

Central Academy Program Improvement Plan

FY2019

Topic:

Conditions

Learning Goal	Teachers integrate and explicitly teach common academic behaviors that amplify all students' capacity for their own autonomous learning. <ul style="list-style-type: none"> A. Develop early noticing systems for avoidance and blame behaviors in students. B. Explicitly teach students the social-emotional causes of avoidance and blame behavior that lead to muted class participation. C. Teach successful academic behaviors.
Indicators of progress	Students complete course work on time, participate fully in class, and maintain healthy self-care (i.e.: getting enough sleep, eating regular meals, establishing and maintaining healthy relationships with others, participate in extra-curricular, community, and/or family activities, and recognize and counter toxic thinking.)

Topic:

Strengthening Instruction

Learning Goal	Teachers utilize tools to empower students to accurately estimate their level of performance in relations to the scale and describe their progress. <ul style="list-style-type: none"> A. Develop methods for students to record where they are on the performance scales and have consistent reflection on their progress. B. Explore the utilization of Canvas as a tool to provide feedback on student progress. C. Write and utilize learning targets as an instructional tool that is visible and accessible to students during instruction. D. Improve use of Infinite Campus as a communication tool for student progress.
Indicators of progress	Student achievement indicators—both internal (semester grades) and external (standardized test scores)—will be aligned, accurate, and at high levels of achievement with more students earning Bs or higher, demonstrating growth in standardized scores, and earning scholarships and college admission to the schools of their choice.

Topic:

Collaboration

Learning Goal	Teachers work in PLCs to strengthen skills in the use of data-informed instructional approaches and assessment practices. <ul style="list-style-type: none"> A. Revise course topics and scales to narrow the focus for reporting progress. B. Provide forward-moving multiple opportunities as part of the instructional plan. C. Report student progress with clarity, simplicity, and timeliness. D. Provide structured opportunities for student self-assessment and reflection.
Indicators of progress	There is greater parental and student understanding of student progress with support and early intervention when students need additional supports to be successful.

Academy Bell Times FY2019

Regular Bell Times

Breakfast is served 8:00 - 9:45

Block	Academy: High School	Minutes
1/5	8:40 a.m. – 10:05 a.m.	85
2/6	10:10 a.m. – 11:35 a.m.	85
LUNCH	11:35 a.m. – 12:10 p.m.	35
CA 3/7	12:10 p.m. – 1:35 p.m.	85
4/8	1:40 p.m. – 3:05 p.m.	85

Period	Prep Academy	Minutes
Period 2	9:20 a.m. – 10:10 a.m.	50
Period 3	10:10 a.m. – 11:00 a.m.	50

Block	8 th Grade Academy	Minutes
LUNCH	11:35 a.m. – 12:10 p.m.	35
3/7	12:10 p.m. – 1:35 p.m.	85
4/8	1:40 p.m. – 3:05 p.m.	85

Wednesday Bell Times

Breakfast is served 8:00 - 9:45

Block	Academy: High School	Minutes
1/5	8:50 a.m. - 9:55 a.m.	65
2/6	10:00 a.m. – 11:05 a.m.	65
3/7	11:10 a.m. – 12:15 p.m.	65
4/8	12:20 p.m. - 1:25 p.m.	65
LUNCH	1:25 p.m. – 1:50 p.m.	25

Period	Prep Academy	Minutes
Period 2	9:20 a.m. – 9:55 a.m.	35
Period 3	9:55 a.m. - 10:30 a.m.	35

Block	8 th Grade Academy	Minutes
3/7	11:10 a.m. – 12:15 p.m.	65
4/8	12:20 p.m. - 1:25 p.m.	65
LUNCH	1:25 p.m. – 1:50 p.m.	25

Approximate Bus Times

Note: The bus requires a 20-minute window for loading, departing, in-transit, and unloading. But some schools are closer to Central than others so actual bus times will vary by a few minutes at each school. The bus should arrive at the school at the load time or earlier and will leave as soon as it is loaded. The arrival times include time to unload—usually the bus will arrive earlier than the time listed so that there is time to unload and walk to class. Academy does not count students tardy if the bus is late. Actual arrival times also depend on weather and traffic.

