

EAGLE Charter School

Oregon Department of Education

2014-15 Annual Report

November 2015



**2014-15 EAGLE Charter School
State Charter School Annual Report**

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1 Overview

1.1 Mission Statement

"EAGLE Charter School is a miniature replica of the global society, bringing real-life experiences into the classroom. Hands-on activities, student-initiated ventures, and traditional coursework, combine to encourage student investment in the learning process, engage diverse needs, and ensure high academic standards"

1.2 Vision

EAGLE strives to become a school where each classroom supports and enhances the learning process using the MicroSociety model. Student involvement is encouraged and collaboration is supported. The learning style of each student is considered and all students are welcomed and respected. Staff and students want to be at school.

MicroSociety lessons incorporate the Common Core Standards and reinforce teaching at all levels at BPA. Strategies to address different learning styles and higher levels of learning are incorporated across the curriculum. Learning is real and challenging using many disciplines and is seen as meaningful to students and teachers. Common Core Standards will be communicated to the students in kid friendly language and students will be able to personalize the standards.

Learning opportunities will be differentiated to meet student needs and incorporate best practices.

EAGLE classrooms will have high expectations for behavior and academics, reinforced by positive reinforcement strategies. Students will be given voice and choice and will be active participants in their education. All members of the EAGLE community will act responsibly and treat each other with respect. Families, staff, and students will take an active role in building a positive and vibrant learning community.

1.3 History

In 2002, Cathe Pearson and Cherie Bennett joined a small group of community members interested in opening a charter school in Salem, Oregon. The two teachers, however, soon found that the goals and philosophy of the group did not align with their belief that children learn best when actively engaged in the learning process, and chose to pursue the project on their own.

Concerned that growing class sizes and focus on test scores were resulting in overwhelmed teachers, stressed students and disgruntled parents. They recruited like-minded board members and with these goals in mind, set out to find curricula that would support these values and began the research required to develop a grant proposal. Through these efforts, they discovered the MicroSociety (MSI) program. Impressed with the concept and supporting research from other MSI schools, they used the curriculum as the basis of the application for a Charter School Incentive Grant in 2004.

For several years, EAGLE (Bennett Pearson Academy) founders wrote and submitted charter proposals to the Salem-Keizer School District with no success. After a few more rounds with Salem-Keizer, another denial and mediation, the Board of Directors decided to seek sponsorship by the State of Oregon.

After a review the Oregon State Board of Education adopted EAGLE (Bennett Pearson Academy) as a state-sponsored charter school in April of 2011. A flurry of activity ensued, as the Board searched for a

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building, purchased supplies and materials, hired teachers and staff, and advertised for prospective students. We opened our doors on September 7, 2011, as the first MicroSociety school in Oregon. Our first year was eventful. The students studied various government structures before choosing a democratic system modeled after our state, electing a governor and members of the legislature, writing a constitution and voting on laws. Peacekeepers mediated disagreements and wrote tickets, while offenders were given the option of hiring student lawyers to contest them in court. Student entrepreneurs developed business plans, hired workers, created products to sell on market days and managed the operations of their businesses.

Parents volunteered hundreds of hours doing everything from helping in the classroom to cleaning bathrooms. They formed a successful parent club that organized numerous parties, book fairs and fundraisers, bringing several thousand dollars into the school in a matter of months.

In our second year of operation, we saw many changes. We gained a new principal, office manager, and two teachers (replacing departed staff), as well as a new board of directors. Our students voted to change the school's name from BPA to EAGLE Charter School; EAGLE stands for "Educating through Activities in Leadership, Governance, and Enterprise". The school moved to a new location on the OSD campus, and entered into a business partnership with OSD to provide school lunches for our students. EAGLE was voted "Best (charter school) of the Mid-Valley" by Statesman Journal readers, and we built a celebratory MicroSociety float and marched in the Keizer Iris Festival Parade. We ended the year on a very positive note.

2013-2014 was a great year for EAGLE. Our students made remarkable gains in all areas and we were granted a new three year charter from the Oregon Department of Education. We implemented extracurricular activities such as an after school running club, and the Oregon Battle of the Books. We added a full time PE and Media teacher to our staff, and continued development of our Love and Logic behavior management model. For the second year in a row, EAGLE was voted "Best (charter school) of the Mid-Valley" by Statesman Journal readers.

In 2014-15, EAGLE staff and students continued the Running Club and again participated in Battle of the Books. The school was again voted Best of the Mid-Valley, for the third year running. As part of Microsociety, students established several relationships with local businesses and non-profit organizations. One Micro venture ran a very successful pet supply drive; all donations went to the Willamette Humane society, with delivery provided free of charge by Salem Yellow Cab. Mrs. Richey's 1st grade class built and installed a Little Free Library just outside the grounds of OSD; Home Depot partnered with the students, allowing them to use Micro dollars to purchase the supplies needed for the library's construction. The library was inaugurated at the annual MicroSociety night in May 2015. Students participated in Jump Rope for Heart for the first time; collectively raising more than \$3000.

1.4 Administrator's Introduction

The past school year has been a very successful one for EAGLE. Stability was established on the EAGLE board and with our entire staff returning. The EAGLE board of directors remained stable is working on a long range planning process with the help of the Oregon School Boards Association. EAGLE continued to build and strengthen our positive relationships with key personnel within the Salem- Keizer School District. EAGLE is working hand in hand with Salem-Keizer to serve our special education students. Salem-Keizer behavioral specialists helped us to develop strategies for dealing with disruptive students and provided professional development for EAGLE staff. This collaborative effort

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gives our students the best chance for success. We look to build on these relationships in the coming years.

Our MicroSociety curriculum continues to be a very positive experience for our students. Students are learning about taxes, courts, governance, business, financial literacy, team work and many other skills. Common Core standards are woven throughout the Micro lessons, making the standards relevant to our students. Eight of our staff members attended the national MicroSociety conference during the summer and one EAGLE received the three star award at the national conference.

Everyone at EAGLE is committed to preparing our students for lives as productive and caring individuals. With stability in all aspects here at EAGLE we are poised to make significant progress in the years to come.

