School Improvement Plan Template

School Years (2) _____

Part A: **General Information**

School Name_Merit Preparatory Academy___	**District Name** **__Merit Preparatory Academy**
Principal/director **David Hoffman__**	**Signature** _____
Title I Director **__LaRinda O'Donnal_____**	**Signature** _____
Superintendent **_____NA_____**	**Signature** _____

Date Presented to (be)Local School Board   ___April 18 , 2013_____

Date Submitted to USOE_____

Focus School: Reason for identification

☐ Language Arts Improvement Status

☐ Mathematics Improvement Status

■ Graduation rate less than 60%

☐ Large achievement gaps between Whole School and Sub-group

Name	Leadership Team and SST Position	Signature
__David Hoffman	Principal	_____
__Jennifer Young	Faculty Member	_____
__Virginia Baker	Parent	_____
David Hennessay	Parent	_____
Denece Kitto	Assist. Director	_____
Tasi Young	Assist. Director	_____
Rochelle Zibetti	Faculty Member	_____
_Barbara Smith_____	SST Leader	_____
_____NA_____	SST District Member	_____
__Owen Harrison_____	SST Member (as required)	_____
__ Amy Blahd_____	Other SST Members—add rows as appropriate.)	_____

Part B: Appraisal

Describe the factors that contributed to the school's identification as a Focus or Priority School. Attach documents that support school needs as a result of the appraisal such as assessment data, survey results, demographic information, or evaluations of existing programs. Cite the appraisal Feedback Report as appropriate.

Merit Academy's CRT data reflects an 88% in Language Arts, 43% in Math and 60% in Science. They also got a 68% in the eighth grade Direct Writing Exam. They did not receive a UCAS score due to not reaching the 95% participation rate. Merit Academy was identified as a School in Need of Improvement due to a graduation rate of 44%. Additional data of note was an average daily attendance of 90%, but 207, or over one-third of Merit students had missed more than 10 days.

Appraisal Results:

Brief History: Merit Academy is a comprehensive charter high school that was chartered in 2008. They currently serve grades 7-12. In December of 2012, they experience a change in leadership. The Director and two other staff members were let go by the Board. An Interim Director was appointed. The Appraisal reflects some of the issues that affected the change, but there is optimism that new leadership will move Merit Academy forward.

The appraisal was conducted January 29th and 30th. A facilitated faculty SWOT analysis was conducted on February 15th.

Four main areas of concern presented themselves which can all impact the number of students graduating from Merit Academy. First: there are critical gaps in communication both internally and externally. This has led to mistrust and misunderstanding. There is very little parent engagement. Second: there is no alignment of curriculum either horizontally or vertically. Most of the Core seems to be being taught, but there was no solid evidence of what by whom. Though Utah Common Core Math has been implemented in grades seven and eight, the Language Arts Curriculum is still the old model. Third: Teachers have received no evaluations to impact their teaching and have not had any significant professional development in any subject. Anything they know, they have had to glean it on their own. Fourth: 207, or over one-third of Merit Academy's students, have missed more than 10 days. They have an attendance policy that is not followed. This is a significant drop-out indicator. There is some evidence this may be impacted by the schedule and class offerings that Merit has implemented.

Curriculum Statements

1. The school enacts curriculum that is aligned with the Utah State Core Curriculum	Partial
2. The school enacts curriculum that provides access to the Utah State Core Curriculum for all students.	Partial
3. Grade levels and departments collaborate to reach common curricular goals. (Horizontal	Partial

articulation)	

Leadership Statements

5. Curriculum expectations are communicated to stakeholders.	Partial
7. School leaders incorporate data systematically into the school improvement plan and translate the information into concrete action steps.	Minimal
6. Professional development that is based on need helps teachers, administrators, and staff acquire a deeper knowledge of curriculum content.	Minimal
3. School leaders effectively manage and organize the school to improve student achievement.	Partial

Teaching and Learning Statements

4. School leaders systematically monitor the effectiveness of teachers.	Minimal
1. The enacted curriculum emphasizes the development of critical thinking and decision-making skills.	Proficient
5. School leaders strategically communicate information regarding school improvement and student achievement to appropriate stakeholder groups.	Partial
2. The enacted curriculum emphasizes the development of communication and collaboration	Proficient

