

# Charter Renewal Application Addendum



**COLORADO**  
**SKIES**  
**ACADEMY**

*January 13, 2023*

## Table of Contents

<b>Response to Cherry Creek School District's Feedback .....</b>	<b>2</b>
Evidence we would like to see .....	2
Items of concern.....	4
Items we are wondering about .....	9
<b>CSA Stakeholder Feedback .....</b>	<b>26</b>
Reviews - Positive and Negative .....	26
Letters of Support from Parents and Students .....	35
2021-22 SAC Survey Results .....	45
<b>Attachments .....</b>	<b>45</b>
A – CSA Professional Development Calendar 2022-23 .....	46
B - CSA Building Master Schedule .....	48
C – Cross-Walk .....	50
D - 2021-22 SAC Survey Results .....	51

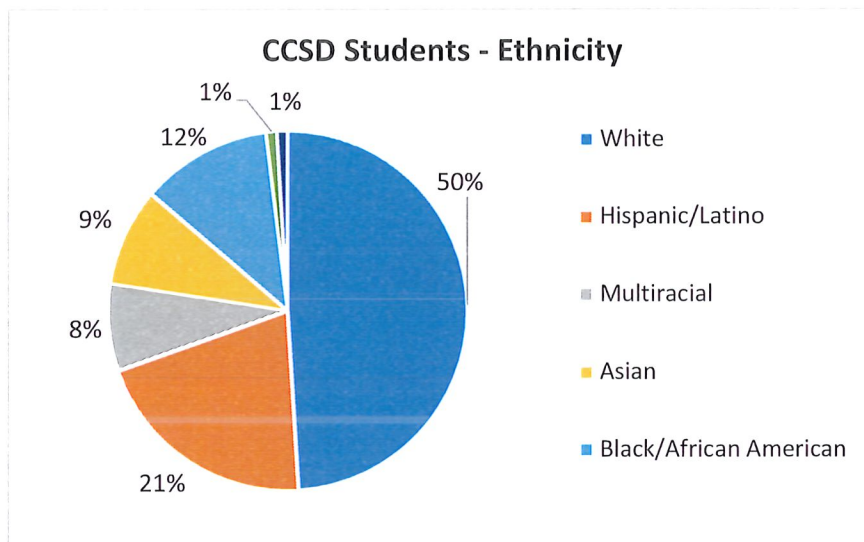
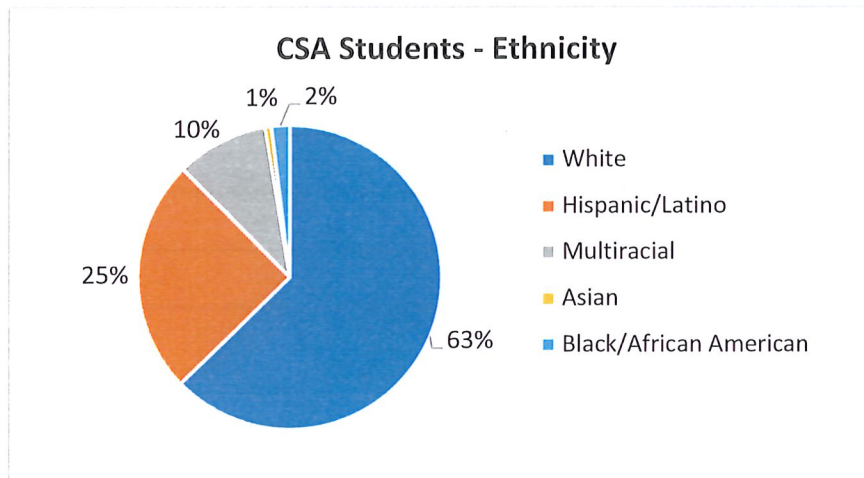


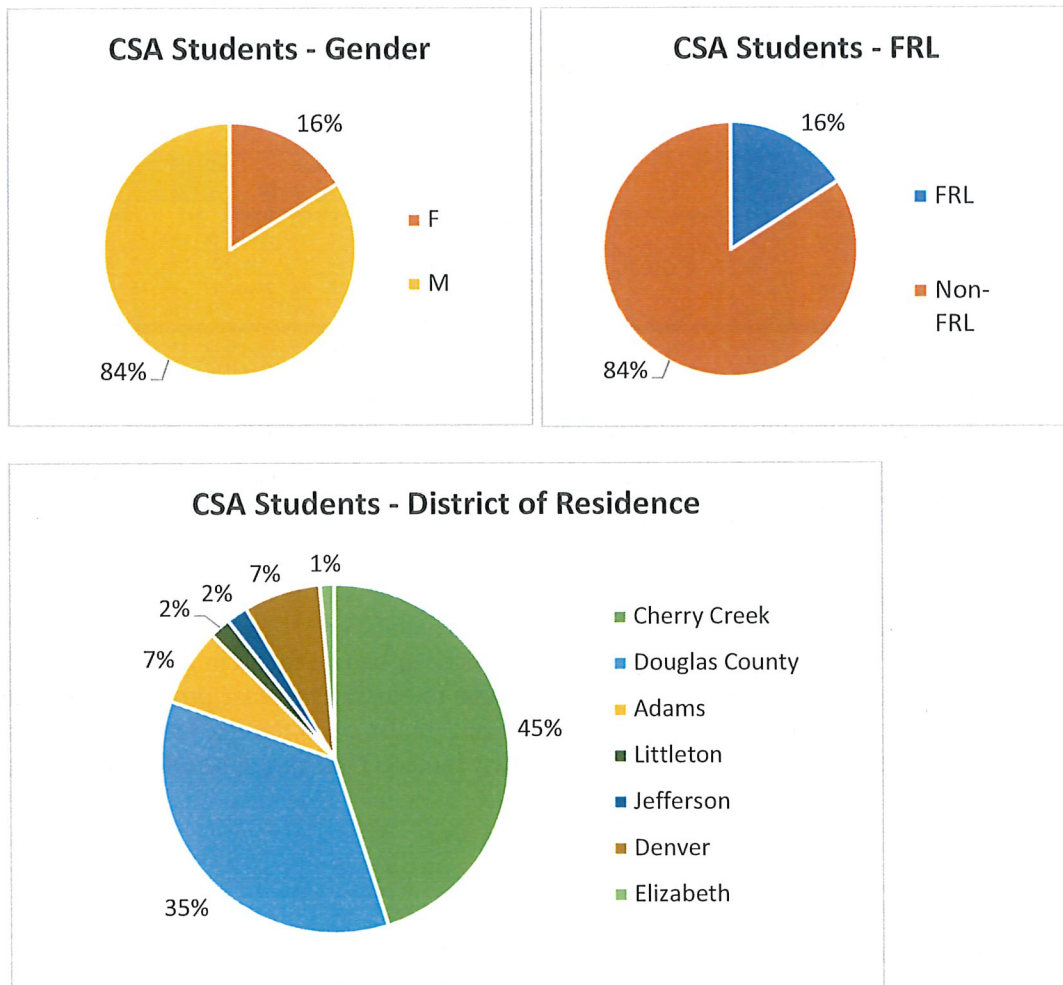
## A. Response to Cherry Creek School District's Feedback

Colorado Skies Academy (CSA) submitted our application for the renewal of our charter agreement with the Cherry Creek School District on December 1<sup>st</sup>, 2022 in accordance with the guidance on the process provided by Charter Liaison Derek Mullner on October 28<sup>th</sup>. Following a review of the application, Mr. Mullner provided CSA with the District's feedback on the document the afternoon of December 21<sup>st</sup> just ahead of Winter Break. The following information is organized according to and responds directly to each point of the feedback provided by Mr. Mullner.

### *Evidence we would like to see*

- 1. Enrollment summary of CSA accounting for racial makeup, Free and Reduced Lunch, Male/Female, and percentages of in-district and out-of-district membership**





2. Professional Development plan that supports: MTSS Implementation, Restorative Practices, PBIS, PBL, Love & Logic, including dates/source/audience as well as non-contact days

For formatting purposes, this document can be found as [Attachment A](#).

3. NWEA data from Fall and Winter 2022 for achievement and growth, including common formative assessments used for progress monitoring or other benchmark assessments

Grade	Subject	Low Percentile < 21			Low Average Percentile 21 - 40			Average Percentile 41 - 60			High Average Percentile 61 - 80			High Percentile > 80		
		Fall	Winter	Trend	Fall	Winter	Trend	Fall	Winter	Trend	Fall	Winter	Trend	Fall	Winter	Trend
Sixth	Reading	5 3%	9 6%	Up	10 7%	9 6%	Down	13 9%	18 12%	Down	18 12%	11 8%	Down	15 10%	14 10%	Same
Sixth	Science	4 3%	5 3%	Same	3 2%	4 3%	Down	9 6%	14 10%	Up	21 14%	12 8%	Down	23 16%	25 17%	Up
Sixth	Language	6 4%	13 9%	Up	12 8%	10 7%	Down	19 13%	14 9%	Down	17 11%	15 10%	Down	12 8%	14 9%	Up
Sixth	Math	4 4%	8 7%	Up	5 4%	5 4%	Same	0 0%	5 4%	Up	15 13%	15 13%	Same	18 16%	9 8%	Down
Seventh	Reading	5 3%	7 5%	Up	8 6%	9 6%	Up	9 6%	8 6%	Down	12 8%	14 10%	Down	14 10%	10 7%	Down
Seventh	Science	4 3%	3 2%	Down	4 3%	4 3%	Same	10 7%	9 6%	Down	11 8%	13 9%	Up	21 14%	21 14%	Same
Seventh	Language	6 4%	6 4%	Same	8 5%	12 8%	Up	13 9%	9 6%	Down	13 9%	15 10%	Up	9 6%	7 5%	Down
Seventh	Math	4 4%	10 9%	Up	13 12%	5 4%	Down	0 0%	9 8%	Up	13 12%	8 7%	Down	7 6%	7 6%	Same
Eighth	Reading	6 4%	9 6%	Up	7 5%	8 6%	Up	8 6%	5 3%	Down	10 7%	10 7%	Same	5 3%	4 3%	Down
Eighth	Science	6 4%	6 4%	Same	6 4%	5 3%	Down	8 5%	7 5%	Down	2 1%	8 5%	Up	4 3%	9 6%	Up
Eighth	Language	8 5%	4 3%	Down	6 4%	12 8%	Up	11 7%	6 4%	Down	7 5%	9 6%	Up	3 2%	4 3%	Up
Eighth	Math	8 7%	8 7%	Same	10 9%	4 4%	Down	0 0%	12 11%	Up	10 9%	5 4%	Down	3 3%	2 2%	Down

4. Building Master Schedule

The master schedule for the remainder of the year can be found in [Attachment B](#). Please note that our Friday schedule is different due to our early release program that allows for additional time for professional development. In the event that we have a “full day Friday” to make up instructional time, the Monday-Thursday schedule will be used.

*Items of Concern*

1. Pathway to reverse the trend of declining enrollment

While declining enrollment is not solely a CSA-specific challenge, it is certainly a point of concern for the school that must be addressed. Our plan to attract new families to CSA at the current time is laid out below. This will almost certainly change over time as we identify new opportunities, find things that work better than others, identify new opportunities, etc.

- Formation of an Enrollment Committee to find, discuss, and take action on new opportunities
- Social Media
  - Consistent, engaging messaging through Facebook and Instagram featuring more interactivity as well as a focus on experiences unique to CSA
  - Periodically requesting reviews to be posted on various review sites (Great Schools, Google, Niche, and others as deemed affordable/appropriate)
  - Create a Niche profile with the goal of paying for increased visibility as budget allows (or other means to drive visibility of CSA in online searches)



- Communicate about upcoming tour and shadow dates, school events, and camps/events open to the public
- Engage CSA students with social media by posting things kids will be excited about and want to share with their friends (increased visibility with a younger demographic)
- Continue to develop “word of mouth” campaigns so current families share their experiences with friends/family who may
- Visibility/Name Recognition
  - Attend aerospace-focused events to engage and recruit
  - Develop and install an engaging info center about the school in the Wings Over the Rockies EOF building next door to the school
  - Investigate possibility of adding signage around the Centennial Airport area alerting the public to the location of our school
  - Install signage near the school clearly announcing that it is a public 6-8 charter school
  - Partner with organizations like Women in Aviation to increase visibility with individuals already working to increase the number of females in the industry
  - Prepare stories to be published by local news outlets in the Denver Metro area, focusing on Cherry Creek, Douglas, and Arapahoe counties (e.g., Castle Pines Connection, Parker Chronicle, Centennial Citizen)
  - Approach area apartment complexes about distributing flyers for the school in their move in/welcome packets and/or posting them on the property
- Community Engagement
  - Continue to plan and host family STEM nights throughout the summer to engage and attract current and new families (and investigate doing these in the spring and fall as well)
  - Host and widely advertise STEM/aviation/drone soccer camps open to the public
  - Host routine, planned tours and shadow days at the school throughout the summer and school year

In addition to the plan to attract new families to CSA, it is important for future enrollment numbers to also increase retention from year to year. It’s interesting to note that for the 2022-23 school year, CSA successfully enrolled 49 new students in 7<sup>th</sup> and 8<sup>th</sup> grade, but over the summer lost 55 students who were assumed to be returning enrolled in other schools before school started without completing a withdrawal process (see the table below for details). So while the school was fairly successful in attracting new families, we did not do nearly good enough at retaining current families. Anecdotally this seemed to occur often in schools across the district this summer, but for CSA it’s still troubling and should be addressed moving forward. (Note that all enrollment numbers have been pulled from PowerSchool records, and may differ slightly from data presented in our

renewal application. These differences are minor, generally only disagreeing by a couple students.)

CSA Enrollment Summary – Aug 2022			
Grade	# Enrolled	# Non-Returning	# New
6	79	N/A	N/A
7	72	22	29
8	46	33	20
<b>TOTALS</b>	<b>197</b>	<b>55</b>	<b>49</b>

CSA Enrollment by Month – measured mid-month						
Grade	Aug 22	Sept 22	Oct 22	Nov 22	Dec 22	Jan 23
6	79	77	71	65	66	63
7	72	66	63	57	55	53
8	46	44	43	39	39	37
<b>TOTALS</b>	<b>197</b>	<b>187</b>	<b>177</b>	<b>161</b>	<b>160</b>	<b>153</b>

Additionally, we have experienced a large number of student withdrawals throughout the school year, as demonstrated in the second table above. This data indicates that any enrollment plan should not only include means of attracting new families, but also retaining those we currently have. To examine the reasons for leaving, our new Directors worked to create and implement exit surveys as well as working with the new Registrar to contact exited families to gather information. While we weren't able to get in touch with everyone, we did gather some helpful information and discovered the following stated reasons for leaving:

- *Lack (or perceived lack) of formal support for ALPs and twice-exceptional learners* – this is being addressed and CSA is now working with CCSD's G/T department to provide these services as well as training for our staff as Tier 1 providers. The families who cited this reason largely left over the summer or in the first couple months of the school year. In fact, many of these students were 6<sup>th</sup> graders whose parents transferred them out before the Universal Screening window had even opened, so they never had a chance to see the rollout of our partnership with CCSD to identify, write, and service ALPs.
- *Frustration with ongoing student behavior challenges* – this is being addressed by implementing explicit, developmentally appropriate staff and student expectations, consistency in accountability, and the implementation of PBIS.



- *Concerns about high school preparedness* – this is being addressed by adjusting our academic program to renew a focus on the growth of literacy and math skills throughout middle school as well as a plan to purposefully assign homework and gradually increase the frequency/intensity (with executive functioning instruction and support) to prepare students for the high school of their choosing.
- *Difficulty trusting the school when faced with poor front office operations due to a rocky, poorly timed turnover of leadership and front office/support staff* – this is being addressed through training, systems-building (and re-building) and implementation, and personnel management, but it takes time when everyone is new and the budget does not allow for hiring more experienced staff. Additionally, improved partnerships with CCSD and other local schools will help us build robust systems and provide consistency for families.
- *Lack of ability grouping* – many new and returning families were expecting to see ability grouped class cohorts based on past operations and information provided during tours and outreach events, but the outgoing Director discontinued this practice without communicating it to parents because of the overwhelmingly negative impact the inflexible cohorting had on learners with low/developing skills. This has been addressed by implementing flexible skills grouping in Literacy and Math classes only, which minimizes the negative impact on learners with developing skills while still allowing for more efficient differentiation of these crucial core classes and thus better supporting growth for all students.
- *Students missing their friends at their “home schools”* – these students largely departed following long breaks (Fall Break and Thanksgiving Break). Currently we assume that these students got to spend time with their old friends over breaks and then decided they wanted to return to a school that included those long-time friendships. This is not uncommon in charters, and is to be expected and should be planned for in the future.
- *Students moving out of the state or country* – we had between 5 and 10 students move out of state for parent job relocations, to take advantage of sports opportunities, and for other family reasons. Additionally, we had one student move out of the country to be homeschooled while traveling through South America with his family, who had been planning such a change for years and wanted to take advantage of the opportunity before high school.