1.5 Special Education Teacher's Message

As the school LRC provider for special education needs at Eagle Charter, I count myself fortunate to be working in an environment where leadership is proactive, teachers are given both tools and freedom to develop curriculum that is meaningful to their students; administration, staff and parents are collaborative and active in the outcome of problem solving. It is rare to find these crucial elements in an educational environment and even more so from a Special Education perspective. Students who learn differently are frequently seen as an obstacle to the progress of the general population and it is difficult to encourage parents, staff and administration to the required meetings; not to mention, as a crucial component of the student's academic, social and behavioral growth in the wider school environment. Students who are referred to Eagle's Student Study Team have been observed, given multiple opportunities and settings to demonstrate necessary skills; documentation concerning the student's growth is thorough and parents have been consulted to determine both the strengths and challenges faced by their student in their current age/grade level setting.

At Eagle, LRC students are grouped for specialized instruction according to strengths and learning styles. Assessed regularly on progress through informal work samples and observation, frequent measures to determine growth and progress to meet grade level standards determine the efficacy of the program.

Task analysis within small groups allows us to determine student's reading, writing and math needs/target achievement levels/and remediate skills. Because students are able to translate the "vocabulary" of their individual learning, measure their own success, and 'own' their achievement, their learning translates to higher degree of skill integration in the regular classroom. Students are eager to share their successes, while staff speak with clarity, knowledge and pride about their students needs and achievements!

It is exciting to see the collaboration that is so necessary to this particular student population take place daily – yes, at the scheduled meetings – also, in the hallways before students arrive, when special projects are just beginning and accommodations and extended time are needed. When students have experienced difficulty demonstrating a skill and exhibit frustration, or are having social or behavioral challenges that require timely intervention and problem solving strategies – short, but meaningful consultation allows us to anticipate, accommodate and remediate in a timely and efficient manner. Specialized instruction is not something that should take place "down the hall" but wrapped within the infrastructure of a learning community. That affect of learning is probably the least often encountered and the most effective tool that the school can employ to create a successful environment for all students. Students that I work with are eager to come into the room, look forward to their tasks and return to their classrooms with pride in their achievements; willing to contribute beside their peers in

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the general education classroom. Their success is evident – not just on paper, but in their pride and courage putting forth effort every day and taking joy in their learning!

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2 General Information

2.1 School Calendar

SEPTEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						20

OCTOBER						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	
						22

NOVEMBER						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
						13

DECEMBER						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			
						15

JANUARY						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31
						18

FEBRUARY						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
						18

MARCH						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				14

APRIL						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		21

MAY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						20

JUNE						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				
						7

Legend:

- 9/1/14 - Labor Day
- 9/2/14 - Teacher In-Service Day, Back to School night
- 9/3/14 - First Day of School for 1st-5th Grade**
- 9/9/14 - First day of school for Kindergarten**
- 10/10/14 - State-Wide In-Service Day - **No School**
- 11/10/14 - Grading Day - **No School**
- 11/11/14 - Veteran's Day - **No School**
- 11/24-11/25-14 - Parent/Teacher Conferences - **No School**
- 11/26-11/30-14 - Thanksgiving Break - **No School**
- 12/20/14-1/4/15 - Winter Break- **No School**
- 1/19/15 - Martin Luther King Holiday - **No School**
- 1/26/15 - Teacher In-Service Day - **No School**
- 2/13/15- **No School**
- 2/16/15 - Presidents' Day - **No School**
- 3/6/15 - Grading Day - **No School**
- 3/18/15- Evening Parent/Teacher Conferences - **Regular School Day**
- 3/19/15 - Parent/Teacher Conferences - **No School**
- 3/20/15-3/29/15- Spring Break - **No School**
- 4/24/15 - Teacher In-Service Day - **No School**
- 5/25/15 - Memorial Day - **No School**
- 6/9/15 - Last Day of School**
- 6/10/15 - Grading Day
- 6/11/15 - Grading Day

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2.2 Student Schedule

Primary schedule (KG, Grade 1, Grade 2, Grade 3)

Time	Subject/Activity
8:45-9:00	Opening/Pledge of Allegiance
9:00-10:00	Reading/Language Arts
10:00-10:10	Snack/Free Time
10:10-11:00	Writing
11:00-12:00	Lunch/Recess
12:00-12:30	Math
12:30-1:30	Science/Social Studies/Social Skills
1:30-2:00	Read Aloud/Art
2:00-2:50	MicroSociety
2:50-3:00	Cleanup/Closure

Intermediate schedule (Grade 4, Grade 5)

Time	Subject/Activity
8:45-9:00	Opening/Pledge of Allegiance
9:00-10:15	Reading/Language Arts ^{1 2}
10:15-11:00	Writing ^{1 2}
11:00-12:00	Lunch/Recess
12:00-1:15	Math ^{1 3}
1:15-2:00	Science/Social Studies
2:00-2:50	MicroSociety
2:50-3:00	Cleanup/Closure

¹ Classes switch between Kline (Language Arts) & Kosydar (Math/Science) a.m. & p.m.

² Library/Media once per week, 30 minutes per day

³ P.E. three times per week, 30 minutes per day

2.3 Student Demographics

Grade	Asian	African American	American Indian	Pacific/Hawaiian Islander	White	Two or More Races	Totals	Hispanic/Latino?*
KG	0	1	1	0	22	1	25	2
1	0	0	0	0	21	4	25	2
2	0	0	0	0	23	2	25	4
3	0	1	0	0	23	3	26	4
4	0	1	0	0	24	0	25	4
5	0	0	0	0	25	3	28	3
Totals	0	3	1	0	138	13	154	19

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2.4 Student Demographics (Mixed Race Breakdown)

Grade	Asian	African American	American Indian	Pacific/ Hawaiian Islander	White	Totals	Hispanic/ Latino?*
KG	0	0	1	0	1	1	0
1	0	3	1	0	4	4	0
2	0	1	1	0	2	2	1
3	1	2	0	0	3	3	1
4	0	0	0	0	0	0	0
5	0	3	0	0	3	3	1
Totals	1	9	3	0	13	13	3

* Not included in individual race totals
Totals include all students enrolled throughout the school year.

3 Personnel

3.1 Employees and Qualifications

3.1.1 Administrator

Cliff Monroe

Initial Administrator’s License (All Levels)

Valid for all school administration at grades pre-kindergarten through 12.
Standard Teaching License, valid for grades pre-kindergarten through 9.

3.1.2 Teaching Staff

Breanna Davis - KG

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Stacey Richey – Grade 1

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Nicolette Scott – Grade 2

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Christopher Duke – Grade 3

Initial I License - ECE & ELE with ESOL endorsement, Highly Qualified

Jason Kline – Grade 4/5

Initial I License - ELE & ML with Language Arts & ESOL endorsements, Highly Qualified

Susan Kosydar – Grade 4/5

Continuing License – ELE (PK-12) with ESOL endorsement, Highly Qualified

Bonnie Kline – PE/Media

Charter School Registry

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3.2 Recruitment Plan

The charter school administrator shall use the following resources for recruitment of new staff:

- Local college placement offices
- EddZapp online employment system used by school districts and other educational entities
- Other online resources and social media sites, including Facebook, Craigslist, Monster.com, etc.