Culture and Collaborative Relationships Statements

1. The instructional organization of the school and the classroom supports the achievement of all matter	Partial
4. Teachers use culturally responsive instructional strategies.	Proficient
5. Educators and staff collaborate, with a focus on the Utah State Core Curriculum, instruction, and assessment for improved student achievement.	Partial
6. Teachers use effective, differentiated research-based instructional strategies, materials and technology to meet the needs of all students.	Proficient
7. Teachers manage classroom behavior so that students are actively engaged in learning.	Exemplary
8. Teachers provide additional instruction and intervention during, before, and after the school day as needed to improve achievement.	Partial
9. Professional development that is based on need helps educators and staff acquire greater knowledge of effective, research-based, content-specific pedagogy.	Minimal

Assessment Statements

1. Classroom assessments of student learning are ongoing, rigorous, and aligned with core content.	Partial
2. Teachers use common formative and summative evaluation data to plan for continuous improvement for each student, subgroups of students, and the school as a whole.	Minimal
3. Educators and staff systematically analyze assessment data to determine the effectiveness of programs and materials.	Proficient
4. Performance standards are clearly communicated, evident in classrooms, and observable in student work.	Proficient
5. Ongoing, specific, constructive feedback is given to students.	Exemplary
6. Professional development that is based on need and has a direct connection to student achievement data is provided for all educators at the school.	Minimal

students and subgroups of students.	
2. Student achievement is highly valued and publicly celebrated.	Proficient
3. Staff, students, and the school community share a set of goals and practices aligned with a common vision for the purpose of fostering academic achievement for all students.	Partial
4. School rules, practices, and activities foster a sense of community and belonging.	Exemplary
5. All stakeholders are active participants in decision-making and participate in school wide improvement.	Minimal
6. Educators and staff actively seek partnerships with local community businesses, organizations, and institutions of higher education to impact student achievement.	Exemplary

Trends: There has been a downward trend in CRT scores the last two years. The teachers tie this to policies of the past leadership. The Appraisal identified lack of professional development and curriculum alignment and low attendance as possible contributors. There is an effort this school year to reach their scores of two years ago.

Strengths

Merit Academy has many positive aspects that make it an excellent environment for students. The students feel accepted and supported by the teachers. There is a strong sense of community among the students. Teachers promote critical thinking skills and communication and their classrooms are well managed. Class sizes were small. Student achievement and teacher accomplishments are recognized and celebrated.

Concerns

It is recognized that Merit Academy is going through a significant transition. The SST team had to make their decisions based on what was shown, not what was hoped for. Faculty moral is very low, but hopeful. There was general concern that the courses offered are not engaging and may not meet all the requirements for graduation. There was no proof of vertical or horizontal articulation and data was not used to impact student or school improvement. There is no formal remediation process for students who are struggling. The team found no supporting evidence of any professional development occurring to address teacher pedagogy, common core implementation or use of data for student remediation. There has been no follow-though on where students who leave Merit Academy are going.

Part C: Goals

School Improvement Goals and Strategies Form

School Improvement Goal 1: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reaching a 90% graduation rate.		
Goal	**Timeline**	**Responsible Party**
Strategy 1: Collect and analyze withdrawal and post-graduation placement data.	Contact 50% of 10th, 11th, and 12th grade students who have withdrawn to identify reason for withdrawal and current placement May 2013 Track Merit graduates for 3 years post-graduation Annually(completed by December each year) Ongoing	Counselor, registrar, and attendance secretary
Strategy 2: Create a Counseling and College Readiness Center	Hire counselor March, 2013 Assign full time registrar	Director
Strategy 3: Implement the USOE's Comprehensive Guidance curriculum and program	Identify comprehensive Guidance Application Process. Create an timeline Ongoing 2013, 2014 (this is a 2 year process)	Counselor

School Improvement Goal 1: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reach a 90% graduation rate.		
Goal	**Timeline**	**Responsible Party**
Strategy 4: Graduation requirements will be clarified and clearly communicated	Actions steps Graduation and credit requirements will be clarified and posted for accessibility to students and parents (passed by Board March13, 2013).	Counselor, Freshman Faculty,

