



Capstone Classical Academy

Advanc-ed Accreditation

March 27-28

Backstory to the Journey

- **Dr. Goers – Educator/Administrator in Classical Schools in NY and FL for 26 years (1982)**
- **Joined charter movement in 1994**
- **Relocate to Utah 2009– High School/Two Charter Schools**
- **Apply to amend charter for one school to include grades 7/8**
- **CCA #1 is born 2014 (2nd year of Doctoral), then set aside**
- **Fellowship granted 2015– Travel to Finland and Sweden**
- **Understand the lack of education models for motivated and gifted scholars – Birth of Transformational Classical**
- **Complete Dissertation – Apply for copyright on new model**
- **Transformational Classical Model – 2017**





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A handwritten signature in black ink, reading "Kay A. Leahy".

Acting United States Register of Copyrights and Director

Registration Number

TX 8-659-332

Effective Date of Registration:

October 06, 2018

Title of Work:

Transformational Classical Model

Year of Publication: *2017*

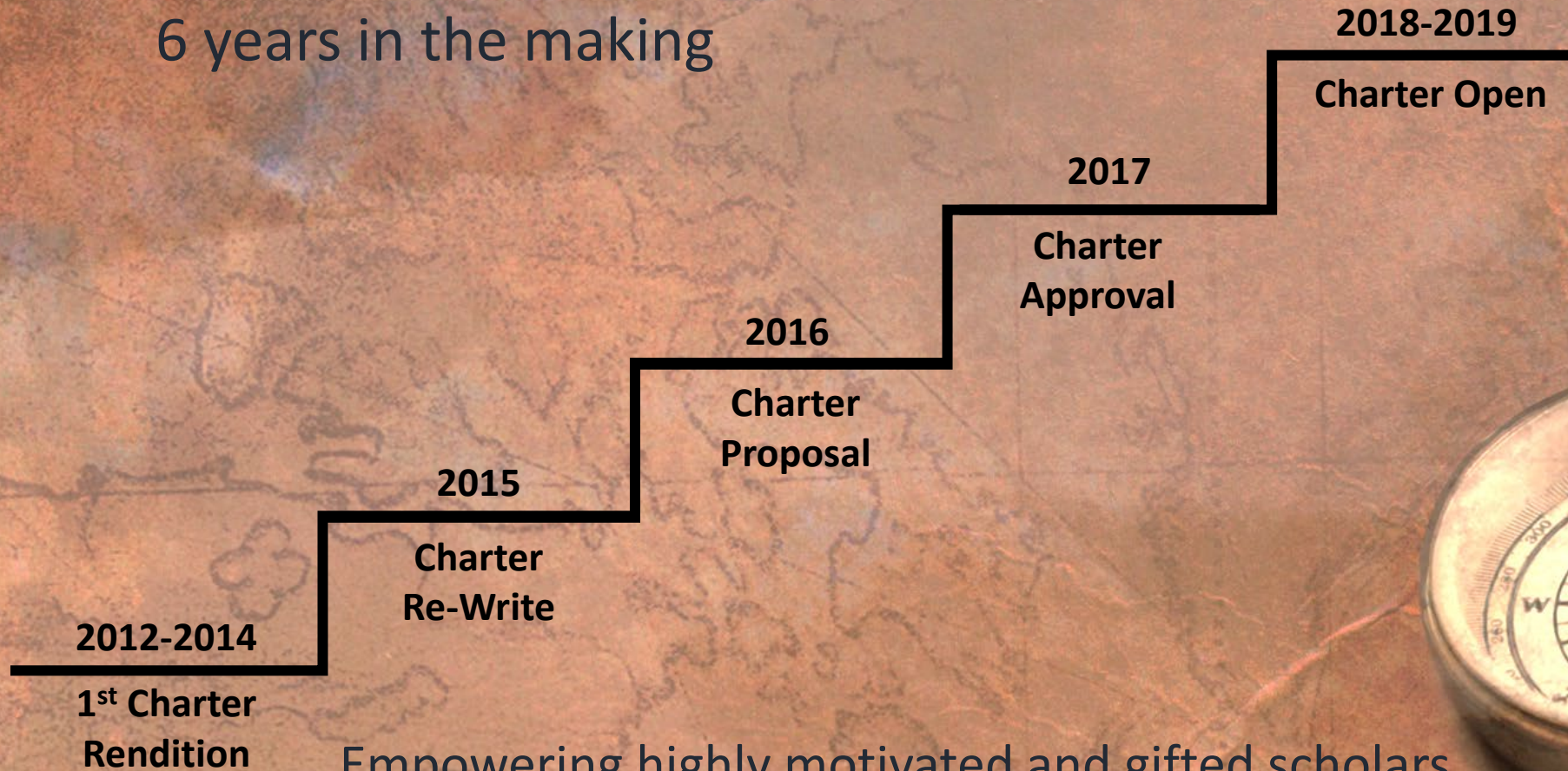
Date of 1st Publication: *February 12, 2017*

Author: *Dr. Susan Goers*



Capstone Classical Academy charter Journey

6 years in the making



Empowering highly motivated and gifted scholars
for the 21st century



How does the journey look today?