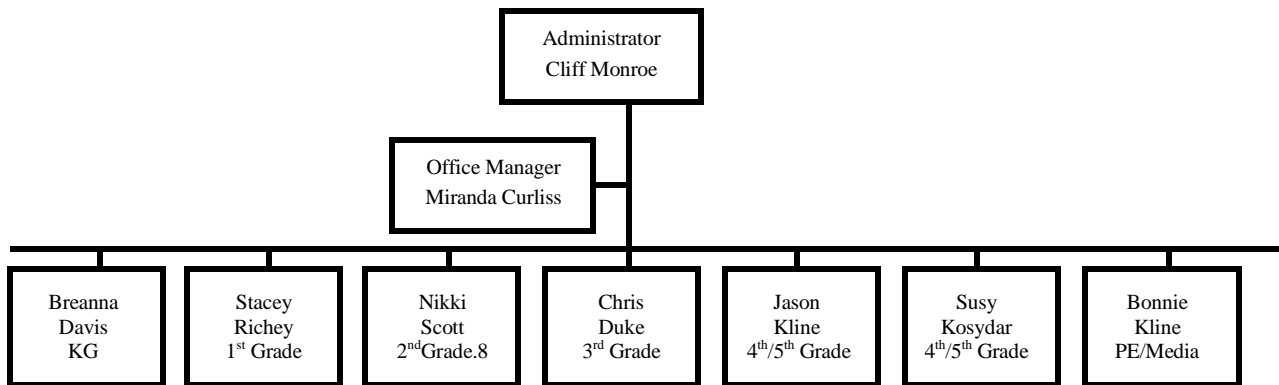
3.3 Hiring Procedure

All staff shall be hired by the charter school Board upon recommendation of the charter school administrator.

The charter school administrator shall ensure that each person recommended for employment meets all the requirements of the position and when appropriate holds the proper licensure for the position.

Legal Reference(s): ORS 338.115(2)

3.4 Organizational chart



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3.5 Professional Development

2014-15 was EAGLE Charter School's 4th year of operation. The emphasis of our professional development this year was on training for our Microsociety focus curriculum, as well as other trainings required by all schools and district. In addition, the staff participated in Love and Logic Classroom Management professional development. The numbers listed below are the hours per person spent on each training throughout the year:

- Funds were allocated for tuition reimbursement for any staff who took college courses for professional development/educational endorsement
 - Several staff member took advantage of these funds
- Microsociety curriculum training – 40 hours
- Writer's Workshop training – 8 hours
- Love and Logic Classroom Management – 8 hours (two staff members)
- Full Day Kindergarten Implementation – 16 hours (two staff members)
- Child Abuse Identification and Reporting – 2 hours
- Sexual Discrimination in the Workplace and Classroom – 1 hour
- Workplace Safety – 1 hour
- Health Related Training (total 2 hours)
 - Medication administration
 - Epi-pen administration
 - Blood borne pathogen training

Our staff used the regular weekly staff meetings to discuss general school related issues, and also to share teaching strategies in an informal Professional Learning Community setting.

3.6 Employee Handbook

See attached document:

EAGLE Staff Handbook

4 Board of Directors

4.1 Members – Position and Term

Jerry Wilks – President, one year term (September to August)
Jeff Barlow – Vice President, one year term (September to August)
Jerry Ming – Treasurer, one year term (September to August)
Jenifer Lechuga-Berg – Secretary, one year term (September to August)
Nicole Standlee – Member-at-Large, one year term (September to August)

4.2 Minutes for 2014-15 Meetings

Minutes for all board meetings are available on the EAGLE Charter School website:

www.eaglecharterschoolsalem.org

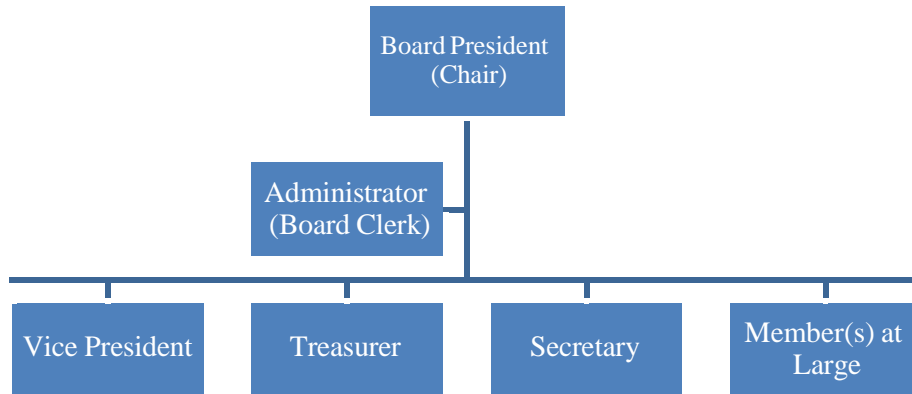
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4.3 Policies

See attached documents:

EAGLE CS Board Policies
BPA-EAGLE Board Bylaws

4.4 Organizational Chart



4.5 Professional Development

The EAGLE Charter School Board of Directors worked with representatives from the Oregon School Board Association to create a Strategic Planning Initiative involving board members, students, parents, and staff. The first meetings took place in May 2014, and each group came away with specific assignments. Meetings are ongoing.

The EAGLE Charter School Board of Directors completed School Board Ethics training through the Oregon School Board Association in the fall of 2014.

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5 Curriculum

5.1 Overview

MicroSociety: The MicroSociety program at EAGLE Charter School was designed and implemented to provide students a real world learning opportunity embedded within a traditional educational curriculum. Students at EAGLE have designed their own miniature version of the greater society within the school's MicroSociety. In conjunction with traditional academic activities, students learn many of the skills that will serve them well into their adult years. Students are provided an opportunity daily to practice the self-discipline, strong work habits and life skills needed to be successful in the "real world." The MicroSociety program challenges students' skills across the content areas, with a focus on math and literacy.

