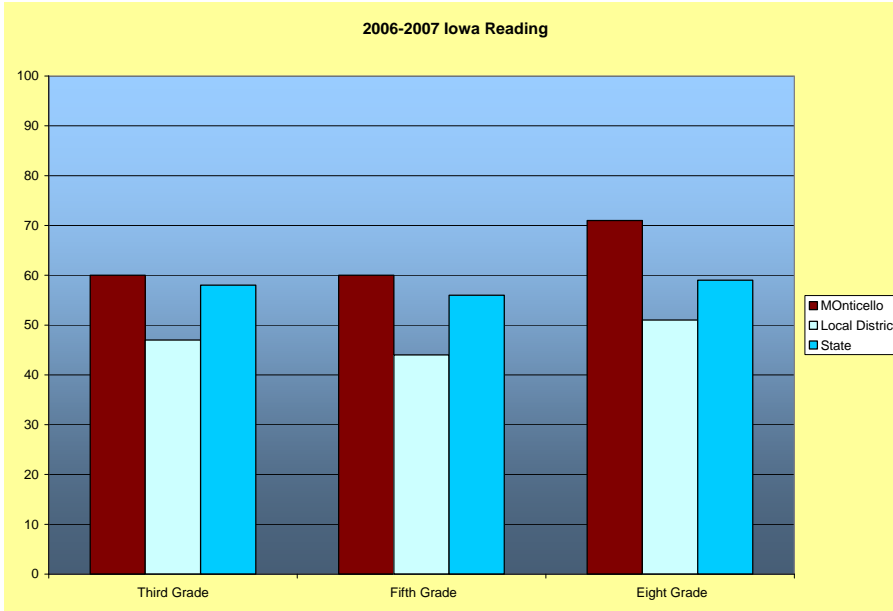


2006-2007 CRT Language Arts by Grade

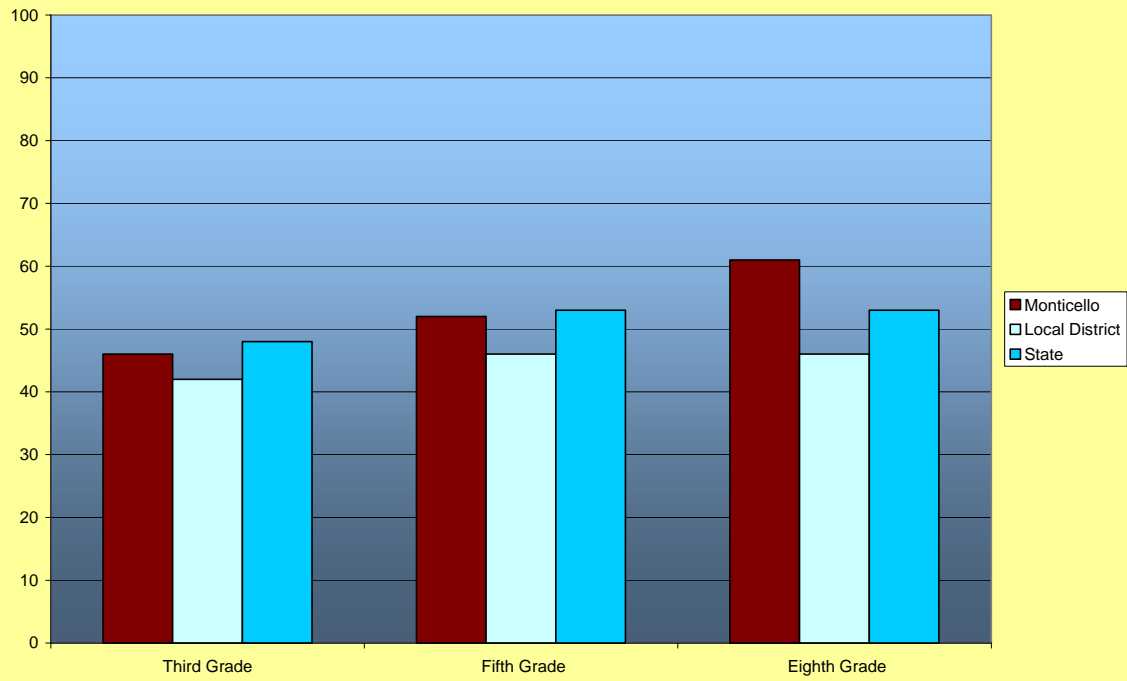




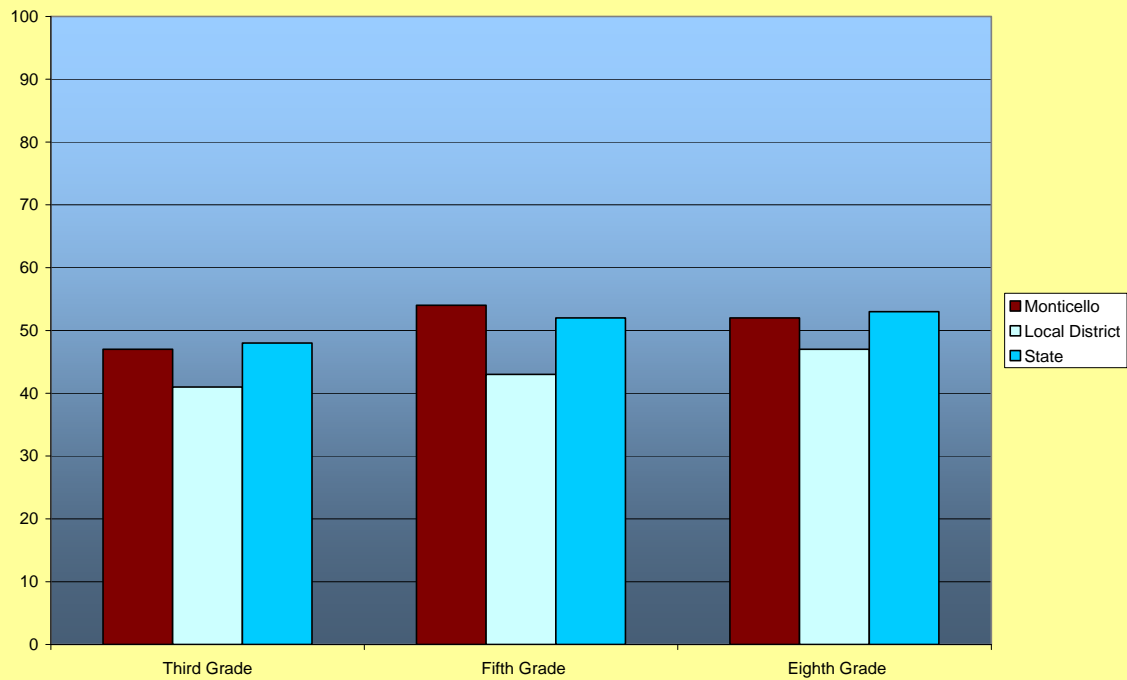
The following charts represent scores on the Iowa Test of Basic Skills (ITBS). The Iowa Tests are nationally standardized, norm-referenced tests that provide a comparison of Utah student achievement with the achievement of a nationally representative group of students. They are administered in the fall of each year to students in grades 3, 5 and 8. Though not included as a DRSL, it is relative to this report. Monticello scored above the national 50th percentile rank in 13 of the 15 subject areas, which mirrors the state's performance. Comparatively, the local district achieved this in only 5 of the 15 subject areas.



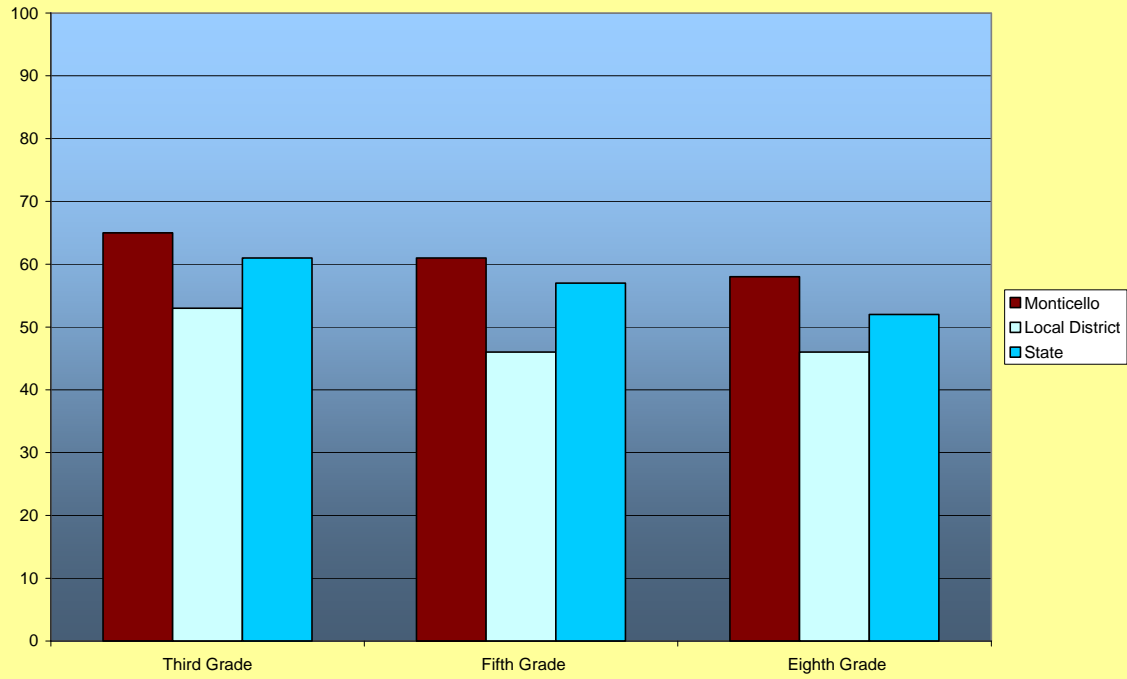
2006-2007 Iowa Language Arts/Writing



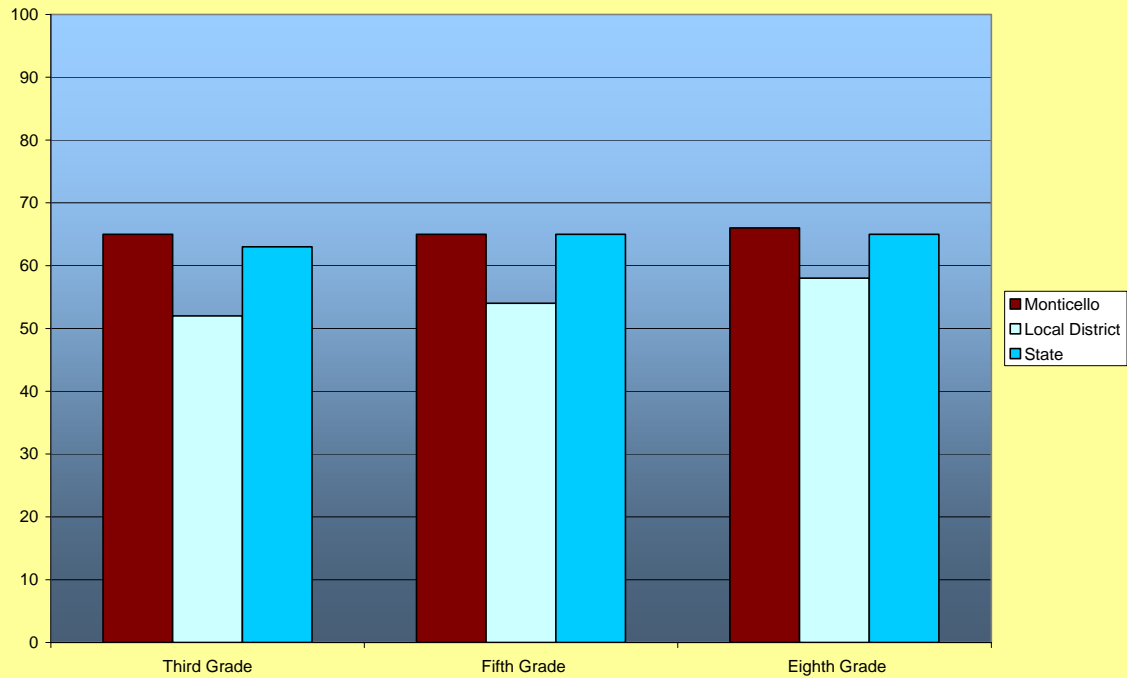
2006-2007 Iowa Math



2006-2007 Iowa Social Studies



2006-2007 Iowa Science

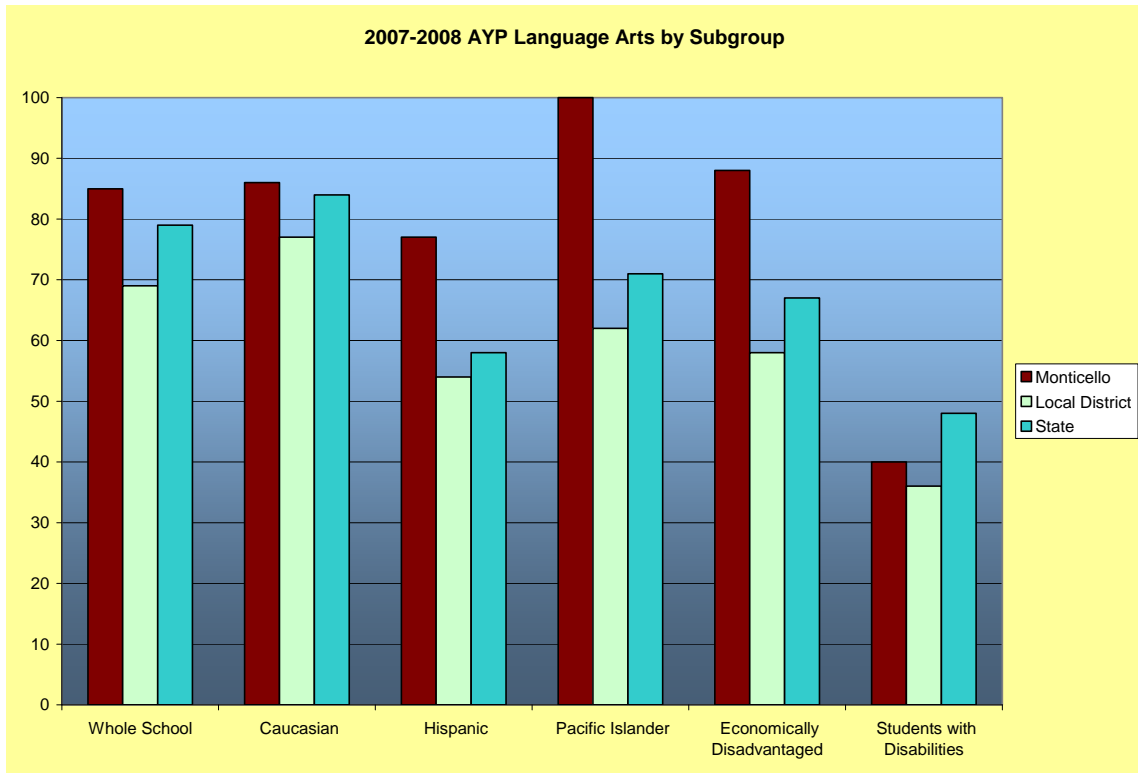


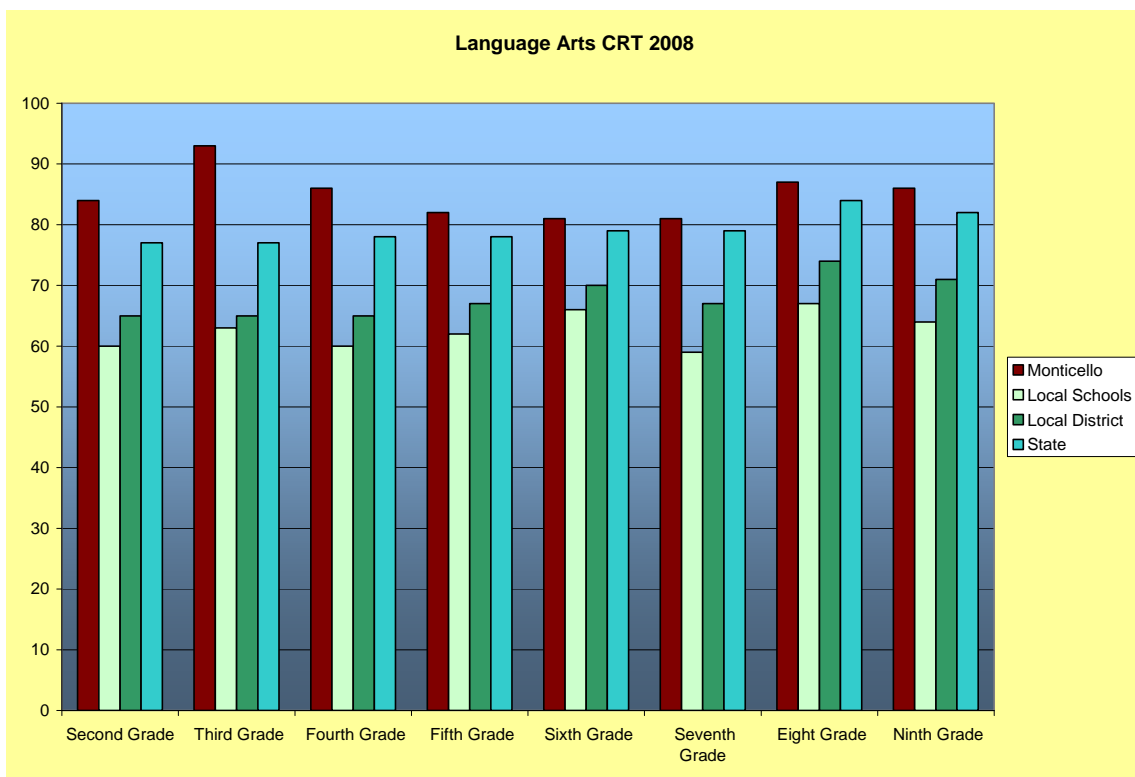
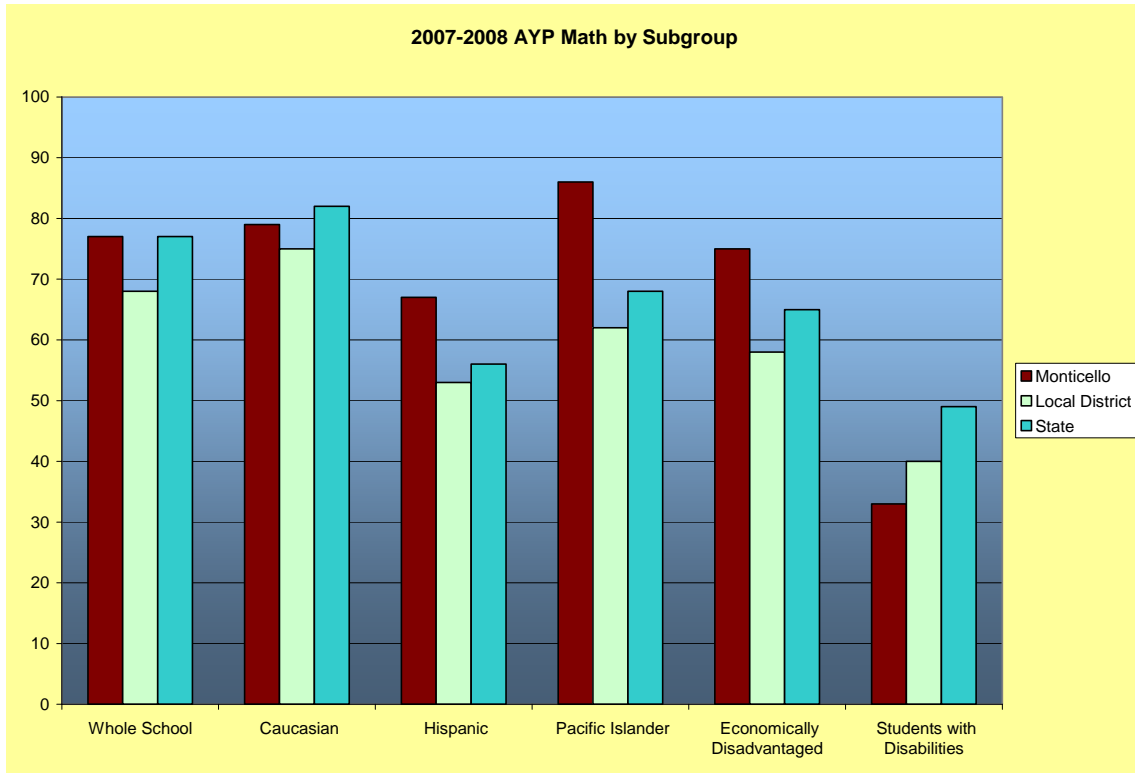
Desired Results for Student Learning (DRSLs) 2007-2008