After analyzing the similarities in these reasons for leaving the school, the current Directors are actively working on the following improvements to not only retain our learners but also improve our product to attract new families, effectively making this a part of our enrollment plan:

- Consistency in marketing messaging across all avenues of advertising to ensure an accurate representation of what we offer and to manage expectations
- Continued work toward partnership with CCSD to provide G/T and SPED services with clear expectations that can be communicated consistently to parents,

as well as additional training for staff on Tier 1 and 2 interventions for students with any sort of a plan/learning difference

- Continued examination of curriculum and grouping/scheduling to ensure all learners receive the correct level of support and challenge to grow, including multiple, reliable methods of documenting and tracking that growth and achievement
- Continued examination and adjustments to curriculum to ensure alignment with Colorado Academic Standards as well as ensuring adequate rigor to push growth
- Providing support and experiences for students that will help prepare them for whatever high school experience they choose, including instruction and practice in executive functioning and SEL
- Work with area high schools to examine what skills (academic and otherwise) they expect students to arrive with as Freshmen and implement instruction and practice of those skills
- Partnering with CCSD and local school personnel to continue to build/re-build fundamental back-office systems, document them well, and train new and existing employees thoroughly to provide families a higher level of comfort and trust in the school's operations

## **2. Discrepancy in enrollment trends between application and CCSD's records**

This discrepancy was due in part to the Director receiving incorrect numbers for the 2020 October Count. The number she was referencing in the renewal application was lower than that provided by CCSD for October 2020 as well as October 2021, which made it appear that the decline in enrollment began in 2021.

## **3. Plan to address key Board vacancies which are required in CSA's bylaws**

The CSA board has been successful in recruiting four new board members since October 2022, three of whom are parents of existing learners and one from the industry. The previous Secretary left the board in September and the new industry board member became Secretary in November. The previous Vice-Chair was in place since the founding of the board and left in March to be the STEM Integration Lead for NASA. Given the size of the board and our uniqueness as a school of having only three grade levels, we haven't replaced the Vice Chair position to date. With the recent refresh of board members, we will be discussing and evaluating the Vice-Chair position and modifying our bylaws accordingly.

## **4. Discrepancy regarding retention of students**

Our original application incorrectly stated that CCSD currently has a policy of not retaining students due to low/failing grades. This was an inappropriate generalization. The more accurate phrasing would be as follows:



*In full accordance with CCSD's Policy IKE, CSA students in 8<sup>th</sup> grade must meet or exceed the proficient level of performance in reading, writing, math, and science in order to be promoted in the traditional manner to 9<sup>th</sup> grade. CSA teachers will work to quickly identify and support students who are struggling to meet the necessary performance requirements throughout middle school, with the goal of preparing students to appropriately be promoted from 6<sup>th</sup> to 7<sup>th</sup> and from 7<sup>th</sup> to 8<sup>th</sup> grades with their age group peers.*

#### **5. Discrepancy between CSA's stated enrollment practices and CRS 22-30.5-104(12)**

CSA's enrollment practices have not changed significantly since the opening of the school, as this verbiage was a direct quote from the school's original charter application. In light of the evidence presented, CSA will immediately update our enrollment practices to stay compliant with this statute; the updated verbiage is below. Additionally, please note that throughout the 2022-23 school year, no student records have been withheld due to non-payment of debts, and this will continue to be the case moving forward.

*Learners who exit Colorado Skies Academy before the end of the school year are required to complete the Withdrawal Form so our staff can prepare for the transfer of student to their new school. Student records will be released when appropriate paperwork has been received.*

#### *Items that we are wondering about*

##### **1. CSA's plan to recruit female students in light of "concerning trend of disproportionality relating to enrollment and gender"**

The issue of the low numbers of enrolled female and minority students is an ongoing concern for the CSA board and school administration and is directly influenced by the same challenges facing the aerospace industry. By example, currently in the U.S. 94% of professional pilots are white; 5.6% of pilots and flight engineers are female; 3.4% are black, 2.2% are Asian, and 5.1% are Hispanic or Latino. In other disciplines, 11.6% of aerospace engineers are women, 16.8% of air traffic controllers are women, and only 3.0% of aviation organization CEOs are female. Not surprisingly, 79.2% of flight attendants are women. The industry is working hard to increase diversity and inclusion which is essential as the shortage of talented, passionate employees for the future has become significant. A 2020 study conducted by the University of Omaha commissioned by Women In Aviation International, found "Early exposure to aviation as a child positively influenced decision to pursue career in aviation". This is where CSA comes in; introduction to aerospace is believed to be most effective at a middle school age.

CSA's recruitment program and marketing campaigns emphasize the exciting opportunities for females and minorities in aerospace. CSA leadership is communicating about the school to organizations like Women In Aviation International (who have a chapter in Denver), the Organization for Black Aerospace Professionals (who also have a

local chapter), the Latino Pilots Association, the Aircraft Owners and Pilots Association, and other industry groups who believe the recruitment issue to be substantial. A recent new CSA board member is a 35-year aerospace engineer, and she is currently in executive management for a prominent aviation company in Colorado. She brings a wealth of aviation experience and an intense passion for bring women into aerospace to CSA.

The challenge to attract female and minority students is to be expected to be continuous in the future. Along with the school district, the CSA board and the administration have made working this issue a primary priority.

## **2. Services provided to CSA by G & G Consulting Group**

Currently G & G is subcontracted through Maker Learning Network (MLN) to provide services relating to finances, including accounting services, budgeting and oversight, audit preparation, financial oversight and reporting, and occasionally grant writing/reporting. Soon they will also be handling CSA's monthly payroll, as MLN's internal payroll team has struggled to properly handle the Colorado-specific aspects of that process. At this time, G & G is still subcontracted through MLN and is paid by MLN as part of our agreement with them.

## **3. Updates on stated goals, including supporting evidence**

The goals referenced in this item were all created with the guidance of our new Directors once CMAS data was available and they had enough time to investigate issues, identify root causes, and then develop goals and plans to address these causes. It takes time to go through this process, and we are proud to have identified these issues/causes and developed plans/goals to address them as quickly as we have. Additionally, these are largely intended to be long-term goals, so we would not expect to have made significant progress toward achieving them since the submission of our charter renewal application 6 weeks ago. Below are some details about progress made toward the stated goals or what steps are currently being taken to address them.

### **a. Academic Goals**

CSA is working toward these goals by:

- i. Placing learners in math and ELA classes with others who have similar skill levels to allow for more precise skills practice/remediation and to spur growth for all learners (placement is determined at least quarterly by MAP benchmark scores, grades, as well as teacher and family/student feedback)

- ii. Introducing routine, skills-based, independent homework assignments designed to help build and practice foundational skills in ELA and Math
- iii. Implementing leveled reading groups to allow students to develop and grow their reading skills with close support and a smaller group than a typical classroom
- iv. Implementing Multi-Tiered System of Supports, including training teachers to use data to drive instruction/remediation, how to implement Tier 1 and 2 interventions in the general classroom, and how to implement these interventions for students with disabilities
- v. Implementing a culture of data and training teachers through weekly meetings and targeted PD to better decode, analyze, and use data appropriately

Our learners and staff need more time and training to meet the goals set, but our Winter MAP scores demonstrate incredible growth for some of our learners who have been working hard and benefiting from the above programs.

#### **b. Project-Based and Social-Emotional Learning Implementation Goals**

CSA is working toward these goals by:

- i. Building community, SEL, and executive functioning skills in Advisory classes
- ii. Conducting observations and coaching instructors to use best PBL instructional practices
- iii. Providing PBL training for all teachers several times a year to focus on mastery of various aspects of the model (see PD Calendar in Attachment A)
- iv. Providing a library of resources to support staff PBL, SEL, executive functioning, and Love & Logic learning
- v. Increasing staff and learner empathy, communication, and interpersonal skills by resolving conflict through use of restorative circles
- vi. Developing and implementing surveys to capture learner and staff data on mastery of PBL and SEL skills

#### **c. Organizational Management Goals**

CSA is working toward these goals by:

- i. Re-creating, improving, documenting, and training staff to utilize robust back-office/support systems that are informed by CCSD and other local schools
- ii. Training front office staff to work amiably and efficiently with families



- iii. Forming partnerships with CCSD and providing time for staff members to attend district training/meetings
- iv. Working to get to know staff members, support them, and demonstrate understanding and appreciation of their individual skills and selves
- v. Creating a more positive staff and learner culture
- vi. Aggressively evaluating vendors to secure effective, affordable support
- vii. Improving the quality of our educational product and opportunities to retain students
- viii. Colorado Skies Academy will re-enroll at least 85% of the student population year-to-year.

#### **d. Facilities Goals**

These goals are understandably slightly lower priority than those listed above, and thus fewer steps are currently being taken to meet these goals. As of now, CSA is working toward these goals by:

- i. Evaluating vendors to ensure we are receiving valuable, necessary support for an affordable rate
- ii. Beginning to investigate/seek out solutions to identified challenges
- iii. Cutting costs where possible

#### **4. Evidence for CSA attracting increasing numbers of students requiring SPED services**

Our School Director has not been able to access exact numbers for past SPED caseloads, so the data below was provided by our Director of Aerospace, Outreach, & Data (who was previously in the building as the CCSD SPED provider). The numbers included represent the ratio of the SPED caseload for the year to the number of students enrolled in May of that same year. While the precise percentages may differ slightly from the official CCSD records, they are indicative of the trend mentioned (to the best of our knowledge). Our Director also has not had success in obtaining previous years' 504, G/T, or ADHD numbers, so only 2022-23 is included below.

SPED/Plan Caseload				
Year	SPED	504	G/T	ADHD
2019-20	16%			
2020-21	13%			
2021-22	19%			
2022-23	19%	14%	4% (before 6 <sup>th</sup> grade ALPs are complete)	14% (diagnosed and reported)

Looking at the numbers available for this year, it is clear that the SPED caseload has increased compared to the opening of the school. The numbers we have available for this school year further indicate (a) a high SPED caseload by percentage and (b) 38% of our population has a learning plan (IEP, 504, ALP; this does not include the ADHD learners as many of them have some type of plan). These percentages are high for any school, but especially a school the size of ours that only serves 3 grade levels. As the intended fundamental meaning of the original statement was “CSA has a large population of students who need additional support and teachers/staff with specific training,” we feel the numbers do bear out its veracity.

**5. Efforts to prioritize attracting CCSD students to CSA rather than out-of-district students to grow enrollment.**

CSA must aggressively pursue new families in order to increase enrollment and improve the health of our budget moving forward. As demonstrated in our Enrollment Plan ([Items of Concern](#) item #1), we intend to take steps to attract and enroll as many learners as are interested from districts across the Denver Metro area in order to meet our enrollment goals. As we are located in CCSD, we do attract a high percentage of our students from within the district, as CCSD students make up 45% of our student body. However, with the geographic location of our school being so close to the county line, we also attract a reasonable number of students from the next closest district, Douglas County. This year we have been viewing this as a “win-win” situation, as it allows CSA to attract out-of-district students to attend a CCSD-authorized school and have a chance to be a part of one of the most prestigious districts in the state. Additionally, since enrollment is a zero-sum game, attracting learners from out-of-district allows CSA to increase its funding while keeping any negative impact to the district relatively minor.

As stated, we would love to attract additional CCSD students to our school – but since we don’t control where families live when they decide to seek enrollment with us, we also ultimately cannot control where our learners come from. For right now, there is no specific plan in place to prioritize attracting CCSD students aside from advertising in the immediate area; perhaps if CCSD would allow us to visit and advertise in neighborhood

elementary schools, that would help us to attract CCSD students rather than out-of-district students.

Finally, it is important to note that even at our maximum enrollment of 320 students, CSA is only capable of educating 0.6% of the students in the entire Cherry Creek School District at any given time. This is a nearly negligible number of students on the whole. In looking at this year's numbers, 55% of our students come from out-of-district – which corresponds to 0.15% of the students in CCSD.

## **6. Student Fees**

### **a. Plan for handling fees for lower-income families**

The 2022-23 Family Guidebook was included as Attachment C to the renewal application document. Page 57 clearly details the handling of fees for all families, including those who may be struggling financially. Per this document, “fees are waivable for learners who qualify for free or reduced lunch and are verified as homeless, unaccompanied, and/or foster children.” Additionally, CSA expresses a willingness to allow fees to be paid via payment plan if needed for any family regardless of status.

### **b. Reasoning for changing CSA's original stance against student fees, as presented by attorney Barry Arrington in January 2019**

This decision was made by the CSA Board in the summer of 2022, with the collaboration and agreement of then Director Anne Wodetzki. While the Board would prefer not to charge fees, their perspective shifted over time due to changing circumstances and learned lessons. The biggest driver was effectively the COVID pandemic, which necessitated an even larger investment in technologies to support student learning. These devices are expensive, and the school spent a lot of money to purchase, maintain, and repair them. In order to both engender parent (and thus student) buy-in to better protect this investment as well as to cope with the financial realities of the continued implementation of these devices, the Board decided to implement student fees. They further attempted to lessen the financial burden on families by not distributing a list of or requiring the purchase of any school supplies for the school year, intending the fees collected to assist in or fully covering the cost of necessary supplies such as pencils, notebooks, binders, etc.

## **7. Exit surveys for families who did not return for the 2022-23 school year**

Please see [Items of Concern](#) item #1 for a discussion of this concern.



## **8. CSA's plan to address behavioral challenges in order to address parental frustration with those challenges**

As stated on page 13 of our original renewal application, CSA plans to address these challenges "by implementing explicit, developmentally appropriate staff and student expectations, consistency in accountability, and the implementation of PBIS." In September 2022, the Directors worked to clarify and develop explicit and actionable behavior expectations for all areas of the building and property, including not only direct instruction of these expectations to staff and students but also using posted written expectations in all areas of the building. Additionally, the Directors used the CCSD Student Rights and Responsibilities document as a guide to improve consistency in consequences for inappropriate, distracting, or violent behaviors, and the Directors strive to handle each unique incident with a level of consistency while also considering the context of the specific incident and involved parties. Additionally, staff receives ongoing training and reminders about the need for them to be consistent with their classroom management and consequences. Finally, as the bulk of behavior incidents have a root cause of misunderstanding/miscommunication, the Directors have prioritized the use of restorative practices (including restorative circles) as often as possible. This allows for mediated communication and increased understanding between the parties of an incident in order to defuse emotionally-charged situations and increase empathy and community between learners. While no school will ever be completely free of problematic behaviors, we have seen a dramatic reduction in incidents in only a couple of months, and these issues improve a little more each week. We are confident that any current or future behavioral challenges will be adequately addressed by continuing with our current interventions as well as providing ongoing support, training, and feedback for staff on classroom management, Love & Logic, and restorative practices.

## **9. Scope and Sequence**

### **a. Timeline for expectations**

Our intention is to begin a guided, communal analysis and alignment of our current Scope & Sequence document with facilitators and administrators to ensure that our courses are fully aligned to the Colorado Academic Standards in late February of 2023. The goal is to complete this work by the end of the 2022-23 school year, but if it proves a larger task than can be completed in that time frame we will work to finish as quickly as possible in the 2023-24 school year.

As soon as the alignment is complete, we will immediately identify any gaps or missing standards and create or find lessons to meet those needs. Additionally, we will examine the overall curriculum carefully to be sure the standards are being met at a middle school level and that there is enough rigor in the projects and lessons to grow students and engage gifted and high-achieving learners. Finally, during the 2023-24 school year, Directors will guide the collaborative process of

creating or finding/personalizing internal benchmark tests and/or performance tasks to measure skill acquisition and progress toward proficiency for all students.

Finally, beginning in April 2022, CSA facilitators will partner with aerospace industry professionals to identify ways to more fully integrate appropriately rigorous aerospace/aviation concepts throughout the curriculum and projects. This work will continue in cycles throughout the next two school years (2023-24 and 2024-25) to ensure sustainable change and improvement over time.

**b. Justification and additional for adjustments to ELA and Math instruction**

CSA's non-traditional learning model has proven to attract learners who have struggled to succeed and grow in traditional school settings. The student growth and achievement data available to the new Directors at throughout the first half of the school year indicated that a significant portion of our learners needed more instruction and practice in basic skills, especially in ELA and math. At the same time, the school has been dealing with enrollment issues that forced a reduction in staff. In order to attempt to adequately meet these needs within the constraints placed on the school, the Directors decided to try flexibly grouping ELA and math classes. This is a form of educational tracking, but is modified a bit. For example, students can be in an advanced math class but a less advanced ELA class at the same time – it ensures students get the instruction and support they need in both key classes.