Students in the EAGLE MicroSociety program have created, own and operate their own business ventures, government agencies, and bank, as well as managing the law enforcement and judicial systems. As students progress through the program, they have the opportunity to expand their experiences within the society through participation in different jobs or governmental positions. All students at EAGLE Charter School have a voice and a choice in the way the system is run.

Additionally, the opportunity to learn about their rights and responsibilities as a citizen in a free society, and to develop ideas and strategies for how they can give back to their communities, provides them with a much-needed learning experience that prepares them for life beyond the classroom.

Social Studies: At EAGLE Charter School, we use a curriculum called Social Studies Alive! This is a student-centered activity-based curriculum that meets the challenge of introducing students to their school, family and world around them. This curriculum meets state standards for grades k-5 and is enjoyed by students at every grade level.

PE: EAGLE is using SPARK P.E. curriculum, which meets Oregon state standards, as well as national standards throughout all grade levels. Units can be taught in blocks, or separated, focusing on foundation building that develops a strong knowledge base of the benchmarks addressed. Students focus on FITT (Frequency, Intensity, Time, Type) principles outside of their physically active gym time by working in the classroom and going over FITT worksheets. They also are assigned homework, which focuses specifically on Benchmark 2 in the state standards.

Science: During the 2014-2015 school year, EAGLE charter school used the Simply Science curriculum. Simply Science is an inquiry based program that fosters communication, collaboration, and critical thinking in students. Students at EAGLE developed a sense of wonder for how the world works through interactive science and engineering lessons based on 2009 Oregon State Standards.

Math: In 2014-15, EAGLE Charter School continued using the Excel math curriculum, which the staff found met the needs of our student population very well. Excel Math was chosen primarily for the spiraled curriculum and alignment with CCSS. Each day, students are presented with a comprehensive process of introduction and reinforcement. The curriculum is consistent across all grade levels, and from 2nd grade upwards, students are able to self correct their work. Excel Math has several ways to measure student growth: daily work, as well as weekly and quarterly assessments. Teachers also have the flexibility to modify lessons to meet the needs of individual students.

EAGLE's K-3 teachers also use Number corner as part of their daily math curriculum. This curriculum is a skill-building program that is centered around the classroom calendar, providing daily practice as well as continual encounters with broader mathematical concepts in 15-20 minutes of engaging student-led instruction. It has recently been revised to align with CCSS for Mathematics. Number Corner offers a variety of Daily Workouts such as Calendar Grid Observations, Calendar Collector, Days in School, Daily Rectangle, Problem Strings, and many more. These are all designed to build student's mathematical knowledge and confidence.

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Writing: At EAGLE Charter School we use a curriculum called Being a Writer. Our curriculum has two goals: to develop the creativity and skills of a writer, and to instill the social and ethical values of a responsible person. It uses books for genre immersion and author studies, and easy-to-teach mini-lessons to reinforce the skills taught in the program. The lessons integrate writing instruction, regular community-building elements, and guided partner work to develop in students a sense of autonomy, belonging, and competence. The curriculum has students take control and directions over their writing providing a wide range of topics that students can write about. It instructs students in the writing process and lets them write a draft, revise and edit the draft and finally publish a piece for the classroom community. Students write in a variety of genres that include narrative, informational and opinion writing. Students experience books from different perspectives and while hearing authors from a multitude of economic and social backgrounds. Students are encouraged to take pride in their work and share it with the classroom writing community.

Reading: The reading programs used at EAGLE Charter School during the 2014-2015 school year were Daily Five and CAFÉ. The Daily Five is a series of literacy tasks which students complete daily while the teacher meets with small groups or confers with individuals to work on reading strategies. These literacy tasks include, reading to self, reading to someone, working on writing, listening to reading, listening to someone read and word work. During the small group lessons, students work with the teacher on reading skills at their level. CAFÉ includes teaching whole group strategy lessons. CAFÉ is an acronym for comprehension, accuracy, fluency, and expanding vocabulary. Between each round in the Daily Five, a Café mini-lesson is taught. These mini-lessons skills are then practiced during the Daily Five rotations and small group lessons. Progress was monitored through the use of easyCBM common core exams as well as with Developmental Reading Assessment 2, which takes into account fluency, accuracy, and comprehension. All instructors have been using these methods for more than two years and are highly knowledgeable about the curriculum.

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5.2 Special Education

5.2.1 Number of Students Served/Identified

EAGLE Charter School provides Special Education services for students in partnership with the Salem Keizer School District. The following shows the number of students identified and/or served during the 2014-15 school year:

Grade	SPED Identified	SPED Served
KG	3	3
1	1	3
2	2	6
3	0	4
4	2	5
5	1	4
Totals	9	25

5.2.2 Service Narrative and Analysis

EAGLE Charter School fosters an environment where leadership is proactive. Teachers are given both the tools and freedom to develop curriculum that is meaningful to their students, and administration, staff and parents are collaborative and active in the outcome of problem solving. It is rare to find these crucial elements in an educational environment and even more so from a Special Education perspective. Students who learn differently are frequently seen as an obstacle to the progress of the general population, and it is difficult to encourage parents, staff and administration to the required meetings; not to mention, as a crucial component of the student's academic, social and behavioral growth in the wider school environment. Students who are referred to EAGLE's Student Study Team have been observed and given multiple opportunities and settings to demonstrate necessary skills; documentation concerning the student's growth is thorough and parents have been consulted to determine both the strengths and challenges faced by their student in their current age/grade level setting.

At EAGLE, LRC students are grouped for specialized instruction according to strengths and learning styles. Assessed regularly on progress through informal work samples and observation, frequent measures to determine growth and progress to meet grade level standards determine the efficacy of the program. Task analysis within small groups allows us to determine student's reading, writing and math needs/target achievement levels/and remediate skills. Because students are able to translate the "vocabulary" of their individual learning, measure their own success, and 'own' their achievement, their learning translates to higher degree of skill integration in the regular classroom. Students are eager to share their successes, while staff speak with clarity, knowledge and pride about their students' needs and achievements!

It is exciting to see the collaboration that is so necessary to this particular student population take place daily – yes, at the scheduled meetings – also, in the hallways before students arrive, when special projects are just beginning and accommodations and extended time are needed. When students have experienced difficulty demonstrating a skill and exhibit frustration, or are having social or behavioral challenges that require timely intervention and problem solving strategies – short, but meaningful consultation allows us to anticipate, accommodate and remediate in a timely and efficient manner.