In consideration of the 2006-2007 performance data, DRSLs designed for 2007-2008 included the following:

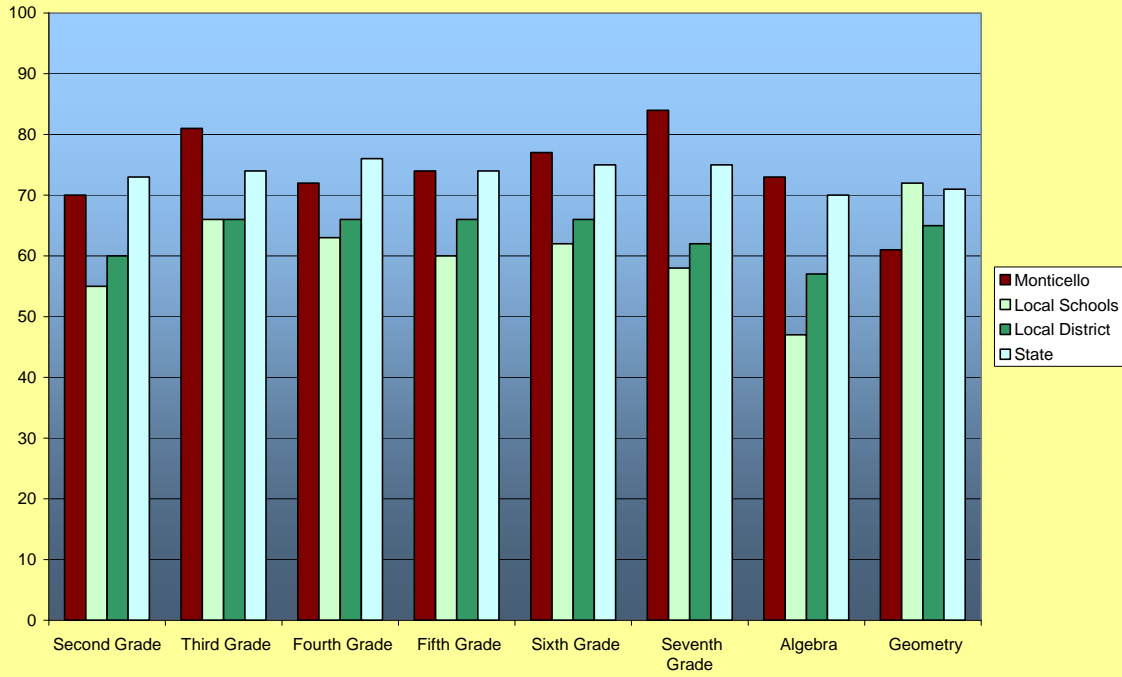
1. Students will score at or above state averages on all CRT tests
2. Students will score at or above district averages on the Direct Writing Assessment for 6th grade.
3. Students will score at or above district averages on the Language Arts CRT in the subcategory Students with Disabilities.

The following charts indicate student academic performance in these goal areas for the 2007-2008 school year.

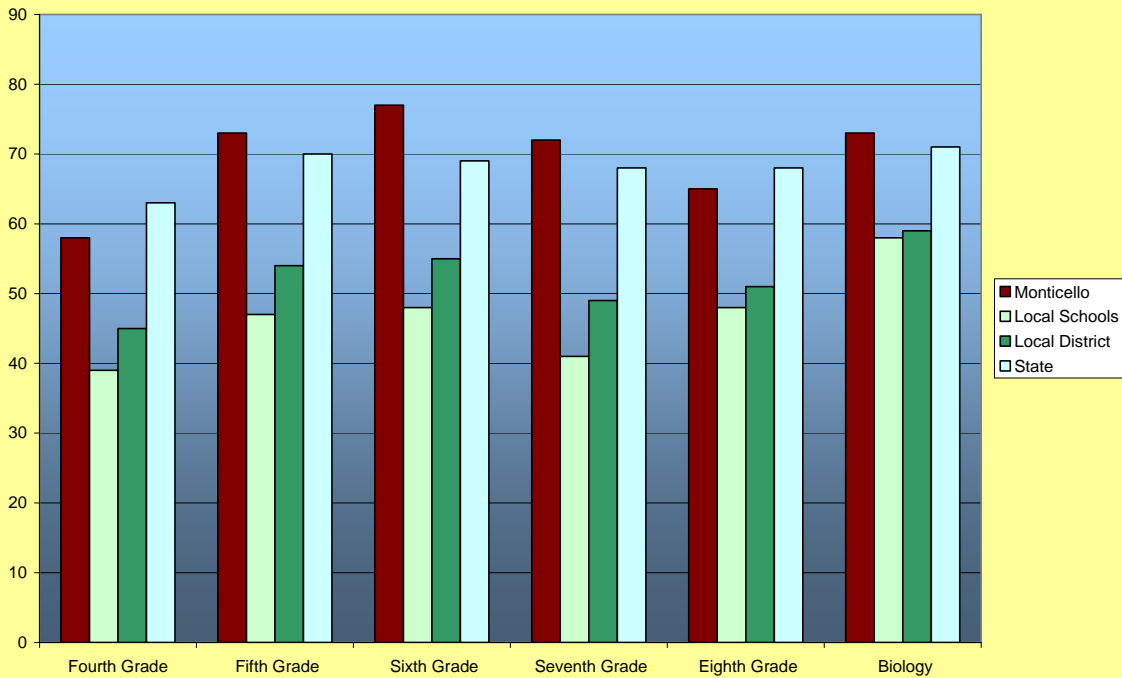




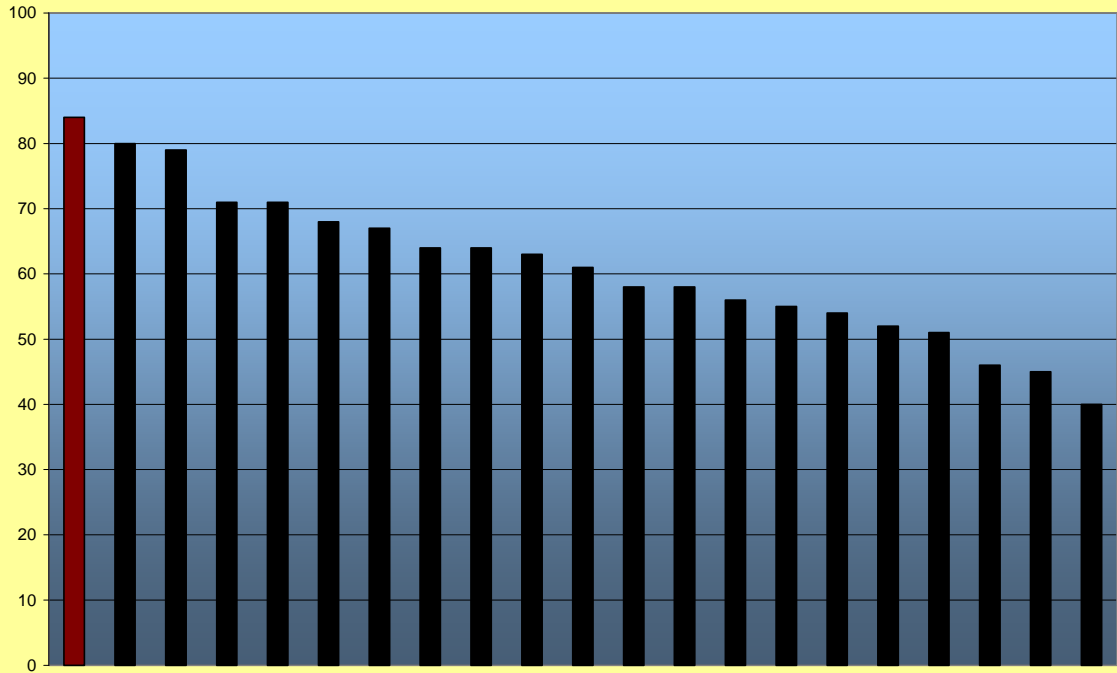
Math CRT 2008



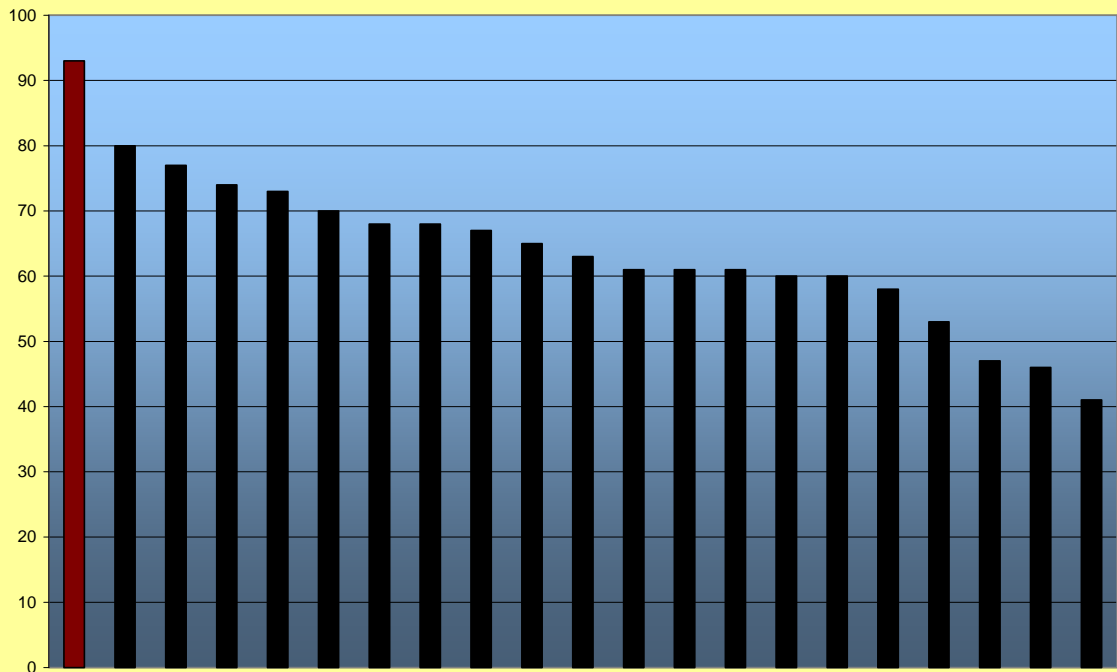
Science CRT 2008



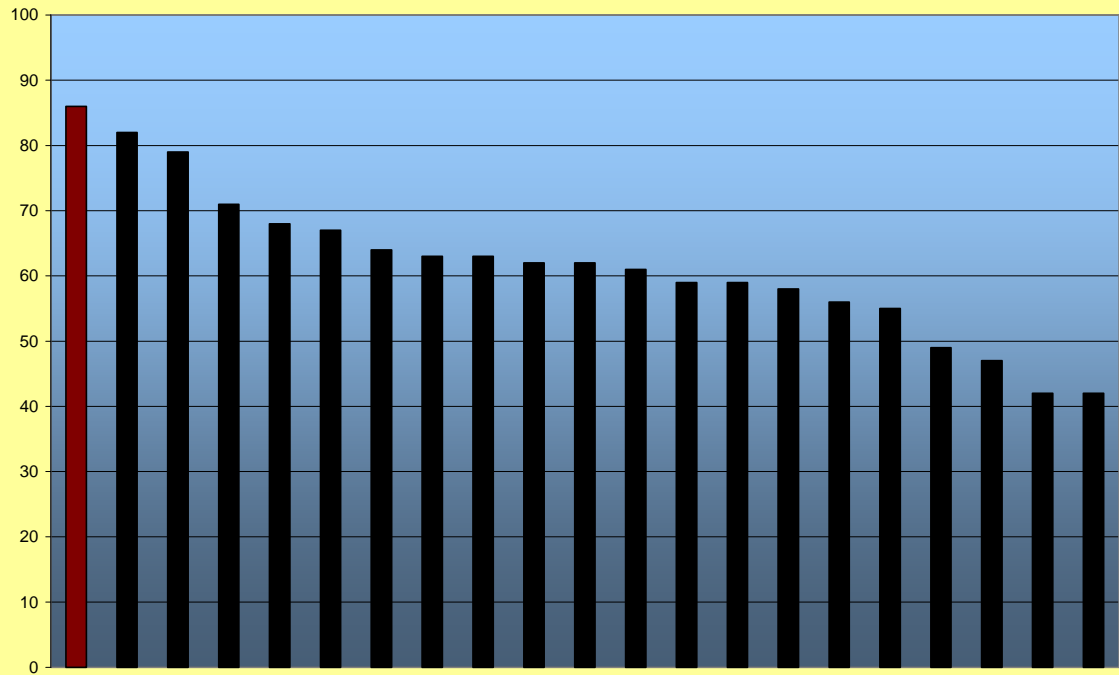
2nd Grade LA Compared to Local Schools 2008



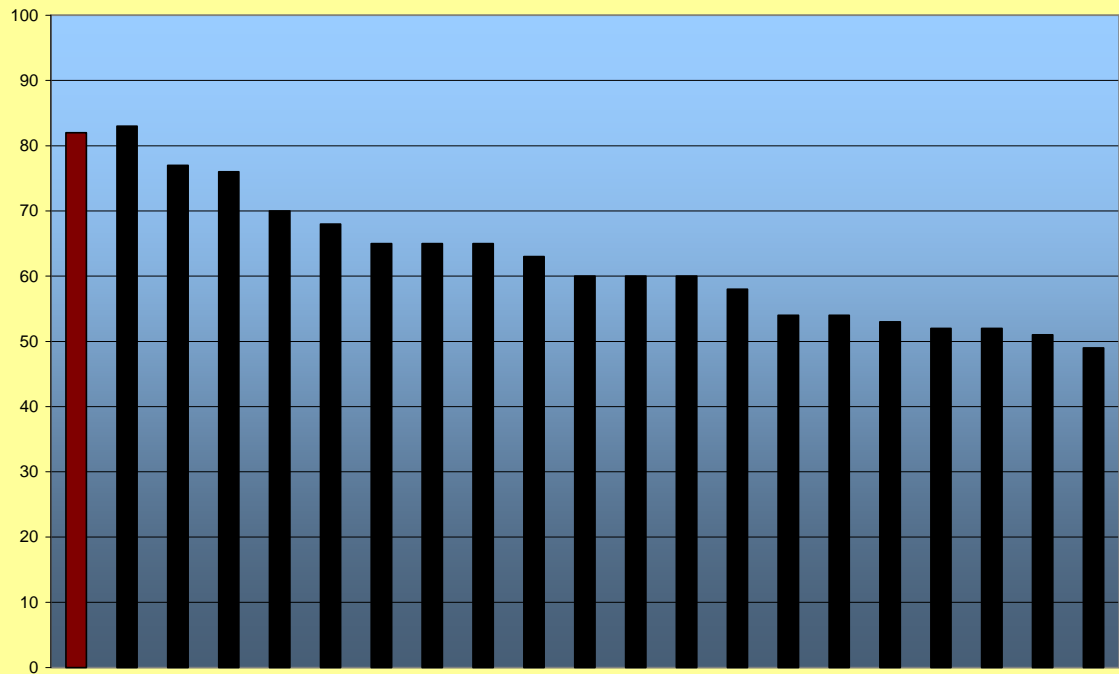
3rd Grade Language Arts Compared to Local Schools 2008