The fact that students are placed in these classes using a mixture of MAP scores, class grades, and teacher feedback does not alter the viability of the curriculum they will be receiving – a curriculum which was approved along with CSA's current charter. Additionally, all facilitators (not just ELA and math) are expected to use best practices in instruction, including but not limited to:

- Setting expectations clearly, often, and in multiple modalities
- Differentiate instruction to meet the needs of every individual student
- Facilitate discussions of learning to deepen student understanding
- Utilize Schoology to communicate with families and act as a repository for classroom resources and assignments
- Implement appropriate Tier 1 and 2 interventions for all students who demonstrate a need
- Assess learning through well-written rubrics
- Provide ongoing verbal and written feedback to learners
- Create a classroom environment that allows students to learn comfortably (including students with ADHD, ASD, sensory issues, etc.)
- Build positive relationships with students that provide enough safety and confidence to foster deeper learning, growth, and improvement



- Plan lessons to provide students with the skills and knowledge that will be applied during the project phase, as well as learning activities to support skill acquisition
- Adapt lessons/plans in response to demonstrated student needs
- Monitor student progress toward meeting learning targets, including watching for less traditional methods of demonstrating thinking and learning
- Communicate positive and negative feedback with students and parents

Directors will ensure this is happening in all classrooms through observations and examination of plans, and will provide support, training, and opportunities for improvement to teachers who demonstrate the need.

Aside from expecting the use of instructional best practices, Directors have also requested that facilitators for math and ELA classes introduce more traditional instruction of skills rather than strict adherence to the project-based model to provide adequate time to build and practice skills that can be applied to projects in other classes. The hope is that this will not be necessary forever, but if successful we will consider making these changes more permanent.

In ELA classes we have updated our programming to include curriculum from Easy Grammar Systems, literature and novel studies, and Lucy Calkins Workshop model, mini-lessons followed by independent work time with conferencing and explicit instruction and modeling in various writing genres then put into practice by the students. English Language Arts curriculum follows a more traditional approach with research-based curriculum and rigorous assignments that meet state standards. Math programming has been updated to include curriculum from workshop model, real world connections, practice and activities, as well as instruction from Core Connections and Eureka Math. The mathematics curriculum follows a more traditional approach with research-based curriculum and rigorous assignments that meet state standards.

“Tight and loose curriculum” refers to the idea that the general structure of the course is rigid, but within each course teachers have the freedom and responsibility to flex their plans and methods to meet the demonstrated needs of learners in their classrooms. Each teacher uses a Project Design Guide to ensure that standards are being met, and that each project has well-defined parameters with priorities that must be honored by the completion of the project. Within these parameters, teachers encourage autonomy and creativity in the small groups. Projects are completed at least quarterly, and all grade level standards are met by the end of each school year.

### **c. How Social Studies, Science, and PE/Health fit into Scope & Sequence**

### Science

6<sup>th</sup> – 8<sup>th</sup> grade Science classes follow the scope and sequence outlined in the original document. They utilize NGSS and State standards as their guide and ensure that all standards are met through rigorous project-based learning instruction and activities. Other materials come from research-based curriculum from Teacher Vision, Nagwa materials, and Bayer lesson plans. Classes are heterogeneously grouped by grade and are not based on skill levels, which allows for students of all ability levels to work together in small groups with differentiated instruction. Science teachers collaborate with other content areas to provide cross-curricular projects as much as possible. Furthermore, they reach out to industry professionals like NASA, ISS from Oxford University, professional pilots, paleontologists, museum curators, and meteorologists to make real-world connections to their instruction.

### Social Studies

6<sup>th</sup> – 8<sup>th</sup> grade Social Studies classes follow the scope and sequence outlined in the original document. They utilize state standards as their guide and ensure that all standards are met through rigorous project-based learning instruction and activities. Furthermore, teachers use primary sources and current events for instruction such as PBS, CNN, and \_\_\_\_\_. Classes are heterogeneously grouped by grade and are not based on skill levels, which allows for students of all ability levels to work together in small groups with differentiated instruction. Social studies teachers collaborate with other content areas to provide cross-curricular projects as much as possible.

### PE/Health

6<sup>th</sup> – 8<sup>th</sup> grade Health classes follow a curriculum scope and sequence and meet state standards. The PE classes utilize state standards as their guide and ensure that all standards are met through physical activity, games and classroom discussions. Classes are heterogeneously grouped by grade and are not based on skill levels, which allows for students of all ability levels to work together in small groups with differentiated instruction.

## 10. Project-Based Learning

### a. Sources of professional development

Professional development for PBL will largely be provided by curriculum and instructional support staff within Maker Learning Network as well as the Directors (see the CSA Professional Development Calendar in Appendix A for specifics). Additionally, facilitators each have a copy of the book “Project Based Learning Handbook for Middle & High School” by PBLWorks, which contains a wealth of information and supports concerning the philosophy and implementation of Project-Based Learning.



**b. Cross-walk resource with Maker Learning and Colorado Academic Standards**

Please see Attachment C – Cross-Walk for this resource. Please note that it is a work in progress, and we still intend to do a rigorous overhaul of our curriculum beginning in February to ensure all standards are being met at an appropriate depth of understanding; this document represents where our curriculum stands now (with few changes since we opened in 2019).

**11. Assessing Learning in Academic Subject Classes**

**a. Evidence of MTSS Tier 1 and Tier 2 interventions**

CSA Learners have their achievement and growth in Math, Reading, Language Usage, and Science via the applicable NWEA MAP tests three times a year. Every quarter, MAP testing data and classroom performance is analyzed in a problem-solving meeting to determine which student(s) may benefit from a move to another grade level English Language Arts or Math class to ensure every student is receiving appropriate support and/or challenge. Additionally, MAP benchmark data as well as data gathered weekly in our reading intervention classes is collected on a shared spreadsheet that is analyzed in weekly data meetings with grade level teams. During these data meetings, facilitators within (and occasionally across) grade levels discuss student achievement, identify students who are at risk of not meeting performance expectations, and discuss various interventions that might be effective with each unique learner.

There is a co-taught English and Math class at each grade level to support learners who need Tier 2 and Tier 3 supports. Furthermore, facilitators provide visual supports and handouts, manipulatives, and small group instruction to support Tier 1 and 2 students inside of their classrooms. Facilitators use the structure of “Get Ready, Do, Done” in all classrooms to support student executive functioning, and graphic organizers and multiple modalities are available to every student. All students have access to Google ReadWrite and technology to give them support in Tier 1. Hourly Care Team members provide additional support or reteaching for Tier 2 intervention in the classroom. Every student participates in a daily reading intervention group, flexibly placed in the most appropriate group based on their reading scores as well as their weekly data collected using ReadTheory. Students requiring Tier 3 reading intervention work receive small group and individual instruction from our building CCSD SPED providers during this period.

**b. Training for CSA staff regarding MTSS for all students, and specifically for students with disabilities**

CSA facilitators and staff receive training at the start of the year and throughout the year regarding MTSS and Tiered instruction. During the 2022-23 school year, this training has and will be provided by the Colorado League of Charter Schools as well as our building CCSD SPED providers. Facilitators will also receive training from the administration CCSD SPED providers regarding students with disabilities, including best practices regarding the implementation of their plan-mandated accommodations and services.

**c. Benchmark/interim assessments to show achievement and growth**

CSA does not currently use any benchmark or interim assessments of achievement and/or growth aside from NWEA's MAP tests, which are given to all learners three times a year. The development, implementation, and improvement of such internal assessments is one of the goals our Directors have for future curricular improvements over the remainder of the 2022-23 school year and throughout 2023-24 to provide time and space for necessary staff buy-in and collaboration in its creation. To see the achievement and growth data for the first half of the school year, refer to [Evidence we would like to see](#) item #3.

**12. Plan of how data sources for assessing college/career readiness and social-emotional development and supporting evidence**

As stated in our renewal application, the sources for assessing college/career readiness will be high school graduation rates of past students (to begin with the class of 2027, the first time our current 8<sup>th</sup> graders will be eligible to graduate high school), performance on the state-mandated standardized CMAS test, and use of the universal screener the NWEA MAP test, which is administered to students three times a year. CSA will obtain graduation data by securing permission from families to contact them in the future, and will assess graduation rates and post-secondary plans via surveys at appropriate times. CMAS and MAP tests both are widely accepted tests that provide feedback about learner's college/career readiness as well as achievement and growth in subject areas.

We will measure Social-Emotional Learning via ongoing student surveys (paired with follow-up conversations to check on students who are struggling) and SEL rubrics such as the DESSA SEL assessment. In the past we have utilized surveys that aren't as robust as this, so we are currently seeking various solutions to determine which would best meet our needs. We are happy to update the District as this situation resolves.



### **13. Overview of systems and structures supporting data-driven instruction with evidence**

To be clear, this is a new practice for CSA. Previous leadership set the stage to create these systems, and our new Directors have begun the work of building and implementing them. As the roll-out began in Fall 2022, it quickly became obvious that current staff members need additional training and support to effectively utilize data to drive instructional decisions in the classroom. This has slowed our progress in this area, but we are committed to making this cultural shift to ensure our learners are receiving responsive and effective instruction in every classroom.

Our vision/goal is that teachers will engage in at least two types of data analysis:

- i. Quarterly determination of progress toward yearly performance standards using MAP benchmark data as well as additional classroom-based, aligned benchmark tests
- ii. Consistent identification of struggling students to immediately begin implementing Tier 1 interventions in the classroom, with the support of peers, administrators, and CCSD SPED providers to discuss students who do not seem to be responding to interventions to determine next steps

Currently, staff meets quarterly to go over MAP and classroom data to determine placement in Math and ELA classes. Additionally, we meet monthly by grade-level to discuss ongoing student achievement and needed interventions to share what is working and brainstorm new things to try. Through these efforts we have discovered that teachers require more training around analyzing and utilizing data as well as additional training in best practices for Tier 1 and 2 interventions. These trainings are planned/scheduled and can be seen in our PD Calendar.

### **14. Plan to ensure consistency in CSA leadership given ongoing leadership turnovers, including any exit surveys providing reasons for inconsistencies**

There have been three School Directors at CSA; the first Director was a seasoned school administrator who worked diligently and successfully to open CSA in the fall of 2019. She was in place for two full school years at CSA. For several reasons, the Board of directors opted not to renew her contract for the 2021-2022 school year and relieved her of her duties on March 21, 2021. An experienced school administrator from Maker Learning Network (MLN) was contracted to oversee the school for the remainder of the 2020-2021 school year. At the conclusion of the school year, the Board undertook a search for a permanent school director with the assistance from MLN Human Resources, and in the process interviewed several qualified candidates. The interim CSA Director was one of those candidates who chose to apply for the permanent position. She ultimately was selected by the Board and accepted a contract for the 2021-2022 school year. In June of 2022, after accepting the terms of a new two-year contract for 2022-



2024, this Director apologetically announced she had to immediately relocate out of state for family reasons and would be leaving her position at CSA. Working again with MLN HR, the board completed another search, interviewed several candidates, and were fortunate to select Katie Dutton to lead CSA. Katie began at CSA on August 8, 2022 and her contract runs through June 30, 2023. Given the nature of the departures of the two prior school directors, exit interviews were not conducted; however, the CSA Board continues to work with the current Director to ensure proper supports are put in place to allow the position to be a reasonable amount of work/stress and realistically compensated. This process necessarily includes continuing to evaluate contracts with existing vendors to ensure that we are securing the best people/vendors possible for key positions/services while also reducing expenses.

#### **15. Plan to address missed instructional minutes due to staffing shortages**

At Fall Break 2022, CSA made the difficult decision to let go of 3 full time facilitators in order to (a) retain only the number of instructors appropriate for the size of our student body and (b) make necessary reductions in expenditures. For daily operations, we do not have staffing shortages; rather, we are struggling to locate and retain qualified, affordable substitute teachers who can help us cover classes for facilitators who are out of the building. Due to the small number of staff and even smaller number of available subs, CSA cannot reliably or safely operate if 5 or more staff members are unable to work (which corresponds to 30% or more of our overall staff). In order to address the underlying issue, we continue to work on increasing our pool of available substitutes.

The included example of missed instructional minutes actually comes from an email I sent to the District to ensure they had an accurate count of exactly what we were missing. That email also alerted CCSD to the fact that we have already made up some of the missed instructional time by implementing two “full day Fridays” in December rather than having early dismissal as usual. Below is the full accounting of our missed instructional time from that message:

- Tuesday, Sept. 20 - EARLY DISMISSAL at 11:30 am due to electrical outage; loss of 210 minutes (including non-instructional lunch time)
- Monday, Nov. 14 - NO SCHOOL due to unmanageable staff illness; loss of 427 minutes
- Tuesday, Nov. 15 - NO SCHOOL due to unmanageable staff illness; loss of 427 minutes
- Friday, Dec. 2 - FULL DAY (Mon-Thur schedule) to make up instructional time; additional 137 minutes
- Friday, Dec. 9 - FULL DAY (Mon-Thur schedule) to make up instructional time; additional 137 minutes
- Friday, Dec. 16 - NO SCHOOL due to unmanageable staff illnesses; loss of 290 minutes
- TOTALS SO FAR:

- Loss of 1354 minutes
- Made up 274 minutes
- Total Impact: loss of 1080 minutes

According to the calculations performed by the district to determine our reserve days at the beginning of the year, we have 420 instructional minutes in a typical day. So the overall loss of 1080 minutes equates to 2.57 instructional days over and above district snow days/delays. As we began the school year with 9.86 reserve days, we should still have a relatively healthy balance. If we do discover a need to make up additional instructional time to meet state requirements, we can either implement additional “full day Fridays” or extend the school year. We would prefer to do the former. If we have to implement some “full day Fridays” to make up time, we will reschedule whatever staff development was planned for that time to ensure that teachers continue to get the necessary training.

#### **16. Enrollment Policy**

- a. **Efforts being made to recruit a school population representative of the CCSD educational community and surrounding areas, focusing on maintaining a balanced and diverse learner body**

Please see the [Items we are wondering about](#) section, item #1, for a response to this concern.

- b. **Plan for balancing female enrollment**

Please see the [Items we are wondering about](#) section, item #1, for a response to this concern.

- c. **Plan to reverse trend of declining enrollment**

Please see the [Items of Concern](#) section, item #1, for a response to this concern.

#### **17. Additional services CSA is interested in purchasing from CCSD**

CSA’s current Directors are committed to the continued improvement and maturing of the school and understand that a partnership with our authorizing district is key to achieving this goal. Our School Director has made a point of spending time rebuilding relationships with CCSD personnel, including members of the SPED, G/T, FNS, and IS departments. Thus far, these relationships have been both enjoyable and productive, leading to increased understanding, efficiency, and effectiveness. Given the positive nature of these relationships, and in order to service our goal of partnering more closely with CCSD, we want to use/purchase as many services as are needed, reasonable, and



within our budget constraints moving forward. We have already been in contact with Health Services to investigate the possibility of purchasing nursing/health room tech services in coming years. We cannot currently list services we are interested in, partially because current leadership does not have a “menu” of possible services along with associated costs. Following the meeting in February regarding SPED fees and how charters work with the district, we hope to have a much clearer understanding of what services are available and what they cost, which will allow CSA to make fiscally responsible decisions about service providers including CCSD.

## **18. Student Discipline, Expulsion, or Suspension**

### **a. Definition of and evidence for the effectiveness of Restorative Circles in remediating behavior challenges**

Restorative Circles are a specific practice within the realm of Restorative Justice. These highly structured conversations are led by an adult (preferably one who was tangentially or directly involved in or witness to the event that caused harm), and are designed to provide a safe and mediated way for students to communicate, empathize, and learn from mistakes made while also working to repair the damage done by the catalyzing event. These circles can include simply an adult, the person who caused harm, and the impacted person, or they can be enlarged to include multiple offenders, impacted groups, affected groups, and people who want to attend to support one or more of the other participants.

### **b. Seeking CCSD’s support in addressing behavioral challenges**

It has never been made clear to the current Director(s) that CCSD is willing or available to provide support or assistance in addressing behavioral challenges. If that is a service available to us at an affordable rate, we would be proud to partner with the District in this area to be sure CSA students are receiving the benefit of an even larger team of supportive adults.

### **c. Most problematic behaviors, including bullying**

A Restorative Circle is the use of Restorative Intervention and practices with 2 or more learners and an adult as mediator/moderator of the conversation. These conversations have been effective in teaching conflict management and building conversational skills with our learners. Evidence of the effectiveness of this practice is shown in the rate of incidents reported in PowerSchool. There has been a significant drop in behaviors and incidents since the start of the school year. The most problematic behaviors have been horseplay. These incidents have dropped dramatically. There are bullying issues at CSA, however, we are seeing a drop in bullying reports and incidents as well due to consistent Restorative Practices with our students.



## **19. Adoption of CCSD's Standard Response Protocol**

In practice, CSA has been using the vocabulary and protocols described in CCSD's SRP at least since the onboarding of the new Director, Katie Dutton. We are planning to conduct appropriate drills practicing all 5 protocols throughout the school year, including partnering with CCSD Safety & Security for feedback and instruction on our Lockdown procedures. Unfortunately, we have not yet had the chance to update CSA's Emergency Operations Plan as we are working diligently to write, implement, and document numerous policies and practices to both respond positively to previous performance evaluations from CCSD and to ensure stability and consistency as the institution matures. Fully updating the Emergency Operations Plan is an essential and pressing need, and will be addressed quickly. As a part of that update, we will continue to educate and train necessary stakeholders on the SRP to ensure consistent responses in times of crisis.