	Freshman graduation requirements/college preparation orientation will be held annually ACT/SAT Boot Camp will conducted each semester Counseling center will promote internship opportunities for students Ongoing Will create a "Credit Acceptance" policy that is disseminated to all parents and students April 2014	
Strategy 5: An **E**arly **C**ollege **P**rogram **F**ocus will be implemented to support Merit Academy's Mission statement	ECPF team will be identified to research best "early college" formats. (I.e. distance learning or AP?) Tier l college requirements will be researched Course offerings will be adjusted accordingly May 2013 *Additional offerings will be implemented 2014/15 year	ECPF team as identified School Leadership Team
Strategy 6: Will implement a new attendance policy to decrease the number of students missing 10 days or more by 25%	Create attendance policy and present to board April, 2013 Include quality attendance data collection as a goal in the teacher evaluation instrument Sept, 2013 Parent notification expectations and response will be defined in policy and adhered to.. (see attached proposed policy)	Administration Administration Attendance secretary
Strategy 7: Will design a new schedule for the 2013/13 school year	Administration, counseling and department heads will meet to design a new schedule that will better support the taking of core classes for graduation and to support findings of the ECPF team including which additional classes they should offer. May 2013 Adjustments will be made May 2014 if needed	Administration, counseling, department heads, ECPF team

Strategy 8: Strengthen leadership and Board communication	Identify and hire a new director June 2013 Director will report to board monthly to review mission, vision and SIP alignment of policies Monthly	Governing Board Director
Strategy 9: Attract new students committed to Merit's mission and vision	Create a marketing team April, 2013 Team will identify communication venues to promote Merit's strengths Report to administration for training and other support Monthly	Administration Marketing team
Scientifically Based Research Support Brown,Duane. (1999) "Improving Academic Achievement: What School Councelors Can Do: Balfanz, R., Mac Iver, D. J.,& Byrnes, V. (2007). Preventing Student disengagement and Keeping Students on the graduation Path in Urban Middle-grades Schools:Early Identification and Effective Interventions Educational Psychologist, 42, 223-235.		

Expected Impact in Core Academic Areas (How will success be measured on a quarterly basis? Merit Academy has not had a certified counselor or a full time registrar. Parents have felt frustrated by the lack of support given when trying to identify if their student was on track to graduate. Having these professionals available to advise students and communicate with parents should have a direct impact. Also the implementation of Utah's Comprehensive Guidance Program has proven to improve alignment of course taking patterns and student success. Low and intermittent attendance was identified by the faculty as a significant problem impacting their classrooms. Commitment by the administration to clarify and evaluate		

attendance is significant. Success will be measured by the number of student contacts the counselor has had. This will include withdrawal data and indications of course alignment after advisement. The number of parent contacts will also be evaluated		
School Support Team Leader will prepare quarterly reports that will be reviewed and edited by the school director or assigned staff. Reports will be submitted to USOE Title I program manager.	Reports submitted June, 2013 Sept. 2013 Dec. 2013 March 2014 June 2014 Dec. 2014 March 2015 June 2015	
Professional Development to Support Strategies Strategy 1: NA Strategy 2: NA Strategy 3: teachers will be trained on the SOEP conferencing model. Counselor will attend USOE PD as needed for implementation Strategy 4:Department heads will conduct		

training on graduation requirements and teacher responsibility for student success and parent contacts. Strategy 5: NA Strategy 6: PD given on the new policy and teacher evaluation items		
Evaluation Process (How will the school monitor the implementation of the strategies associated with this goal? School will conduct the ISQ from the Center for Schools of the Future to establish a baseline for understanding of expectations and parent perceptions. Use of the counseling center, reduced number of withdrawals and increased attendance will be monitored. Graduation rate 2013, 2014,2015 Being awarded Comprehensive Guidance Certification		

School Improvement Goal 2: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reaching a 90% graduation rate by implementing teacher supports and improved curricular articulation and assessment

Goal	Timeline	Responsible Party
Strategy 1: Enable staff cohesiveness through implementing communication vehicles that will staff, faculty, parents and students in clear communication	Actions: Update the website May 2013 Weekly memos Ongoing Bi-Monthly faculty meetings with agendas and minutes Ongoing .	Administration

Strategy 2: Evaluate teachers bi-annually	Teachers will be evaluated twice a year by administration
	                                                  Ongoing
	Pay for performance, based on evaluation
	                                                  Annually	

Strategy 3: Mentoring program to support EYE teachers	Create a peer team to develop an EYE mentoring program Aug. 2013	
Strategy 4: Support teachers who are on ARL designation	Administration will meet quarterly with each working under ARL designation to determine progress on plan and placement in the classroom Quarterly Results will be posted on the school's website	Administration
Strategy 5: Highly Qualified teachers will be aligned with core subject	Areas of expertise will be aligned with teaching assignments	Administration, Department heads
Strategy 6" Quality teaching will be supported by making needed materials and technology available	Assess teachers concerning material and technology needs- March 2013 Phones for all teachers (considered basic need) Aug 2013. Replace computers in north computer lab Aug. 2013	Administration Administration Administration, Department heads, IT specialist