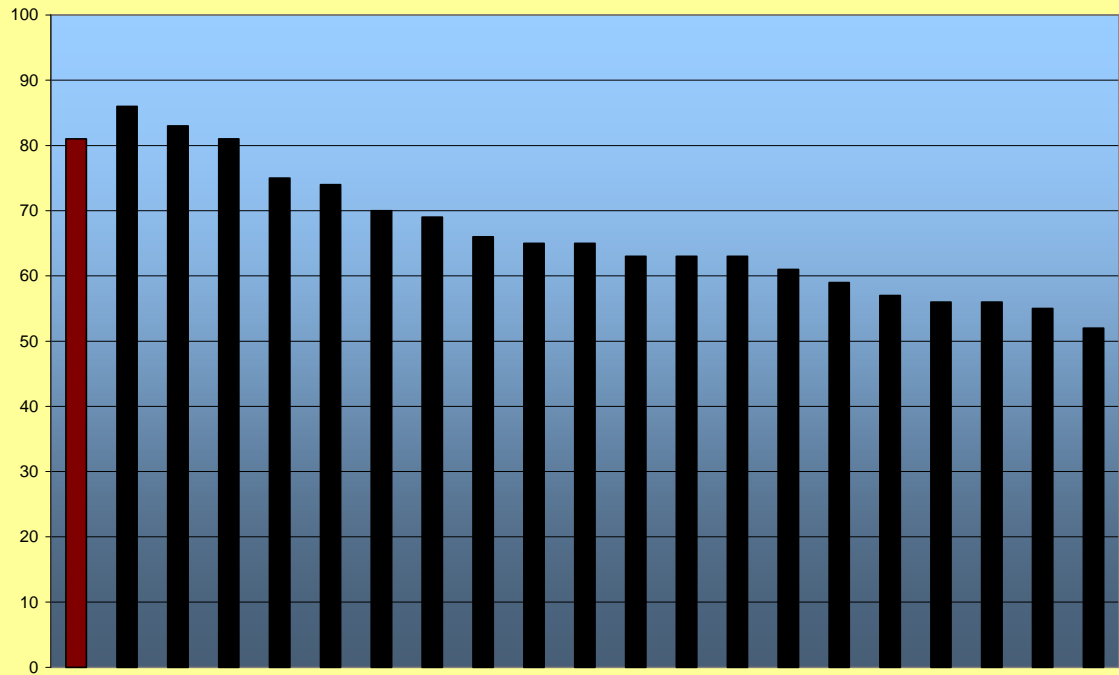
4th Grade Language Arts Compared to Local Schools 2008



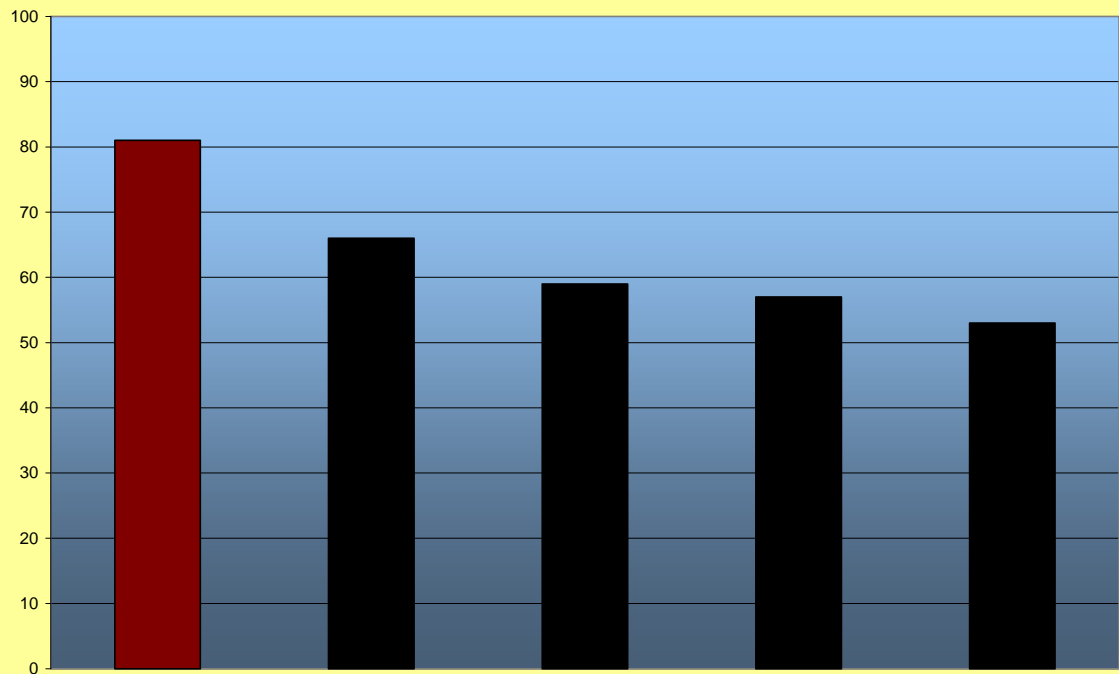
5th Grade Language Arts Compared to Local Schools 2008



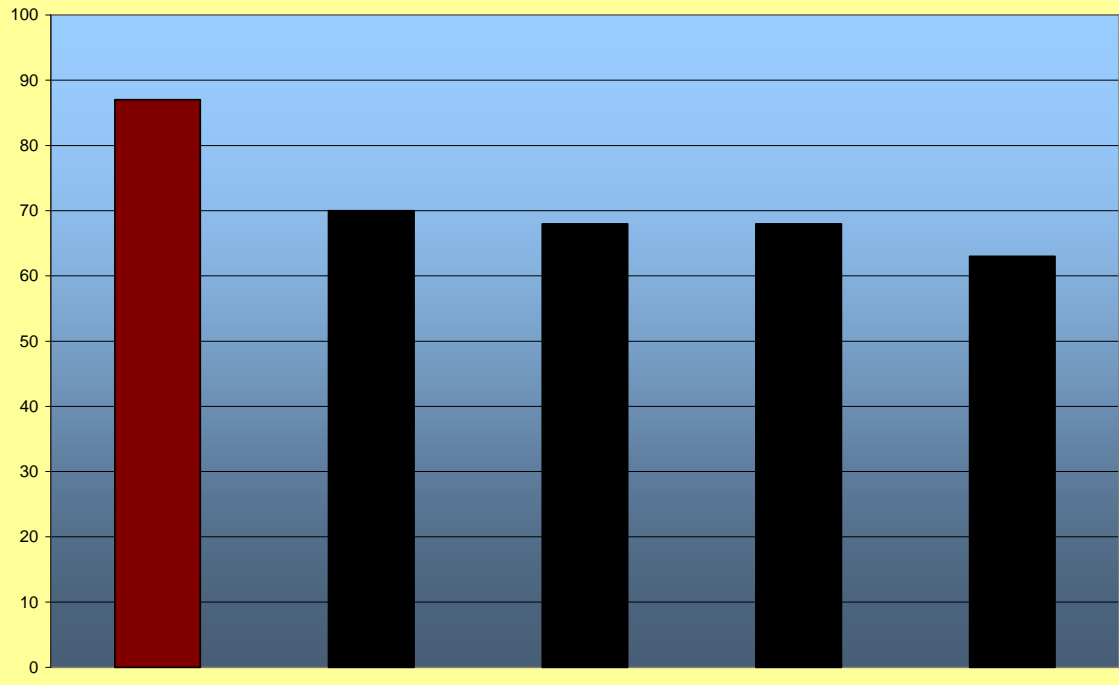
6th Grade Language Arts Compared to Local Schools 2008



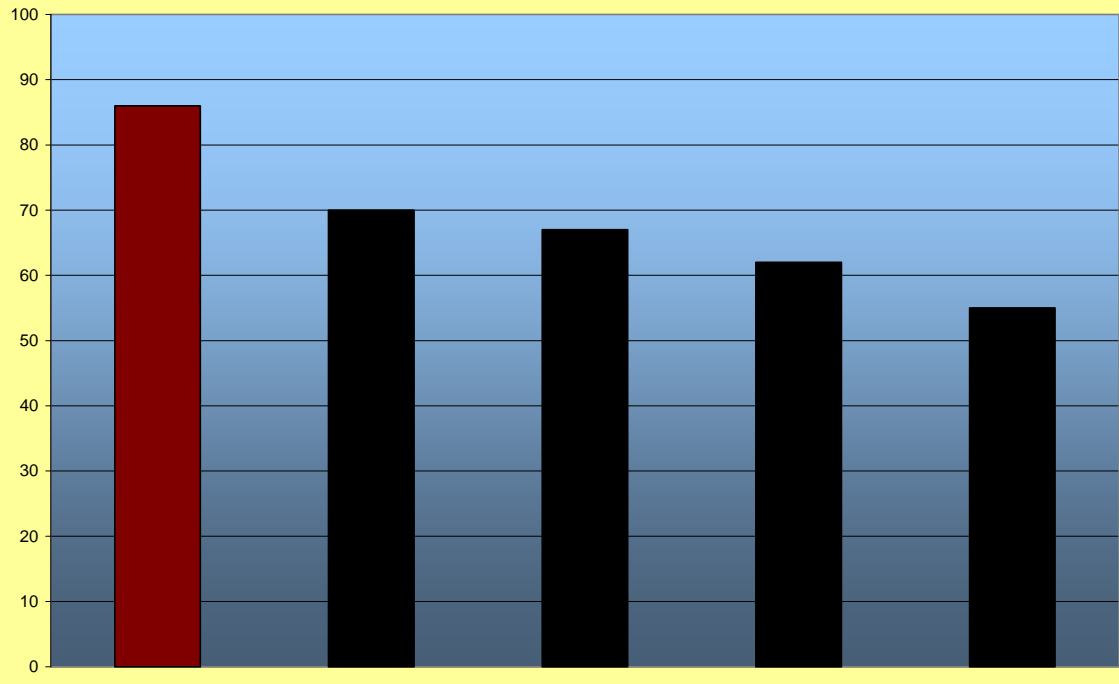
7th Grade Language Arts Compared to Local Schools 2008



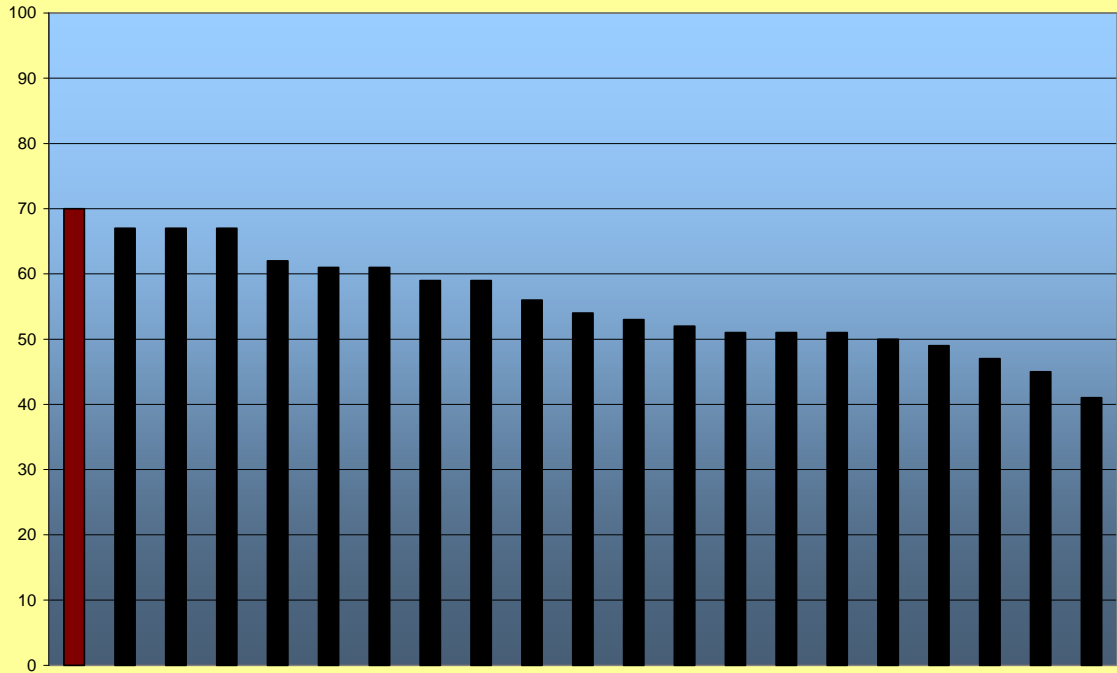
8th Grade Language Arts Compared to Local Schools 2008



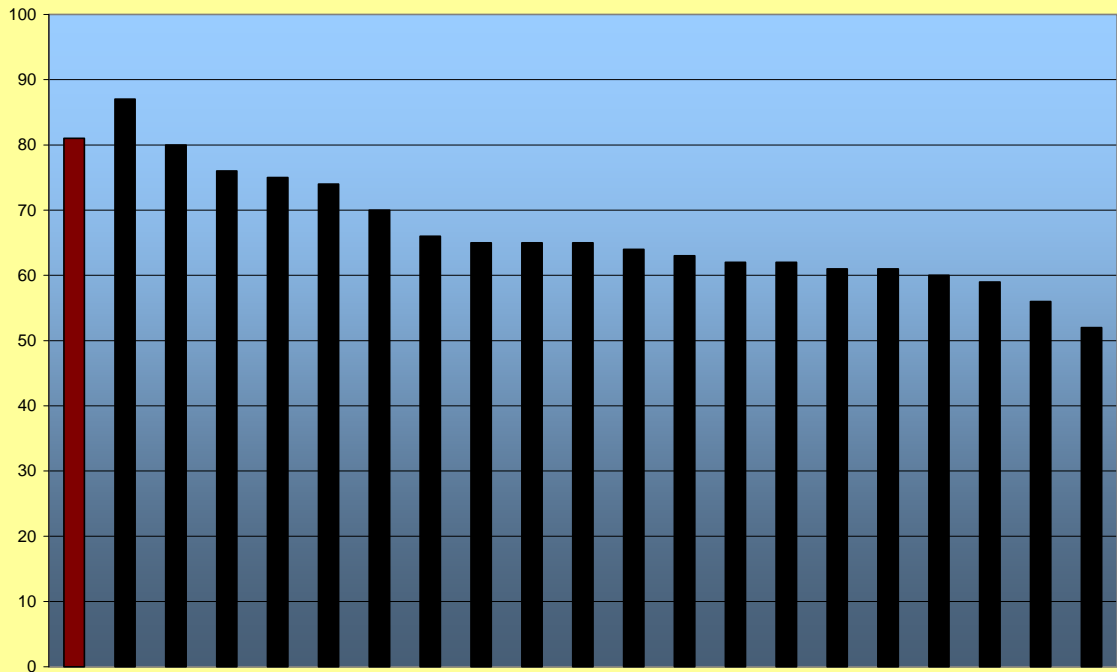
9th Grade Language Arts Compared to Local Schools 2008



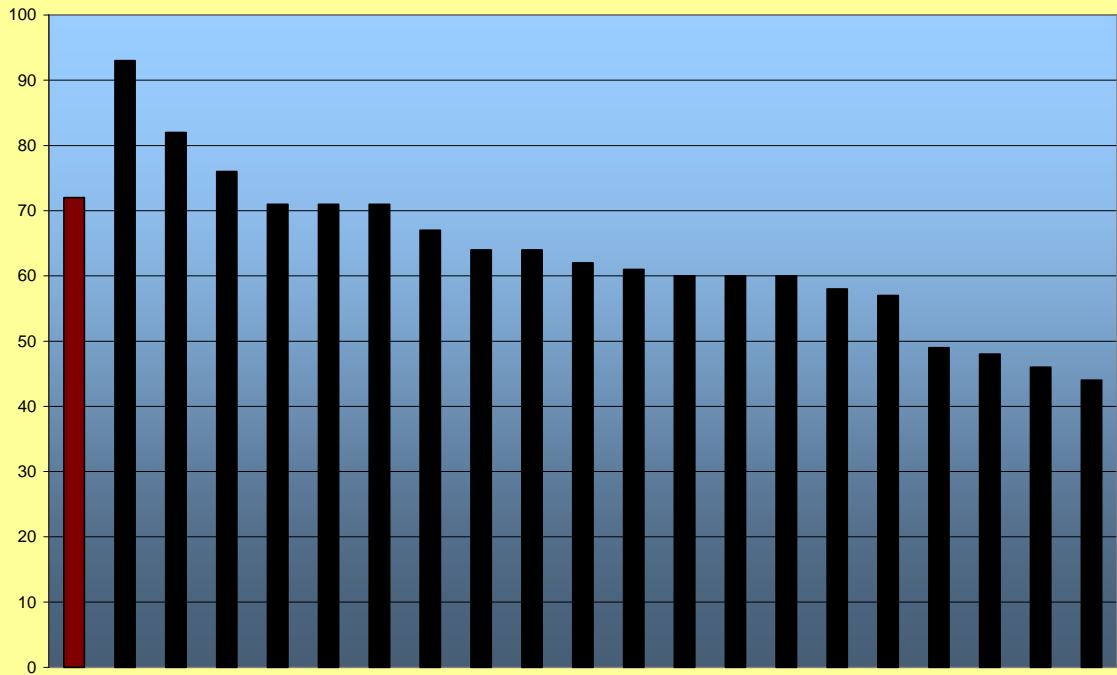
2nd Grade Math Compared to Local Schools 2008



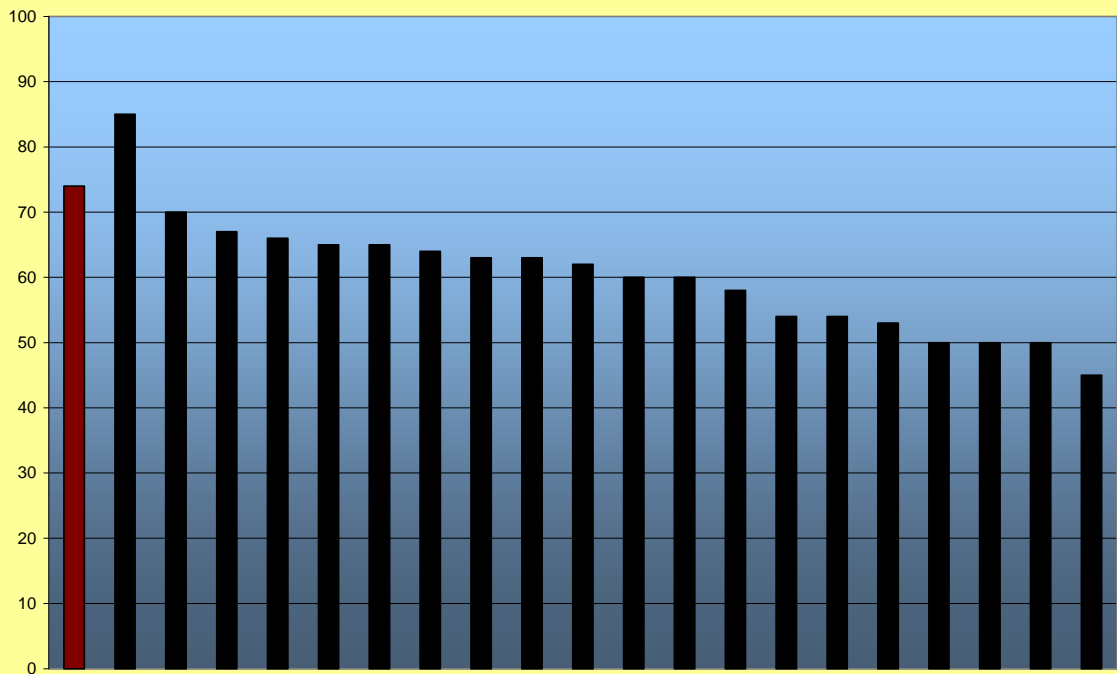
3rd Grade Math Compared to Local Schools 2008