Readiness Review indicators October '18:

Strengths

- Strong Vision/Mission
- Leadership/ ALT/ Board
- Teacher Talk/PLC/PD
- Collaboration
- Policies

Weaknesses

- Message in marketing
- 8 hour work day
- Resources in Funding
- Understanding Mastery

Knowing that we are a new academy and the highest level we can achieve on the i3 Rubric is the RESULTS category, the academy worked diligently in teams and groups to get to the results level for each of the standards.



How does the journey look today?

Improvement Areas: *Please refer to Improvement Plan for Details*

Leadership – Board Members
– Parent Involvement
– Community Involvement
– Enrollment

Learning – Mastery Based Grading GPA
– Mastery Trackers
– Communis PD
– SPED meetings

Resources – Mentoring Schedules
Financial sustainability

How does all of this translate to the Standards?

Advanc-ed



Exhibit A: Charter Agreement

Performance Standards:

Measure	Metric	Targets			
		Exceeds	Meets	Does Not Meet	Falls Far Below
Post-Secondary Readiness	Percentage of graduates who have completed certification or have a college or university letter upon graduation.	>90%	>85%	<84%	<65%
Capstone	Senior Capstone assignments scores at 80% or greater using NSDA rubric	>90%	>80%	<75%	<65%
Senior Exam	Percentage of Students passing the comprehensive exam	>95%	>90%	<89%	<65%
6 th grade literacy	Percentage of students reading on grade level after one FAY on NWEA or other standardized exam	>80%	>75%	<70%	<40%



How does all of this translate to the Advanc-ed Standards?

Leadership Capacity



Standard 1.1: The institution commits to a purpose statement that defines beliefs about teaching and learning including the expectations for learners.

- Highly motivated and gifted students have a place where they belong and can continually be challenged to deeper depths of knowledge
- Found in every room in the building
- Filter for every decision



Standard 1.2: Stakeholders collectively demonstrate actions to ensure the achievement of the institution's purpose and desired outcomes for learners

- Parents participate in transportation
- Parents participate in hosting competitions/CTE talks
- Mentors/Instructors take on extra events and train scholars
- Scholars understand high expectation/low threat so that they will take safe risks
- Community hosts Senior Interns – Summit Hand Therapy, Weber State Athletic Dept, Beehive Cheese, Treehouse Museum,



Standard 1.3: The institution engages in a continuous improvement process that produces evidence including measurable results of improving student learning and

- First quarter changes – grading/rotations/mastery projects
- NWEA scores
- Added programs (NASP, Debate, Cross Country)
- PLC/APT/TLAC/Ed2Go/Peer Observation



Standard 1.4: The governing authority establishes and ensures adherence to policies that are designed to support institutional effectiveness.

- Policy committee
- State required policies on website
- BOD monthly temperature walk
- Attend events



Standard 1.5: The governing authority adheres to a code of ethics and functions within defined roles and

responsibilities

- **Bylaws – job descriptions (2 new to add)**
- **Oath and pinning upon vote**
 - “I do solemnly swear that I will support Constitution of the United States and the Constitution of the State of Utah, and that I will bear true faith and allegiance to the and to the families, students, faculty and staff of Capstone Classical Academy. Under the authority of the people, I will strive to make decisions to benefit all stakeholders in an appropriate, fair, and honest way. I will uphold the vision and mission of Capstone Classical in decision making and hold to the truths of the virtues set forth. I will respect the delineations between governance and management and I will remain positive at all times in dealings with the community, and as a voting board member, so help me God.”



Standard 1.6: Leaders implement staff supervision and evaluation processes to improve professional practice and organizational effectiveness.

- ALT/Admin oversight
- Formal Evaluations/Eleot 2x
- Informal Eval – 5x
- Peer observations
- Professional Development – 84 hours
- Staff Fridays – Short Trainings



Standard 1.7: Leaders implement operational processes and procedures to ensure organizational effectiveness in support of teaching and learning.

- Professional Development Training (S Gallagher, GTBE, CPR, Unit Study Writing, UAGC, Project Mgmt.)
- PLC weekly book study, drill down, pedagogy
- Ed2go
- TLAC



Standard 1.8: Leaders engage stakeholders to support the achievement of the institution's purpose and

- CTE Parent/Mentor Talks ^{direction.}
- Parent participation in all hubs
- Community Involvement – Interns
- Student “shadow with a friend “days
- OWTC Partnership



Standard 1.9: The institution provides experiences that cultivate and improve leadership effectiveness.

- Habitudes Course for Student Government
- NHS/NJHS
- Senior internships
- ALT
- UAPCS Conference/Online trainings



Standard 1.10: Leaders collect and analyze a range of feedback data from multiple stakeholder groups to inform decision-making that result in improvement.

- First Term Teacher Work Day – grading/mastery/rotations
- Parent/scholar/mentor surveys
- Suggestion box in front office
- FB/Instagram accounts
- Website contact
- Sunday Night Update
- Midweek Update



Learning Capacity



Standard 2.1: Learners have equitable opportunities to develop skills and achieve the content and learning priorities established by the institution.

- All content/resources available to all scholars
- All competitions available to all scholars
- Inclusion



Standard 2.2: The learning culture promotes creativity, innovation and collaborative problem-solving.

- Problem Solving Units/Problem Solving activities
- Group work in all hubs
- Communitas problem solving community service



Standard 2.3: The learning culture develops learners' attitudes, beliefs and skills needed for success.