	Will develop a 5 year technology plan-June 2013 Will provide material and technology needs as budget allow for the next two years Will provide bi-annual Professional development on various technologies to enhance teacher effectiveness and student learning (phones, Ipads, UEN pages, SIS and UTips	IT specialist
Strategy 7 : Will align curriculum with course offerings. Utah Common core language arts will be included	A team will be identified to conduct a curricular mapping to align course offerings with Utah core curriculum. Summer 2013	Administration, identified teams and department heads
Strategy 8:In preparation of implementing PLCs, MCPA will create a school wide assessment schedule	Identify currently available assessment options (CRTs, finals, CLEP, midterms etc.) Implement a school wide schedule of testing Identify an on-line testing mechanism that will give instant feedback to teachers Teachers and department heads will meet following the CRTs and finals to analyze and give recommendations for assessments/core curriculum adjustments for the 2013/2014 year. To be repeated in 2014. Implement PLCs in 2015	Department heads with teacher input Administration in consultation with department heads and faculty IT specialist Faculty, department heads, counselor Administration, counselor, department heads
Strategy 9: Support specific professional enhancement training and professional memberships	Create a process for teacher to request time and support to attend professional development including earning additional enforsement. Identify resources to facilitate teachers joining professional organizations	Administration

Scientifically Based Research Support Wright, P.S., Horn, S.P.,Sanders, W.L.(1999) "Teacher and Classroom Context Effects on Student Achievement: Implications for Student Achievement" *Journal of Personnel Evaluation in Education. 11, 57-67* Squires,D.,(2012) Curriculum Alignment Research Suggests That Alignment can Improve Student Success. *Clearing House: a Journal of Educational Strategies Issues and Ideas.*42, 129-135 Stiggens, Rick; DuFour, Rick (2009). <u>Maximizing the Power of Formative Assessment</u>**s**. *Phi Delta Kappan,* May 2009, Vol. 90 Issue 9, p640-644, 5p		
Expected Impact in Core Academic Areas Copies of minutes of		

Faculty Meetings, Evaluation schedule Interview with EYE and ARL teachers, Monitor technology plan, Evidence of curricular alignment Alignment of testing School Support Team leader will submit quarterly report, after being reviewed by the school director.	Reports submitted June, 2013 Sept. 2013 Dec. 2013 March 2014 June 2014 Sept 2014 Dec. 2014 March 2015 June 2015	
Professional Development to Support Strategies Regularly held faculty meetings will facilitate timely PD Mapping team will study mapping Spring PD on Assessment alignment-Fall. 2013 PD on use of technology as acquired		
Evaluation Process School will conduct ISQ		

to determine teacher-staff communication baseline. CRT scores Graduation rate Number of teachers participating in school-wide and personally identified PD		

School Improvement Goal 3: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reaching 90% supporting student success by clarifying expectations, improving course offerings, appropriate remediation, and diverse ways of demonstrating competency.

Goal	Timeline	Responsible Party
Strategy 1: Implement Merit Fusion (see attachment)	Present Fusion to board Feb. 22, 2013 Orient faculty on Fusion implementation May, 2013 Orient students and parents on new approach Including how it aligns with the core. June, 2013 Install needed physical materials (black box, digital marquis etc. Aug, 2013 Invest in technology (Ipads etc) Aug. 2013 Develop cross-curricular lesson plans aligning with the core. Ongoing Parent participation clarified Ongoing	Director/fusion team/PVO
Strategy 2: Implement "Response to Intervention" RTI for all students	Identify RTI team Jan. 2014 RTI team trained Jan-June, 2014	Director/RTI team
Strategy 3:75% of all students will participate in extra-curricular activities to	Offer elective classes and clubs to provide service opportunities. Implemented Sept. 2013-ongoing Extra-curricular opportunities will be posted on the	Director/counseling/faculty

support college readiness	school website, bulletin board and digital marquis. Parents will be informed and recruited to support activities Participation will be encouraged and tracked by faculty and counseling Outcomes and successes of participations will be shared with parents and community	