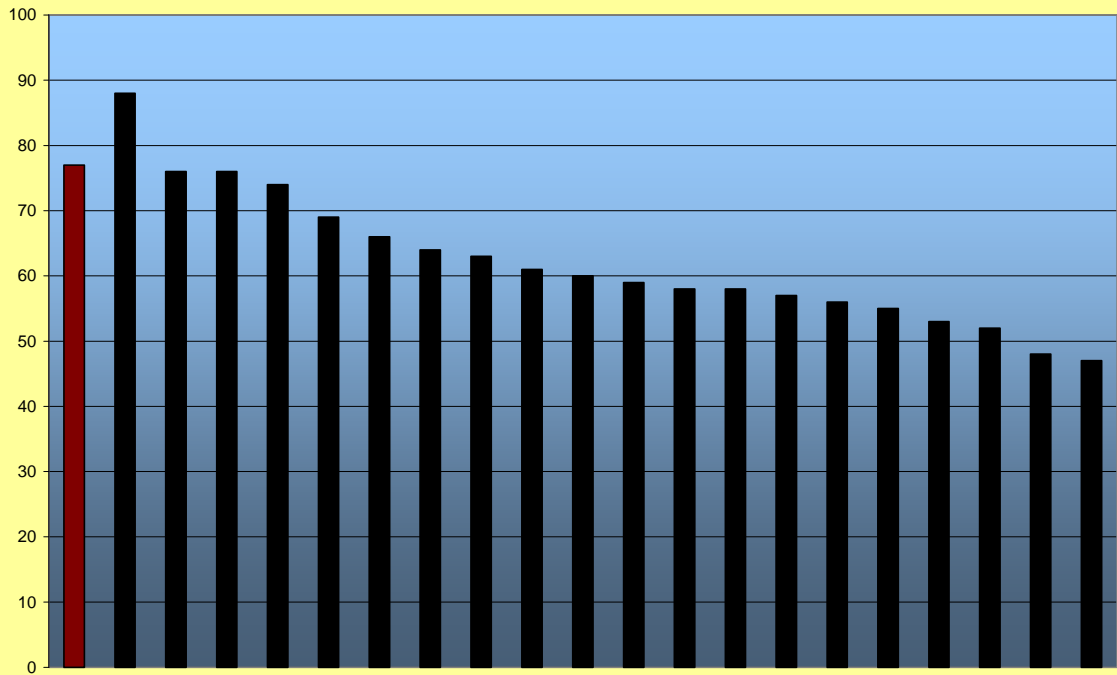
4th Grade Math Compared to Local Schools 2008



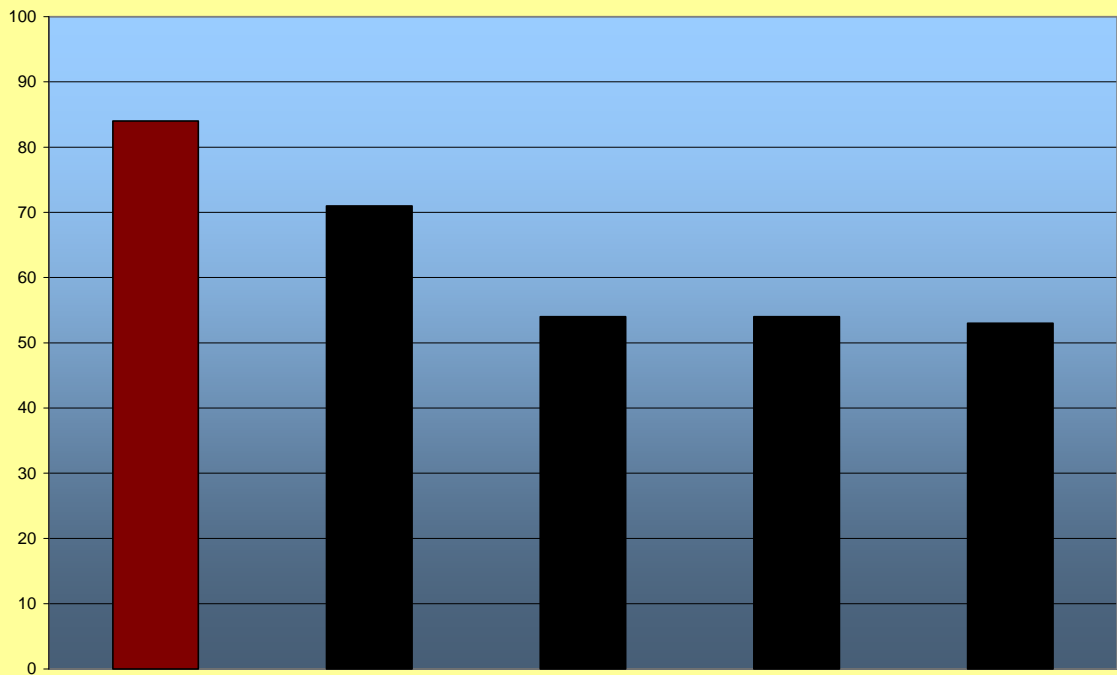
5th Grade Math Compared to Local Schools 2008



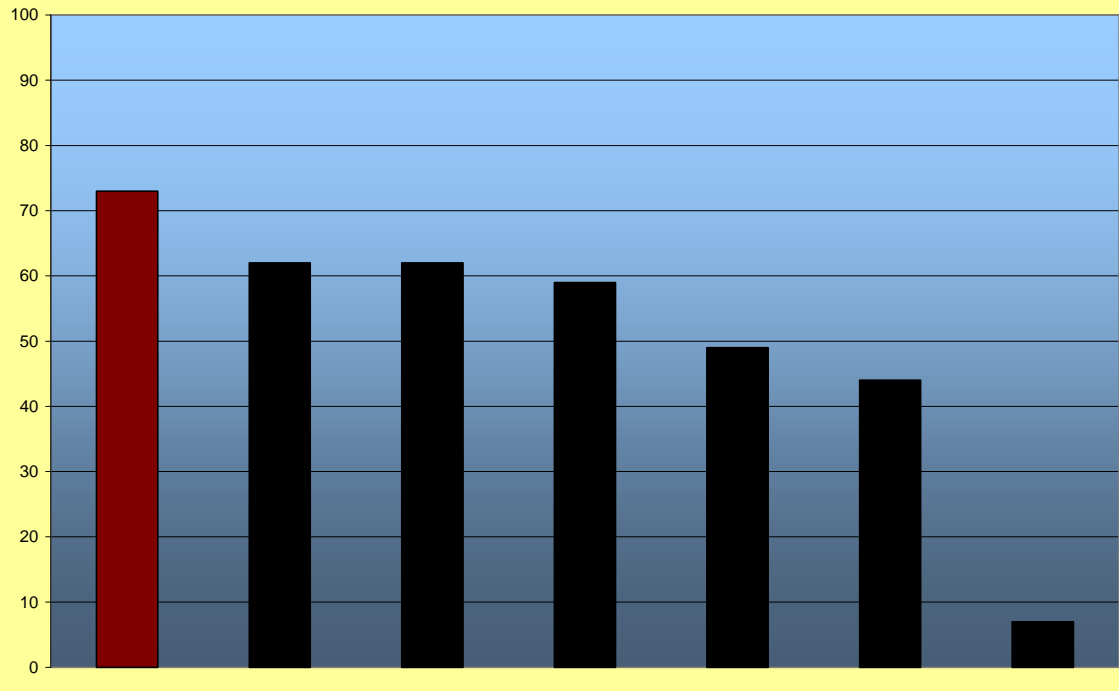
6th Grade Math Compared to Local Schools 2008



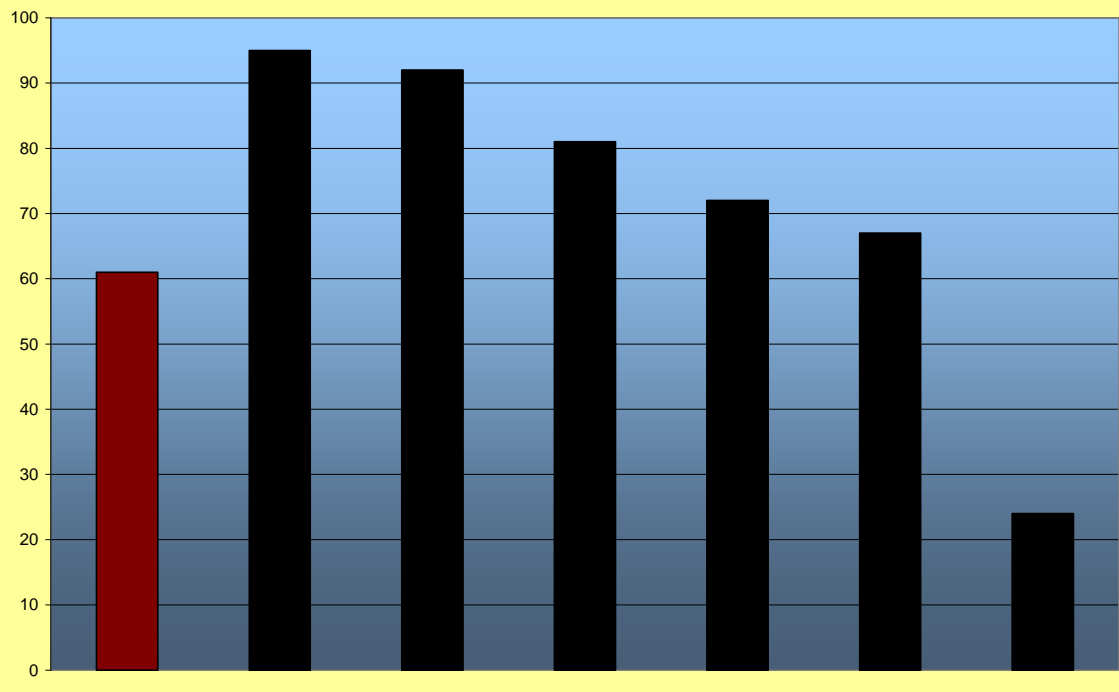
7th Grade Math Compared to Local Schools 2008



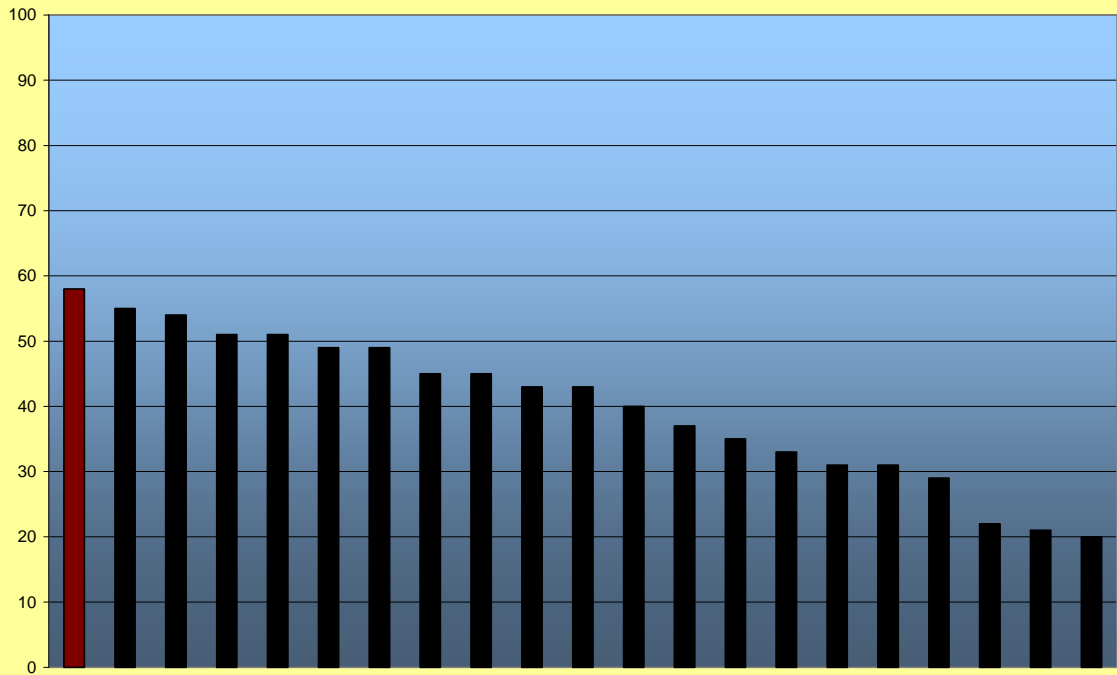
Algebra Compared to Local Schools 2008



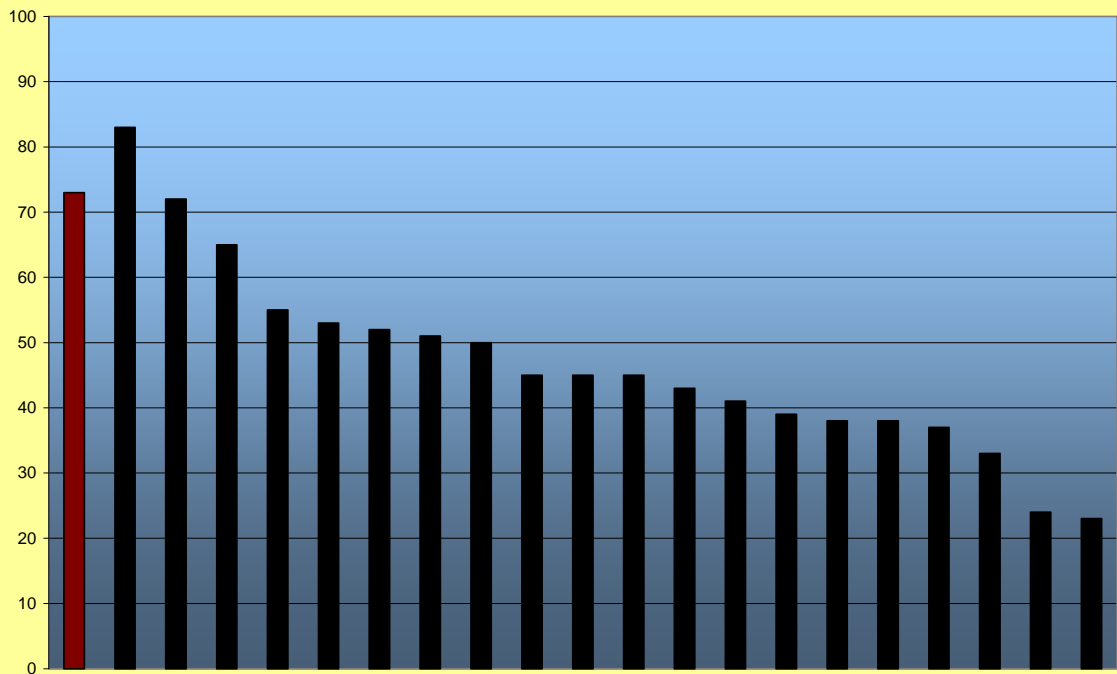
Geometry Compared to Local Schools 2008



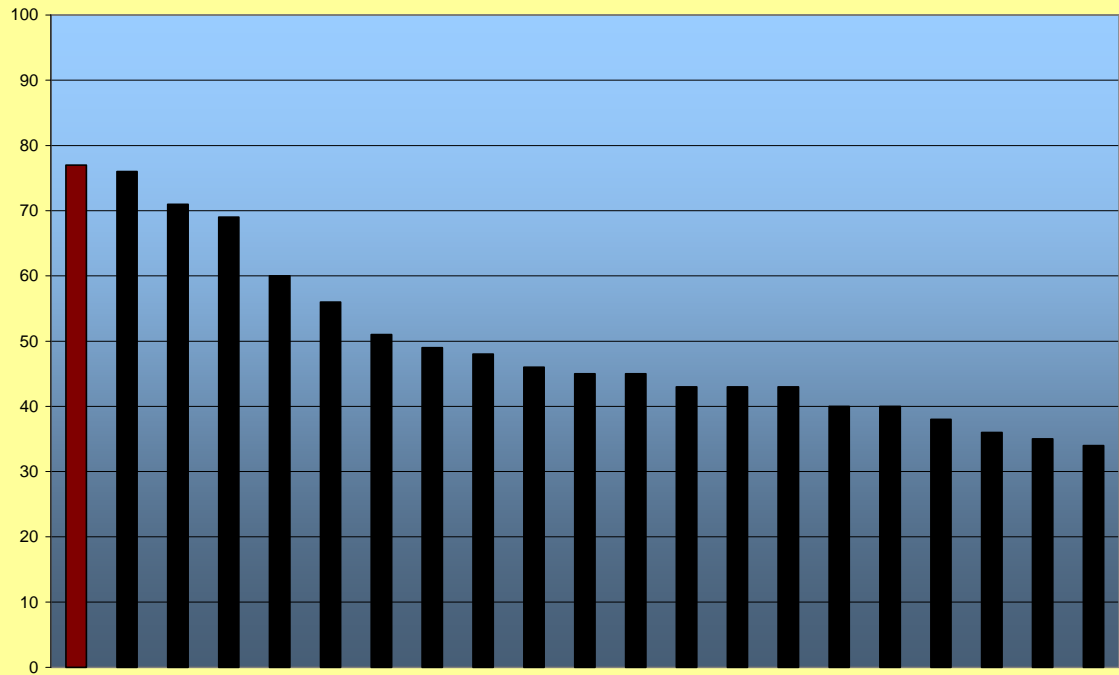
4th Grade Science Compared to Local Schools 2008