Approximate High School Regular Bus Times			
Home School -> Central	Arrive Central	Central -> Home School	Arrive Home School
Load: 8:15 Leave: 8:20	8:35		
Loads: 9:50 Leaves: 9:55	10:10		
Loads: 11:20 Leaves: 11:25	11:40	Loads: 11:40 Leaves: 11:45	12:00
		Loads: 1:35 Leaves: 1:40	1:55
		Loads: 3:05 Leaves: 3:10	3:25

Approximate High School Wednesday Bus Times			
Home School -> Central	Arrive Central	Central -> Home School	Arrive Home School
Loads: 8:20 Leaves: 8:25	8:40		
Loads: 9:40 Leaves: 9:45	10:00		
Loads: 10:45 Leaves: 10:50	11:05	Loads: 11:05 Leaves: 11:10	11:25
		Loads: 12:15 Leaves: 12:20	12:35
		Loads: 1:50 Leaves: 1:55	2:10

Approximate Middle School Regular Bus Times			
Home School -> Central	Arrive Central	Central -> Home School	Arrive Home School
7 th Loads: 9:00 Leaves: 9:05	9:20	7 th Loads: 11:00 Leaves: 11:05	11:20
8 th Loads: 11:20 Leaves: 11:25	11:40	8 th Loads: 3:05 Leaves: 3:10	3:25

Approximate Middle School Wednesday Bus Times			
Home School -> Central	Arrive Central	Central -> Home School	Arrive Home School
7 th Loads: 9:00 Leaves: 9:05	9:20	7 th Loads: 10:30 Leave: 10:35	10:50
8 th Loads: 10:50 Leaves: 10:55	11:10	8 th Loads: 1:50 Leaves: 1:55	2:10

Des Moines Public Schools A/B Day Calendar

2018-2019

School Year Calendar

July 18						
Su	M	Tu	W	Th	F	Sa
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				

August 18						
Su	M	Tu	W	Th	F	Sa
			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	

September 18						
Su	M	Tu	W	Th	F	Sa
						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						

October 18						
Su	M	Tu	W	Th	F	Sa
	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			

November 18						
Su	M	Tu	W	Th	F	Sa
				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	

December 18						
Su	M	Tu	W	Th	F	Sa
						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					

January 19						
Su	M	Tu	W	Th	F	Sa
		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		

February 19						
Su	M	Tu	W	Th	F	Sa
					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		

March 19						
Su	M	Tu	W	Th	F	Sa
					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						

April 19						
Su	M	Tu	W	Th	F	Sa
	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				

May 19						
Su	M	Tu	W	Th	F	Sa
			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	

June 19						
Su	M	Tu	W	Th	F	Sa
						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						

July 19						
Su	M	Tu	W	Th	F	Sa
	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			

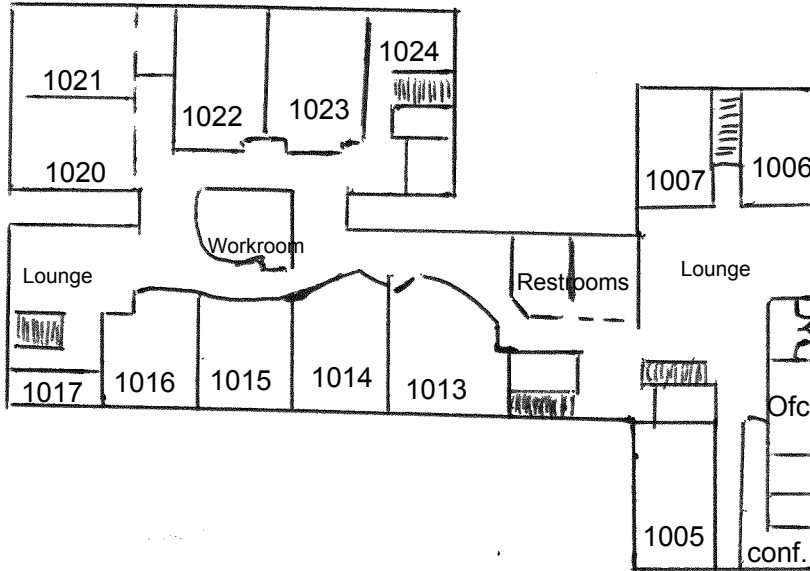
August 19						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

	A Day
	B Day
	No school for students
Feb 20	ACT Testing Day- 11th Grade
Aug 23	1st day of school
Oct 26	End of 9 week grading
Jan 15	End 1st semester
Jan 16	Begin 2nd semester
Feb 20	HS ACT for 11 grade only
	No school for 9, 10, & 12 grades
	Middle School A-Day
Feb 21	No school for 11 grade only
Mar 29	End 9 week grading
Apr 3-5	HS IA CAP Assmts, testing AM only
May 23	Last day for seniors, full day
May 30	Last day for E & MS, dismiss after lunch
May 31	Last day for HS
	Students dismissed after half day
May 31	Final 9 week grading period ends
Jun 3 & 4	Reserved for inclement weather make-up days