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Specialized instruction is not something that should take place “down the hall” but wrapped within the infrastructure of a learning community. That affect of learning is probably the least often encountered and the most effective tool that the school can employ to create a successful environment for all students. Students that I work with are eager to come into the room, look forward to their tasks and return to their classrooms with pride in their achievements; willing to contribute beside their peers in the general education classroom. Their success is evident – not just on paper, but in their pride and courage putting forth effort every day and taking joy in their learning!

5.3 ELL – Number of Students Served/Identified

All of EAGLE’s staff are endorsed to teach ESL students, and there are staff members who are trained to administer the Woodcock-Muñoz testing to determine eligibility for second language services. The following students were identified or received second language services during the 2014-15 school year:

Grade	ELL Identified	ELL Served	ELL Exited
KG	1	1	0
1	1	1	0
2	1	1	0
3	0	0	0
4	1	3	1
5	0	0	0
Totals	4	6	1

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6 Student Achievement

6.1 State Assessment Scores – Implementation /Testing Calendar

EAGLE Charter School's 3rd, 4th, and 5th grade student took the Smarter Balanced Assessment online tests for reading and math. 5th grade students also took the OAKS science test. The school followed the state testing calendar, which ran from March to June of 2015. The results are detailed in the attached document:

EAGLE 1415 Report Card

6.1.1 State Assessment Results Analysis

For the implementation year of the Smarter Balanced Assessment in 2014-15, EAGLE continued to utilize the small group testing environments. This year three testing centers were created. Each testing center accommodated three students and one "testing coach". These testing centers reduced the amount of distractions and pressures of large or whole group testing environments. Students were given several opportunities to complete the required assessments during the specified testing window. The goal was to create a positive testing environment for all students.

MATH:

For the 2014-15 school year teachers continued using the Excel math curriculum, which uses a spiral approach to the Common Core Standards. 62.3% of students reached Level 2 or higher on the SBAC math tests, compared to 74.2% of students in Salem-Keizer. As this was an implementation year data collected cannot be used in comparison with previous years. EAGLE will use the data collected to guide their instruction throughout the 2015-16 school year.

READING:

During the 2014-2015 school year, 59% of EAGLE students reached Level 2 or higher on the Smarter Balanced Assessment. By comparison, Salem-Keizer School District had 73.7% of its students reach Level 2 or higher. More than 34.3% of our students identified as economically disadvantaged passed the statewide assessment; 11% of students with disabilities passed the Smarter Balanced Assessment

SCIENCE: For 2014-15, 65.2% of 5th grade students met or exceeded on the OAKS science assessment. By comparison , 66.8% of Salem-Keizer 5th grade students met or exceeded on the same assessment.

6.2 National Assessment Scores

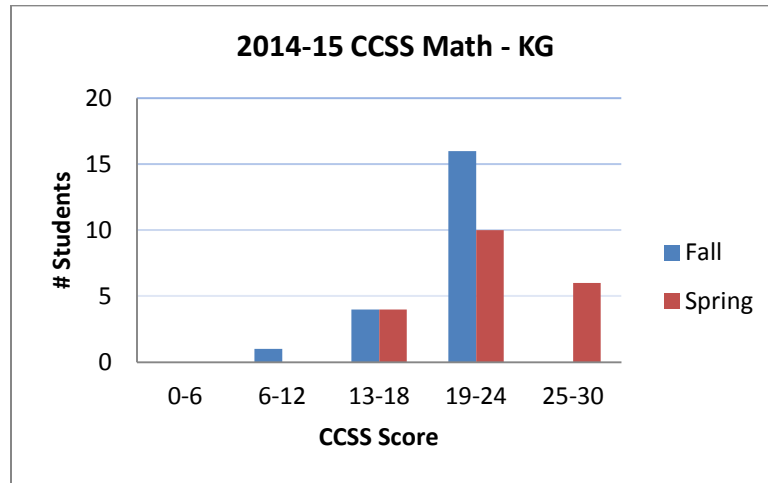
No national assessments were mandated or performed during the 2014-15 school year.

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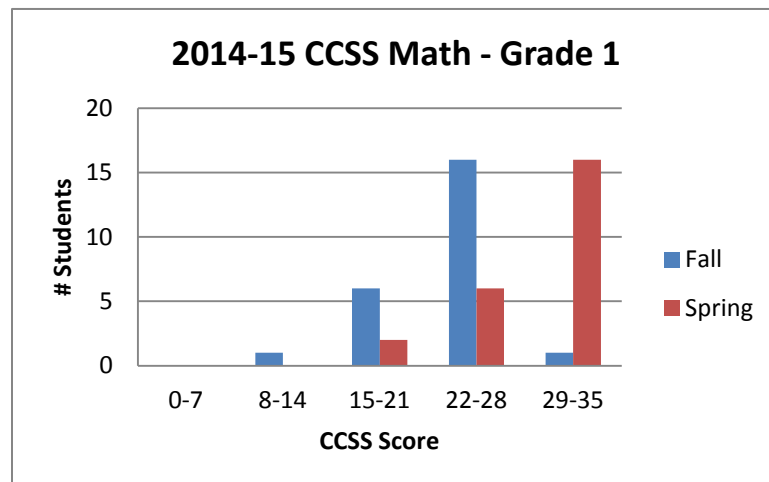
6.3 Local Assessment Results & Analysis

The EasyCBM was used during the 2014-2015 school year to progress monitor students in reading and math. Below are progress graphs for students in kindergarten through second grade on math and reading measures.

Math

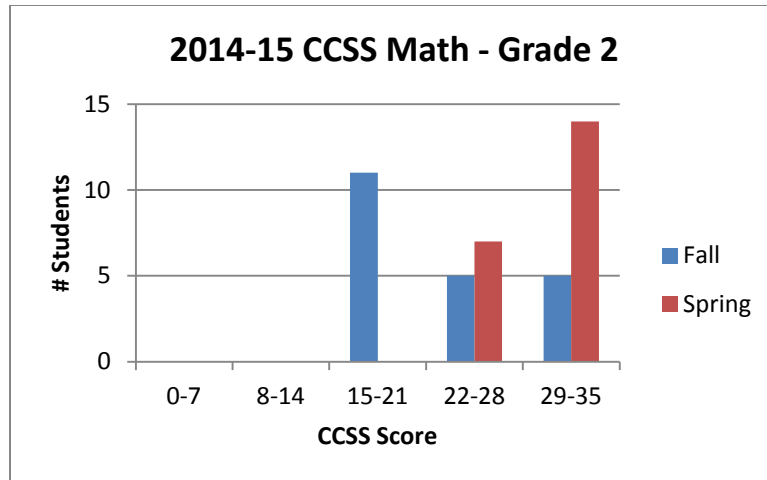


In the fall, one kindergarten student was labeled as high risk or some risk. In the spring, four students were labeled as high or some risk.