- Time Mgmt. and Study Skills Course
- Debate
- Socratic Seminar
- Cavalier Oath
- Virtue Awards



Standard 2.4: The institution has a formal structure to ensure learners develop positive relationships with and have adults/peers who support their educational experiences

- **Communis Fridays 8 – 9 am Every employee has a group**



Standard 2.5: Educators implement a curriculum that is based on high expectations and prepares learners for their next levels.

- Classical Curriculum – all Honors
- Latin, Rhetoric, Logic, Virtues, Traditional Math
- Winterim Intensives



Standard 2.6: The institution implements a process to ensure the curriculum is aligned to standards and best

- Vetted curriculum practices.
- All aligns to Utah Standards in Mastery Connect
- Align the standards to the curriculum, not vice versa



Standard 2.7: Instruction is monitored and adjusted to meet individual learner's needs and the institution's

- **Ad Vitams for every scholar** learning expectations.
- Individual pacing/ BYU
- Mastery challenging
- IEP/504 teams



Standard 2.8: The institution provides programs and services for learners' educational futures and career planning.

- Utah Futures
- Go Merry
- Internship I/Internship II
- CTE Talks
- OWTC



Standard 2.9: The institution implements, evaluates, and monitors processes to identify and address the specialized social, emotional, developmental, and academic needs of students.

- Communis Time
- Ad Vitam
- CoGat – membership in UAGC
- Parent meetings



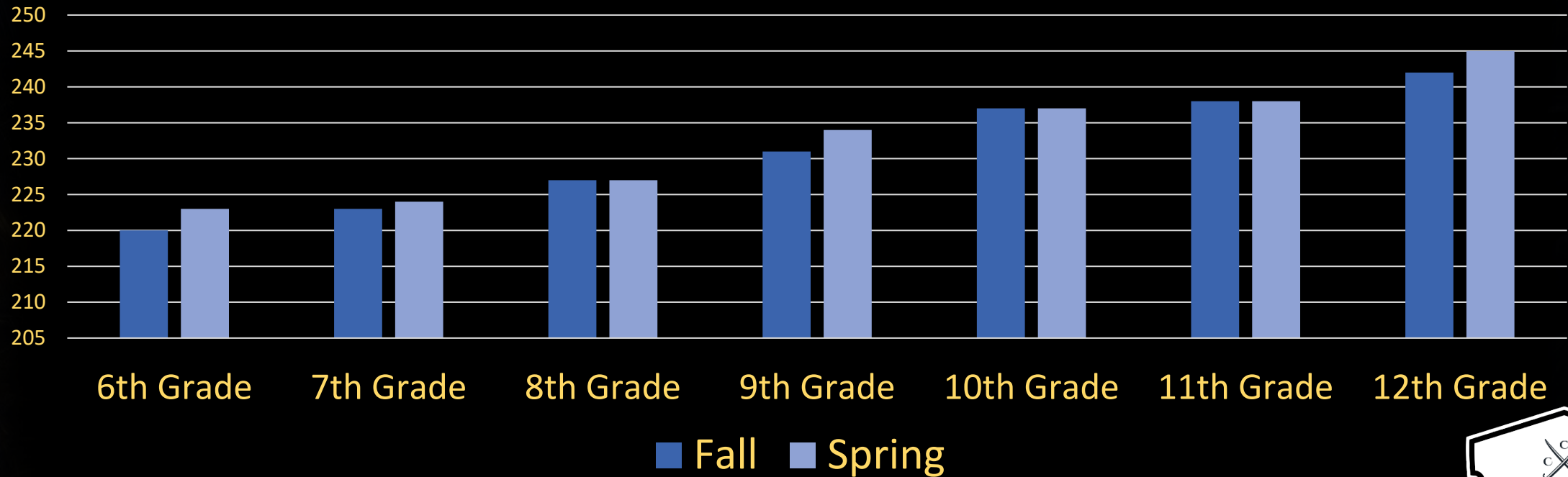
Standard 2.10: Learning progress is reliably assessed and consistently and clearly communicated.

- CoGat given to every scholar upon entry to academy
- NWEA scores sent to parents of each scholar
- Results from Fall to Winter (5 months)