## B. CSA Stakeholder Feedback

The Directors and Board of Colorado Skies Academy have presented our perspective on the school not only in the original charter renewal application but also throughout this document and in a presentation and Q&A with the CCSD Board. While ours is an important and overarching perspective, it cannot tell the whole story. To provide as complete a picture as possible, the following pages include letters of support from parents and students, reviews (positive and negative), and the full results of our most recent SAC survey conducted during the 2021-22 school year.

### *Reviews – Positive and Negative*

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#### **Family - Positive**

We love the project based learning and focus on aviation and aerospace.

Crystal Moreno [crystalmaus@yahoo.com](mailto:crystalmaus@yahoo.com)

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#### **Family - Positive**

Great teachers and great school. CSA has an incredibly accepting environment that has allowed my daughter to thrive. She now considers herself a “smart kid” after years of low self-esteem and has expanded her plans for the future. Her grades and test scores have improved. She is excited to go to school and has learned so much. Even though she’s more of an artsy kid, she now appreciates everything aerospace and loves how she integrates her passion for art in the STEM projects. She was desperate to leave her neighborhood school due to bullying and it’s been incredible to watch her transformation into a happy 7th grader who feels great about herself. She always has something positive to say when I pick her up from school. It’s an amazing place- I recommend it to everyone!

Elizabeth Golob [lizgolob@yahoo.com](mailto:lizgolob@yahoo.com)

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**Family - Positive**

I love how excited and engaged my learner is every day. She is continually excited about school and what she's learning. Her instructors seem to genuinely care. The project based learning model is setting her up with life skills, and it's fun!

Devan Brua [devanbrua@gmail.com](mailto:devanbrua@gmail.com)

**Family - Positive**

I have personally seen a complete academic and behavioral turnaround in my grandson at Colorado Skies Academy! In this era of specialization, it is wonderful to see a school that is able to focus on a child's passion and develop their individual abilities. This organization has taken a struggling, unhappy child and turned him into an excited, positive young man that is looking forward to his future in space/aeronautics. The staff is dedicated and tireless in their almost heroic efforts to bring education to life! I have visited and volunteered and seen first-hand not just my grandson's passion, but that of many children. It is an operation that merits continued funding and support from Cherry Creek Schools. This is what Charter Schools is all about! Thank you for great education!"

Burrus Beshore [burrusbeshore@yahoo.com](mailto:burrusbeshore@yahoo.com)

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**Family - Positive**

I was apprehensive about middle school before- the size, the relationships, and my child's ability to cope with academics. CSA is wonderful. Some many learning opportunities that are engaging and interesting.

My son loves going to school and is excited about learning.



Adi Waissman- Saban [adiwaissman@gmail.com](mailto:adiwaissman@gmail.com)

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**Family - Negative**

Educational experience that was a detriment to the future learning of the student. Administrators failed to correct transcripts to date. Administrators failed to deal with administrative failures. Board of Directors refused to acknowledge the failures of the sham of a school. If the new administration would like to step up and correct the previous administrations failures please call. 321.525.0407

Kay Vialpando [Dna4k@yahoo.com](mailto:Dna4k@yahoo.com)

**Family - Negative**

It was an abusive conflict filled, emotionally stressful, low quality academics experience.

Sindra Richards [Richards.tica@gmail.com](mailto:Richards.tica@gmail.com)

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**Learner - Positive**

SKIES is a really unique school because it uses project based learning and it is not like being lectured all day. It's hands on and I really enjoy it. We design cities, scissor lifts, robots and much more. I love learning this way! Aiden, 6th grade

Aiden Gavan [Aiden.Gavan@icloud.com](mailto:Aiden.Gavan@icloud.com)

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**Family - Positive**

"Education is not preparation for life; education is life itself." - John Dewey

Colorado Skies it a great school

Yuriy Anisimov [yuriy\\_anisimov@dpsk12.net](mailto:yuriy_anisimov@dpsk12.net)

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**Family - Positive**

We currently have a 6th grader at CSA and have been very happy with our experience. The schools project based learning model is so logical and seems to keep her engaged and excited about school. We are grateful for the teachers and staff who have encouraged her academically and in social/emotional aspects as well. We would highly recommend CSA and look forward to sending her younger brother there when he is old enough.

Amy Stocki [amystocki@hotmail.com](mailto:amystocki@hotmail.com)

**Family - Positive**

I have a 6th grader there that is so happy and enjoys learning now! I also work there and love it! It is a wonderful school made for children that want to focus on hands on learning, aviation and aerospace.

Erin Regan [erynnregan@yahoo.com](mailto:erynnregan@yahoo.com)

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**Family - Positive**

My son has had a fantastic experience at CSA. He is growing academically, he is becoming a responsible student (hard work for 12 year old boys) and he is taking pride in his growth. I love the project based learning experience and I think that the POL's are really great exercise for the students to work together, to present their learning visually, and share it verbally.

I've especially appreciated that the teachers and staff take an interest in the kids and take time to work with them when they need extra support. I think that is an advantage of the small class sizes and smaller school all together--both are important for my 6th grader. That said, even in a small school teachers don't have to care, but Colorado Skies teachers, staff and directors have been great with my son.

All has not been perfect this fall, but I feel the directors and teachers are addressing the challenges that come with being a charter school in a tight budget year with out a huge staff.

Also I love the town hall meetings--makes all the difference to know what's going on for me as a parent.

Lindsay Batty [lindsaybatty@gmail.com](mailto:lindsaybatty@gmail.com)

### **Family - Positive**

CSA has so many opportunities that other middle schools don't have. My son actually likes school now. He likes the group, hands-on projects that incorporates multiple subjects. The student team work it takes to research, construct, and present these projects is awesome . Also the unique learning styles the students have are welcomed and encouraged. My son felt like a robot at his old school, just doing what everyone else was doing (sitting at a desk, listening to a lesson or worse-just doing homework/class work packets with little to no teaching of the subject). There's so many different areas he can be engaged in at CSA.

There are so many great opportunities for students at CSA. My son looks forward to going to school now and is excited to tell us all about his day. He hated school before in his last school because he had to sit in a desk and listen to the teacher or do worksheets. At CSA he works with a group or can be at different work stations doing different and varied projects with hands on activities.

I do wish there was more in the budget for more teachers, more extracurricular/elective classes, and a larger area for PE and recess.

Christy Koltz [christykoltz@gmail.com](mailto:christykoltz@gmail.com)

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### **Family - Negative**

The idea of the school and potential to be a great school are there. Having a kid with an IEP we were told yes we can meet all the requirements. After being there 1 year was told sorry we cant meet her requirements. We moved back to public school but had to go back



through placement testing since CSA didn't know how to write an IEP and completely messed it up.

Christine Read [elizabeth4786@aol.com](mailto:elizabeth4786@aol.com)

#### **Family - Positive**

We really like the mission and attentiveness at Skies Academy. We see that both of our kids are performing better in the smaller class sizes and that hands on learning is a more effective way of learning. Our child is more excited and knowledgeable in a subject he has never had much interest in before. Our other son hasn't missed the neighborhood middle school he was at for the last 2 years, and says that the teachers at Skies actually care if you are learning. We are very thankful to have found this option for a middle school experience, and hope we can find something similar for high school. It is not exciting to think we might have to send them to a large, traditional school and with "in the box" type of learning.

Scotta VandeKemp [gscottag@yahoo.com](mailto:gscottag@yahoo.com)

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#### **Family - Positive**

I appreciate the unique learning environment that CSA provides for my child. He's excelling and excited to learn and attend school. He's become more verbal and outgoing, I believe in large part to the hands on, project base learning that CSA fosters. It's much easier for me to get my child to school when they are excited about going to school and learning.

Robert Fox [rfoxpharm@gmail.com](mailto:rfoxpharm@gmail.com)

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#### **Family - Negative**

It's been a hot mess and my son is failing to thrive bc of the disorganization and lack of resources

Jessica Colon [Afteralljess@gmail.com](mailto:Afteralljess@gmail.com)

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**Facilitator - Positive**

With small class sizes and a small overall student population, facilitators and admin can get to know every learner in the school. This is important during the weird middle school years.

Students enjoy going to school, hands-on learning is great for many types of learners/students.

Holly Pierce [hspierce4@yahoo.com](mailto:hspierce4@yahoo.com)

**Family - Positive**

I am the grandma of a 6th grader. I live in Indiana and visit about 15 weeks a year. I have volunteered a few times. I have helped to work a lunch to honor the staff along with recess and cafeteria help for all three classes. I have nothing but respect for all the staff and volunteers I have met. I find CSA a good fit for the learning environment for the students and my grandson feels comfortable and safe at CSA. The students I have met are very respectful and have been a big part of why I will volunteer as much as I can when I am in Colorado.

Lorraine Falk [lefalk@yahoo.com](mailto:lefalk@yahoo.com)

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**Family - Positive**

My 11 year old son (Alex) loves going to school. Let me say that again, My 11 year old son loves going to school! This is unreal to me, Alex has always enjoyed the social aspects of school but he gets easily board and is generally not interested in what he is learning. This is not the case at Colorado Skies Academy, he is engaged and interested. Alex gets genuinely bummed out when he has to miss a day of school. He doesn't even want it to snow, because he is afraid they will have a snow day. Alex has always had a love for anything that flies, space, and computers; it's almost like Colorado Skies was created for him.

Several weeks ago Alex came home from school and couldn't stop talking (at a hundred miles an hours) about the new project he was working on. It turns out that he and his classmate got to pick the subject of their new project. This subject was NOT chosen from a list, they got to pick whatever they wanted to do there project on; and these two 6th grade boys chose to do their project on how Gravity is effect by Density. I am sorry to say that I just do not believe that this would have happened in a normal Middle School.

Mark Garrison [markfortress@msn.com](mailto:markfortress@msn.com)

#### **Family - Positive**

Our son went to CSA for two years and he had an excellent experience and received a wonderful education. Working in small groups instead of always working on your own really helped him socially, too. He was struggling in that area before CSA and he really came out of his shell soon after he started attending CSA. His self-confidence soared at this school and his love for aviation has carried over into high school. CSA was an excellent decision that helped shape our son's future.

Holly Pobitschka [hollypobitschka@yahoo.com](mailto:hollypobitschka@yahoo.com)

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#### **Family - Positive**

CSA is a really good school with amazing teachers and they care a lot of their students.

My kid went to Skyview Academy, the teachers there just care about their paycheck, But Colorado Skies care about the students I can see a big difference now.

Yveth Anisimov [Yanisimov@dcsheriff.net](mailto:Yanisimov@dcsheriff.net)

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#### **Family - Positive**

Our oldest son was in the inaugural class at csa and graduated in 2022. From there, his younger brother and now his younger sister are current students. I'm a systems engineer and think it is absolutely wonderful that the project based learning, which is usually not received until university or on the job, is being taught. These kids learning to do and then most importantly learning to communicate is absolutely perfect skillset developed early in their training.



Joshua Miller [jjwdamiller@hotmail.com](mailto:jjwdamiller@hotmail.com)

#### **Family - Positive**

Our son has been going since 6th grade and is now in 7th. He has grown in academic strength because of the learning structure that CSA uses; he is a very hands on learner, holding an A average. The teachers are always supportive- they're always there for him for extra support when needed. He enjoys going to school, which is a wonderful thing to hear for a middle schooler. He wants to work hard for himself and his teachers because of the respectful trust he has with his teachers at CSA. He is a Student Ambassador and earned a Learner of Merit Award all because he wants to be at Colorado Skies Academy. We tell as many people about the school as we can and how it has had such a great influence on our son. We are looking forward to seeing our son finish his middle school years at Colorado Skies Academy.

Amy Spatola [vna121899@gmail.com](mailto:vna121899@gmail.com)

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#### **Family - Negative**

Children who go here are grossly unprepared for high school. The teachers seem to educate about a year behind public school. Getting ahold of the principal is an act of god. You can only leave a message and if you are lucky enough to receive a call back, she is as unhelpful as a person can get. Laughably enough, she gave herself an award of excellence last year. Truly hilarious!

Theresa at the front desk goes out of her way to be unhelpful and rude to children and parents alike. I would NOT recommend this school.

Katie Stewart [thekatie1@yahoo.com](mailto:thekatie1@yahoo.com)

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#### **Family - Positive**

Who knew that middle school could be so engaging? My daughter is in her 2nd year at CSA and is thriving!

Small classes, dynamic faculty, solid leadership, and project-based learning that immerses students in aerospace and aviation. My daughter is being challenged

academically and learning advanced leadership skills while not being overloaded with homework.

We are excited for her exposure to the variety of aviation/aerospace career options and the strong encouragement for girls to consider careers in Tech, Science, the privatization of space exploration, etc. Plus, she is having a blast on the Drone Soccer Team!

Great 6th-8th experience for bright, high energy kids who don't like being bored.

Cynthia McNeil Medina

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#### **Learner - Positive**

It's lit

Graysen Krell

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#### **Family - Positive**

We have a 6th grader at CSA and have been really happy with the school so far. There have been some organizational challenges, but the small class sizes and hands on learning environment more than make up for those hiccups. My son looks forward to school and is learning communication, research, innovation, and critical thinking skills in project-based learning and is growing academically and socially/emotionally as well. We intend to send our youngest son to CSA in the following year as well and we are really hoping that CSA is given the chance to establish itself as a strong and successful charter after the challenges of covid and changing leadership.

Jennifer Bailey, PhD [jen.bailey923@gmail.com](mailto:jen.bailey923@gmail.com)

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The teacher's & administration at Colorado Skies Academy are deeply committed to their students academic success & emotional well-being. They go the extra mile every day! My sixth grade student is excited to go to school!

Jennifer Tilghman [jtil0525@gmail.com](mailto:jtil0525@gmail.com)

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#### *Letters of Support from Parents and Students*

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January 12, 2023

Dear CCSD Board of Education,

“The teachers actually care if you are learning.” This is what our 13 year old son told his grandpa when asked how he was liking his new school (Colorado Skies Academy). Our son had been at our neighborhood middle school, Falcon Creek, for 6th & 7th grade. However, he hasn’t missed his experience at Falcon Creek, not once. Despite being on 504 & IEP plans since elementary school, he wasn’t getting the support we all had worked so hard to get him. He was failing in his co-taught classes, nothing was being done, and I had to reach out to that co-teacher to get him support. He was also humiliated by a teacher in front of his classmates and disciplined for not performing a skill his IEP excused him from (notetaking). Even worse, he was bullied there frequently yet we were never once informed of any consequence for the bully. Our son’s emotional health suffered.

Traditional schools can be great for traditional learners. However, there are so many smart, creative, non-traditional learners that need schools like Skies as alternatives to support the type of learning that fits them better. Colorado Skies is a niche school that absolutely fits this non-traditional need in our district.

As a newer school, when covid disrupted our country, Skies was negatively affected more than established schools were. The prior director of Skies was seemingly overwhelmed and unable to properly guide Skies through the challenges presented by covid, and the growth & development of the school was delayed as a result. Our new director needs an appropriate chance to fix the problems she inherited. I am thankful for Mrs. Dutton’s efforts, transparency and integrity to get Skies where it needs to be. Every year, there are schools within our district that have new principals assuming roles where improvements in the school are needed. These principals aren’t at risk of charter renewals, and are able to instead focus squarely on improvement. Please allow more time for improvement to be achieved at Skies.

No school is without challenge, so please look closely at the goals, missions, and results that Colorado Skies Academy is building on. Project based learning can be engaging and motivating for any learner. Growing up I got good grades at my traditional public school, but seeing how the kids are learning at Skies Academy makes me wish I could go back to school and learn that way. I believe our kids are not only more motivated to learn at Skies, but that they will actually retain what they learned there better because they were more engaged.

Sincerely,

Scotta & Gerrit VandeKemp



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January 11, 2023

Hello!

My daughter is incredibly bright and passionate about many things. She loves to learn and when that spark of knowledge is lit she cannot be stopped. Bailey also suffers from ADHD, trauma-based PTSD and severe anxiety so school has been a challenge.

Elementary school was filled with weeks where she refused to go to school, could not stay in the classroom for more than 15-20 minutes at a time and could barely do the work. By the 4th grade she had figured some things out but Covid hit and we were back to square one. I was terrified about what we were going to do about middle school and how she would handle it. Her therapist told us about a charter school that was about aviation and project-based learning. We checked it out immediately.

Luckily, we found CSA. Bailey is excited to go to school, see friends and work on her projects. She is excited about learning. Bailey is proud to tell people she attends CSA and tell them about her school. There is a spark about knowledge every day. She is excited about the future, about going to high school. Bailey gets A's and B's in her classes, including Math and will tell people she is good at Math and Science. In the past she would just say she hates school and did not see the point. CSA has made a huge difference in her life.