In the fall, seven first grade students were labeled as high risk or some risk. In the spring, two students were labeled as high or some risk.

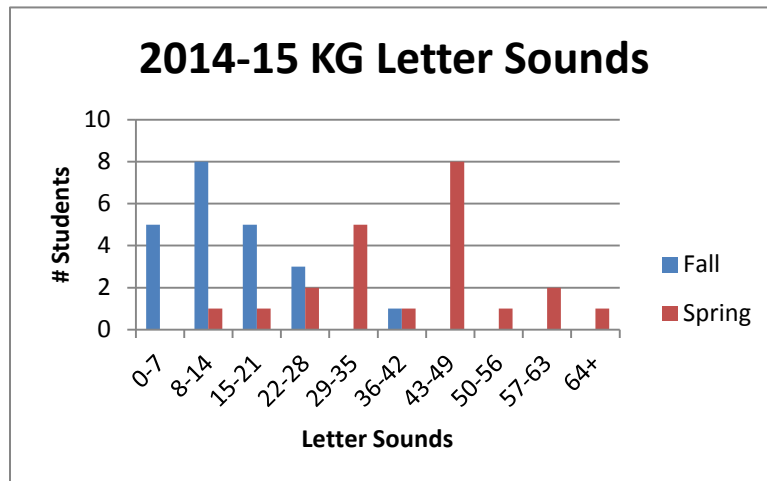
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In the fall, one second grade student were labeled as high risk or some risk. In the spring, no students was labeled as high or some risk.

Reading

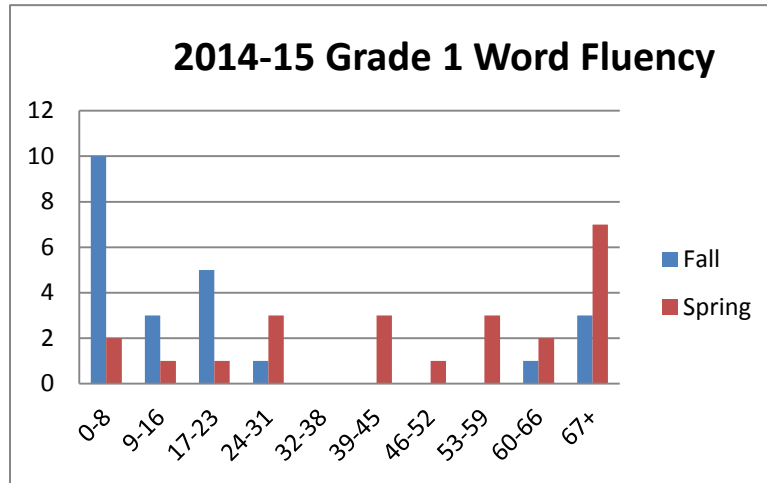
Kindergarten Letter Sounds



In the fall, six kindergarten students were labeled as high risk or some risk for letter sounds. In the spring, two students were labeled as high or some risk.

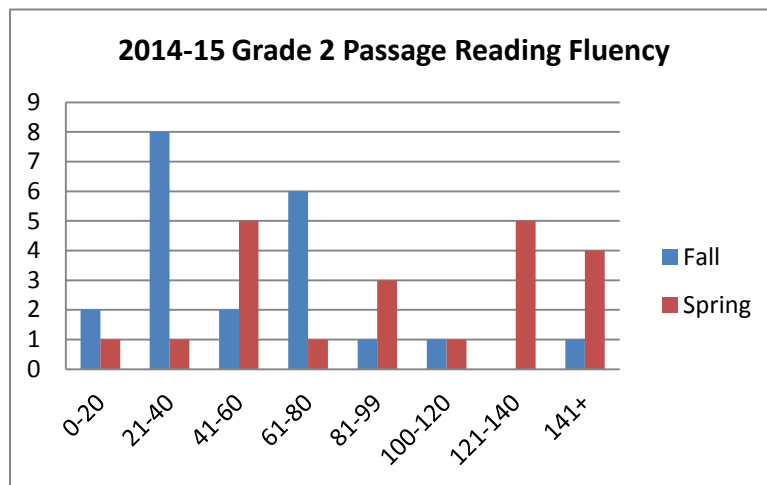
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First Grade Word Reading Fluency



In the fall, ten first grade students were labeled as high risk or some risk for word reading fluency. In the spring, seven students were labeled as high or some risk.

Second Grade Passage Reading Fluency



In the fall, ten second grade students were labeled as high risk or some risk for passage reading fluency. In the spring, seven students were labeled as high or some risk.

To increase effectiveness in reading and math, the staff uses the continuous school improvement plan to target problem areas. EAGLE has successfully implemented the Daily 5, CAFÉ, and a spiraled Excel Math program and is progress monitoring students using EasyCBM and DRA. The staff has implemented a targeted K-3 reading program in 2014-15, which allows students to be grouped by skill level rather than just by grade; as the students' skills improve, they move from lower to higher groups. This program proved both popular and successful with students and staff alike.

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6.4 Student Handbook

See attached document:

EAGLE Student Handbook

6.5 Student Clubs

EAGLE students had several opportunities for enrichment activities in 2014-15:

- **100 Mile Club**

Over 80 students participated in the new after school running club; of these , over 80% reached the 100 mile goal by the end of 2014-15, with several student exceeding 200 miles.

- **Oregon Battle of the Books**

EAGLE entered a team of Grade 4/5 students in the Oregon battle of the Books competition. Students met after school and during lunch with Jason Kline, the Grade 4/5 language arts teacher, to prepare for the ‘battle’. While the team was eliminated in an early round, all who participated thoroughly enjoyed the experience.

- **Community Outreach – Willamette Humane Society**

One of EAGLE’s MicroSociety student ventures, the Soaring EAGLES, organized a pet supply drive and donated all the proceeds to the Willamette Humane Society. The venture was organized and run entirely by students; the students were able to travel to the Humane Society offices with their teacher to deliver the supplies. Salem Yellow Cab provided transportation a free of charge.

7 Survey

The annual survey showed that parents, students, and staff all had an overall positive view of EAGLE.