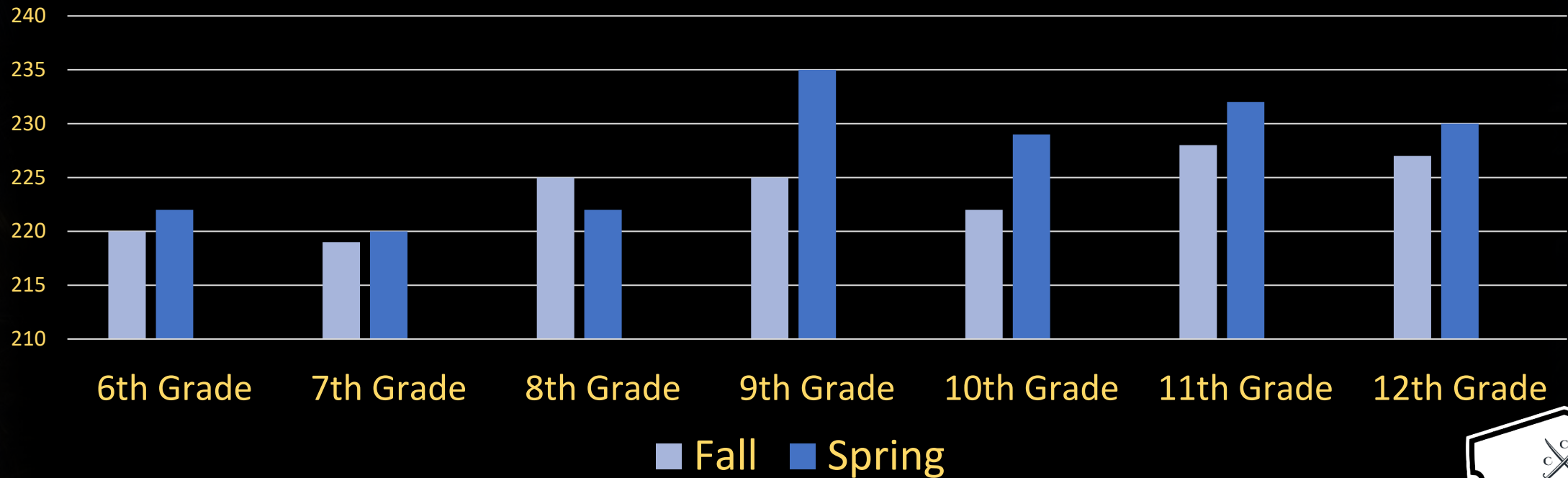
NWEA Testing: Math

Fall to Winter Comparison 2018-2019



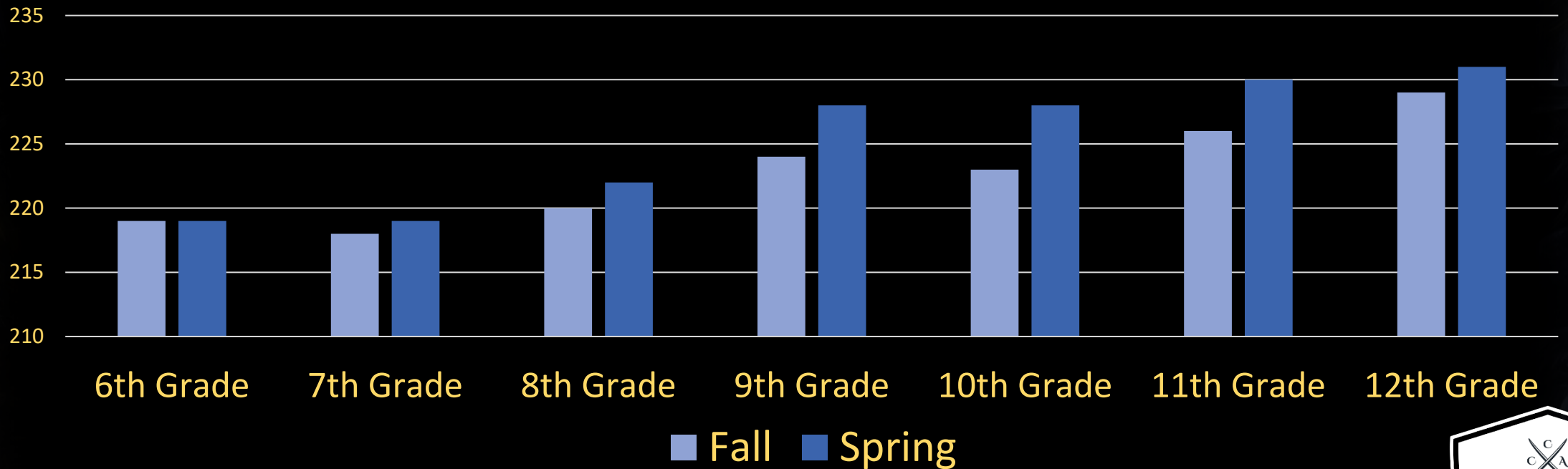
NWEA Testing: Reading

Fall to Winter Comparison 2018-2019



NWEA Testing: Language Usage

Fall to Winter Comparison 2018-2019

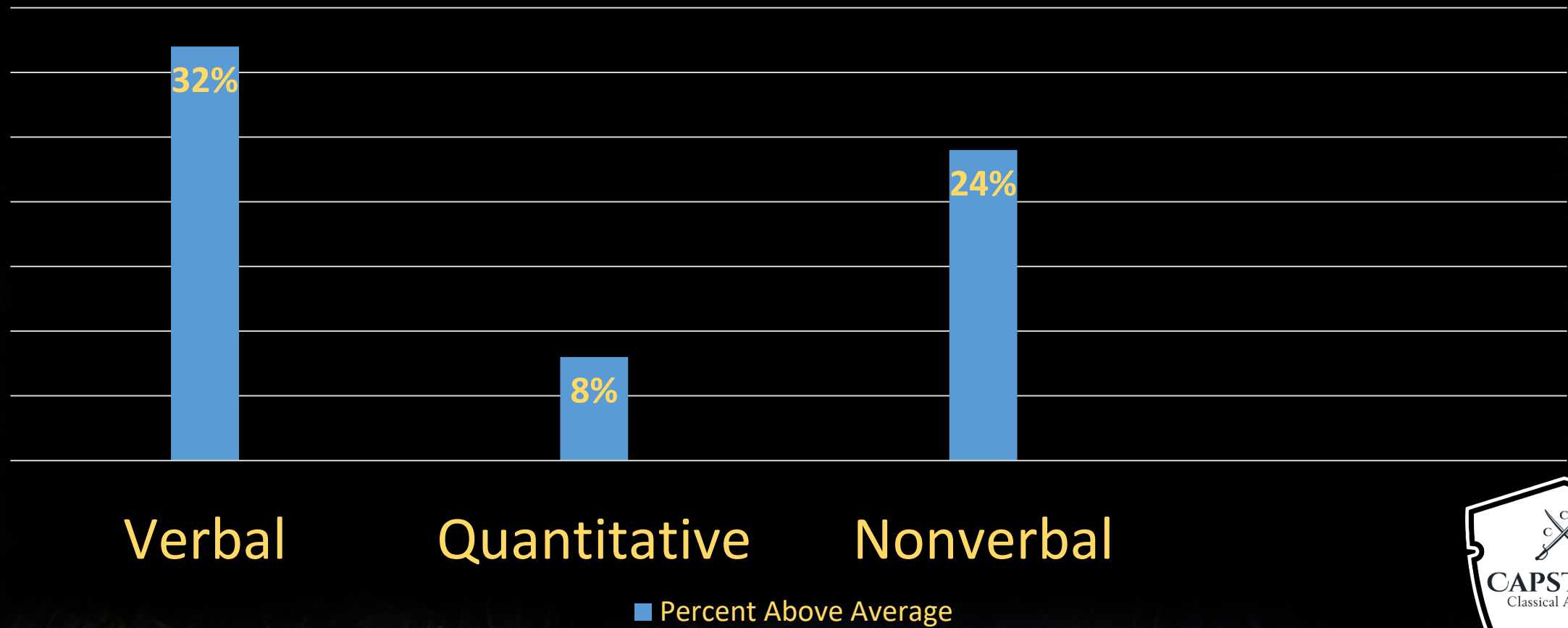