I wish that we could enroll her past the 8th grade.

Sincerely,

Jill Snider  
214-663-4936

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December 24, 2022

Hello Cherry Creek School District Board,

I am not an eloquent person, and as a rule I have no interest in involving myself in school management issues. I am making an exception because my son is currently in 6th grade at Colorado Skies Academy and there are some things I would like you all to know.

My 11 year old son (Alex) loves going to school. Let me say that again... My 11 year old son loves going to school! This is unreal to me, Alex has always enjoyed the social aspects of school but he gets easily bored and is generally not interested in what he is learning. This is not the case at Colorado Skies Academy, he is engaged and interested. Alex gets genuinely bummed out when he has to miss a day of school. He doesn't even want it to snow, because he is afraid they will have a snow day. Alex has always had a love for anything that flies, space, and computers; it's almost like Colorado Skies was created for him.

Several weeks ago Alex came home from school and couldn't stop talking (at a hundred miles an hour) about the new project he was working on. It turns out that he and his classmate got to pick the subject of their new project. This subject was NOT chosen from a list, they got to pick whatever they wanted to do their project on; and these two 6th grade boys chose to do their project on how Gravity is affected by Density. I am sorry to say that I just do not believe that this would have happened in a normal Middle School.

Please forgive me for saying this, but I don't like people in general. It is not personal, it's just that I'm an introverted IT nerd and I don't like most people. It is important for you to understand this because it is unheard of me to make this next statement. When I attended Back to School Night at Colorado Skies Academy at the beginning of the year, I was impressed by everyone I met. Alex's teachers and the administrators were a cut above. They all came off as organized, intelligent, prepared, and well spoken; all of my questions were answered succinctly, without all the non-committal wishy-washy answers that you normally get from people. Most importantly for the first time in my son's academic career I felt like his teachers and the administrators were interested in Alex as a person and not just another student (number).

It comes to this, I implore you all to renew Colorado Skies Academy's charter.

Mark Garrison

Garrison.Mark@Gmail.com

303-898-1981

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January 11, 2023

Dear Cherry Creek School District Board,

I am writing this letter to endorse the education of the young minds that will be our future of aviation and aerospace. I am endorsing the importance of the renewal application for Colorado Skies Academy, to continue with the education needed for these young minds to carry out their success in all our futures.



There are several reasons why this is an especially important and life-changing letter of endorsement. This is not only for me and my son, that is currently attending CSA, but for the hundreds of other families and children that are relying on the continuation of such an amazing middle school that can offer such a unique STEAM program.

Let me start with how my family has been drastically changed by having CSA as a part of our lives. My son Caiden is an 11-year-old boy with a diagnosis of high functioning autism or ASD. This has been a challenge for him and our family since he was old enough to talk. We always knew he was different. He has been obsessed about the way planes fly, how to engineer better rockets, airplanes, and equipment for space travel. This has made his life in education exceedingly difficult because he feels that everything needs to be based on his interests in aerospace and aviation. He attended K through 5th grade at an amazing elementary school, however, he has always felt like he was on the outside looking in and never seemed to fit in with anyone. He was constantly scrutinized for his behavior and lack of interest in most subjects taught to him. We have done many things to help him. He has had ABA therapy. He has been on an IEP since 1st grade and has had many amazing teachers and SPED staff guiding him through his education. Nothing has helped to motivate him to want to learn and socialize. We were considering homeschooling if things did not get better. Then, in the summer of 2022, we met a family that moved in near to our home. They told us about Colorado Skies Academy. We felt that this would be a drastic move but felt like we had to try something! This would mean that I would be driving 2 hours in the morning and 2 hours in the afternoon to accommodate both my children in their educational needs. I would not be able to work. We agreed that our children's education was the most important. We also agreed that Caiden would not be attending 6th grade at his current school because he was so depressed and bullied there. He was just not thriving like we knew he could. After showing him the online videos of CSA and explaining what he would be expected to do for the next 3 years at Colorado Skies Academy, he was over the moon excited! He is currently attending CSA and has completed his first 2 quarters of 6<sup>th</sup> grade. We have noticed a huge improvement in how hard he works as a student. He comes home and is excited to tell us everything he is learning. He has friends with the same interests. He enjoys the hands-on learning that he craves. He is learning math, science, social studies, language arts, and even knitting! We have stopped the intensive at home therapy he was getting because he is not only learning what he must learn at CSA, but also socialization, responsibility, and respect! This is just ONE child and his family that will be affected if CSA does not get a renewal. We will be back to square one with our child that has become dependent on CSA for more than just an education, but for a lifetime experience.

My next heartfelt endorsement for Colorado Skies Academy is on another personal subject, but also because I am now part of the CSA family as a paid staff member. After my son Caiden started 6th grade in August of 2022, I wanted to show my appreciation and commitment by volunteering. I had no idea what I could offer but was willing to help anywhere I could. He came home with an amazing book on Jets. I am an avid reader and lover of books. While looking at the book he borrowed, I saw that the cover was ripped and needed to be mended. I contacted CSA and was told that there were over 1000 books



that needed to be organized and tended to. This was shocking to me at first. I found out that there had been donations of books throughout the few years that CSA had been open. Unfortunately, due to Covid and all the restrictions, this was something that needed attention. The kids at the school could look through and borrow any of the books that were available, but there was not a library or system for them

to find something specific they were looking for. I started to volunteer my time there organizing the books. A few weeks later, I was hired as a Care Team member/librarian. Since then, I have made a library that is easy for the students to access books for studies, reference, and pleasure. I have also developed many relationships with the staff and students at the school. It is amazing how the students come and ask about what to read next and are so open to feeding their minds!

I feel that CSA has not had the opportunity that so many other schools have had to establish an outstanding review due to opening their doors at the same time Covid hit and closed so many other doors. However, being a mom of a current student, AND an employee of CSA, I have a definite advantage of seeing the growth and commitment of this wonderful school. I know CSA has a solid foundation. There are the most wonderful, dedicated and wise staff members I have ever met. We just need support, time, and the amazing staff to keep moving forward.

This school has been a dream come true to so many. I feel like if this renewal does not go through, this wonderful school has not been given the chance it deserves to grow and gain the respect it deserves. With developing so many relationships with the children that attend there, I know they would be absolutely devastated to leave behind what will someday be and what many feel now is one of the greatest schools in the district and country!

We need your support and inspiration to make this dream come true. Please consider the hundreds of children and families that benefit from this unique and once in a lifetime opportunity to attend and be a part of Colorado Skies Academy.

Thank you for your consideration,

Erin Regan

Care Team/Librarian of Colorado Skies Academy and Mother of attending 6th grader

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January 8, 2023

Dear CCSD Board,

I am a founding facilitator at Colorado SKIES Academy. I am in my 20th year of teaching with experience from K-8th grade. I heard about CSA because of the hands-on project-based learning and CSA renewed my passion in education that I was starting to lose. Why? Learners at CSA have voice and choice in their learning. They learn the standards with an aerospace STEM focus. They can differentiate learning on their own by choosing a path they want to pursue within a topic. This keeps learners engaged, which is so important in middle school.

I am the SmartLab STEAM/STEM facilitator and run classes in our innovative Exploratorium. Learners set their own SMART Goals for their projects and choose what and how they will learn using resources such as Photoshop & digital design, 3D printing, robotics, coding, mechanics and structures, bridge designing and more. I learn right along with our learners and am excited to see every day what they will decide to explore.

As a parent of two children in college, I wish CSA had been around for them in middle school. My children enjoyed learning until about 6th grade. In 6th/7th grade they started losing the love of learning, and just learned things for upcoming tests. They stopped seeing real world connections and didn't like school by the time they started high school. At CSA, our learners enjoy learning and enjoy coming to school each day. If we can keep middle schoolers interested in learning, the High School transition will be much easier and will support higher graduation rates with them enjoying learning.

We also get to know our learners very well because of our small population. Our staff knows everyone in their grade level, and often much more than their grade level, especially facilitators like myself who have every learner each year in class. This allows us to provide wrap-around support in academics AND social emotional learning.

COVID threw a wrench in our start and affected our growth as a brand-new school, popping up our first year. We have done a great job navigating this pandemic, and hope that we will be able to continue the great work that was interrupted by COVID. Our focus was often put elsewhere during that rough time.

CSA is still new, and we appreciate you supporting us as an aerospace focused PBL (project-based learning) school.

Thank you,

Mrs. Pierce

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January 9, 2023

Good evening Cherry Creek Board of Education Directors,

My name is Tyler Coryell, and I am a founding 6<sup>th</sup> grader from Colorado Skies Academy who graduated as a middle schooler last May. I'm here tonight to tell you a little bit about my experience there for the last three years. My last year of elementary school was pretty tough for me, and I wasn't very motivated to go to school. I struggled with the long days of sitting in a desk while a teacher lectured to the class, and I didn't find the classwork engaging or fun.

Attending CSA for middle school was the best thing that happened to me in my academic journey to that point. Even though our first year started in an airport hangar, moved to modular classrooms, and ended with remote learning, I really enjoyed my first year and loved the hands-on personalized learning where I got to study my favorite subject, aerospace. While I was at CSA, I got to study real hot air balloons and launch a weather balloon that taught me so many science and math concepts that I could apply in everyday life. I talked to astronauts and engineers at NASA to help develop solutions to real-world problems that they face on the moon. We learned about, and built, airplanes and gliders, and I was able to fly in a glider in my last year there. CSA is located on the grounds of the Centennial Airport so I was able to see planes, jets and helicopters fly every day and listen in to see how traffic control works at an airport.

In addition to the academic progress and success I had at CSA, I was also glad that we talked about behaviors and attitudes as a school and made sure that everyone appreciated our class and their differences. Learning to work in groups and present in front of large crowds is still challenging, but I'm grateful that I was able to start practicing a lot in middle school since it's expected a lot at my high school. I was also encouraged to advocate for myself with facilitators and learners, and that really helped to build my confidence. Because of the encouragement and direction that I received at CSA, I am helping organize and design a drone soccer club at my high school.

My story is just one of many from the learners that have passed through CSA the last three years. While no school is perfect, and there is always room to grow, I hope that you'll approve the charter school renewal application so more kids can have a rewarding middle school experience like me.

Thank you.  
Tyler Coryell



January 11, 2023

Hello members of the board,

My name is Amy Stocki and I am here tonight as the parent of a Colorado Skies 6th grader and I strongly want to encourage you to renew the schools charter application.

There are a lot of things I love about this school, but in the name of time I'll share two reasons.

- My daughter, before this year, has never liked school.
  - We had the kind of mornings with fake sicknesses to prevent going and tears after school when things went poorly for her.
  - This year, she wakes up early to get ready, she enthusiastically gushes about projects she's doing, and has a passion for learning we've never seen before.
  - My daughter is considered twice exceptional. She is GT and has ADHD – and this has contributed to her challenges in the past, but at CSA we don't even need accommodations for her because their philosophies and project-based learning naturally meet her where she's at.
  - I also have a younger son who doesn't have her challenges, but desperately wants to attend CSA when he's older because of the unique things they get to do.
  - That brings me to my second reason for wanting to encourage you to renew the charters application.
- My passion for aviation and what the school's aerospace theme is giving to these students.
  - I am a pilot. Before kids for many years I was a captain at a regional airline.
  - I am not as naturally "gifted" as my daughter and struggled in school academically - but what got me through years of rigorous training was my passion for aviation.
  - I've been to CSA enough to tell you a large portion of these students are at the peak of developing their passions. Many of these students LOVE space, flying, aircraft, engineering and building things. I've seen their work, overheard their conversations and they are fired up about it all.
  - Through this charter school, they are building a deep passion right now that will follow them.
  - I am here to tell you as someone that might not of had much potential but was given exposure to aviation early on. Providing this environment and letting these students develop their passions through their project-based learning, absolutely has the potential to alter their life's trajectory.

Please renew this charter school's application. Thank you for your time.

Amy Stocki

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1/13/2023

Dear Cherry Creek School District,

I am writing in regards to your upcoming CCSD board meeting to consider renewing CSA's charter with CCSD.

My name is Shane Cronin. I am a facilitator at Colorado SKIES Academy. I have been on staff with SKIES since Fall 2021. I wanted to share what makes CSA a special school.

I primarily taught 6th Grade Social Studies during the 2021-2022 academic year, and teach Physical Education this year. I head up an athletic development-sports performance training club here at SKIES. Last year, we competed in the first ever athletic event in school history, a dual track meet with South Suburban Parks and Recreation's track & field program. This fall we had a guest coach from D-1 Sports Performance, who is the head coach/director of performance at their Greenwood Village location work with us at our practices who has helped NFL athletes, including quarterback Drew Brees.

I was initially interested and felt called to teach in the inner-city areas of the greater Denver area. I continuously ask myself "who am I helping" when making decisions about where to apply my energy and efforts. SKIES has a population of learners with IEP's or 504's of just under a third, and at least 50% of the student body has ADHD that we know of. There are also numerous learners who have been kicked out of other schools or been retained, that gives me an urgency to want to help them get back on track. Our learners need SKIES. The positive relationships with our staff, our building design for our unique learning challenge learners, and community of peers who have similar characteristics to said learners. I feel strongly that these learners need SKIES, our staff, and the opportunity to work with aviation and aerospace topics. It is amazing how hungry, and the depth and breadth of knowledge our learners have about aerospace.

Our track program is set to compete in highly competitive USA Track & Field meets this indoor season, as well as summer. Having learned from great mentors and corresponding with world-class coaches in the speed-movement and strength & conditioning community, I feel we have a strong program here at SKIES. As a coach at the high school level, athletes under my tutelage have broken Six school records at Littleton High School in 2011 and four school records at Mountain Vista High School in 2012, including an

All-Classification state record at LHS and three of the top 6 best 100m dash performers in school history at MVHS.

We have nationally recognized and ranked athletes at CSA, who pull off each other and make each other better. As a PE teacher, they have been educated in intermediate and advanced anatomy, physiology, and training theory, which has helped to further equip them in their athletic endeavors.

SKIES requires teachers to either hold or obtain a teaching licensure. We have MA's from Notre Dame. Teachers that have ascended to the inner atmosphere with NASA space shuttles. Our learners have had samples sent to the International Space Station. We have applied sciences oriented classes where learners build creatively engineered items. We have a "Makery" in which learners can construct STEAM creations.

In conclusion, this is a handful of things that makes SKIES special and an asset to the learning community. Thank you for taking the time to read this letter.

Best regards,  
Shane Cronin

### [2021-22 SAC Survey Results](#)

This survey was conducted in the second semester of the 2021-22 school year by the CSA School Accountability Committee with the support of Maker Learning Network. The results provided by MLN are in a PDF format, and can be found in [Attachment D](#) to this document.

## **C. Attachments**

For formatting purposes, see following pages for attachments.