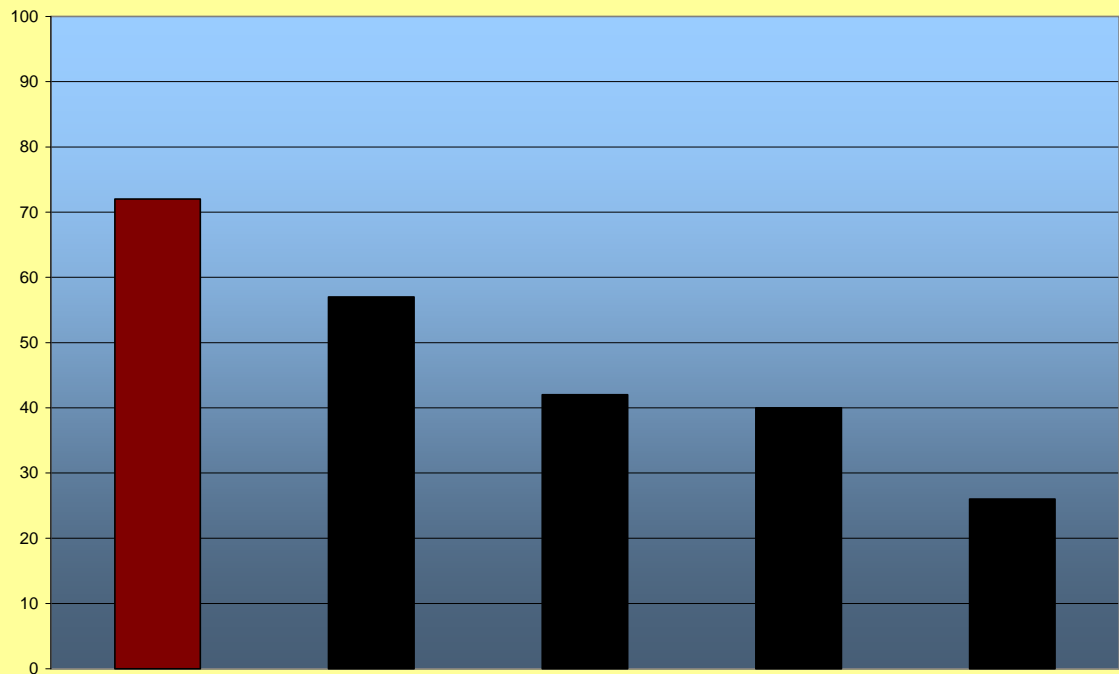
5th Grade Science Compared to Local Schools 2008



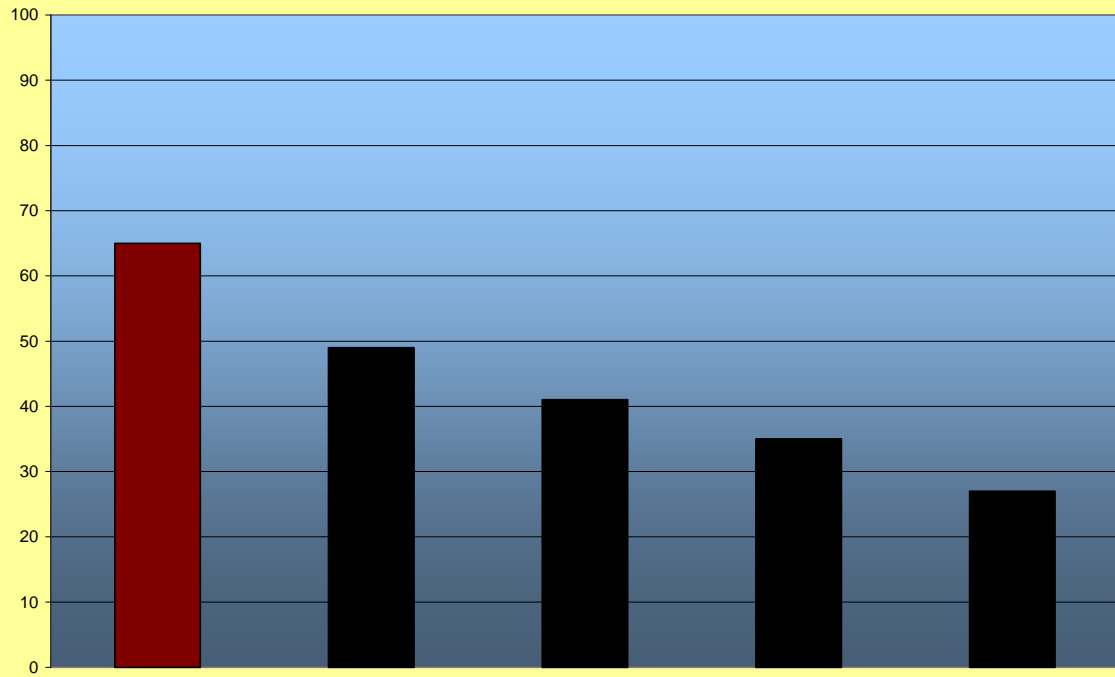
6th Grade Science Compared to Local Schools 2008



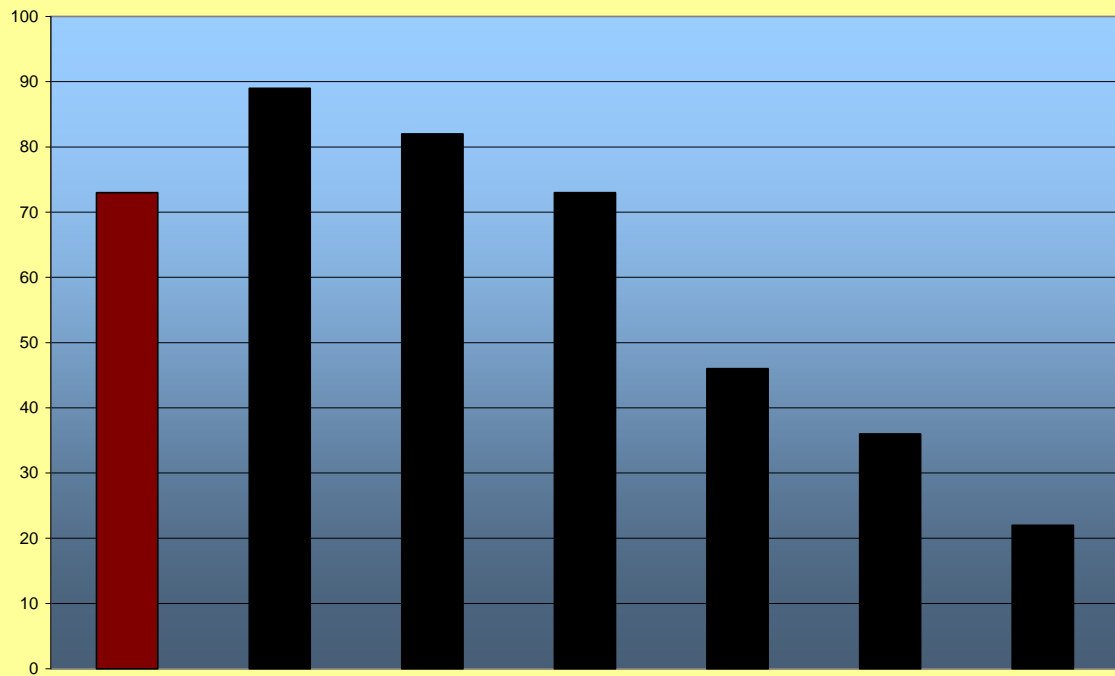
7th Grade Science Compared to Local Schools 2008



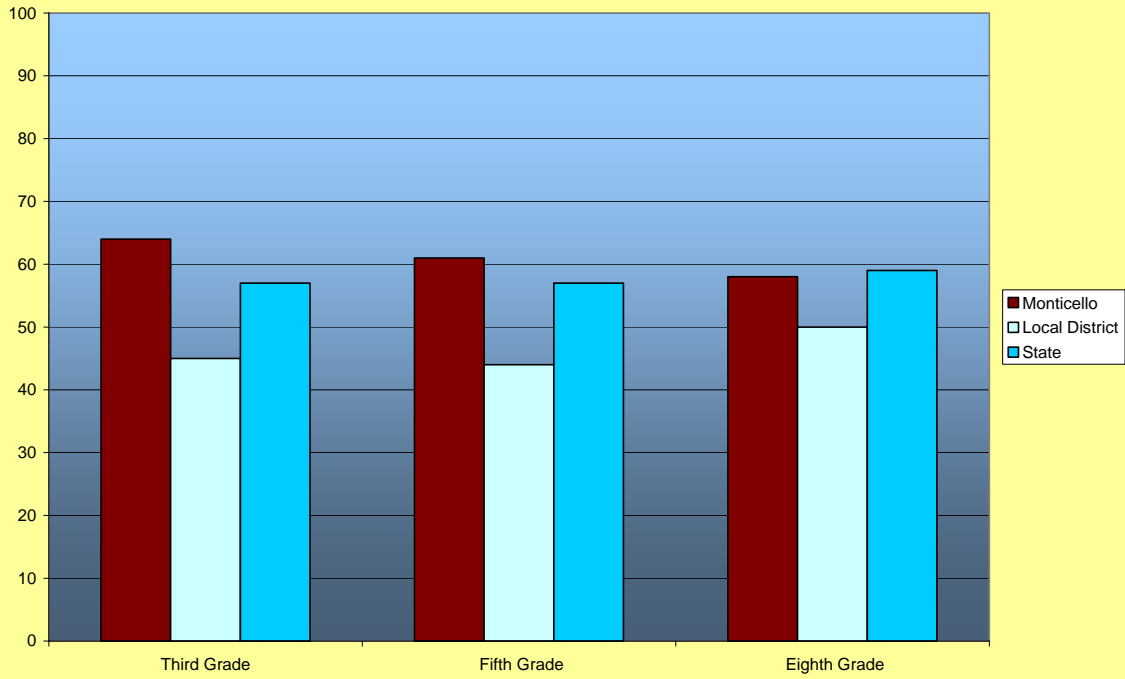
8th Grade Science Compared to Local Schools 2008



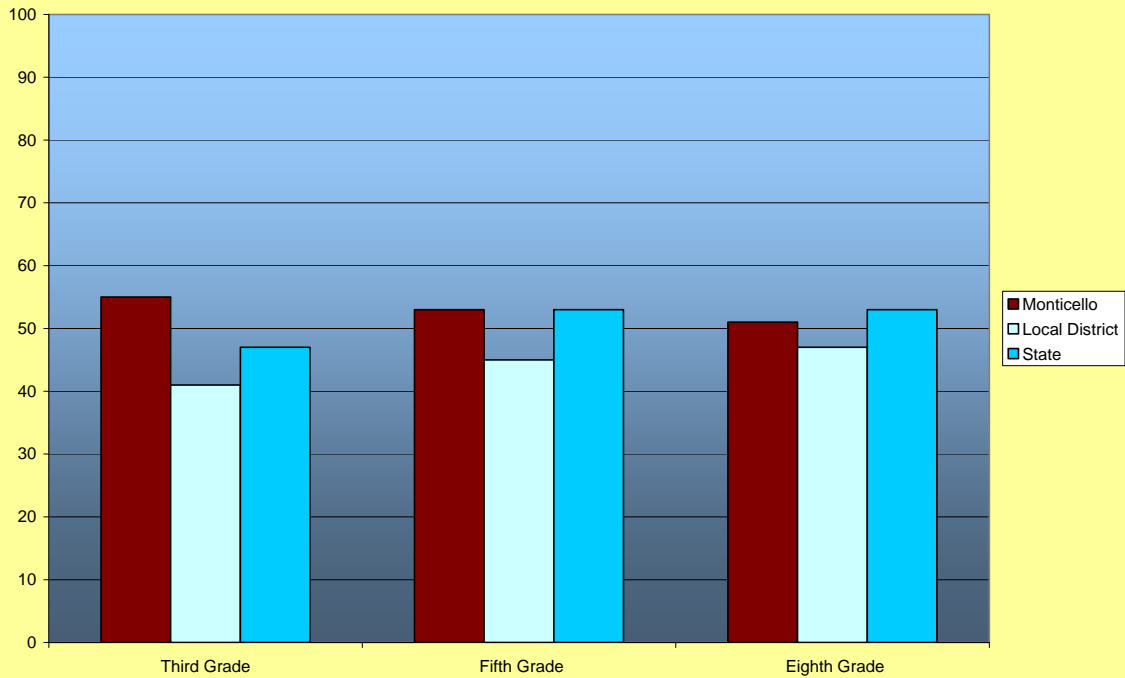
Biology Compared to Local Schools 2008

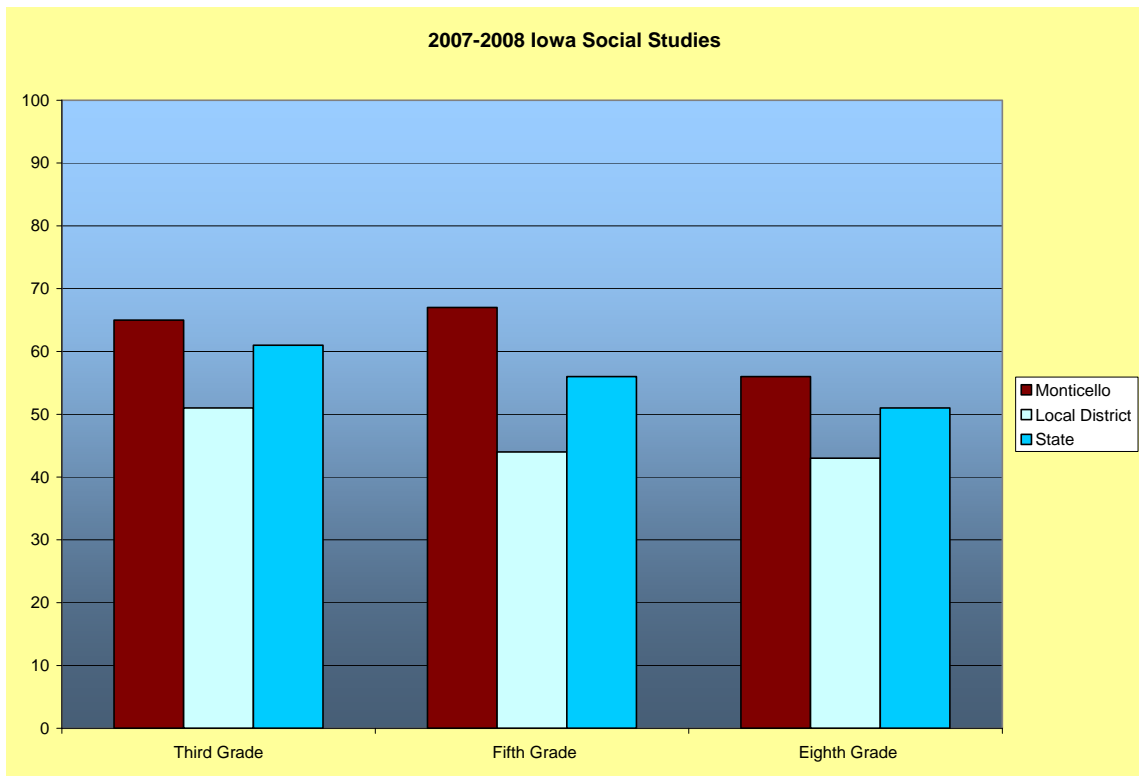
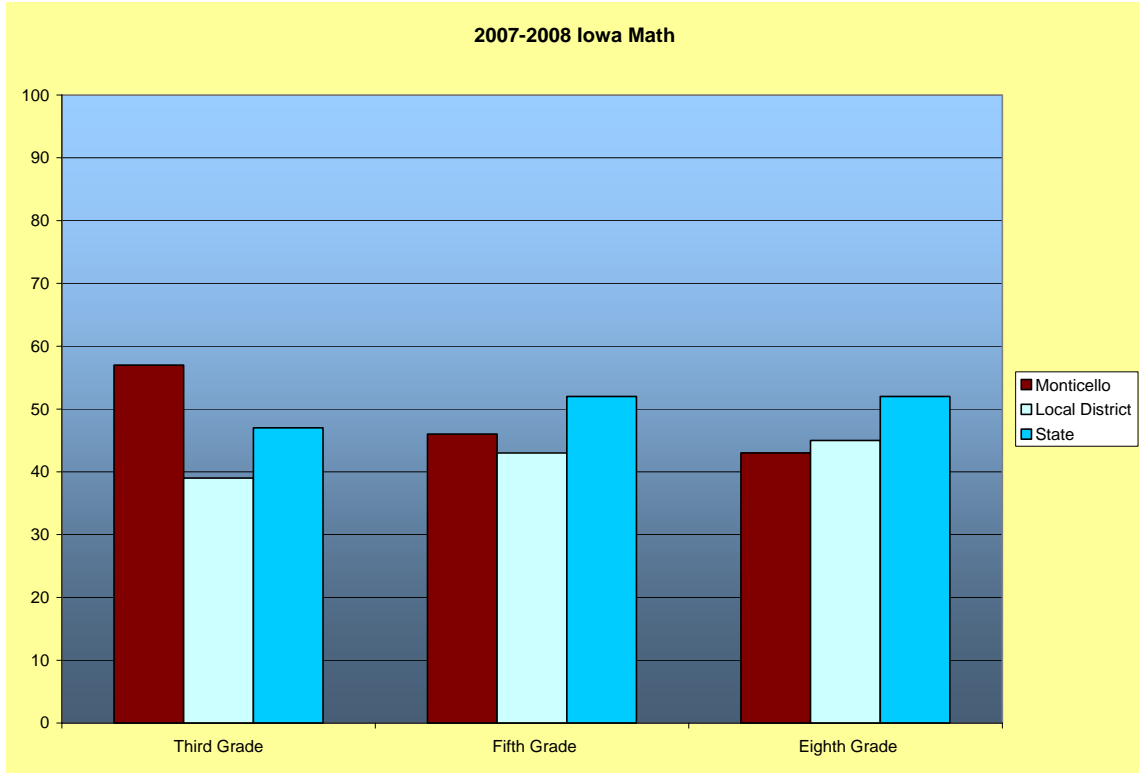