Standard 2.11: Educators gather, analyze, and use formative and summative data that lead to demonstrable improvement of student learning.

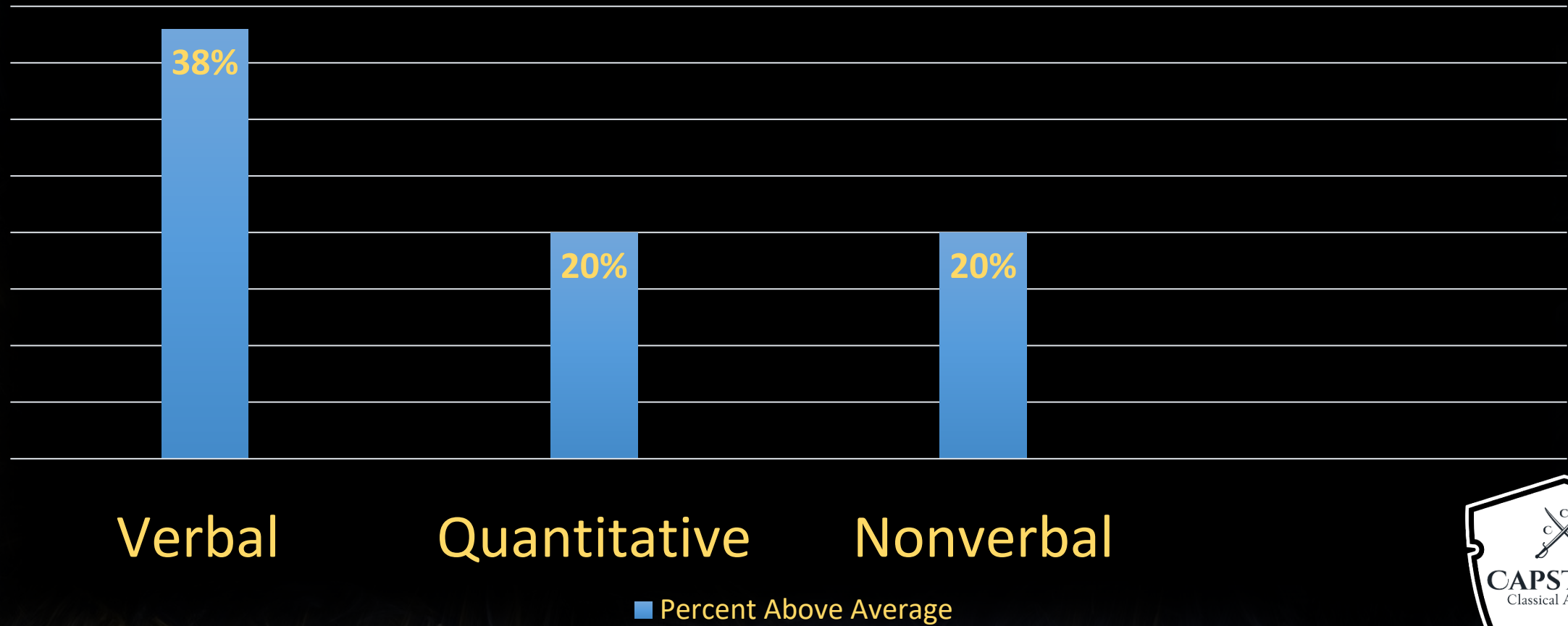
- Exit tickets for lessons
- Unit quizzes (common assessments)
- NWEA trained, drill down
- CoGat results