Attachment A – CSA Professional Development Calendar 2022-23

CSA Professional Development Calendar 2022-23			
Date	Training	Provider	Audience
8/1 - 8/12	Camp Make (CPR/First Aid, Love & Logic, PBL, MTSS)	Maker, CLCS, Colorado Compressions, Directors)	Facilitators
8/19	Staff Meeting/Collaboration	Directors	Facilitators
8/26	MTSS	Directors	Facilitators
8/30 - 5/20	Weekly PBL/Love & Logic Support	Maker	New Facilitators
9/2	Restorative Practices Intro	Directors	Facilitators
9/9	Staff Meeting/Collaboration	Directors	Facilitators
9/16	Hacking School Discipline Intro	Maker	Facilitators
9/23	ILP's/Learner-Led Conferences	Maker	Facilitators
9/30	Conflict Management #1	Springboard	Facilitators
10/7	Staff Meeting/Collaboration	Directors	Facilitators
10/14	Teacher work time (Q1 grades)	N/A	N/A
10/21	NO SCHOOL - FALL BREAK	N/A	N/A
10/28	Conflict Management #2	Springboard	Facilitators
11/4	Staff Meeting/Collaboration	Directors	Facilitators
11/11	NO SCHOOL - VETERAN'S DAY	N/A	N/A
11/18	Staff Meeting/Collaboration	Directors	Facilitators
11/25	NO SCHOOL - THANKSGIVING BK	N/A	N/A
12/2	PBL - Team Roles Intro	Maker	Facilitators
12/9	FULL DAY - INSTRUCTIONAL TIME	N/A	N/A
12/16	FULL DAY - INSTRUCTIONAL TIME	N/A	N/A
12/23	Early Dismissal (Holiday)	N/A	N/A
12/30	NO SCHOOL - WINTER BREAK	N/A	N/A
1/6	NO SCHOOL - WINTER BREAK	N/A	N/A
1/9	PD Day - Transactional Analysis, PBL Refresh - Organizing Class Time	Maker	Facilitators
1/13	Love & Logic - 9 Essentials	Maker	Facilitators
1/20	Restorative Practices Deep Dive, Hacking School Discipline	Maker	Facilitators
1/27	SPED overview, Tier 1 Interventions intro	Building SPED providers	Facilitators
2/3	Tier 1 interventions/differentiation tool box	Building SPED providers	Facilitators
2/10	Conflict Management #3	Springboard	Facilitators
2/17	PD Day - Managing Teams in PBL, Team Roles, Team Contracts, Learner-Led Conferences, MTSS Tier 1	Maker, Directors	Facilitators
2/24	G/T Overview, tool box intro	CCSD G/T*	Facilitators
3/3	MAP Score reporting deep dive, use for MTSS	Directors, Maker, other(?)	Facilitators

3/10	MTSS Tier 2, Data, & Communication	Directors	Facilitators
3/17	PBL - Critical Friends Protocol	Maker	Facilitators
3/24	CMAS Training	Directors	Facilitators, Care Team
3/31	PBL - Assessing Learning	Maker	Facilitators
4/7	PD Day - PBL Assessing Learning Pt 2, Routines & Procedures with Middle School, Conflict Management #4	Maker, Directors, Springboard	Facilitators
4/14	CMAS	N/A	N/A
4/21	CMAS/Staff Collaboration	N/A	N/A
4/28	G/T Tool box deep dive	CCSD G/T*	Facilitators
5/5	Showcases of Learning	Maker	Facilitators
5/12	Staff Collaboration - ending strong	Directors	Facilitators
5/19	Staff Meeting/Collaboration	Directors	Facilitators
5/26	Early Dismissal (Last Day of School)	N/A	N/A

\* CCSD G/T has been contacted, but plans have not been solidified

## Attachment B - Building Master Schedule

QUARTER 3 SCHEDULE Mon-Thur	Pd 1	Pd 2	Pd 3	Pd 4	Pd 5	Pd 6	Pd 7	Pd 8	Pd 9	Pd 10	Pd 11
	8:00 - 8:20 am	8:20 - 9:17 am	9:17 - 10:24 am	10:24 - 11:21 am	6 - Rec. 7 - Lun 11:21 - 11:44 am	6 - Lun, 8 - Rec 11:44 - 12:07 pm	7 - Rec, 8 - Lun 12:07 - 12:30 pm	12:30 - 1:28 pm	1:28 - 2:25 pm	2:25 - 3:22 pm	3:22 - 3:30 pm
Keys	Flight Crew	8 ELA C	6 ELA B - Supp	6 ELA A	L	L	L	8 ELA A - Supp	8 ELA B	PLAN	Flight Crew
McGuire	Flight Crew	6 SS B	6 SS A	PLAN	L	7ACC B	L	6 Math B	6 Math C - Supp	6 Math A	Flight Crew
Mallory	Flight Crew	7 KNITTING	7 KNITTING	6 SS C	L	L	L	6 Sci C	6 Sci A	6 Sci B	Flight Crew
Motley	Flight Crew	7 ELA C	7 ELA B	7 ELA A - Supp	8 ACC A	L	L	8 PE/Aero	8 PE/Aero	7 PE/Aero	Flight Crew
Kristoffersen		PLAN	8 Math A - Supp	8 Math B	L	L	L	7 Math C - Supp	7 Math B	7 Math A	
Gispan	Flight Crew	8 SS B	PLAN/504	7 SS C	L	L	6 ACC B	7 SS B	7 SS A	8 SS A	Flight Crew
Pratti		8 Sci A	7 Sci C	7 Sci B	8 Math G/T (schedule TBD)	L	6 ACC A	7 Sci A	PLAN	8 Sci B	
Cronin	Flight Crew	6 PE	6 PE	6 PE	L	7 ACC A	L	6 Sci Discovery	7 PE	7 PE	Flight Crew
Pierce	Flight Crew	7 SCI EXPL	8 EXPL	8 EXPL	8 ACC B	L	L	PLAN	6 Expl	6 Expl	Flight Crew
Care Team				Break	Lunch room	7ACC in Library	Recess				
Care Team					Recess	Lunch Room	6 ACC in Library	Break			
Care Team					Break	Recess	Lunch Room				

QUARTER 4 SCHEDULE Mon-Thur	Pd 1	Pd 2	Pd 3	Pd 4	Pd 5	Pd 6	Pd 7	Pd 8	Pd 9	Pd 10	Pd 11
	8:00 - 8:20 am	8:20 - 9:17 am	9:17 - 10:24 am	10:24 - 11:21 am	6 - Rec. 7 - Lun 11:21 - 11:44 am	6 - Lun, 8 - Rec 11:44 - 12:07 pm	7 - Rec, 8 - Lun 12:07 - 12:30 pm	12:30 - 1:28 pm	1:28 - 2:25 pm	2:25 - 3:22 pm	3:22 - 3:30 pm
Keys	Flight Crew	6 ELA C	6 ELA B - Supp	6 ELA A	L	L	L	8 ELA A - Supp	8 ELA B	PLAN	Flight Crew
McGuire	Flight Crew	6 SS B	6 SS A	PLAN	L	7ACC B	L	6 Math B	6 Math C - Supp	6 Math A	Flight Crew
Mallory	Flight Crew	6 PE	6 PE	6 SS C	L	L	L	6 Sci C	6 Sci A	6 Sci B	Flight Crew
Motley	Flight Crew	7 ELA C	7 ELA B	7 ELA A - Supp	8 ACC A	L	L	PLAN	6 Aerospace	6 Aerospace	Flight Crew
Kristoffersen		PLAN	8 Math A - Supp	8 Math B	L	L	L	7 Math C - Supp	7 Math B	7 Math A	
Gispan	Flight Crew	8 SS B	PLAN/504	7 SS C	L	L	6 ACC B	7 SS B	7 SS A	8 SS A	Flight Crew
Pratti	Flight Crew	8 Sci A	7 Sci C	7 Sci B	8 Math G/T (schedule TBD)	L	6 ACC A	7 Sci A	PLAN	8 Sci B	Flight Crew
Cronin	Flight Crew	7 PE	7 PE	6 PE	L	7 ACC A	L	8 PE	8 PE	7 Special- Discovery	Flight Crew
Pierce	Flight Crew	7 PE	8 SCI EXPL	8 SCI EXPL	8 ACC B	L	L	6 Aerospace	7 EXPL	7 EXPL	Flight Crew



QUARTER 3 SCHEDULE Disc Fri A	Pd 1	Pd 2	Pd 3	Pd 4	Pd 7	Pd 8	Pd 9	Pd 10	Pd 11
	Advisory	Core 1   4	Core 2   5 + recess	DISCOVERY	Lunch/Recess/ACC Rotation			Core 3   6	Advisory
	8:00 - 8:10 am	8:10 - 9:00 am	9:00 - 9:50 am	9:50 - 11:00 am	11:00 - 11:25 am	11:25 - 11:50 am	11:50 - 12:15 am	12:15 - 1:05	1:05 - 1:15 pm
Keys	Flight Crew	Health 6	6 ELA C	6 ELA B - Supp	L	L	L	6 ELA A	Flight Crew
McGuire	Flight Crew	Health 6	6 SS B	6 SS A	L	7ACC B	L	PLAN	Flight Crew
Mallory	Flight Crew	7 KNITTING	Health 7	7 KNITTING	L	L	L	6 SS C	Flight Crew
Motley	Flight Crew	7 ELA C	Health 7	7 ELA B	8 ACC A	L	L	7 ELA A - Supp	Flight Crew
Kristoffersen	PLAN	PLAN	8 Math A - Supp	Health 8	L	L	L	8 Math B	Dismissal
Gispan	Flight Crew	8 SS B	PLAN/504	Health 8	L	L	6 ACC B	7 SS C	Flight Crew
Pratti	PLAN	8 Sci A	Health 7	7 Sci C	L	L	6 ACC A	7 Sci B	Dismissal
Cronin	Flight Crew	Health 6	6 PE	6 PE	L	7 ACC A	L	6 PE	Flight Crew
Pierce	Flight Crew	7 Expl	8 Expl	Health	8 ACC B	L	L	8 Expl	Flight Crew

QUARTER 3 SCHEDULE Disc Fri B	Pd 1	Pd 2	Pd 3	Pd 4	Pd 7	Pd 8	Pd 9	Pd 10	Pd 11
	Advisory	Core 1   4	Core 2   5 + recess	DISCOVERY	Lunch/Recess/ACC Rotation			Core 3   6	Advisory
	8:00 - 8:10 am	8:10 - 9:00 am	9:00 - 9:50 am	9:50 - 11:00 am	11:00 - 11:25 am	11:25 - 11:50 am	11:50 - 12:15 am	12:15 - 1:05	1:05 - 1:15 pm
Keys	Flight Crew	8 ELA A - Supp	8 ELA B	Health 8	L	L	L	PLAN	Flight Crew
McGuire	Flight Crew	Health 6	6 Math B	6 Math C - Supp	L	7ACC B	L	6 Math A	Flight Crew
Mallory	Flight Crew	Health 6	6 Sci C	6 Sci A	L	L	L	6 Sci B	Flight Crew
Motley	Flight Crew	8 PE/Aero	8 PE/Aero	Health 8	8 ACC A	L	L	7 PE/Aero	Flight Crew
Kristoffersen	PLAN	7 Math C - Supp	Health 7	7 Math B	L	L	L	7 Math A	Dismissal
Gispan	Flight Crew	7 SS B	Health 7	7 SS A	L	L	6 ACC B	8 SS A	Flight Crew
Pratti	PLAN	7 Sci A	Health 7	PLAN	L	L	6 ACC A	8 Sci B	Dismissal
Cronin	Flight Crew	Health 6	PLAN	7 PE	L	7 ACC A	L	7 PE	Flight Crew
Pierce	Flight Crew	PLAN	6 Expl	6 Expl	8 ACC B	L	L	6 Expl	Flight Crew

### *Attachment C – Cross-Walk*

See next page for this attachment.

Colorado Skies Academy Scope and Sequence				
Grade	Language Arts	Mathematics	Science	Social Studies
Sixth	<p>In grade 6, students gain competence in Oral Expression and Listening; Reading for all Purposes; Writing and Composition; and Research and Reasoning.  <i>The Grade-Level Expectations will be embedded in the following units of study:</i></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1) Turning Every Kid Into a Reader - and a Character Analyst (CCSS: RL.6.3)</li> <li>2) Social Issues Literacy Study: Developing Critical Literacies (CCSS: RL.6.1-6.3)</li> <li>3) Nonfiction: A Study of Text Complexity (CCSS: RI.6.1-6.10)</li> <li>4) Fantasy Book Clubs (CCSS: RL.6.1-6.10)</li> <li>5) Nonfiction Reading Across Text Sets (CCSS: RI.6.1-6.10)</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1) Personal Narrative: Creating Powerful Life Stories (CCSS: W.6.3 a-e)</li> <li>2) The Literary Essay: From Character to Compare/Contrast (CCSS: W.6.1 a-e)</li> <li>3) Fiction Writing (CCSS: W.6.3 a-e)</li> <li>4) Fantasy Writing (CCSS: W.6.3 a-e)</li> <li>5) Persuasive Essays (W.6.1 a-e)</li> <li>6) Research and Present Findings: (CCSS: W.6.7, 6.8,6.9 a, b)</li> </ol>	<p>In grade 6, students gain competency in Number Sense, Properties and Operations; Patterns, Functions, and Algebraic Structures; Data Analysis, Statistics, and Probability; and Shape, Dimension, and Geometric Relationships.  <i>The Grade-Level Expectations will be embedded in the following units of study:</i></p> <ol style="list-style-type: none"> <li>1) Introduction and Representation</li> <li>2) Arithmetic Strategies and Area (6.G.A.)</li> <li>3) <b>Portions and Integers</b></li> <li>4) Variables and Ratios (6.RP.A.)</li> <li>5) Multiplying Fractions and Area (6.NS.A.)</li> <li>6) Dividing and Building Algebraic Expressions (6.EE.A., 6.EE.B., 6.EE.C.)</li> <li>7) <b>Rates and Operations</b></li> <li>8) Statistics and Multiplication Equations (6.NS.B., 6.SP.A., 6.SP.B.)</li> <li>9) Volume and Percents (6.G.A.)</li> </ol>	<p>In grade 6, students gain competency in physical, life, and earth science standards through STEAM project-based learning. The Grade-Level Expectations (GLEs) will be embedded in the following units of study:</p> <ol style="list-style-type: none"> <li>1) Changing Environments (MS-LS2-3) (MS-LS2-5)</li> <li>2) Water (MS-ESS2-2), (MS-ESS2-4)</li> <li>3) Building Blocks of Life (MS-LS1-1-3)</li> <li>4) Environmental Systems (MS-LS2-1, 2), (MS-LS2-3), (MS-LS2-5), (MS-LS4-6)</li> </ol>	<p><i>In grade 6</i>, learners will investigate history, geography, economics, and civics through project-based learning. The Grade-Level Expectations (GLEs) will be embedded in the following units of study:</p> <ol style="list-style-type: none"> <li>1) What Did They Leave Behind?</li> <li>2) Movin', Movin', Movin'</li> <li>3) The Action of We the People</li> <li>4) Show Me the Money!</li> </ol>
Seventh	<p>In grade 7, students gain competency in Oral Expression and Listening; Reading for all Purposes; Writing and Composition; and Research and Reasoning.  <i>The Grade-Level Expectations will be embedded in the following units of study:</i></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1) Agency and Independence: Launching Reading Workshop with Experienced Readers (Reading Literature: RL.7.1- RL.7.3)</li> <li>2) Historical Fiction Novel Study RL.7.9, RL.7.4</li> <li>3) Argumentative Reading: Nonfiction Research Across Text Sets (RI.7.5- RI.7.9)</li> <li>4) How to Eat a Poem: Analyzing Craft and Structure (RL.7.5- RL.7.7)</li> <li>5) Nonfiction Book Clubs: Authors, Series, and Journals (RI.7.1- RI.7.4)</li> </ol> <p><b>Writing</b></p> <ol style="list-style-type: none"> <li>1) Writing Realistic Fiction: Symbolism, Syntax, and Truth (W.7.3)</li> <li>2) Writing About Reading: From Reader's Notebooks to Companion Books (W.7.9)</li> <li>3) The Art of Argument: Research-Based Essays (W.7.1)</li> <li>4) Poetry: Immersion and Innovation</li> <li>5) Writing Information Books on Topics of Personal Expertise (W.7.7, W.7.8)</li> </ol>	<p>In grade 7, students gain competency in Number Sense, Properties and Operations; Patterns, Functions, and Algebraic Structures; Data Analysis, Statistics, and Probability; and Shape, Dimension, and Geometric Relationships.  <i>The Grade-Level Expectations will be embedded in the following units of study:</i></p> <ol style="list-style-type: none"> <li>1) Introduction and Probability</li> <li>2) Fractions and Integer Addition (7.NS.A)</li> <li>3) Arithmetic Properties (7.NS.A)</li> <li>4) Proportions and Expressions</li> <li>5) Probability and Solving Word Problems</li> <li>6) Solving Inequalities and Equations (7.EE.A, 7.EE.B)</li> <li>7) Proportions and Percents (7.SP.A, 7.SP.B)</li> <li>8) Statistics and Angle Relationships (7.SP.C)</li> <li>9) Circles and Volume (7.G.A)</li> </ol>	<p>*In grade 7, students gain competency in physical, life, and earth science standards through project-based learning.  The Grade-Level Expectations (GLEs) will be embedded in the following units of study:</p> <ol style="list-style-type: none"> <li>1) It's All About You: From Cells to Organisms (MS-LS1-1-3)</li> <li>2) Energy Transformations in Living Things (MS-LS1-4-7)</li> <li>3) Mixtures &amp; Substances (MS-PS1-2, MS-PS1-5, MS-PS1-6)</li> <li>4) Adaptations of Life Over Time (MS-ESS1-4)</li> <li>5) Geologic Events Through Time (MS-ESS2-3)</li> <li>6) Shake Rattle and Roll (MS-ESS3-2)</li> </ol>	<p><i>In grade 7</i>, learners will investigate history, geography, economics, and civics through project-based learning. The Grade-Level Expectations (GLE's) will be embedded in the following units of study:</p> <ol style="list-style-type: none"> <li>1) Haves and Have-Nots</li> <li>2) Rules, Roles, and Religions</li> <li>3) Ch.....Ch.....Ch.....Changes</li> <li>4) What's It Worth?</li> </ol>
Eighth	<p>In grade 8, gain competency in Oral Expression and Listening; Reading for all Purposes; Writing and Composition; and Research and Reasoning.  <i>The Grade-Level Expectations will be embedded in the following units of study:</i></p> <p><b>Reading</b></p> <ol style="list-style-type: none"> <li>1) Textual Lineages and Courses of Study (CCSS: SL.8.1), (CCSS: SL.8.1a-d), (CCSS: SL.8.2, 8.3)</li> <li>2) Dystopian Book Clubs (CCSS: RL.8.1-8.10)</li> <li>3) Argument Reading: Critical nonfiction Research Across Text Sets (CCSS: RL.8.1-8.10)</li> <li>4) Nonfiction Author and Craft Study (CCSS: RL.8.1-8.10)</li> <li>5) Approaching the Classics Through Close Reading, Discussion, and Performance Writing (CCSS: RL.8.1-8.6,8.10)</li> </ol> <ol style="list-style-type: none"> <li>1) Memoir (CCSS: W.8.3, a-e)</li> <li>2) The Literary Essay: Analyzing Craft and Theme (CCSS: W.8.1a-e), (CCSS: W.8.7-8.9),</li> <li>3) Position Papers: Research and Argument (CCSS: W.8.1 a-e)</li> <li>4) Investigative Journalism (CCSS: W.8.2 a-f)</li> <li>5) Persuasive Essay (CCSS: W.8.1 a-e)</li> </ol>	<p>In grade 8, students gain competency in Number Sense Properties and Operations; Patterns, Functions, and Algebraic Structures; Data Analysis, Statistics, and Probability; and Shape, Dimension, and Geometric Relationships.  <i>The Grade-Level Expectations will be embedded in the following units of study:</i></p> <ol style="list-style-type: none"> <li>1) Problem Solving (8.SP.A)</li> <li>2) Simplifying with Variables (CCSS: 8.F.A.1-3)</li> <li>3) Graphs and Equations (8.EE.B, <b>8.EE.C</b>)</li> <li>4) Multiple Representations (8.NS.A)</li> <li>5) Systems of Equations (8.EE.B)</li> <li>6) Transformations and Similarity</li> <li>7) Slope and Association (8.EE.C)</li> <li>8) Exponents and Functions (8.F.A, 8.F.B)</li> <li>9) Angles and Pythagorean Theorem (CCSS: 8.G.B-8-8)</li> <li>10) Surface Area and Volume (CCSS: 8.G.C.9)</li> </ol>	<p>In grade 8, students gain competency in physical, life, and earth science standards through project-based learning. The Grade-Level Expectations (GLEs) will be embedded in the following units of study:</p> <ol style="list-style-type: none"> <li>1) Genetics and the Human Influence on Genes (MS-LS1-5), (MS-LS3-1,2), (MS-LS4-6),</li> <li>2) Our Place in Space (MS-ESS1-2), (MS-ESS1-3), (MS-ESS1-1)</li> <li>3) Transfers and Transformations of Energy (MS-PS1-2), (MS PS 1-5), (MS PS1-6)</li> <li>4) Matter Responds to Energy (MS-PS-2-1), (MS-PS-2-2), (MS-PS3-2)</li> </ol>	<p><i>In grade 8</i>, learners will investigate history, geography, economics, and civics through project-based learning. The Grade-Level Expectations (GLEs) will be embedded in the following units of study:</p> <ol style="list-style-type: none"> <li>1) From Subject to Citizen</li> <li>2) Finding Our Voice</li> <li>3) Growing Pains</li> <li>4) Reality Check-Unresolved Issues</li> </ol>