Strategy 4: Increased communication with parents to support student success	Administration will meet with PVO leaders on a monthly basis Monthly
	Parents will be invited to engage (volunteer) with school through a variety of communication an participation activities such the Scroll, school website, school apps, parent nights, enrollment fairs, phone and email communications
	                                                      Ongoing
	Teachers will implement two-way strategies to communicate with student's parents. Aug. 2013
	Teachers will communicate both positive and concern messages to parents' Ongoing
	Merit will develop varied ways to communicate with parents, including updating the website, email/texting, SIS, call out system; to inform them of Merit's status and their student's status.
	                                                      Ongoing
	Parents will meet with Board twice a year to review expected student outcomes and adherence to school mission and statement Bi-annually
		Director/Counselor/ faculty/PVO

Strategy 5: Create a library/media center for student use	Administration will identify volunteer staff to evaluate, materials, organize the space and implement a check-out system June 2013 Install computer stations for student use Volunteer(s) will work with administration to create a plan to acquire materials, DVDs, reference materials and furniture through fundraisers, donations, and supply budget.	Administration, Volunteer Administration, Volunteer

	Administration will develop a 5 year plan to eventually staff library professionally	Administration
Strategy 6: Improve communication between students, staff and faculty	Administration will develop a student/parent communication plan that will include standardized class websites, syllabi, positive feedback, parent/teacher opportunities, emails/texts	Administration, IT specialist
Scientifically Based Research Support Robinson, Kenneth. (1998) In 1998, *All Our Futures: Creativity, Culture, and Education*, Report to the UK commission on creativity, education, and the economy (not peered reviewed). But greatly influenced school reform in Britain. Shinn, M. R. (2007). Identifying Students at Risk, Monitoring Performance, and Determining Eligibility Within Response to Intervention: Research on Educational Need and Benefit from Academic Intervention. School Psychology		

Review, 36 (4), 601-617. Strategy 4: Sheldon, S. B. & Van Voorhis, F. L. (2004). Partnership programs in U.S. schools: Their development and relationship to family involvement outcomes. *School Effectiveness and School Improvement 15*(2), 125-148. IASL (2009) School Libraries Make a Difference in Student Achievement-a Bibliography of National/International *Studies. International Association of School Libraries* Kachel, D., E. , Lance, K. C. (2013) Latest Story: A full time Librarian Makes a Critical Difference in Boosting Student Achievement" *School Library Journal*		

Expected Impact in Core Academic Areas Students will be on course for graduation Communication plans are being implemented Increased participation.in extra-curricular activities. Fusion Plan is on track and being implemented. School Support Team leader will prepare quarterly report that will be reviewed by the Director and submitted by SST leader to the USOE Title I Program manager.	Reports Submitted: June, 2013 Sept. 2013 Dec. 2013 March 2014 Sept. 2014 Dec. 2014 March 2015 June 2015	
Professional Development to Support Strategies Teachers trained on Fusion Implementation June 2013 RTI PD –June 2014 Parent Engagement PD-Barbara Smith-Fall 2013		

| Evaluation Process

Merit will conduct the ISQ to determine a baseline of student perceptions of clear expectations and teacher, parent, and administrative support. Will conduct again spring 2014
Increase in College ready course taking patterns
Increase in CRT scores
Reduced number of student withdrawals
Increased enrollment in 2014		

Part D: Professional Development Plan.

Describe the mentoring program and HQT plan. The team *must* include a mentoring component… The team *must* include strategies to ensure that *all* students are taught by highly qualified teachers.

June 2013	Fusion Implementation: Go into depth on how to create and implement Fusion cross-curricular/ core supporting projects that will demonstrate student competency-to be given by Fusion Team
June 2013	Details of teacher evaluation program, expectations and impact on pay for performance-Administration
June 2013	New Graduation requirements and teacher responsibility for monitoring students and communicating with parents-Administration

Sept. 2014	How to align parent engagement with school goals and impact student success-Barbara Smith Director UFPN
June 2014	How to implement RTI-USOE
Twice yearly	Training on technologies that have been acquired via the technology plan. This will include how to use, how to impact communication, teacher efficiency and student engagement. It will also include more efficient ways to update their websites, input data on the SIS system and communicate with parents via technology. Merit Technology staff
Mentoring Program	Merit will implement a mentoring program for their teachers involved with EYE.A plan will be created and a highly qualified teacher will be assigned to each teacher to assist them in the process .USOE/ Merit lead teachers
Highly Qualified Teacher Plan	Every teacher on ARL will meet quarterly with the Director to assess their progress in their program. Data will be posted on the School's Web site. Admistration

Part E: Parent Involvement

Please answer the following and attach documentation as needed.