See attached document:

2014 EAGLE Survey Results

7.1 Parent/Staff/Students

Parent positives:

- Welcoming environment
- They are respected
- Good communication
- Safe and caring environment
- Staff is well respected
- Excellent teaching
- MicroSociety

Parent Challenges:

- Students treating each other with respect
- Discipline
- Need more technology
- More extracurricular activities
- Expand Library

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Student positives:

- Good teachers
- Teachers and parents believe they can learn
- They are treated fairly
- Love school/school is fun
- Want to be successful
- MicroSociety
- School is challenging

Student Challenges:

- Student respect
- More freedom/choice
- Challenging

Staff Positives:

- Clear shared vision
- Good communication/relationships
- Administrative support
- Love jobs

Staff Challenges:

- Professional development
- Collaboration/Communication

7.2 Analysis/Plan of Action

The data points to a need to continue to improve our image in the community, improve discipline, teach students about respect for each other, and provide more professional development and planning time for staff.

Subsequent to the completion of the survey, the following changes/improvements were implemented:

- Eight staff members traveled to the National MicroSociety Conference in Philadelphia PA in July 2015
- EAGLE added a full time Media teacher and a full time Kindergarten Instructional Assistant to the staff for 2015-16.
- EAGLE Charter School was voted the Best Charter School in the Mid-Valley by Statesman Journal readers in April 2015, for the third year in a row.

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8 School Improvement

8.1 Goals/Focus

The school improvement plan at Eagle is based on the Data Analysis and Response to Intervention models. The plan continues to evolve: we have identified areas that need immediate improvement and the following goals have been put into action. We continued to fully construct and implement our school improvement plan.

8.2 Plan

In Progress – to be completed by 12-15-2015

8.3 Evaluation of Prior Year's Improvement Plan

For 2014-15 we continued with the Response to Intervention model with good data analysis to drive our continuous school improvement process. We chose to target Reading and Math as the specific content areas for improvement. We added Writing as a target for improvement in the latter part of 2014-15. Staff use EasyCBM, DRA, and Excel Math to conduct formative assessments and progress monitoring of students; based on the results, teachers organize small group interventions to address risk factors for students.

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9 Parent/Community Engagement

9.1 Parent Club

EAGLE Charter School has a very active and involved parent community. The Eagleton Parent Club helped to organize many activities throughout the school year. In total, parents and other volunteers (grandparents, community members, etc.), logged over 1000 hours volunteering with various projects and activities.

The Eagleton Parent Club has a board of four members:

President – Thresa West
Vice President – Jenifer Lechuga-Berg
Treasurer – Andrew Fowler
Secretary – Amy Fowler

Membership is open to all families. Meetings take place on the Tuesday following the monthly board meeting. Meeting attendance averages 12-15 parents, in addition to the board members.

9.2 Evaluation of Prior Year's Activities

The parent community organized and/or assisted in the following activities during the 2014-2015 school year:

- Welcome Back to School Barbecue
- All school pumpkin patch field trip
- General Mills Box Tops Contest
- Winter party
- Salem Capitol/Gilbert House Walking Field Trip (Grades K-2)
- Scholastic Book Fairs
- All school Jog-a-Thon
- KG and 5th grade promotion celebrations
- Field Day

The Eagleton Parent Club's mission moving forward is to continue to support school staff in their instructional efforts, to organize school field trip and other activities, and to encourage any and all members of the parent community to become involved with the school.

9.3 Parent Handbook

See attached document:

Eagleton Volunteer Handbook

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9.4 Community/BusinessPartners

- **Salem Keizer Education Foundation**

EAGLE established a partnership with the Salem Keizer Education Foundation to provide onsite before and after school enrichment for our students at the school's new location, on the Oregon School for the Deaf campus. The program has been very successful, and continues to be in operation. Extra staff have been employed to supervise the number of student enrolled in the enrichment program. EAGLE has given SKEF free access to the school during district furlough days when EAGLE is not in session and district facilities are closed.

- **Oregon School for the Deaf**

EAGLE Charter School moved into Kuenzi Hall on the Oregon School for the Deaf Campus in January 2013. EAGLE staff work with OSD staff to coordinate EAGLE's access to OSD facilities for meetings and activities. In early 2014, EAGLE students began receiving ASL lessons from a group of OSD students. This was an extremely positive experience for both EAGLE and OSD students, and we plan to continue this teaching/learning partnership.

EAGLE renewed its Vended Meal Contract with OSD Nutrition Services to provide lunches for our students for 2014-15. The program was very successful, with up to 90 of 140 students eating cafeteria lunches each day. The contract has been renewed for the 2015-16 school year.

- **Corban University – School of Education**

EAGLE welcomed several Corban Education students who each spent 30 hours observed and assisting in various classrooms. EAGLE and Corban are continuing the partnership for 2015-16.

- **Salem Chamber of Commerce**

EAGLE joined the Salem Chamber of Commerce in late 2013. Representatives from the school and/or board of directors attend the monthly meetings.

- **League Of Oregon Charter Schools**

EAGLE joined LOCS in August 2013. Representatives from the school and board of directors attended the two day LOCS conference in Portland in 2013. In 2014, EAGLE hosted the Annual conference on the Oregon School for the Deaf campus. EAGLE hosts the monthly LOCS board meetings.

10 Facilities

10.1 Details/Overview

EAGLE Charter school is located on the campus of the Oregon School for the Deaf at 999 Locust St NE in Salem Oregon, through a lease agreement with the Oregon Department of Education. EAGLE occupies part of Kuenzi Hall, which is the former home of the OSD elementary school and dormitory. EAGLE has the use of six regular classrooms, one special education classroom, a large assembly room with a stage, a media center/computer lab, and a staff room. In addition to the Kuenzi Hall facility, EAGLE's lease grants access to the main gymnasium in a separate building, and exclusive use of a large playground and play structure at the east end of the campus.