### *Attachment D – 2021-22 SAC Survey Results*

See following pages for this attachment.



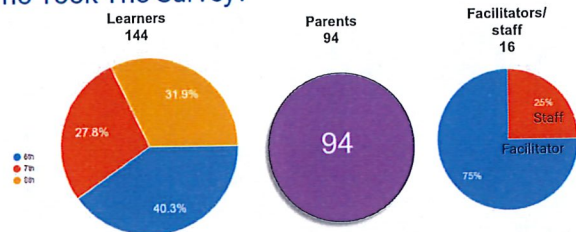




## Colorado SKIES Academy

School Accountability Committee  
Survey - Dec 21 - Jan 22

### Who Took The Survey?



### Categories With Greatest Praise

#### Learners

##### Facilitators

School Environment

##### Curriculum

Aviation

Facilities

#### Parents

##### Facilitators

Social Emotional Learning

Relationships

Self Awareness

Self Management

##### Curriculum

Indoor Facility

School Culture

#### Facilitators

Employment Quality

##### Curriculum

##### Staff

Cell Phone

Communication

### What Matters Most - Lets Make a Change!

#### Learners

##### Curriculum

Facilitators

Outside Space

Technology

Safety

#### Parents

Communications

Discipline

School Culture

\*Cell Phones

\*Technology

Bullying

##### Curriculum

#### Facilitators

Employment Quality

Learner Expectations

Compensation

Staff Development

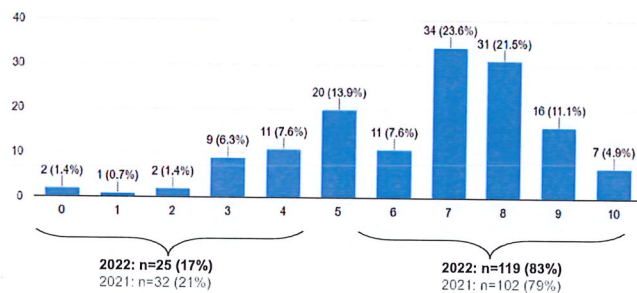
##### Curriculum

\* Prompted Topics

## Learner Survey Results

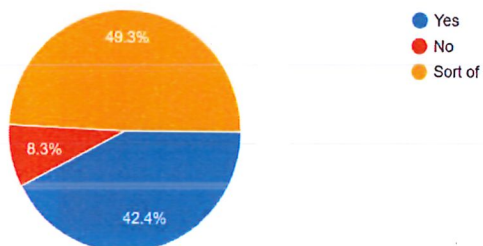
How satisfied are you, being a learner at CSA?

144 responses



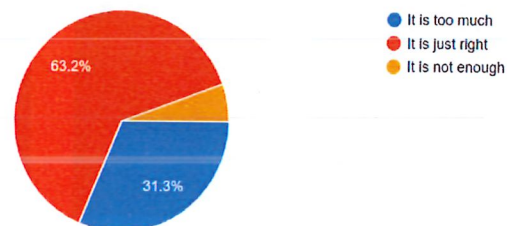
Do you think CSA provides a positive challenge for you?

144 responses

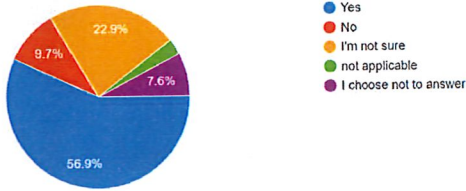


What do you think about the assigned work at CSA

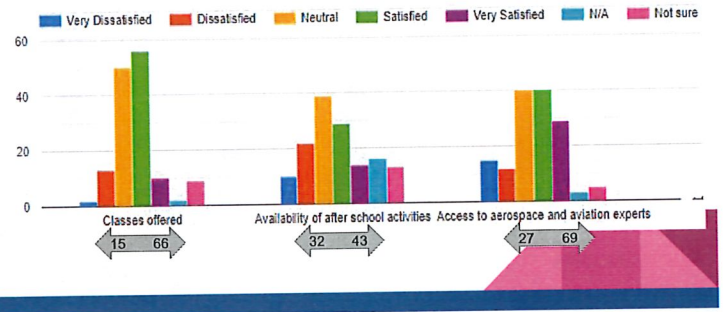
144 responses



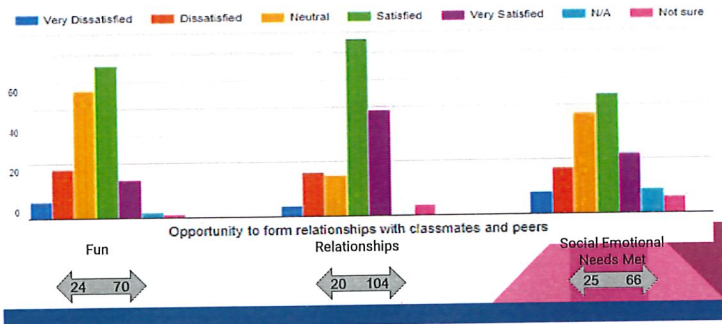
Do you have a trusted adult you can talk to at school?  
144 responses



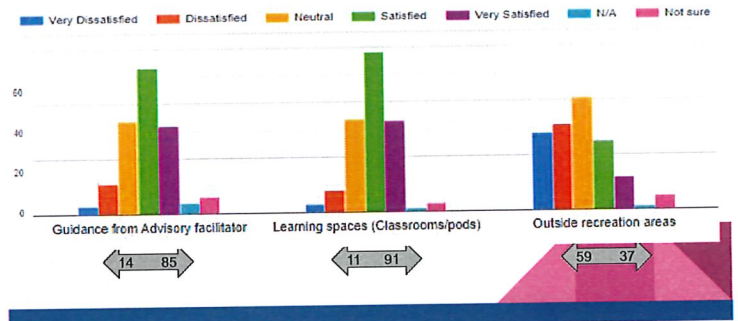
Please rate your satisfaction with the school on these parameters



Please rate your satisfaction with the school on these parameters

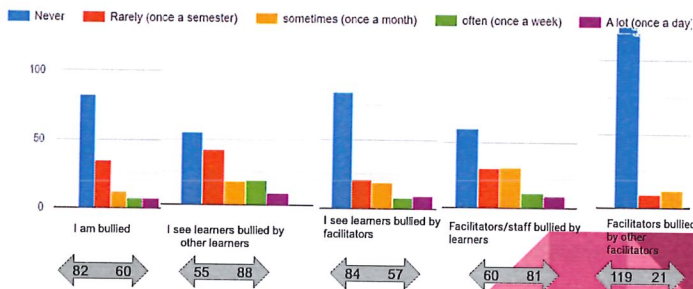


Please rate your satisfaction with the school on these parameters

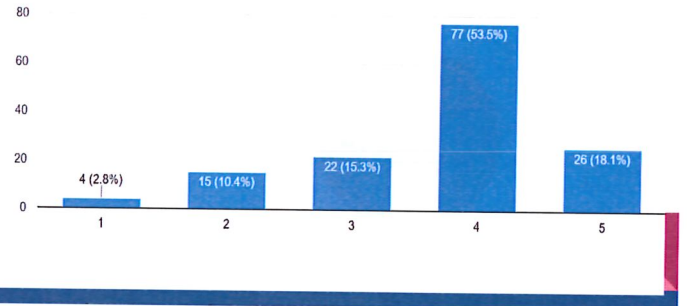




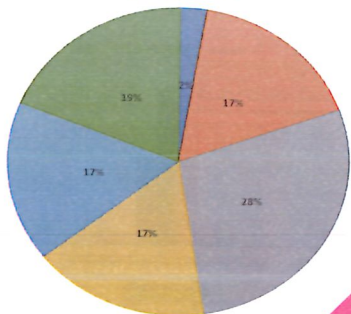
## What do you think of bullying at CSA



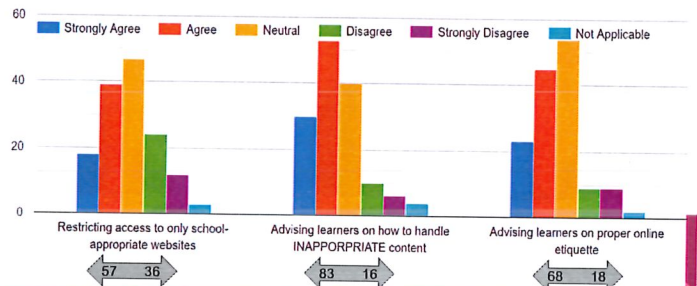
Do you feel safe at school? Please rate on a scale of 1-5.  
144 responses



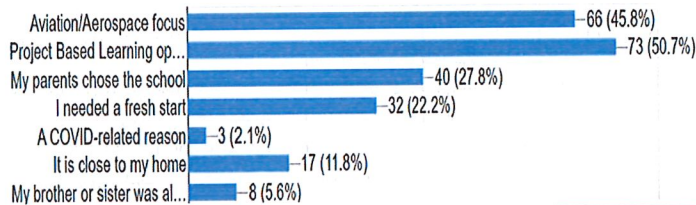
## Cell Phone Use



Rate your satisfaction with how CSA is guiding appropriate use of technology



## Why did you choose CSA?



## Comments Section

144 respondents with a total of 597 comments

263 were issues/complaints

39 were suggestions

295 were praises

Facilitators, Curriculum and School Environment received the most praise

Facilitators, Curriculum and Outside Space had the most issues

Cell phones , Technology and Curriculum received the most number of suggestions

## What does CSA do well?

I absolutely LOVE ❤️👍🏡 this school and I am definitely staying for 7th and 8th grade.

Project Based Learning, Cool projects

Fun opportunities such as B17 and having visitors talk to learners

Facilitators are patient and helpful

School provides an opportunity for teamwork

Care staff treats learners with respect and helps with social emotional needs

Curriculum is innovative and tailored to learners. No homework is a plus

School environment makes it easy to make friends

## What would you change about CSA?

Playground/outside recreation - make it bigger and have turf or plant grass

More Aviation/Aerospace

Facilitator's have more patience, understanding, and kindness

More classes besides ones focused on aviation

Phone and backpack policy

More discipline

High school prep

Extracurricular activities

Learner Word Cloud



## Areas for improvement?

More help to learners in need  
More time for instruction and assignments.  
Better explanation, make sure learner understands  
More visual and hands-on learning. Less Computer time  
Facilitators more aware of their behavior and not become angry or shouting  
Classroom management. Less time dealing with the naughty kids and make kids follow the rules

## Areas for improvement? (continued)

Unbiased grading  
More counsellors  
Better teaching of Math  
Teach more social and emotional learning  
More recess equipment  
More food choices

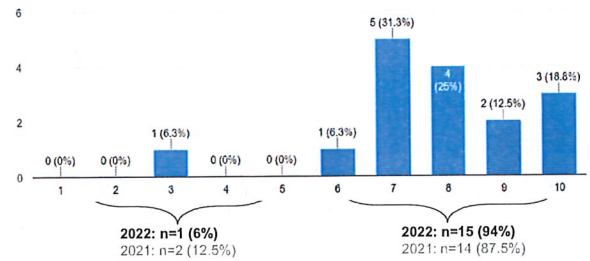
## Any other Feedback

Stairs are hard to sit on for long presentation  
Everyone should be more aware of themselves and others  
We need more patience, kindness, and love  
Less paranoid about computers.  
Keep the school safe  
The school seems to be straying from the original dream



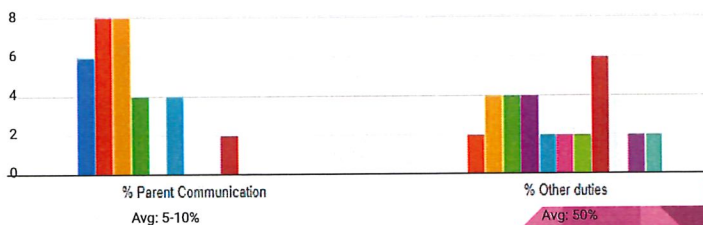
## Facilitator Survey Results

Considering your complete experience with the school, how likely would you be to recommend it as a place of employment?



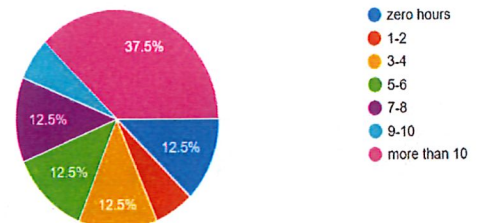
How much of your day 7:30 to 3:45 is spent on non-teaching activities

0% 5% 10% 15% 20% 25% 30% 40% 50% 60% 75% 80% 90%

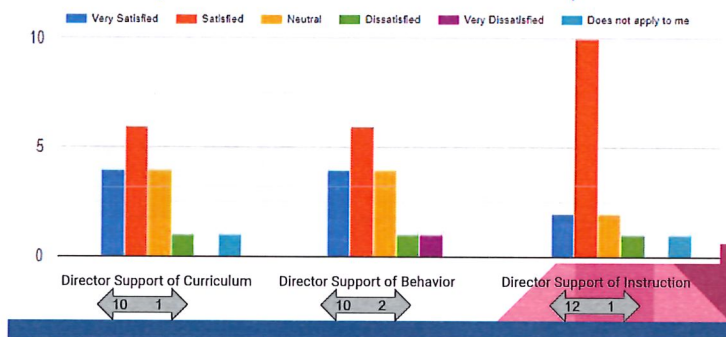


In an average week, how much time do you spend on work outside of 7:30a-3:45p (contracted time)?