Describe the processes used to notify parents of the school's improvement as a Priority or Focus School. Place copies of the letter that was sent in November 2012 that were mailed or sent home are posted in the Tracker filing cabinet.

Describe the plan for involving parents in the decision-making processes of the school.

Merit Preparatory Academy is a comprehensive Charter High School. They have a governing board consisting five members; four of them parents. They also have a Parent Volunteer Organization. Under the plan parents will be invited twice a year to meet with the Board to report how they think things are going. The board currently does have a public input time on their agenda if more timely input is needed. Increased two way communication with the board will be sought. The Director will also meet with their PVO leadership on a monthly basis to receive input and suggestions.

The school will receive a Professional Development training on how to engage parents in all aspects of the school

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Describe the overall involvement of parents in the educational processes at the school, including the role they will play in meeting the goals.

Each of the goals includes strategies to increase communication with parents concerning expectations, student progress, school accomplishments and student accomplishments. Implementation of the counseling center will significantly improve the timeliness of parent communication and overall understanding of their students' current standing towards graduation.

Part F: Budget

UTAH STATE OFFICE OF EDUCATION
APPLICATION FOR FINANCIAL ASSISTANCE

 1. **AGENCY NAME and ADDRESS (zip code)**

Department / Division

Merit Preparatory Academy

1440 W. Center St.   **Area Code and Telephone Number**

Springville, UT 84660   **801-491-7600**

2. DATE APPLICATION SUBMITTED

3. EXPENDITURE PERIOD   Beginning Date of
Project: 1-Jul-12

                              Ending Date of Project: 30-Jun-14

4. PROJECT DIRECTOR

    Name of Person Responsible for Supervising This Project: LaRinda O'Donnal

    E-Mail Address: larinda.odonnal@meritacademy.org

    Phone Number: (include area code)   801-491-7600

    Fax Number: (include area code) 801-491-7650

    Name of Person To Whom The Project Director Reports   Dave Hoffman

6. DESCRIPTIVE NAME OF PROGRAM

___ Title 1 Part A Basic

___ Title 1 Part C - Migrant

___ Title 1 Migrant Consortium

___ Title 1 Part B - Even Start

___ Title 1 Neglected and Delinquent

___ Comprehensive School Reform

___ Title 2 Part A Teacher and Principal Training

___ Title 2 Part D Education Technology Formula

___ IDEA Part _____ Section _____ Title of program
_____

___ IDEA Part _____ Section _____ Title of program
_____

___ Title 3 English Language Acquisition

___ Title 4 Part A (1) Safe and Drug Free Schools

___ Substance Abuse Prevention (State Funds)

___ Title 4 Part B 21st Century Community Learning Centers

___ Title 4 Part A (2) Community Service Grants

___ Title 5 Innovative Programs

___ McKinney - Vento Homeless Assistance Act

___ Other (indicate title of program in space below)

7. AMOUNT REQUESTED FOR FUNDING (for continued financial support for subsequent years, USOE reserves the right to renew pending successful performance and availability of funding)	**$100,000.00**

The agency certifies to the best of its knowledge and belief, the data in this application is true and correct. The agency will agree to meet all of the requirements, including the project's objectives outlined within the narrative section of this application. The agency will also agree to comply with all other applicable State Finance Regulations as well as applicable Federal EDGAR Administrative Regulations.

_____
Signature of Superintendent   (not designee)

NEW Mailing Address - Return Application To:	**FOR USOE USE ONLY**
	Date Application Received:
Ann G. White - 801-538-7827	
Utah State Office of Education	Program Content Reviewed By/Date:
P. O. Box 144200	
Salt Lake City, UT 84114-4200	Budget Reviewed By/Date:
ann.white@schools.utah.gov	
Location: 250 East 500 South	

Please use the computerized form available on the USOE Home Page: http://www.usoe.k12.ut.us/curr/nclb "Financial Appication"

PART I - BUDGET INFORMATION

READ THIS BEFORE YOU BEGIN THIS PAGE: Where you see a $0 already inserted in the columns below, a formula has been inserted DO NOT DELETE THE FORMULA. This is formatted to automatically draw amounts from corresponding sections within Part II of the application.