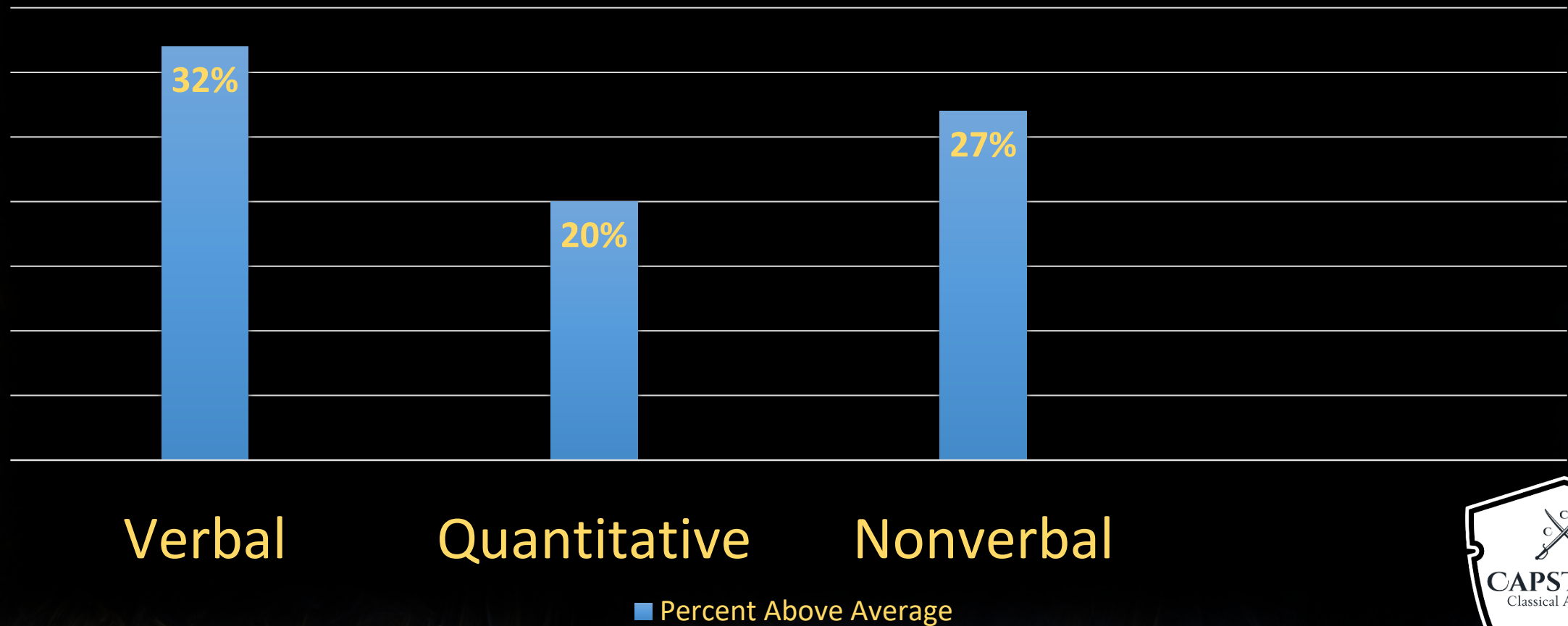
CogAT Testing: 7th Grade



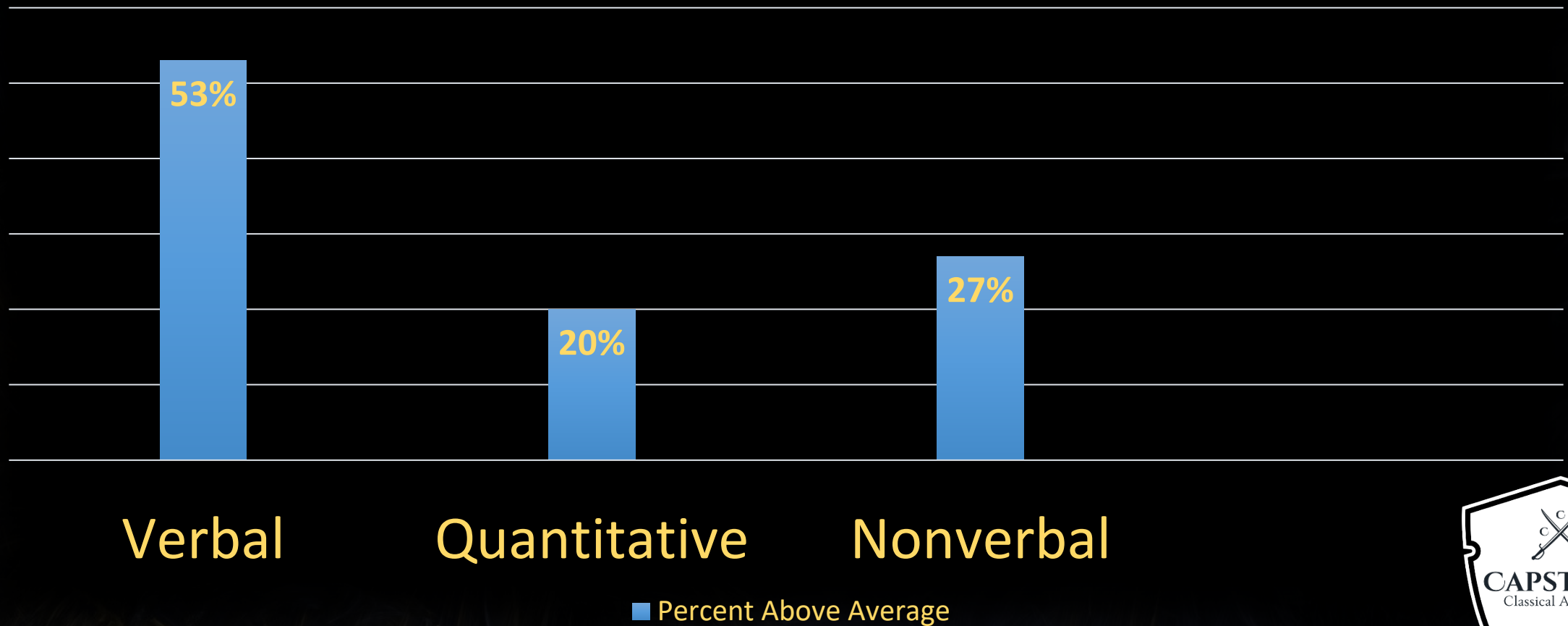
CogAT Testing: 8th Grade



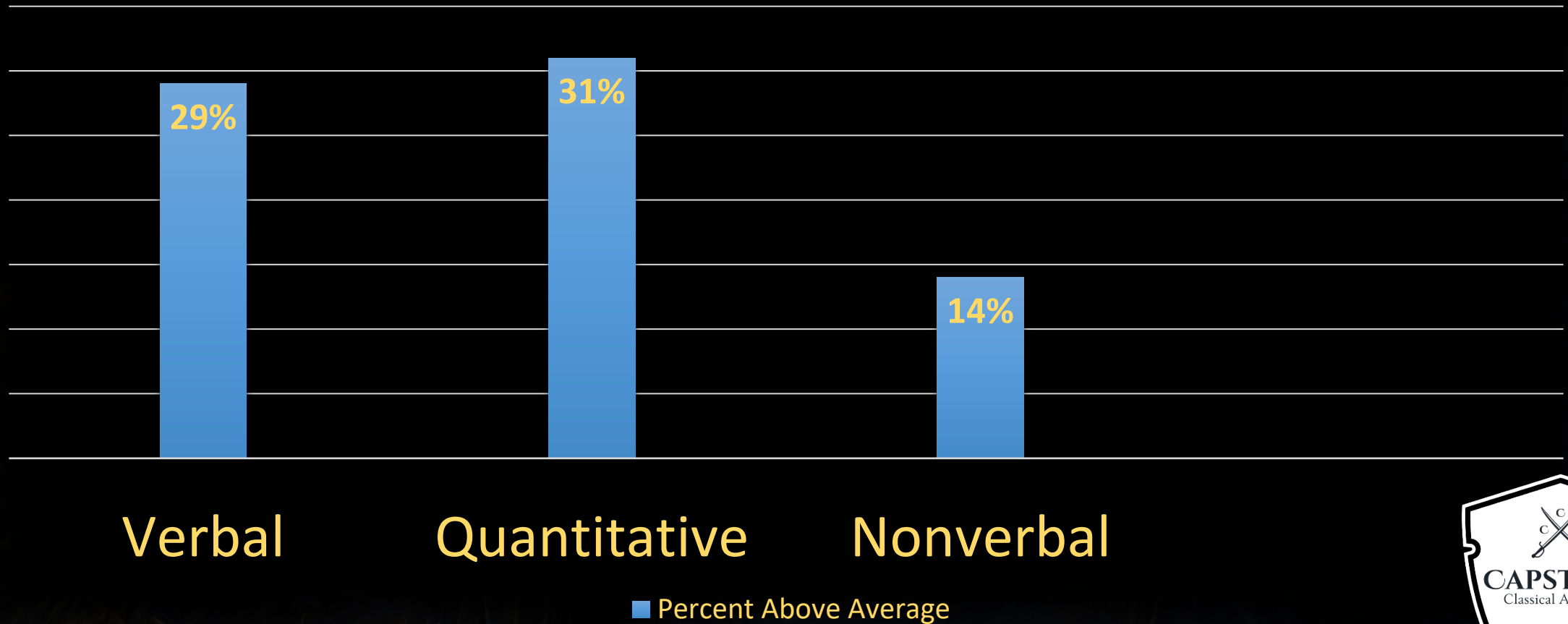
CogAT Testing: 9th Grade



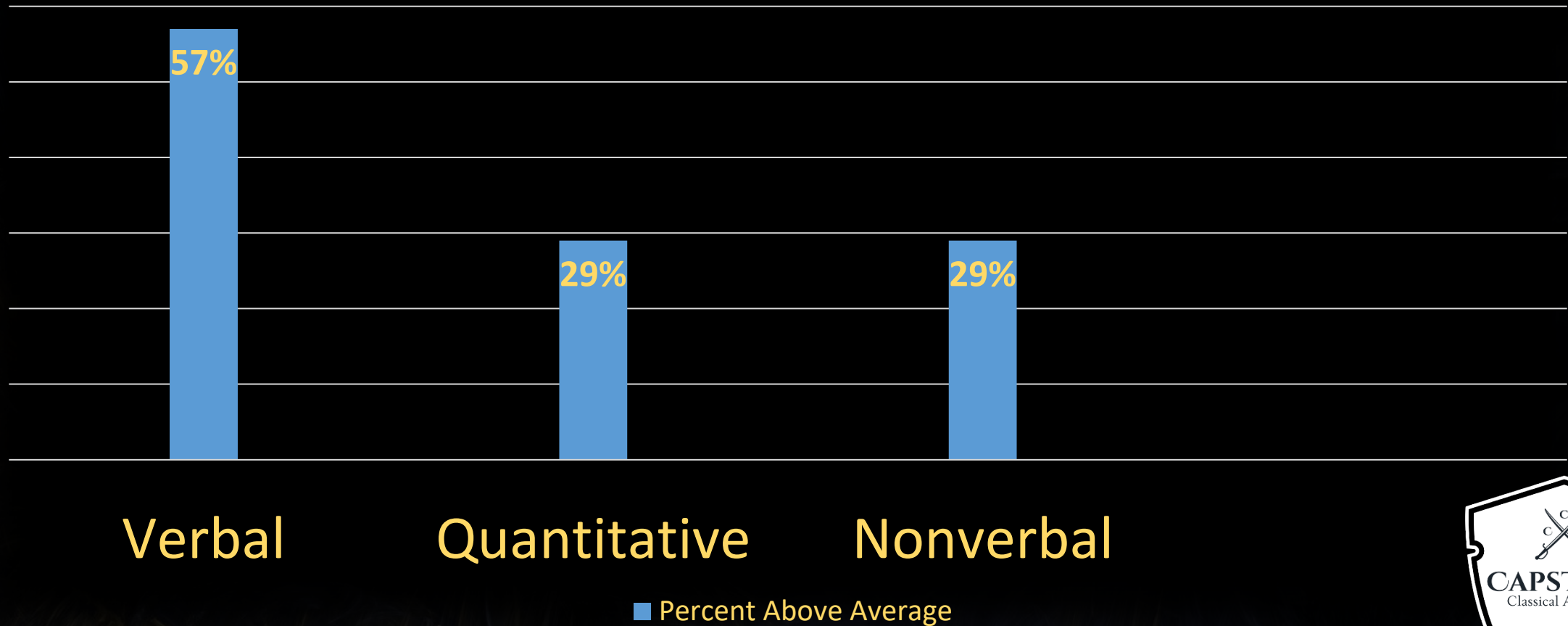
CogAT Testing: 10th Grade



CogAT Testing: 11th Grade



CogAT Testing: 12th Grade



Standard 2.12: The institution implements a process to continuously assess its programs and organizational conditions to improve student learning.

- Curriculum review – 3 years
- Semester “reflection” staff day
- Student Achievement Data



Resource Capacity



Standard 3.1: The institution plans and delivers professional learning to improve the learning environment, learner achievement and the institution's effectiveness.

- (S Gallagher, GTBE, CPR, Unit Study Writing, UAGC, Project Mgmt.)
- PLC weekly book study, drill down, pedagogy
- Ed2go
- TLAC



Standard 3.2: The institution's professional learning structure and expectations promote collaboration and collegiality to improve learner performance and organizational effectiveness.

- Co-teaching hubs and units
- Peer observation
- Team vertical and horizontal alignment meetings