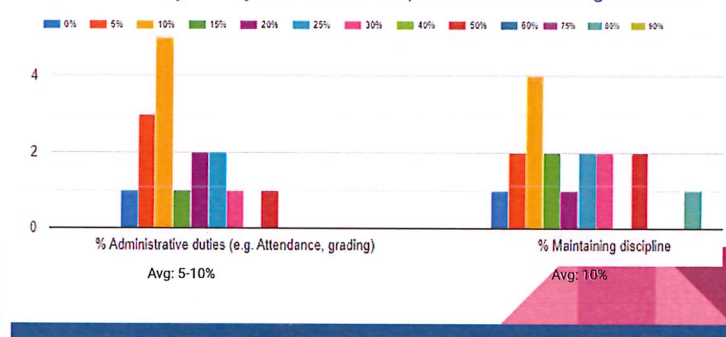
16 responses



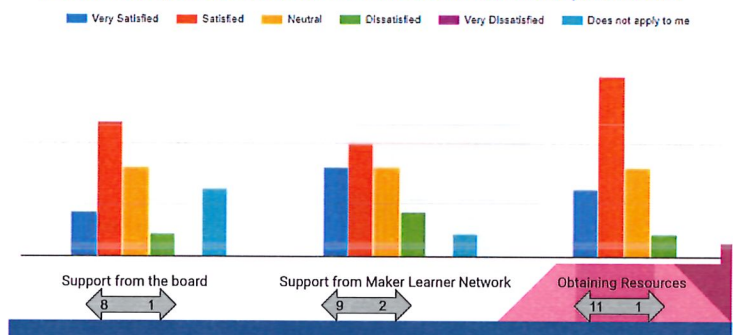
### Please rate your satisfaction with the school on these parameters



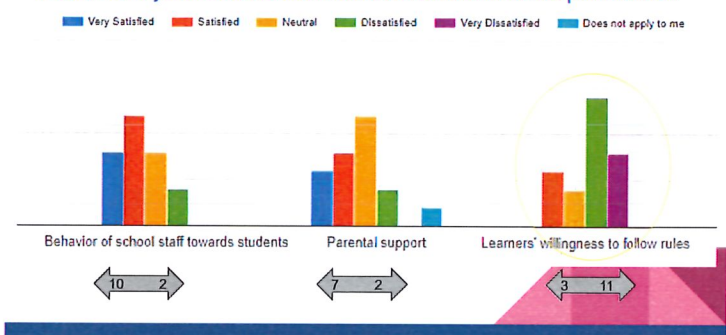
### How much of your day 7:30 to 3:45 is spent on non-teaching activities



### Please rate your satisfaction with the school on these parameters

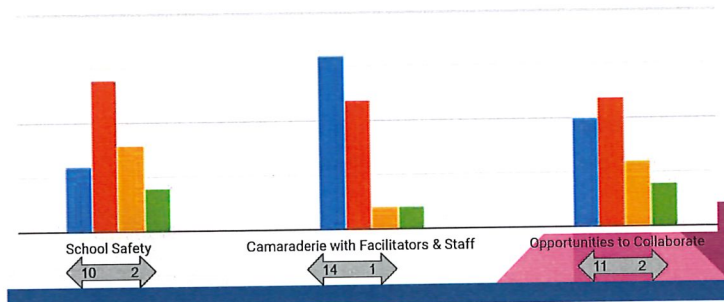


### Please rate your satisfaction with the school on these parameters



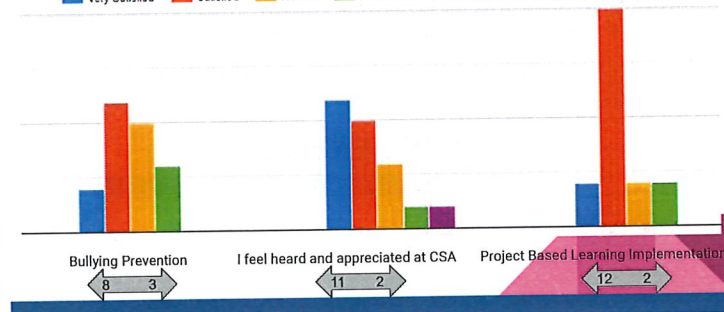
### Please rate your satisfaction with the school on these parameters

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied Does not apply to me



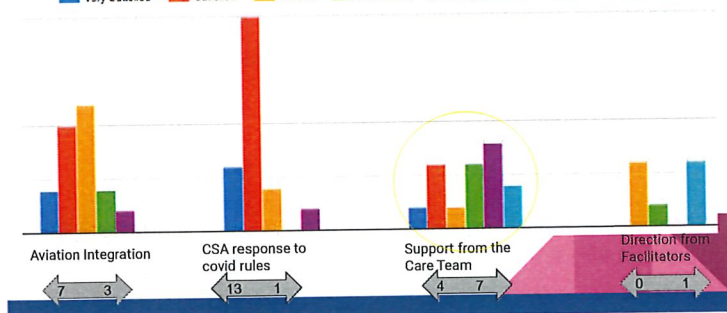
### Please rate your satisfaction with the school on these parameters

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied Does not apply to me



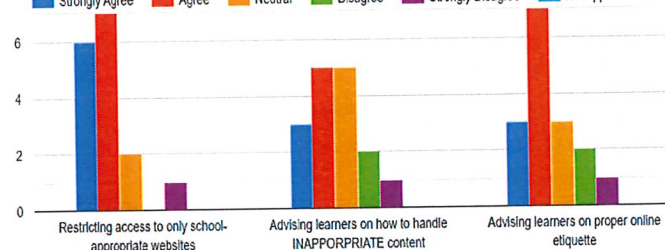
### Please rate your satisfaction with the school on these parameters

Very Satisfied Satisfied Neutral Dissatisfied Very Dissatisfied Does not apply to me



### Rate your satisfaction with how CSA is guiding appropriate use of technology.

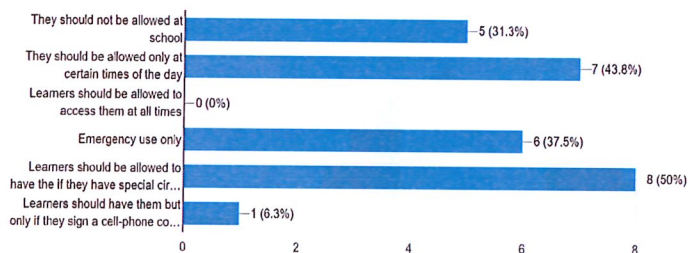
Strongly Agree Agree Neutral Disagree Strongly Disagree Not Applicable





#### How should we address cell-phone use at school? (Select all that apply)

16 responses



#### If there was something you could change in the classroom, what would that be?

More care team members, more support/collaboration/expectations for care team

Hold learners more accountable for their learning and behavior

More structured discipline

Clear communication

Facilitator help with lunch, recess, drivers, decrease noise

#### Where does CSA excel?

Project Based Learning

Great Staff

Science and Math

Innovation and Imagination. Allow learners to excel

Supportive of learners emotional wellbeing

Relationships with learners

Camaraderie and support for other Facilitators

#### Where does CSA have room to improve?

Classroom management/Discipline

Learners responsible for own behaviors, mindful of decisions and consequences

Bullying Prevention

Support for facilitators/Instructional coach.

Communication

Salary

Need for a separate Dean

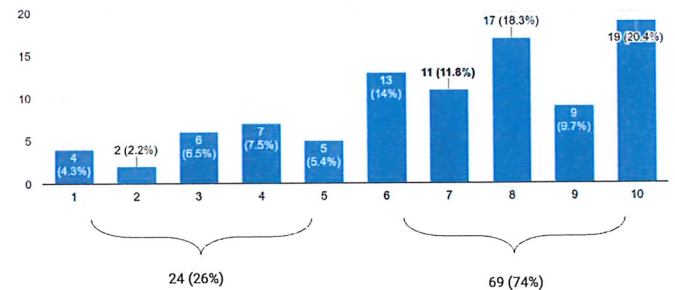
Culture to address tough issues and open dialogue about taboo subjects

- Care team needs more recognition
- We need more parent involvement
- Empower Learners to be more engaged
- Facilitators need to get together for planning
- We need to remember that we are here for the kids

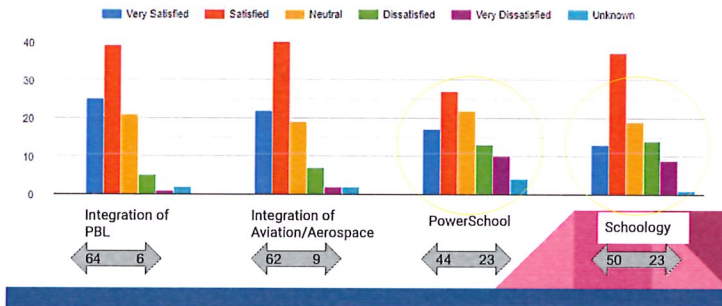
[illegible]

## Parent Survey Results

93 responses



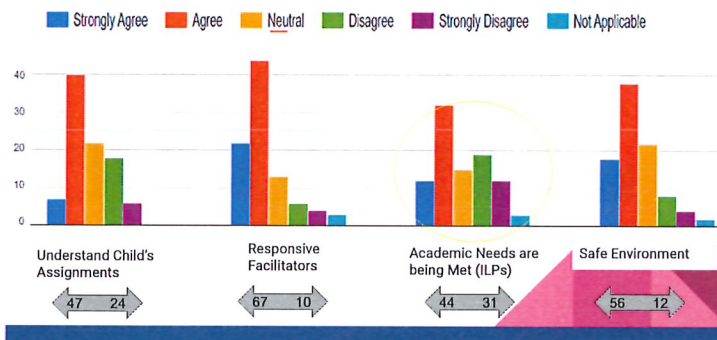
Please rate your satisfaction with the school on these parameters:



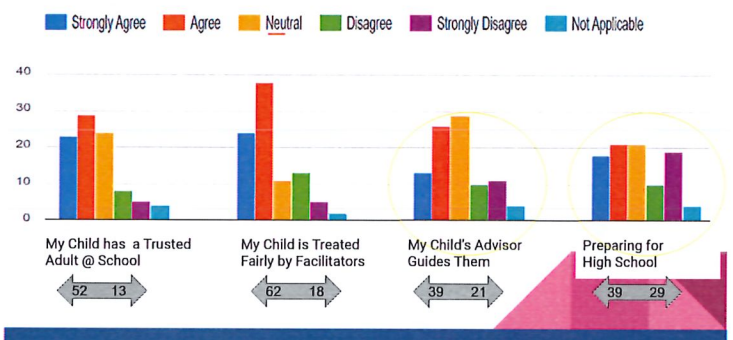
Please rate your satisfaction with the school on these parameters:



Please indicate your level of agreement with the statements:

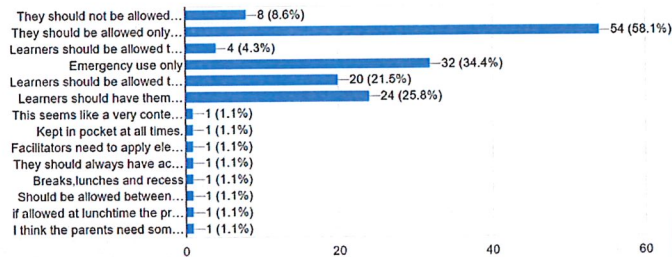


Please indicate your level of agreement with the statements:

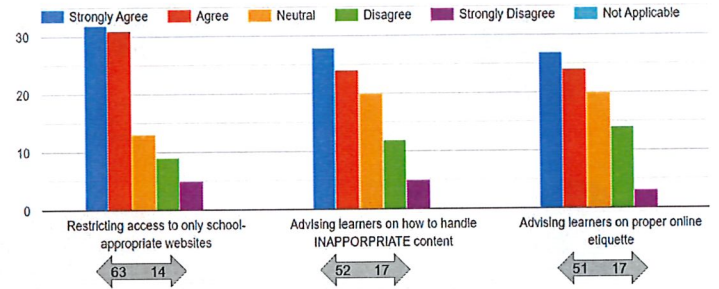




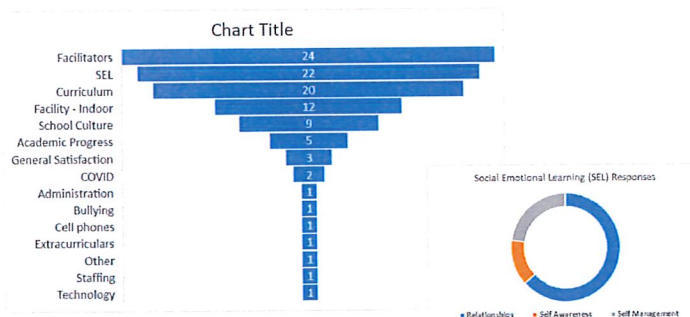
## How should we address cell-phone use at school?



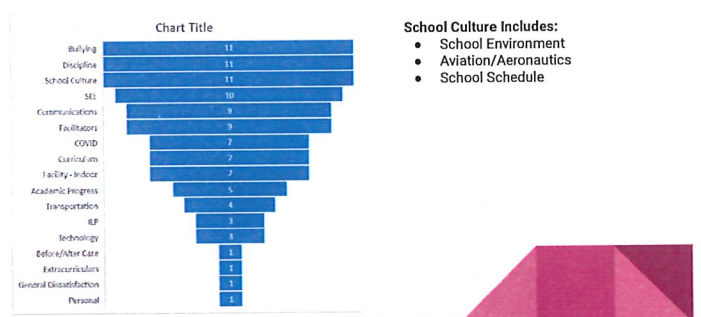
Rate your satisfaction with how CSA is guiding appropriate use of technology.



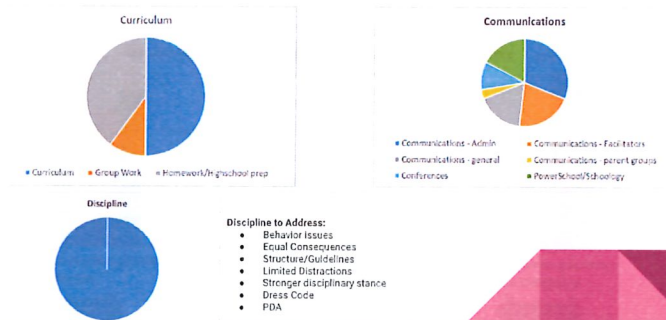
## What have been the Greatest Positives For Your Child at CSA?



## What have been the Greatest Challenges For Your Child at CSA?



## Room for Improvement - Parent's Top 3

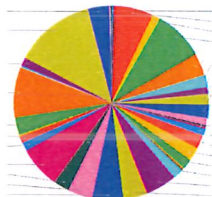


## Additional Comments

Understaffed and turnover concerns  
 Adequately prepare Learners for High School  
 Address Social and Emotional Learning  
 Access assignments at home to complete at home  
 Need structure, maybe uniforms  
 More accountability and Discipline  
 School has declined in last 2 years - may not return or send siblings  
 The amount of work in the background is appreciated!  
 Don't give up on the Mission, Kids need schools like CSA!

*Please keep going and believing in the reason this school was founded in the first place. CSA is one of a kind and schools like CSA are desperately needed. Please don't give up on its mission because the kids really need you. And we must find a way to keep the teachers they are darn good but we keep losing them.*

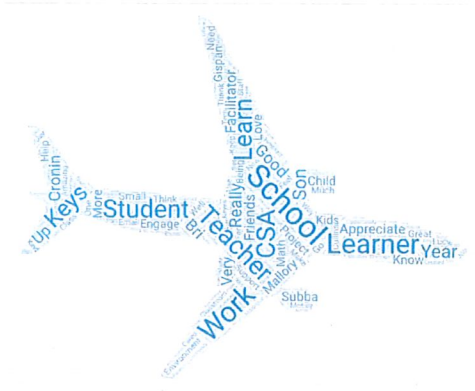
~ A CSA Parent



Each slice of this pie represents one of CSA's AMAZING Staff Members and the praises they have received from parents, learners, and each other.

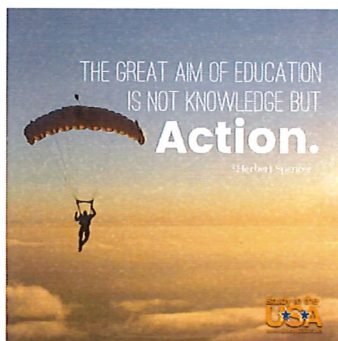
Parent Word Cloud





## Aiming for Greatness

- Seek opportunities to improve
- Stay open minded
- Focus on actionable feedback
- Change can be positive
- We are all in this together



## High Level Overview

**Learners Want...**Outside recreation, Extracurricular activities, aviation, patience from facilitators, more discipline, review of cellphone and backpack policy

Parents Want...Communication, Discipline, Safety/No Bullying, Prepare for High School, Respectful Environment

Facilitators/Staff Want...Learners following rules/Discipline, Support and Collaboration, Staff Development and better pay





## Next Steps

- Town Hall
- Build some Focus Groups
- Prioritize Actionable Items
- Send Shout-Outs to the Staff and Facilitators

## Shout-Outs For Ms. Wodetzki

Mrs. Wodetzki, Excellent leadership skills and great support. - Learner

*The director as well, is most accommodating. - Parent*

Ms. Wodetzki has taken on a huge discipline issue at CSA and handled some very difficult situations. Anne and her staff have stepped up to establish and enforce boundaries, rules and expectations. They have shown our students that our actions have consequences, using love and logic. Our parents feel that their students are being held to a high Standard and that rules will be enforced. - Staff