Budget Categories (Object Codes) For detailed information on Object Code Definitions, an expanded version can be found in USOE's School Finance & Statistics Workshop Binder, under Chart of Accounts. This binder is provided to District Business Administrators each year.		Amounts
A.	Salaries (100)	$50,667.00
B.	Employee Benefits (200)	$10,133.00
C.	Purchased Professional and Technical Services (300)	$28,200.00
D.	Purchased Property Services (400)	$0.00
E.	Other Purchased Services (excluding travel and construction services (500)	$0.00
F.	Travel (580)	$0.00
G.	Supplies and Materials (600)	$1,000.00
H.	Other (exclude indirect costs, audit costs, and property) (800)	$0.00
I.	**Total Direct Costs - Sum of Lines A through H**	**$90,000.00**
J.	Other - Audit Costs (800)	$0.00
K.	* Indirect Cost (Restricted) (870)	Formula Inserted in row below
	Enter YOUR Agency's Current Fiscal Year Indirect Cost RATE HERE:	$0.00
L.	Property (includes equipment & computer hardware) (700)	$10,000.00

* **TOTALS of Lines 'I' through 'L'** (Total must equal amount available. Adjustment your figures in PART II, not on this page.)	**$100,000.00**

* **How to figure your Direct Cost amount**: If you IC Rate is .94, convert it to 1.0094 X amount available $1,000 (minus Lines J. and L.) = $991. Subtract $991 from $1,000. This will give you the Direct Cost Amount.

* **PLEASE NOTE:** INDIRECT COSTS (Line K) IS FIGURED ON THE DIRECTS ONLY (Line I), - NOT the total grant amount.

PART II - DETAIL OF BUDGET INFORMATION - Continued

C. PURCHASED PROFESSIONAL AND TECHNICAL SERVICES (300) –Purchased services which, by their nature, can be performed only by persons with specialized skills, knowledge and services. Included are the services of accountants, architects, auditors, consultants, dentists, lawyers, medical, etc. (*list substitutes hired for permanent positions under "salaries"*). This area will also include **any** *associated expenses* paid to the service provider such as travel, per-diem, and miscellaneous items.

   Provide details such as:

   (1) Name of consultant, presenter, and/or substitutes for non-permanent positions *(not on payroll)*;

   (2) Amount per hour/day to be paid per person, name of services; i.e. consultant fee, stipend, etc. and associated expenses (travel, per-diem, and miscellaneous items); and

   (3) List the purpose of service, and products and/or evaluations expected

Description	Amount
Development of assessment tests, placements tests, etc	3200
Professional development - PLC, data specialists, etc	5000
RTI training	1500
Fusion Program Training	2500
School Improvement Audit Team	15000
Parent Communication Survey Development	1000

To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.	**Sub Total C** **$28,200.00**

D. Purchased Property Services (400) – Amounts paid for services,

rendered by organizations or personnel ***not on payroll*** of the LEA/Agency, to operate, repair, maintain, insure and rent property owned and/or used by the LEA/Agency.

Description	Amount

	Sub Total D.	$0.00

To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.

E. OTHER PURCHASED SERVICES (500) – Amounts paid for

services rendered by organizations or personnel *not on payroll* of the LEA/Agency, *AND other than* Professional and Technical Services (300), *or* Purchased Property Services (400). This would also include expenses for meeting facilities, conference hotels (which may include *direct-billed items* for group meals and lodging provided to participants, equipment, space charges, and miscellaneous). Also, any travel and per-diem expenses for participants.

Description	Amount

	Sub Total E.	**$0.00**

F. TRAVEL   (580) - Expenditures for transportation, meals, hotel, and other expenses associated with staff **(on payroll)** travel for the LEA/Agency. Payments for perdiem in lieu of reimbursements for subsistence (room and board) also are charged here.

Provide details such as: Names of staff (on payroll) who will be conducting activities of this project and will be drawing from this fund source.

Description	Amount

	Sub Total F.	**$0.00**

G. SUPPLIES AND MATERIALS (600) – Amounts paid for

items of an expendable nature that are consumed, worn out, or deteriorated in use; or items that lose their identity through fabrication or incorporation into different or more complex units or substances are considered supply expenditures. Amounts paid for non-equipment items and with reasonable care and use may be expected to last for more than one year, are considered material expenditures. Includes computer programs (software).

Description	Amount
Library Books/Resource Materials	1000

To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.

Sub Total G.	**$1,000.00**

H. OTHER OBJECTS (800) - (Exclude Indirect Costs, Audit Costs,

and Property) –Amounts paid for goods and services not otherwise classified above such as: dues and fees; judgments against the LEA/Agency; interest on bonds or notes;

Description	Amount

	Sub Total H.	$0.00

To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.