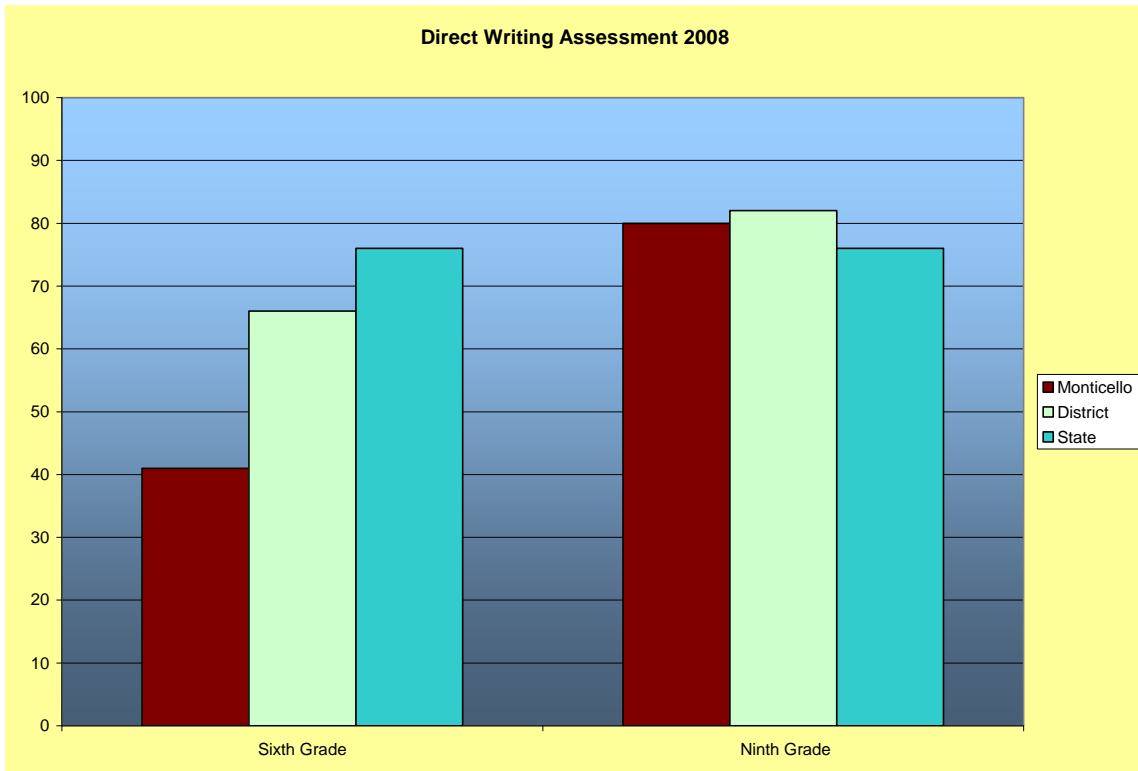
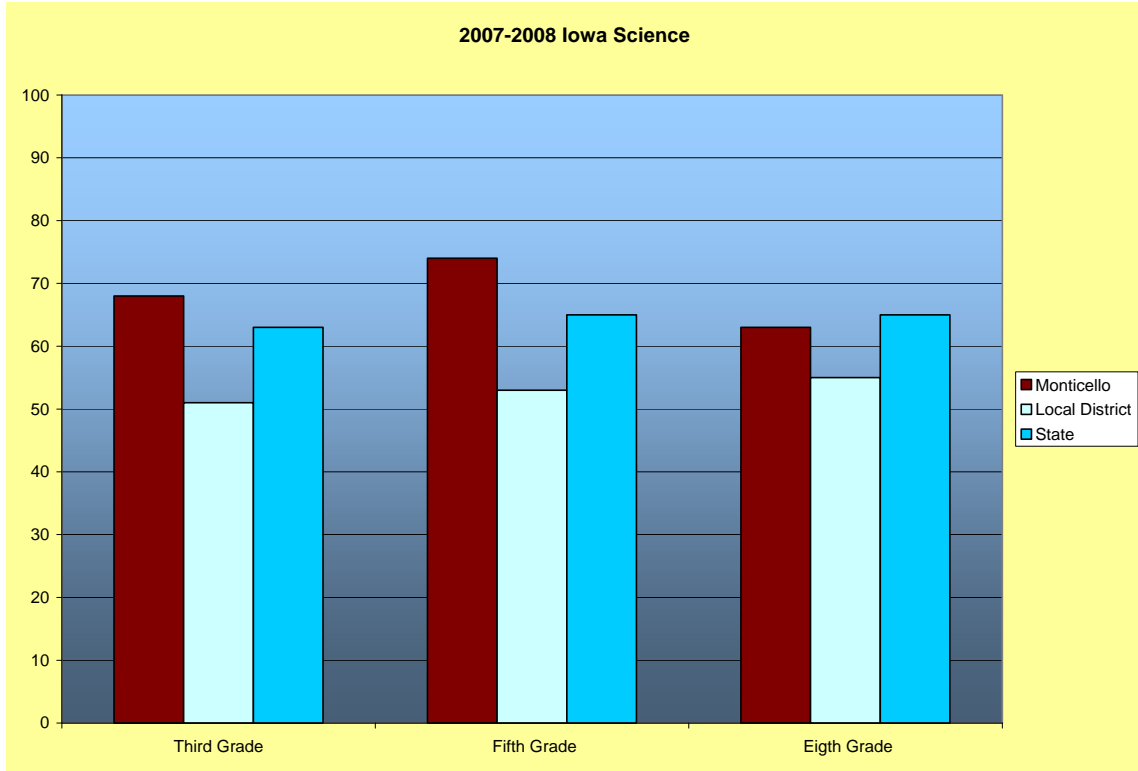
2007-2008 Iowa Reading



2007-2008 Iowa Language Arts/Writing







In its second year, Monticello continued to perform at the top of the schools located in West Valley City on CRTs. It achieved its goals of meeting or exceeding state CRT scores in 17 of 22 areas, with the deficit areas in close reach of the goals. Monticello

achieved remarkable performance on the ITBS, exceeding the national 50th percentile rank in 13 of the 15 test areas. This continues to represent significant achievement for the geographic area and demographic composition of the school. Comparatively, the local district achieved this in only 5 of the 15 test areas.

Geometry is the exception to the CRT scores, falling 10 points short of the goal. This may be explained by the fact that Geometry is not taught as an intensive, dedicated year-long class in the Singapore Math program. Singapore Math integrates Algebra and Geometry through most grade levels. The 9th grade equivalent course is roughly half Geometry and half Algebra II, with slightly more emphasis on Geometry. While state standards and objectives are met for Geometry, there may be less time for practice and mastery. Progress will be examined to determine if this is likely to be a perennial problem, and curriculum development will focus on determining if modifications should be made to the program to meet state outcomes. Recent legislative and media attention to the successes of Singapore Math has addressed this issue. The Utah Office of Education is currently piloting a program that would allow schools to offer an alternative to the CRT. Monticello may consider this option if it becomes available and if it is necessary for students to accomplish state testing success while maintaining the integrity of the program.

Monticello made Adequate Yearly Progress again in 2008. As evidenced by the AYP Subgroup graphs, Monticello continued to close the achievement gap among ethnic minorities and economically disadvantaged students. In Language Arts, Hispanic students scored 19 points above the state and 23 points above the local district. In Math, Hispanic students scored 11 points above the state and 14 points above the local district. Pacific Islanders demonstrated a second year of noteworthy performance as well with 29 points above the state average and 38 points above the local district in Language Arts. In Math, Pacific Islanders scored 18 points above the state and 24 points above the local district.

Gains were made among students with disabilities in Language Arts, but scores fell from the previous year in math.

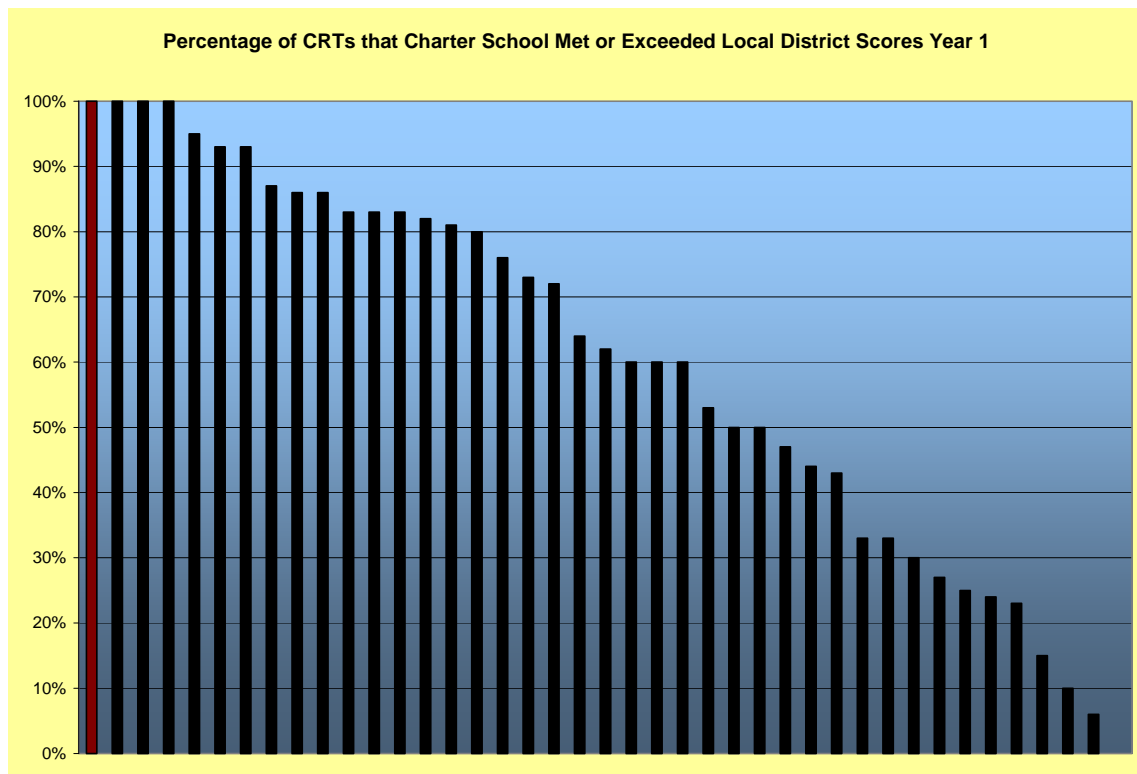
2007-2008 was the first year the Monticello AYP report included data for Economically Disadvantaged. In this subgroup, students exceeded the state average by 21 points and the local district average by 30 points in language arts. In Math, students scored 10 points above the state average and 24 above the local district. These are remarkable scores to add to the continued successes in the ethnic subcategories.

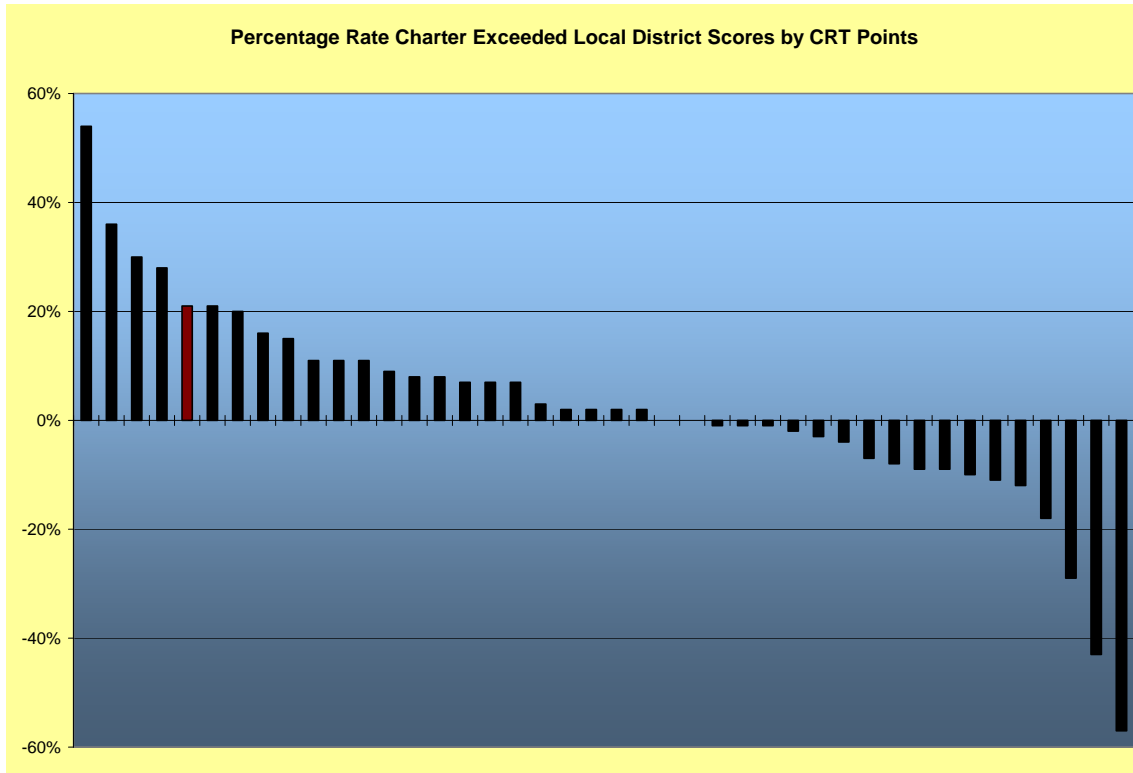
Monticello demonstrated substandard performance on the Direct Writing Assessment for 6th grade. While there is not yet enough data to indicate why this is, Monticello has taken aggressive measures to correct this. First, is the addition of the Spalding reading program, sometimes referred to as “The Writing Road to Reading.” In some areas this has completely replaced the Reading Mastery program as the reading program in grades K-6, and in others it is getting phased in over the course of the year. Second, is the deployment of a schoolwide emphasis on writing, including a permeation of writing as a

personal value in the classroom and the milieu and an increase in academic requirements for writing in all subject areas. English teachers have created and imposed grade level standards for writing across the curriculum and ensure all teachers have appropriate expectations for student writing opportunities and products.

Charter Schools Comparison

Despite its infancy, Monticello is performing exceptionally well. A recent comparison to charter schools following their first year of operations shows Monticello as 1 of only 4 schools to meet or exceed its local district CRT scores on every test. Additionally, when these scores were further analyzed for the margins by which charter schools exceeded the local districts CRT scores, Monticello was found in the top 10% of the charter schools. Its margin value represents a score in the 97th percentile of charter school margin values. This is strong evidence Monticello is fulfilling its chartered commitment to education excellence. *





*data was not available for Tuacahn, Soldier Hollow, Uintah River, Salt Lake School for Performing Arts, City Academy, CS Lewis, Navigator Point, Success School, and Moab charter schools.

Monticello strives to be a data-driven school in all areas of its mission, beliefs and expectations for student learning. It is a vital part of the school’s development to design appropriate tools for data collection, management and analysis. Efforts are ongoing to create a culture of continual improvement wherein all stakeholders, including governors, managers, professional staff, students and parents look to appropriate, well-defined goals and target efforts at achieving them. It is often a challenge in young organizations to help focus a newly convened community on commitment to the mission. For charter schools, there is the added factor that it may attract people who are not necessarily committed to the mission and programs of the school, but rather chose the school on the basis of dissatisfaction with another school, because friends are attending or some other reason.

In the early establishment of charter schools, as with any new organization, it is necessary to firmly adhere to and promote the mission of the school and resist efforts to detract from the mission while it is most vulnerable. It is the observation of charter school pioneers in Utah that the unfortunate result of charter schools not maintaining firm commitment to the mission is schools that are tugged and pulled at by self-interested individuals or factions that weaken or change the mission and end up with a compromised, often democratized, school not much different from the schools the parents left. On the other hand, a consequence of firm commitment to the mission is that charter schools will typically see high turn-over on boards, in administration, among teaching staff and among students as people come to realize the mission and purposes, the level of resolve to maintain it and whether it is desirable for them to continue to be a part of it. Ironically, this turn-over is sometimes perceived by some as instability, when in reality it

is a natural and necessary stage in the organization's development to be able to accomplish its mission and purposes. It is what best selling business management author Jim Collins calls "getting the right people on the bus" through termination or self-selection. Without the right people on the bus with a commitment to the mission, the organization will struggle to be successful and realize its full potential. Monticello's chartered governance structure and policies and procedures were designed specifically to maximize the potential for commitment to the mission and development of the organization.

Notwithstanding, Monticello strives to identify negative and unanticipated trends in student withdrawal and staff turn-over. Monticello has not identified causes beyond expectations for a start-up charter school. For students this includes a family move, self-reports of academic difficulty, financial and logistical burdens on family, student desire to return to previous peer group in local school, and general lack of commitment to the mission and purposes of the school. For teachers, the factors are not always identifiable or stated but include a lack of commitment to the mission, purposes and programs of the school, perceived instability in administration, the employee's lack of capacity or desire for challenges associated with a start-up endeavor, and maternity. There may also be a general lack of "fit" that exists in any organizational community that cannot be clearly labeled. At the end of 2007-2008, the majority of teachers not invited to return another year were not properly credentialed or had not made adequate progress toward credentialing.

2. CURRICULUM

The Core Knowledge Sequence is a curricular framework for grades K-8 that provides unsurpassed depth of understanding and breadth of coverage, including cross-curricular integration. As test scores indicate, most students performed successfully according to state and national standards. Review of performance indicators disaggregated by AYP subcategories demonstrates the achievement gap among ethnic groups is effectively closed at Monticello. The content, pedagogy and programming provide opportunities for all students to succeed.

In its first year, Monticello observed some teachers did not adhere to the prescribed curriculum and methods, despite ongoing training. Some of this was due to lack of teaching experience, and some was due to inexperience with or lack of commitment to the curriculum and programs, as previously noted. In its second year Monticello implemented a grade level "Team" approach to increase and improve collaboration in the development and implementation of the curriculum and programs. Teams met weekly to discuss curriculum content, effectiveness, integration and delivery methods. Subject area Departments were also created to develop seamless vertical alignments in each subject area and to ensure state core and school-specific requirements were met. Each teacher submitted a 180 day curriculum plan to ensure s/he was knowledgeable of these requirements and was adequately paced to achieve them during the academic year.

As the pilot effort demonstrated desirable results, this “layered management” paradigm became more thoroughly structured and organized with additional compensation for Team Leaders and Department Chairs in 2008-2009. Job descriptions and designations as supervisors with real authority were provided to staff. It was recognized these teacher leaders had valuable and vital insight for successful program and staff development. Combined they comprise the Executive Committee, which currently meets twice monthly to review curriculum and programming, discuss and resolve staff and student concerns, and discuss and plan grade level or schoolwide activities

3. INSTRUCTION

Monticello is committed to a primary teaching model of direct instruction while encouraging the use of other appropriate research-based teaching methods to personalize instruction, engage students as active and self-directed learners, and to involve students in higher order thinking.

As with most schools during the teacher shortage Monticello found the pool of candidates for teaching positions to be small its second year, particularly in the areas of math, science and special education. Most of the teachers returned for another year, but many were still new or pursuing an alternative route to licensure. Given the uniqueness of the curriculum and programs even among veteran teachers, professional development and recruitment remained a high priority. Teachers received an intensive week-long Core Knowledge training in the summer. Math teachers received a 2 day workshop for Singapore math. New and alternative route teachers received weekly specialized training for most of the year to supplement their university training. Professional development also consisted of classroom observations by administration, mentor/coach teacher and the Core Knowledge Coordinator. These observations were aimed at giving the teacher constructive feedback to continually improve the teaching and learning environment.