Revised: 06/04/18

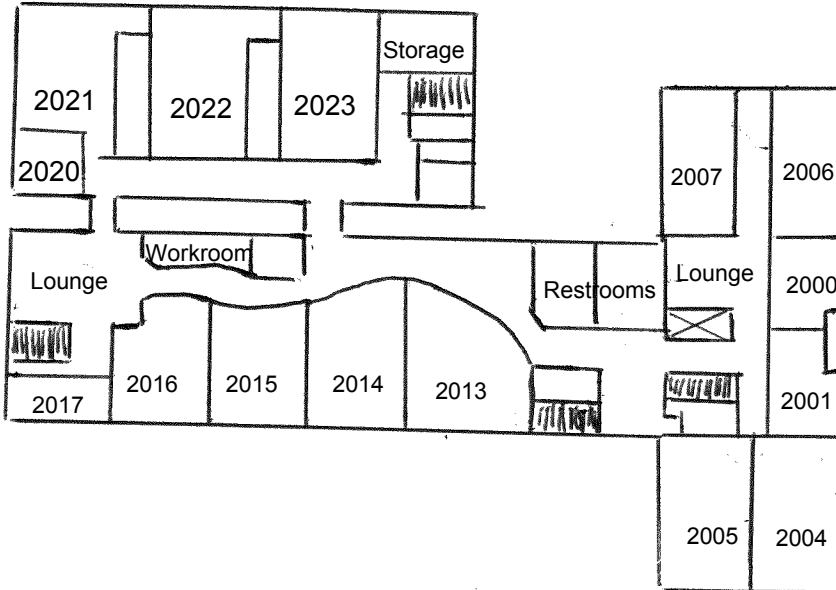
CENTRAL ACADEMY FY2019

FIRST FLOOR

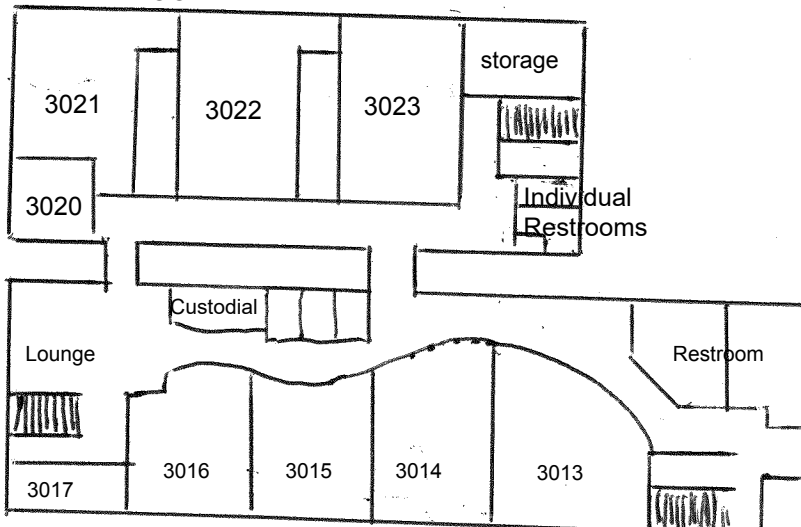


- 2001: Al Haddad
- 2013: Brooks
- 3022: Clayton
- 2014: Core
- 2022: Cross
- 2006: Danielson
- 3020: Davis
- 1006: Eilers
- 2015: Fredregill
- 1014: Gilbert
- 3014: Glandorf
- 1021: Green
- OFC: Hildreth
- 1024: Hilton
- 3016: Hua
- 3021: Jacobson
- 3411 CC: Johnson*
- 3023: Kasuga
- 1013: Kellen
- 3017: Kellen Ofc.
- 3015: Lenz
- 3013: Leo
- 1023: Link
- 1020: Lyddon Hatten
- 1015: Marcketti
- 2016: Marks
- 1005: Miller
- 2005: Myers
- 1016: Pedelty
- 1017: Pedelty Ofc.
- 1024: Powers
- 3409 CC: Pinkney*
- 1022: Reece
- 2023: Schoneberg
- 2004: Snyder
- 1013: Steinmann
- 2001: Steinmann DS
- 2022: Taylor
- 2007: Voshell
- 1007: Williams

SECOND FLOOR



THIRD FLOOR



*NOTE: Ms. Johnson and Ms. Pinkney are on the 3rd floor at Campus next door. Rooms 3409 & 3411 are on the West side of Campus-- the side closest to Academy.