I. Total Direct Costs – **(No need to enter an amount.** This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)

J. OTHER   (800) – Audit Costs (not part of the directs costs associated with federally funded projects)

Description	Amount

To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.	**Sub Total J.** $0.00

K. INDIRECT COST   (870) Restricted - (No need to enter an amount. This item is inserted here only as a placeholder to be consistent with this application's Part I Budget Information format.)

If the Indirect Cost Rate is not provided as part of this application, please check with you District Business Administrator or call USOE for the correct rate. For the purpose of filling out this Standard Application for Financial Assistance, **choose the current fiscal year rate that you want to begin the project in.** Example: If the project's beginning date is July 1, 2000 ending September 30, 2001, use the FY01 Indirect Cost Rate listed for your district.

Notation: When you start spending the funds and if expenditures appear in different fiscal years (the fiscal year in which you began your project and any carryover of funds into the next fiscal year) you will be using two Indirect Cost Rates over the course of your project. The two rates will be reflected in your reimbursement requests. **The Indirect Cost Rate to use will depend on the Fiscal Year in which you spend the funds.**

L. PROPERTY (includes. equipment) (700) – Expenditures for the acquisition of fixed assets, including expenditures for land or existing buildings and improvements of grounds; initial equipment; additional equipment; and replacement of equipment. (machinery, school buses, furniture & fixtures, audiovisual equipment, non-bus vehicles, computer equipment (hardware).

   **Notation:** _See also the next section on Construction, etc. – fill it out if you have included anything in this area_

Description	Amount
Library/Media Center Technology Equipment	5000
Library/Media Center Furniture	2000
Parent Communication Marquee	3000
To insert a new row, highlight the row below where you want to insert, choose from the menu "Insert" & "Rows". Always double check your formula to make sure your new row is included in the sub total amount.	**Sub Total** **L.** $10,000.00

CONSTRUCTION, REMODELING OR EQUIPMENT PURCHASES – Use this space to briefly explain any non-typical expenditure for construction, remodeling, or equipment (particularly any that may appear to be out of the ordinary); or to explain the details as the grant program may require.

REMARKS - Provide any other explanations required herein or any other comments deemed necessary

- Title I funds *must* supplement, not supplant, the regular program of the school.

Part G: Abstract of the plan

Merit Preparatory Academy is a comprehensive charter high school that was chartered in 2008. They currently serve grades 7-12. The school is located in Springville, Utah, which is fairly rural. Students are drawn from Springville and the surrounding communities. Their student body consists of 603 students; 396 of them are considered "seat" students; the other students are primarily home schooled or taking early college courses and only attend Merit Academy on a part-time basis. The student body consists of 86 seventh graders, 87 eighth graders, 116 ninth graders, 111 tenth graders, 108 eleventh graders, and 92 seniors. Ethnically, the student body is 85% Caucasian, 12.5% Hispanic, 4.6% Asian and .04% Indian/Pacific Islander. 35% of students qualify for free and reduced lunch. Approximately 14% of the students have a disability. The school currently receives funds from the state, Title I, and the International Chinese Program.

Merit Preparatory Academy's CRT data reflects an 88% in Language Arts, 43% in Math and 60% in Science. They also got a 68% in the eighth grade Direct Writing Exam. They did not receive a UCAS score due to not reaching the 95% participation rate. Merit Academy was identified as a School in Need of Improvement due to a graduation rate of 44%. Additional data of note was an average daily attendance of 90%, but 207, or over one-third of Merit students had missed more than 10 days.

To increase Merit's graduation rate each of the goals address concerns that appeared in the school's appraisal. Each of the 3

goals includes strategies addressing communication, core alignment, attendance, professional development and adequate materials and technology. The ultimate goal of increasing Merit's graduation rate by 20% of each of the next two years will be accomplished by improving communication on all levels, aligning the curriculum and assessments, providing professional development, assuring teachers have adequate supplies and increasing student engagement through clear expectations, quality course offerings, and differentiated means of demonstrating competency.

School Improvement Goal 1: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reaching a 90% graduation rate.

School Improvement Goal 2: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reaching a 90% graduation rate by implementing teacher supports and improved curricular articulation and assessment.

School Improvement Goal 3: Merit Preparatory Academy will increase graduation rates by 20% for each of the next two years with a 5 year goal of reaching 90% supporting student success by clarifying expectations, improving course offerings, appropriate remediation, and diverse ways of demonstrating competency.