Standard 3.3: The institution provides induction, mentoring, and coaching programs that ensure all staff members have the knowledge and skills to improve student performance and organizational effectiveness.

- 80+ hours of training pre-opening
- APT Program
- ALT Mentors
- PLC/Book Study — High Expectation, Low Threat/Driving The Teenage Brain/Teach Like Your Hair is on Fire



Standard 3.4: The institution attracts and retains qualified personnel that support the institution's purpose and direction.

- 7/14 mentors are masters level
- Highly qualified – 4 authorizations
- Dedicated to the vision and mission – began 1/18 to train



Standard 3.5: The institution integrates digital resources into teaching, learning, and operations to improve professional practice, student performance, and

- Technology leader – Zspace
- BYU Online Courses
- Google Classroom for all courses



Standard 3.6: The institution provides access to information resources and materials to support the curriculum, programs, and needs of students, staff, and the institution

- Extra teaching resources in every hub/classroom
- Full classical library
- Various programs available to all scholars (see website)



Standard 3.7: The institution demonstrates strategic resource management that includes long-range planning and use of resources in support of the institution's purpose and direction.

- 5 year strategic plan in place
- Negotiations taking place for resourcing 2020



Standard 3.8: The institution allocates human, material, and fiscal resources in alignment with the institution's identified needs and priorities to improve student performance and organizational effectiveness.

- Mentors/Instructors teach more than one subject
- Spaces and resources (texts) are shared among Mentors
- 3 COWS shared



Where is the journey taking us next?

Placings in the following competitions:

Speech and Debate – various throughout the year

FIRST Robotics – Judges' Award

Regional History Day – High School Champions

Noetic Math Competition – 7 nationally placed scholars – top 10% nationally

Weber Ritchey Science Fair – Science teacher of the year – 3 placings

Rube Goldberg Competition – 2nd and 3rd place

Ballroom Dancing – 3 placings

Ballet West classical ballet – alex mcfarlin

To date 55 new students for 2019-2020