In 2007-2008 Monticello purchased mobile laptop computer labs to total 6 labs. Two additional labs were purchased for the 2008-2009 year. Monticello’s investment in technology to support the teaching and learning continued to produce effective results in the areas of student progress tracking. In its second year, Monticello improved the student information system developed by Mat Murdock, called COMPASS. It is aptly called COMPASS as it is intended to be a tool for teachers, parents, students and administration to assist the student in navigating through his/her education experience at Monticello. It is not just a database for grades; rather, it is a comprehensive system of communication between school and home, including assignment descriptions and notes, supplemental links, class and grade level webgroups, auto-graphing of class assignment results, and many other tools. Monticello targeted efforts to improve the bi-directional use of COMPASS, particularly among teachers not as comfortable with technology and families not in a habit of having such ready access to their children’s education information through the internet. All classrooms were outfitted with audio-enhancement devices to improve the ability of all students to hear the teacher regardless of their position in the room or the teacher’s orientation to the class. Each classroom received

interactive whiteboards and mounted digital projectors. As with most new technology, some teachers embraced the tools immediately, while others were less comfortable with or knowledgeable of the potential applications. Volunteers and teachers offered training and tech support for common applications.

Monticello is committed to protecting instructional time. The major components of its program are designed for 180 days of instruction. Monticello adopted the local tradition of having early student dismissal on Fridays. Historically, the districts practice this to provide elementary teachers with lesson preparation time. Monticello provides preparation time for most elementary teachers in the regular daily schedule. It is Monticello's desire and chartered commitment to provide optional elective classes on Friday afternoons to simulate offerings which might be found in a regular junior high school program. This was not realized in 2008 and is a high priority for the 2008-2009 year. It is recognized that while Monticello meets the state requirements for instructional hours, early Fridays abbreviate the available hours to complete the curriculum as designed. Therefore, Monticello very carefully protects instructional time, encouraging activities which center on reinforcing and enhancing the curriculum.

4. ASSESSMENT

Whenever possible, Monticello strives to make decisions based on data. Monticello's COMPASS system extends to provide macro views of the class, grade level and whole school. Monticello began working with a statewide project to store all student standardized tests in a single database. This will eventually allow teachers and administrators to have comprehensive and longitudinal data for all students, including transfer students. In addition to state and nationally standardized tests, Monticello uses other means of assessing student and school performance. The Renaissance STAR and Early Reader diagnostics are used to assess student reading levels through the elementary grades, along with other accepted language arts evaluations. The assessment corresponds with the Accelerated Reader program and produces a report that is parent/student friendly, including progress graphing over time.

Monticello is developing an end of year Comprehensive Examination that is specific to its coursework. It is believed students do not benefit from promoting to the next grade level without first obtaining mastery of the subject matter at the current grade level. Monticello's chartered commitment rejects social promotion of students. Therefore, Monticello intends to use available data to determine student mastery, primarily course grades and Comprehensive Exam results. At the completion of the first two years, it was felt, due to a number of factors, this data was not reliable to retain students. Monticello identified commercially available valid and reliable Core Knowledge end of level tests through 5th grade and Singapore Math end of level tests through 9th grade, but it continues to develop a customized tool for the subjects and grade levels not currently available.

As previously noted, all teachers collaborate weekly in grade level teams to discuss student progress. In addition to reviewing individual student performance, this exercise allows teachers to analyze the effectiveness of the curriculum and instructional strategies

and make modifications where needed. Monticello continues to develop effective lesson planning strategies in which the teacher clarifies for students the relevant schoolwide academic expectations and course-specific intended learning outcomes that will be assessed as part of each lesson.

At least annually, a presentation of the performance data is presented in a public meeting of the Board of Trustees. The data is compared to the local surrounding schools from which most of the students transfer, to the local school district and to the state. Additional reports are also presented and discussed in public Board meetings as they become available. The Board and Administration frequently review and discuss the school's mission and progress in the context of these reports. This Annual Standards and Accountability Report is distributed to all stakeholders.

SUPPORT STANDARDS

5. LEADERSHIP AND ORGANIZATION

Monticello Academy was created by Joel and Kim Coleman in a desire to improve educational opportunities for their children and the larger community in an area with historically underperforming schools. They were soon joined by founders Paul Morris, Wayne Pyle, Mike Winder, Michael Smith and Lars Nordfelt. As a private, non-profit corporation, Monticello's organizational model is atypical of a district school and is similar to a business model. It is widely recognized that this is one of the factors leading to charter schools' success. Due to the enormity of the start-up project and the relative inexperience and knowledge of the administration its first two years, Board members assumed and were assigned direct oversight roles that often included administrative functions to ensure optimal success in the implementation of the vision and charter. The Principal performed duties typical of a district school principal, with few exceptions, and under the direction of the Chief Administrative Officer. At the end of the second year of operation, the Board hired a Chief Executive Officer of the corporation, called the Director, to train and direct the Principal. As the Principal becomes more knowledgeable and proficient, the Director will transition to efforts to design, finance, build and commence the high school addition to the Monticello program. At this time the Board also transformed its governance style from somewhat hands-on to a "policy governance" model, whereby the board focuses on the larger issues of the organizational purpose (ends), rather than organizational issues (means).

Monticello employs a full-time Business Administrator, who serves as bookkeeper, human resources manager, accounts payable/receivables officer, records manager, purchaser, Records Officer and inventory accountant. The Business Manager is also in charge of facilities management and food services. Monticello currently employs two part-time Assistant Principals and a part-time Special Education Director.

As previously mentioned, layered management began to take shape in 2008 in the form of assigning Team Leaders and Department Chairs. In addition to the aforementioned

roles of these teacher leaders, they also became a strong link in a clear chain of communication and authority. These leaders collaborated with each other and with the Core Knowledge Coordinator to ensure curricular compliance, discuss student performance, and address matters of concerns. Monticello began the process of implementing the Entry Years Enhancement program and assigned a half-time peer teaching coach. In 2008-2009 Monticello continues this management approach with additional obligations and responsibilities placed on the leaders.

Regarding the organization of students, Monticello recognizes there are varying opinions on ability grouping of students. In its first year, Monticello's efforts to ability group students were met with undesirable results. During the second and third years, students were randomly selected for classes to ensure heterogeneity. The student schedule is determined by the requirements of the prescribed curriculum and offers few choices for secondary students. Student government was implemented from year one, with each year improving in the standards and activity of the Student Council.

Founders of Monticello Academy desired parents to have meaningful roles in decision-making. Parents may hold positions on the Board of Trustees. Parents are invited to participate on numerous committees, including one that was designed similar to a district Community Council, called the Parent Council. The Parent Council, like a Community Council, is filled through an election of the school's parents and is also the designated LAND Trust Committee. All parents and guardians are considered automatic members of the Parent Organization, and are called upon to assist the school in the fulfillment of its mission. Monticello is designing a Parent Satisfaction Survey to assess the parents' views of their children's experiences. This effort has been delayed by the difficulty in programming and compiling the over 3,000 surveys. Notwithstanding, parental feedback to the Board and Administration is welcomed and carefully considered.

6. SCHOOL SERVICES

The administrative staff was effective in the management of student records, from application to enrollment, to the collection of required documents and to the secure maintenance of student records. Information distribution and implementation of application, lottery and enrollment procedures was conducted successfully and in accordance with law, with the lottery being performed by an outside contractor.

Special Services

Families are informed of available student services provided under the Individuals with Disabilities Education Act and the Americans with Disabilities Act: Section 504, as well as services available to English Language Learners and their families, at open house meetings and through school publications. Appropriate screening and assessment tools are in place for identifying and servicing students with special needs. Teachers were trained in the practice of identifying students with special needs and the process of making referrals, known as Child Find. Improved Child Find activities continue to result in referrals to Special Services to rule out or identify students with disabilities and to provide appropriate accommodations.

Guidance Services

In its second year, Monticello did not provide comprehensive guidance services as defined. During that year, comprehensive guidance services were not required by law or rule. After consulting with multiple district school counselors, it was determined Monticello's program did not seem to require the services typical of district counselors. Monticello does not offer course choices or scheduling options, which are the primary duties of typical district school counselors and which might require student guidance. Enrollment in the school itself reflects a student and family choice to pursue an academic and college-preparatory track. However, Monticello did employ a master's level social worker as Principal and a child psychologist. Monticello will continue to build its capacity for comprehensive guidance services in the next two years and currently employs both an assistant principal who is a licensed school counselor and a master's level social worker.

Family

As a part of its mission statement, Monticello facilitates opportunities for parents to be partners in the education of their children. Teachers provided weekly syllabi for parents to anticipate and plan for their student's educational needs for the week. Daily planners were also provided to offer more frequent communication between the school and home. COMPASS also gives parents the ability to examine their students' progress anytime, anywhere, instead of just receiving a quarterly report card. Parents were strongly encouraged to attend Student Education Plan meetings 2-3 times per year. Teachers remained on campus one hour after school to be available to parents and students needing assistance.

Community Services

Monticello continued to build community and higher education partnerships. A Monticello representative attended meetings of the corporate park in which it is located in an attempt to increase its visibility in the community and initiate dialogue with the technology and science based businesses in the vicinity. Monticello representatives had discussions with an agent of the Salt Lake Community College admissions office, also a parent, to consider trends of lack of college preparedness and how to increase college attendance among Monticello graduates, including scholarship opportunities. Monticello met with a corporate park neighboring business owner who also serves as Associate Professor of Education at Westminster College and discussed mutual interest in Monticello providing internship and virtual learning opportunities for her student teachers. This was not realized this year, but efforts continue. A Monticello Board member serves on the West Valley City Education Advisory Committee. Monticello became a member of the local Chamber of Commerce. Members of the Board and school community enjoy strong and positive relationships with local, county, state and federal government officials.

7. FACILITIES AND FINANCE

Facilities

The Monticello community moved into its brand new building. It was designed and built to comply with all laws and regulations governing schools and commercial buildings. Monticello enlisted the services of VCBO, a national award winning school architecture firm, to ensure appropriate standards and that current school design elements were implemented. All furniture and equipment was provided new through financing and required little maintenance the first year. Construction “punch list” items and a few remaining building projects were completed during the year, including sound abatement in the gym and stage lighting. Stage curtains were not yet installed due to a design oversight that is currently being resolved. A Capital Facilities Assessment and 5 year plan was created and implemented with no immediate need for capital improvement projects.

Finance

Monticello was successful in acquiring municipal bond conduit financing through West Valley City. It is believed Monticello is the first charter school in the nation to secure this type of financing without operating history or credit enhancement. This financing allowed Monticello to retain more funds for operations than would have been possible had it entered into a third party leasing scenario. The annual audit found Monticello was financially healthy and compliant, but it suggested placing additional controls on bookkeeping and working to code expenses more accurately. Monticello met its financial obligations to bond holders, contractors and vendors. Monticello completed the 2008 fiscal year with a healthy surplus and contingencies not expended. It also maintains a large debt service reserve fund, as required by bond covenants, as a safeguard against catastrophic economic events. This debt service reserve fund allows Monticello to cover its mortgage for slightly over one year in such an event.

Total Revenues and Support:	\$4,585,505
Employee Salaries and Benefits:	\$2,547,456
Debt Service for Real Estate:	\$664,790

The independent auditing firm, Squire, summarized Monticello’s financial standing as follows:

“Monticello Academy, Inc. complied, in all material respects, with the requirements governing types of services allowed or unallowed; eligibility; matching; level of effort, or earmarking; reporting; and special tests and provisions that are applicable to its major state assistance program for the year ended June 30, 2008.”

Monticello did not assess fees for any courses or activities in 2008.

SCHOOL IMPROVEMENT STANDARD

8. Culture of Continual Improvement

Following the site visit for provisional accreditation, Monticello Board members and administrators considered, among other things, the elements required for accreditation as

a basis for policy making and school improvement throughout the year. The LAND Trust Committee is composed of parents elected by and from the parent community and are charged with producing a School Improvement Plan based on student performance data and consistent with strategic plans of the Board and Administration.

Monticello complied with the many external accountability requirements of the Utah Office of Education and bond covenants, with the exception that a few reports were late. Monticello actively worked to improve its comprehension of and compliance with the numerous state reports and bond covenants and continue to anticipate the ever increasing regulations placed on charter schools, many of which exceed regulations imposed on school districts.

Team Leaders and Department Chairs are an integral part of creating a culture of continual improvement. They are the front line employees best positioned to assess areas in need of improvement and to make appropriate recommendations. They are charged with inspiring others to desire continued improvement beyond achieved benchmarks. All teachers and employees are encouraged to offer feedback and recommendations for improvement.

Parents continue to offer feedback and serve in volunteer roles on numerous committees. Parent committee leaders assess development and improvement needs in those areas which supplement and enhance the school programs.

The Student Council works to develop and improve the school environment, strengthen student moral, and inspire academic and character excellence.

Summary

Monticello is experiencing great, often phenomenal, academic success in a fiscally strong organization while navigating the developmental challenges that are common and expected of a start-up endeavor. It lends perspective to remember families withdrew from neighborhood district schools for a myriad of reasons and that those schools were part of system which has been in place for over 100 years. Because it involves the education of children, fundamental services criteria must be met immediately upon the school opening, but the identity and culture of Monticello Academy will necessarily take time. Monticello's current governance structure is optimally suited with the greatest potential to continue the development of the school through the formative years.

School Improvement Plan 2007-2008

Abstract

Monticello Academy is entering its 2nd year of operations. In its 1st year of operations, Monticello met or exceeded most of its goals for Desired Results for Student Learning, submitted as Effectiveness Goals in the original charter. These were associated with the Utah State Criterion Referenced Tests (CRTs), the Utah Performance Assessment System for Students (UPASS), Iowa Test of Basic Skills (ITBS) and the Direct Writing Assessment (DWA). Monticello made Adequate Yearly Progress (AYP) as required under the Federal No Child Left Behind Act.

In its second year, Monticello focuses on continued academic improvement and fundamental organizational development, including staff, facilities, finances, comprehensive management and community culture components.

Mission

The mission of Monticello Academy is to provide a superior education for K-9 students by:

- Placing a high priority on academic achievement and college preparation,
- Fostering traditional American values of hard work and strong moral character;
- Encouraging parents to resume their rights and responsibilities to influence the education of their children,
- Restoring strong art, music, and physical education components to the school curriculum,
- Utilizing state-of-the-art technology to enhance instruction and learning, and
- Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.

General Program Description

Monticello serves 750 students grades K-9. It is an academically rigorous, college preparatory school that utilizes the Core Knowledge Sequence taught primarily through Direct Instruction. Its use of the Singapore Math Method is noteworthy as an innovative practice not formerly implemented schoolwide in Utah. Foreign languages, Mandarin Chinese and Spanish, are taught as a credit equivalent from 3rd grade up. Music and art instruction are offered formally in all grades and are taught by licensed and endorsed teachers. Physical Education is offered as a credit equivalent from 3rd grade up. Monticello's curriculum exceeds state core requirements in many areas, with math standards as much as a year to two years advanced of state core requirements. Standards and expectations regarding coursework and content mastery are generally greater than would typically be anticipated for the grade level.

Improvement Goals and Activities

1. Monticello recognizes the perennial need for all stakeholders who opt for this school choice to understand, support and implement the mission and purposes of this specialized school.

Monticello will conduct efforts to improve stakeholder understanding and support of the chartered programs by offering more opportunities for informational open houses and clarifying the chartered mission and purposes of Monticello to employment candidates.

2. Monticello reviewed testing data and determined the need to stretch the performance goals to a higher mark and strive to meet the existing goals that were not met the previous year.

Desired Results for Student Learning	Goal	Score	DRSL Met?
1 st Grade students will perform at or above local district average on the Criterion Referenced Test for Language Arts (LA)	57	76	Yes
1 st Grade students will perform at or above the local district average on the CRT for Math	54	64	Yes
2 nd Grade students will perform at or above the local district average on the CRT for LA	64	91	Yes
2 nd Grade students will perform at or above the local district average on the CRT for Math	61	72	Yes
3 rd Grade students will perform at or above the local district average on the CRT for LA	64	76	Yes
3 rd Grade students will perform at or above the local district average on the CRT for Math	61	67	Yes
4 th Grade students will perform at or above the local district average on the CRT for LA	66	83	Yes
4 th Grade students will perform at or above the local district average on the CRT for Math	66	69	Yes
4 th Grade students will perform at or above the local district average on the CRT for Science	46	64	Yes
5 th Grade students will perform at or above the local district average on the CRT for LA	64	82	Yes
5 th Grade students will perform at or above the local district average on the CRT for Math	60	77	Yes
5 th Grade students will perform at or above the local district average on the CRT for Science	44	68	Yes
6 th Grade students will perform at or above the local district average on the CRT for LA	69	83	Yes
6 th Grade students will perform at or above the local district	62	81	Yes

average on the CRT for Math			
6 th Grade students will perform at or above the local district average on the CRT for Science	51	75	Yes
7 th Grade students will perform at or above the local district average on the CRT for LA	68	91	Yes
7 th Grade students will perform at or above the local district average on the CRT for Math	62	94	Yes
7 th Grade students will perform at or above the local district average on the CRT for Science	46	55	Yes
8 th Grade students will perform at or above the local district average on the CRT for LA	66	85	Yes
8 th Grade students will perform at or above the local district average on the CRT for Math	59	86	Yes
8 th Grade students will perform at or above the local district average on the CRT for Science	48	70	Yes
3 rd Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Reading	45	64	Yes
3 rd Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Language/Writing	41	55	Yes
3 rd Grade students will perform at or above the local district average on the ITBS in Math	39	57	Yes
3 rd Grade students will perform at or above the local district average on the ITBS in Science	51	68	Yes
3 rd Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Social Studies	51	65	Yes
5 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Reading	44	61	Yes
5 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Language/Writing	45	53	Yes
5 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Math	43	46	Yes
5 th Grade students will perform at or above the local district average on the ITBS in Science	53	74	Yes
5 th Grade students will perform at or above the local district average on the ITBS in Social Studies	44	67	Yes
8 th Grade students will perform at or above the local district average on the ITBS in Reading	50	58	Yes
8 th Grade students will perform at or above the local district average on the Iowa Test for Basic Skills in Language/Writing	47	51	Yes
8 th Grade students will perform at or above the local district average on the ITBS in Math	45	43	No
8 th Grade students will perform at or above the local district average on the ITBS in Science	55	71	Yes

8 th Grade students will perform at or above the local district average on the ITBS in Social Studies	43	56	Yes
6 th Grade students will perform at or above the local district average on the Direct Writing Assessment	76	72	No

Students will score at or above State averages on CRTs and at or above local district scores on Language Arts CRTs for Students with Disabilities and on the 6th Grade Direct Writing Assessment.

3. In its first year, Monticello observed some teachers did not adhere to the prescribed curriculum and methods, despite ongoing training. Some of this was due to lack of teaching experience, and some was due to inexperience with or lack of commitment to the curriculum. Monticello also desired students be assigned to a team which would know them well and assist them in achieving schoolwide desired results for student learning. Therefore,

Monticello will implement a grade level team and subject area department approach to provide for collaboration in the development and implementation of the curriculum and programs and to review student progress. Teams and departments will meet regularly to collaborate within and across departments *and* in support of learning for all students.