See attached documents:

OSD Kuenzi Hall Floor Plan

ODE Lease Agreement

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11 Financial Management

11.1 Checks and Balances

During the 2014-15 fiscal year, there were two major sources of funding for EAGLE Charter School, as well as several minor sources:

- **Major Funding Sources:**
 - ADMw Funds (Received from S-K Schools, based on data submitted to ODE by EAGLE)
- **Other Funding Sources:**
 - Private Grant Funds
 - KG Enrichment Fees (invoices and statements are issued monthly)
 - Donations
 - Fundraising activities:
 - MicroSociety Night Fundraiser

All funds for deposit are verified and recorded according to the following procedure:

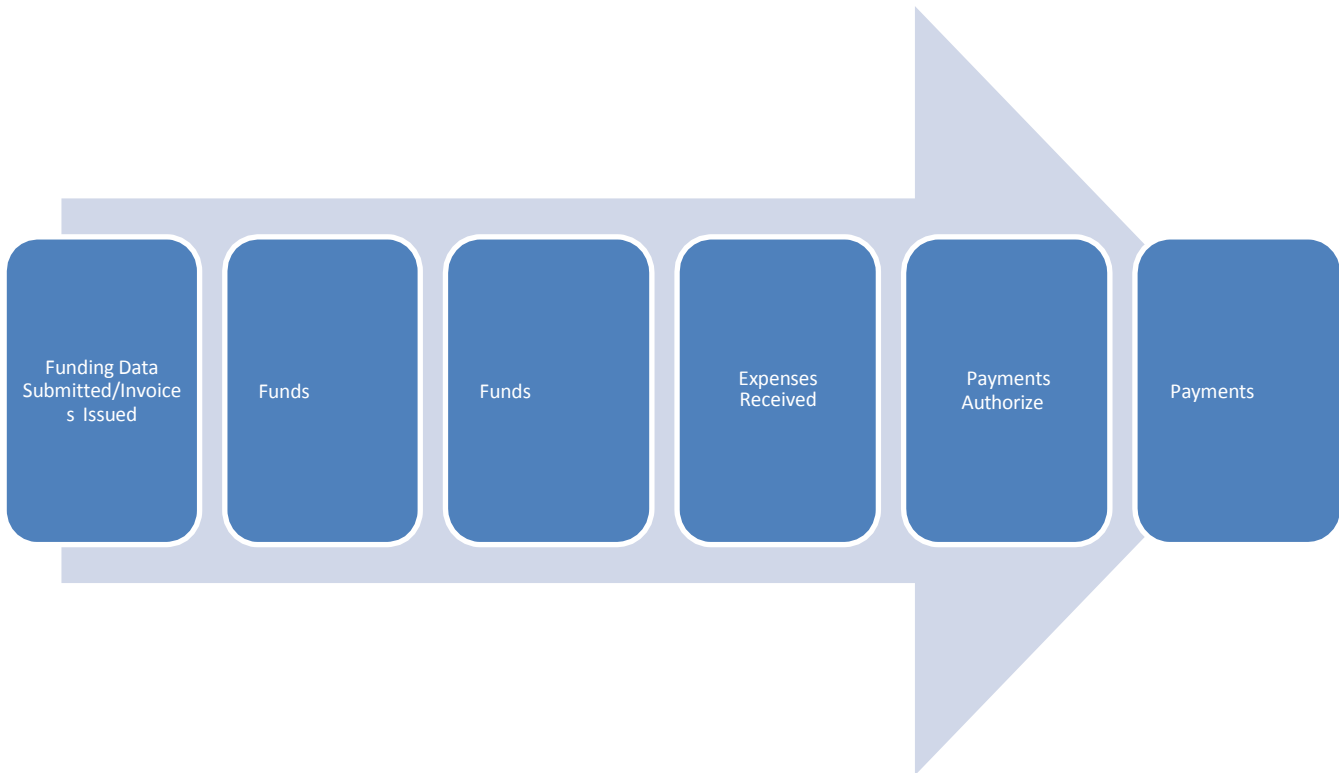
- All monies received are entered in the school's accounting system under the appropriate revenue account
- Deposit detail is filled out by the office manager
- Paper copy of deposit detail verified by Office Manager & Administrator before deposit is made
- Bank deposit receipt is attached to the deposit detail after deposit is made

All outgoing funds are verified and recorded according to the following procedure:

- All expenses entered as bills and bill payments in the school accounting system:
 - Building operating costs
 - Instructional expenses (including payroll)
 - General administrative costs (including legal, accounting, and other related fees)
- School related expenditures by EAGLE staff (classroom supplies, etc.) are reimbursed as checks only, with expenses assigned to the appropriate expense account
- All receipts, invoices, other proof of expenses are filed according to expense type, with cross-referenced copies as needed (electronic copies are attached to entries in the school accounting system)
- All payables are authorized by Administrator and one Board member
 - Paper tracking system, including expense detail/description, total amount to be authorized, account to be debited
 - Copies of all signed checks are attached to the payment authorizations and supporting documentation

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11.2 Organization Chart/Flow of Money In/Out



11.3 Audit

EAGLE Charter School’s 2014-15 financial audit was conducted by Koontz Perdue & Blasquez, and completed on November 30-2015. There were no significant findings. Attached is a draft copy of the final audit document:

2014-15 EAGLE Charter School Audit

12 Local School District

EAGLE Charter School is located within the Salem Keizer School District’s boundaries. We work closely with the district to address any issues in common, and to ensure that all information required by ODE is collected and submitted in a timely manner. Staff at EAGLE have established working relationships with the following district personnel/departments:

- **Administrative Contacts:**
 - Joe Grant – Charter Schools and Special Projects Coordinator
- **Student Services:**
 - Kathy Cobb – Student Services Special Education Teacher
 - Toni Roehl – Student Services Special Education Instructional Assistant
 - Anne Bales– Student Services Speech Language Pathologists
 - Steve Woodcock – Student Services Program Area Coordinator
 - Chad Barks – Student Services Special Education Program Assistant

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- Janet Jones – Student Services Administrative Assistant
- Stephanie Peck – Student Services Testing Specialist
- SKSD Behavior Team & OT specialists
- **Transportation Services**
 - Kevin Baker – Routing Coordinator (EAGLE has students who are eligible for transportation because of their IEP's)
- **Information Technology**
 - Michael Simpkins – Student Information Recording Specialist
- **Fiscal Services**
 - Sue Kirsch – ADM calculations and charter school disbursements
 - Susan Dodd – Disbursements and General accounting
- **Testing and Evaluation**
 - Catherine Carlson – District Testing Coordinator

12.1 Federal Funds

EAGLE did not receive any Federal funds or grants in 2014-15.

12.2 Contracts

12.2.1 Special Education

EAGLE Charter School contracts with Salem Keizer schools for special education services. This includes assessments, delivery of services, transportation, and any other requirements detailed in students' IEP's.

Please see the attached document:

EAGLE SKSD Agreement

12.2.2 Vended Meal Agreement

EAGLE Charter School contracts with the Oregon School for the Deaf to provide lunches for EAGLE's students. EAGLE and OSD participate in the National School Lunch Program.

Please see the attached document:

OSD-EAGLE Vended Meal Agreement 2014-15