4. Monticello found the pool of candidates for teaching positions to be small its second year. Most teachers returned for another year, but many were still new or alternative route teachers. Given the uniqueness of the curriculum and programs even among veteran teachers, professional development and recruitment will be a high priority.

Teachers will receive an intensive week-long Core Knowledge training in the summer. Math teachers will receive a 2 day workshop for Singapore math. New and alternative route teachers will receive weekly specialized training. Professional development will consist of classroom observations by administration, mentor/coach teacher and the Core Knowledge Coordinator. These observations are aimed at giving the teacher constructive feedback to continually improve the teaching and learning environment.

5. As a private, non-governmental corporation, Monticello’s organizational model is not typical of a district school and is similar to successful business models. Like a business, **Layered management will be implemented in the form of assigning Team Leaders and Department Chairs. These teachers will become a strong link in a chain of communication and authority. These leaders will collaborate with each other and with the Core Knowledge Coordinator to ensure curricular compliance, discuss student performance, and address matters of concerns.**

School Improvement Plan 2008-2009

Abstract

Monticello Academy is entering its third year of operations. In its 2nd year of operations, Monticello met or exceeded 28 of 39 goals for Desired Results for Student Learning, with several of the unachieved goals close to being met. These were associated with the Utah State Criterion Referenced Tests (CRTs), the Utah Performance Assessment System for Students (UPASS), Iowa Test of Basic Skills (ITBS) and the Direct Writing Assessment (DWA). Monticello made Adequate Yearly Progress (AYP) as required under the Federal No Child Left Behind Act. Monticello establishes student performance goals that Reflect its commitment to continued improvement.

In its third year, Monticello continues targeted efforts in the areas of academic improvement and fundamental organizational development, including staff, facilities, finances, comprehensive management and community culture components.

Mission

The mission of Monticello Academy is to provide a superior education for K-9 students by:

- Placing a high priority on academic achievement and college preparation,
- Fostering traditional American values of hard work and strong moral character;
- Encouraging parents to resume their rights and responsibilities to influence the education of their children,
- Restoring strong art, music, and physical education components to the school curriculum,
- Utilizing state-of-the-art technology to enhance instruction and learning, and
- Assisting students to gain knowledge, motivation, confidence, skills, and a lifelong love of learning.

General Program Description

Monticello serves 775 students grades K-9. It is an academically rigorous, college preparatory school that utilizes the Core Knowledge Sequence taught primarily through Direct Instruction. Its use of the Singapore Math Method is noteworthy as an innovative practice not formerly implemented schoolwide in Utah. Foreign languages, Mandarin Chinese and Spanish, are taught as a credit equivalent from 3rd grade up. Music and art instruction are offered formally in all grades and are taught by licensed and endorsed teachers. Physical Education is offered as a credit equivalent from 3rd grade up. Monticello's curriculum exceeds state core requirements in many areas, with math standards as much as a year to two years advanced of state core requirements. Standards and expectations regarding coursework and content mastery are generally greater than would typically be anticipated for the grade level.

Improvement Goals and Activities

1. Monticello recognizes the perennial need for all stakeholders who opt for this school choice to understand, support and implement the mission and purposes of this specialized school. It is determined Monticello should continue this targeted effort as part of a School Improvement Plan for a second year as the school is still relatively new.

Monticello will conduct efforts to improve stakeholder understanding and support of the chartered programs by offering more opportunities for informational open houses and clarifying the chartered mission and purposes of Monticello to employment candidates. It will increase information distribution among stakeholders, including updated website and regular newsletters.

2. Monticello reviewed testing data and determined the need to stretch the performance goals to a higher mark and strive to meet the existing goals that were not met the previous year.

	State 07-08	MA 07-08	DRSL Met?
2nd Grade Language Arts CRT	77	82	Yes
3rd Grade Language Arts CRT	77	94	Yes
4th Grade Language Arts CRT	78	87	Yes
5th Grade Language Arts CRT	78	81	Yes
6th Grade Language Arts CRT	79	80	Yes
7th Grade Language Arts CRT	79	82	Yes
8th Grade Language Arts CRT	84	88	Yes
9th Grade Language Arts CRT	82	86	Yes
2nd Grade Math CRT	73	70	No
3rd Grade Math CRT	74	81	Yes
4th Grade Math CRT	76	72	No
5th Grade Math CRT	74	73	No
6th Grade Math CRT	75	76	Yes
7th Grade Math CRT	75	85	Yes
Algebra CRT	70	74	Yes
Geometry CRT	71	60	No
4th Grade Science CRT	63	58	No
5th Grade Science CRT	70	72	Yes
6th Grade Science CRT	69	77	Yes
7th Grade Science CRT	68	72	Yes
8th Grade Science CRT	68	65	No
Biology CRT	71	72	Yes

Direct Writing Assessment 6 th	76	41	No
Direct Writing Assessment 9 th	76	80	Yes
3 rd Grade ITBS Reading	57	64	Yes
3 rd Grade ITBS Language Arts/Writing	47	55	Yes
3 rd Grade ITBS Math	47	57	Yes
3 rd Grade ITBS Social Studies	61	65	Yes
3 rd Grade ITBS Science	63	68	Yes
5 th Grade ITBS Reading	57	61	Yes
5 th Grade ITBS Language Arts/Writing	53	53	Yes
5 th Grade ITBS Math	52	46	No
5 th Grade ITBS Social Studies	56	67	Yes
5 th Grade ITBS Science	65	74	Yes
8 th Grade ITBS Reading	59	58	No
8 th Grade ITBS Language Arts/Writing	53	51	No
8 th Grade ITBS Math	53	43	No
8 th Grade ITBS Social Studies	52	56	Yes
8 th Grade ITBS Science	65	71	Yes

Students will score at or above State averages on CRTs, they will show adequate progress and proficiency in Special Education and will score at or above state averages on the 6th Grade Direct Writing Assessment.

3. In its second year, Monticello observed some teachers needing continued professional development and peer support to effectively implement the prescribed curriculum and methods. The first year deployment of Team Leaders and Department Chairs produced desired results, both in the areas of student progress management and as curriculum coordinators. In keeping with best practices in organizational management, **Monticello will improve upon the grade level Team Leader and subject area Department Chair approach by designing the positions as compensated middle management supervisors of teachers. They will continue to provide for collaboration in the development and implementation of the curriculum and programs and to review student progress, with the added responsibility and accountability of employee supervising.** Teams and departments will continue to meet frequently to collaborate within and across departments and in support of learning for all students.

4. **Monticello will improve its use of Professional Development tools to provide teachers opportunities to develop and improve instructional strategies. Teachers will complete Professional Development Portfolios and participate in formal, individualized planning and goal setting sessions with Administration.**

5. Monticello will reinforce its curricular compliance by requiring all teachers to submit 180 day plans, or pacing guides, early in the year to demonstrate their comprehension of the the curriculum standards and objectives. Supervisors and Administrators will regularly monitor lesson plans and syllabi for adherence to the plans.

Academic Plan and Progress Report for 2007-2008

1. **Did the committee view the DVD, *A Matter of Trust*?**

yes

2. **Duration of the plan:**

Single Year

3. **Most critical need(s) addressed in this plan:**

Critical needs identified in the School Plan	Critical needs identified in the Progress Report
--	--

Mathematics

Reading

Reading

4. **School Plan Description:**

4. a **What will be done and how the money will be spent to improve student academic performance.**

Monticello Academy is a new school with first year enrollment beginning on September 5, 2006. The student population was from neighboring schools primarily from the communities of West Valley City, Taylorsville City, Salt Lake County, Murray City and West Jordan. Elementary and Junior High Schools in this area were performing below the state and district levels in mathematics and language arts.

Tracking student progress at the school level will begin with CRT data collected during the 2006-2007 school year. It is the goal of the school to increase student CRT scores through scholastic accountability and parental involvement.

4. b **Specific goals for student improvement.**

Monticello Academy has set goals to improve students reading, literacy, and comprehension scores. A reading teacher will be employed to work in small groups with students to help improve their reading skills in a Reading Lab environment. Students will be referred to the Reading Lab based on classroom reading assessments and specifically targeting at risk students in grades 1-3 for early intervention to help improve their language and reading skills. A portion of the funds will be used to make the Reading Lab available to all students in grades 4-6 after school. Additional funds will be used to purchase classroom book sets to be used to furnish each classroom with Accelerated Reading books for grades Kindergarten through sixth.

The staff is continuing to align the math curriculum, instruction and assessments for all students. A Math Lab will be established to better address the students needs as an individual or in a group setting.

It is the desire of the school to make the Mathematics and Reading Labs accessible to students for a limited time after school by employing teaching specialists or parental volunteers.

4. c **How academic improvement will be measured or assessed.**

Our goal is for 70% of students to read at or above grade level. This will be determined by results on STAR assessments. Students

will take STAR tests 4 times a year.

4. d If distributed funds are greater than estimated, the school will spend the money to implement goals as follow:

Additional money, if available would be used to extend the hours of the reading teacher and to employ additional reading specialists/tutors to assist the school's reading teacher.

A Family Math Night would be held to bring together the community to participate in hands-on math activities. Funds will be spent to cover the cost of materials and teacher stipends.

Provide more professional development opportunities for teachers, purchase materials for math manipulative, and equipment for the science laboratory.

5. How the school is implementing the 2007-2008 Plan and how the school LAND Trust money is being spent.

The 2007-2008 LAND Trust Plan was submitted during the spring of 2007, after only a few months of operation. No baseline data was available at the time, so the LAND Trust committee could not base a plan on empirically identified critical need. However, the committee assumed the areas of reading and math would be a likely need area to begin targeting program funds.

Monticello has continued to develop its reading program and its multiple reading teachers utilizing small group instruction, including classroom leveled reading materials. The Reading Mastery direct instruction program is the current reading strategy used at Monticello.

Rather than the secondary emphasis, Monticello modified its plan slightly to place the greater emphasis on creating the AR supplemental/reinforcement reading program. It was believed that many more students would benefit from a strong, functional AR program, including the STAR reading diagnostic tool, to affect school-wide improvement in reading, literacy and comprehension. The Plan emphasized targeting "at-risk" students as identified through classroom assessments. Program funds were spent on salary and benefits for a master's level librarian, Kathy Ballard, to administer, interpret, and analyze the STAR diagnostic testing for reading fluency and comprehension while developing and maintaining the Accelerated Reader program. Mrs. Ballard's salary consumes and surpasses the LAND Trust allotment for this year, pre-empting the more ambitious, but less realistic, after-school reading lab. Projected expenditures on library books were not necessary after the school received a significant federal grant award for library books, including AR and reading curriculum enhancing titles. The contingent Math Lab was also not realized this first year.

6. 2007-2008 School Plan Financial Proposal and Progress Report.

Available Funds	Planned Expenditures (entered by the school)	Estimated Expenditures (entered from Progress Report)
Distribution for 2007 - 2008	\$31135	\$31135

Carry-over from 2006 - 2007	\$0	\$0
Total Available Funds for 2007-2008	\$31135	\$31135
Salaries and Employee Benefits (100 and 200)	\$10450	\$--
Professional Development and Technical Services (300)	\$0	\$--
Repairs and Maintenance (430)	\$0	\$--
Other Purchased Services (Travel / Admission / Printing) (500)	\$0	\$--
General Supplies (610, 630 and 733)	\$0	\$--
Textbooks (641)	\$0	\$--
Library Books / Periodicals / Audiovisual (644, 645, 646)	\$15371	\$--
Software / Technology related Hardware / Other Equipment (670, 734, 739)	\$0	\$--
Total Expenditures	\$25821	\$31135
Remaining Funds (Carry-over to 2008 - 2009)	\$5314	\$0

6. ^a **Explanation of any planned expenditure in General Supplies.**
This question is not applicable.
6. ^b **Explanation of funds carried over in excess of one third of the distribution.**
7. ^a **Explanation of additional matching funds or grants used to implement the plan.**
7. ^b **Source(s):**
8. ^a **How the plan and results will be publicized.**
- School newsletter
 - Letters to State Senators, Representatives, Govenor, Attorney General, State Treasurer, and Congressional Delegation
8. ^b **Other. Please explain.**
Community Newspaper, Governor Jon Huntsman, Jr, State Charter School Director, John Broberg
9. **In order for schools to receive School LAND Trust Program funds, councils must follow the law. You may view the School Community Council Law by clicking [here](#) and the School LAND Trust Program Law by clicking [here](#). To assure the law has been followed, answer the following questions by clicking Yes or No. All "No" answers require an explanation in the box provided below.**
9. ^a **Notification was provided two weeks in advance of elections for the School Community Council.**
Yes
9. ^b **Parents were elected by parents or when there were unfilled positions, the parent members on the council appointed parent members to fill the positions.**
Yes
9. ^c **Employees were elected by employees or when there were unfilled positions, the**

employee members on the council appointed employee members to fill the positions.

Yes

9. d Proper notice of meetings was provided to the public by posting on the school door beginning the day before the meeting or annual notice was given at the beginning of the school year for regularly scheduled meetings.

Yes

9. e Explanation of any "No" answers.

2008-2009 School Plan

1. **Have you shown the new DVD, *A Matter of Trust*, to the council/committee?**

Yes

2. **School's identified most critical need(s) addressed in this plan:**

Please check only the primary area(s). Improvement in some academic areas may improve all other academic areas but if the goal is to improve reading or technology, only check that area.

Mathematics

Reading

Writing

3. **Briefly describe the School LAND Trust Plan.**

Academic Goals:

Enter specific academic goal(s) Monticello Academy has set to improve student performance with School LAND Trust money, please do not include other funding sources.

Monticello will demonstrate academic progress in math, reading and writing as evidenced by improved performance on CRTs, ITBS' and Direct Writing Assessment over the previous year with the longer term goal of reaching and exceeding state average scores.

Planned Steps:

Describe in detail the steps Monticello Academy will take to reach each goal.

Describe specific actions (Hire a remediation reading teacher, purchase microscopes for AP Biology class, provide professional development to improve writing instruction) that will be taken to achieve the goal. In short, please provide a road map to success.

Monticello will provide adequate professional development and curricular materials to provide strong math, reading and writing programs. All math teachers will receive a one week Singapore Math training workshop. All teachers will receive a one week Core Knowledge training workshop focused on lesson plan development and curriculum integration. Most teachers will receive detailed training on effective strategies for teaching 6 Traits Writing.

Measuring Progress toward goals:

Which beginning and ending measurements is Monticello Academy going to use to measure progress towards each goal? The same measurement (test scores, number of library books checked out, informal teaching assessment, etc) must be used so results can be compared. What is the target to be achieved?

AYP	LA	2007	Goal
whole school		83	85
Caucasian		83	85
Hispanic		78	80
Pac. Islander		91	92
S/D		30	40

AYP	math	2007	Goal
whole school	78		80
Caucasian	79		81
Hispanic	74		76
Pacific Isl.	91		92
S/D	45		47

AYP	LA	2007	Goal
1st Grade	76		77
2nd Grade	91		92
3rd Grade	76		78
4th Grade	83		84
5th Grade	82		83
6th Grade	83		84
7th Grade	91		92
8th Grade	85		86

AYP	math	2007	Goal
1st Grade	64		70
2nd Grade	72		74
3rd Grade	67		75
4th Grade	69		75
5th Grade	77		78
6th Grade	81		82
7th Grade	94		95
8th Grade	86		87

Iowa	3rd	5th	8th
Reading	64	61	58
Language/Writ	55	53	51
Math	57	46	43

Plans for expenditures of increased distribution:

The 2008 - 2009 distribution is an estimate. If the actual distribution is more than the estimate, how will the school expand progress towards goals with an increased distribution? Please provide an adequate explanation of academic use so that it will not be necessary to go back to the school board for approval to expend an increased distribution.

Any increase in distribution will supplement additional professional development in areas not completely funded or additional Advanced Placement training.

4. How does this plan relate to the school improvement/strategic plan?

This is consistent with and an extension of the overall school improvement plan that is the charter school itself.

5. Financial Proposal

ESTIMATED Carry Over from 2007-2008 (automatically entered from Progress Report)	\$0
ESTIMATED Distribution in 2008-2009	\$36289

Total ESTIMATED Available Funds 2008-2009	\$36289
Salaries and Employee Benefits (100 and 200)	\$0
Professional Development and Technical Services (300)	\$10000
Repairs and Maintenance (430)	\$0
Other Purchased Services (Travel / Admission / Printing) (500)	\$0
General Supplies (610, 630 and 733)	\$0
Textbooks (641)	\$20466
Library Books / Periodicals / Audiovisual (644, 645, 646)	\$0
Software / Technology related Hardware / Other Equipment (670, 734, 739)	\$0
ESTIMATED Total Spent in 2008-2009 (automatically calculated)	\$30466
ESTIMATED Carry Over to 2009-2010 (automatically calculated)	\$5823

Please explain any planned expenditures in General Supplies.

Please include each general category with the associated dollar amounts.

This question is not applicable.

If you plan to Carry Over more than one third of your distribution, please explain below.

This question is not applicable.

6. **If Monticello Academy has used School LAND Trust funds to acquire matching grants or donations, please explain below.**

Amount:

\$0

Sources:

na

7. **How will the plan and results be publicized to your community?** (Please check all that apply)

If you would like stickers or a stamp to identify School LAND Trust purchases such as books or computers, click here to request them or send an email to karen.rupp@schools.utah.gov.

Letters to State Senators, Representatives, Governor, Attorney General, State Treasurer, and Congressional Delegation

School newsletter

School website

Other: Please Explain.

8. **In order for schools to receive School LAND Trust Program funds, councils (Trust Land Committees for Charter Schools) must follow the law and State Board Rule. You may view the State Board Rule for Charter Schools by clicking here School Community Council Law by clicking here and the School LAND Trust Program Law by clicking here. To assure that the law has been followed, answer the following questions by clicking Yes or No. All "No" answers require an explanation in the box provided below. NOTE for Charter Schools: Only the second question (the underlined portion) and the last question apply, though you may still need to provide a brief explanation for "No" answers to avoid getting an error message.**

Notification was provided two weeks in advance of elections for the School Community Council. Yes

Parents were elected by parents or when there were unfilled positions, the parent members on the council appointed parent members to fill the positions. No

Employees were elected by employees or when there were unfilled positions, the employee members on the council appointed employee members to fill the positions. No

The public is welcome to attend meetings and notice is provided so they can participate, including posting an agenda on the door of the school beginning the day before each meeting. Minutes of all meetings are being kept. Yes

Explain any 'No' answers.

These items are not applicable. This required field does not apply to charter schools.