Students who attend Community Eligible Schools and automatically receive free breakfast and lunch will have the same benefits at Central.

Students from Lincoln, Roosevelt, Brody, Cowles, & Merrill who fill out an application and qualify for free or reduced priced meals will also have the same benefits at Central (no additional application required).

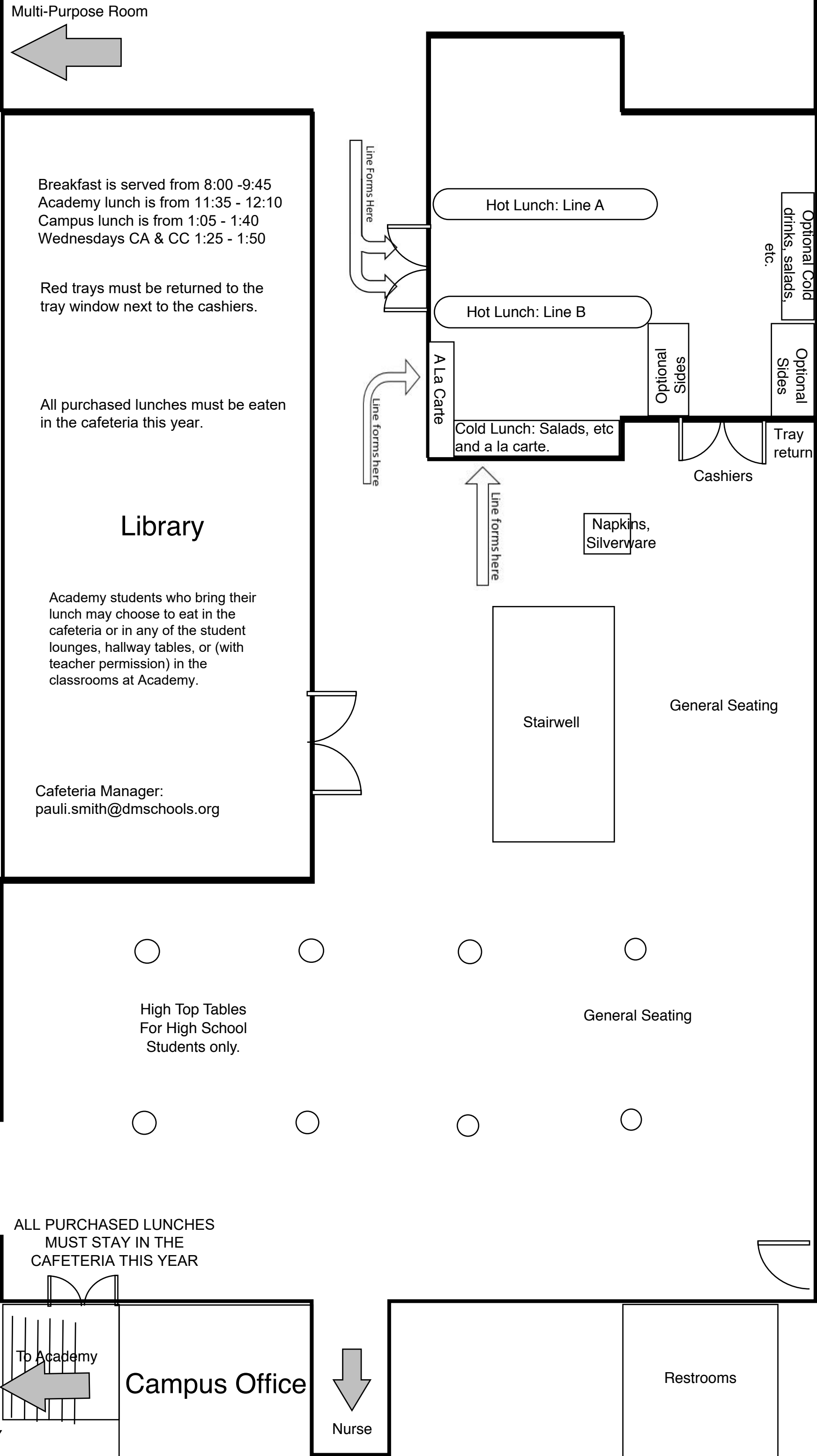
Culinary Arts hall

Restrooms

Use the same lunch number you have at your home school --This year your 6-digit ID number is also your lunch number.

Don't remember it? Ask anyone with Infinite Campus access to look up your number for you. Or look at your school ID.

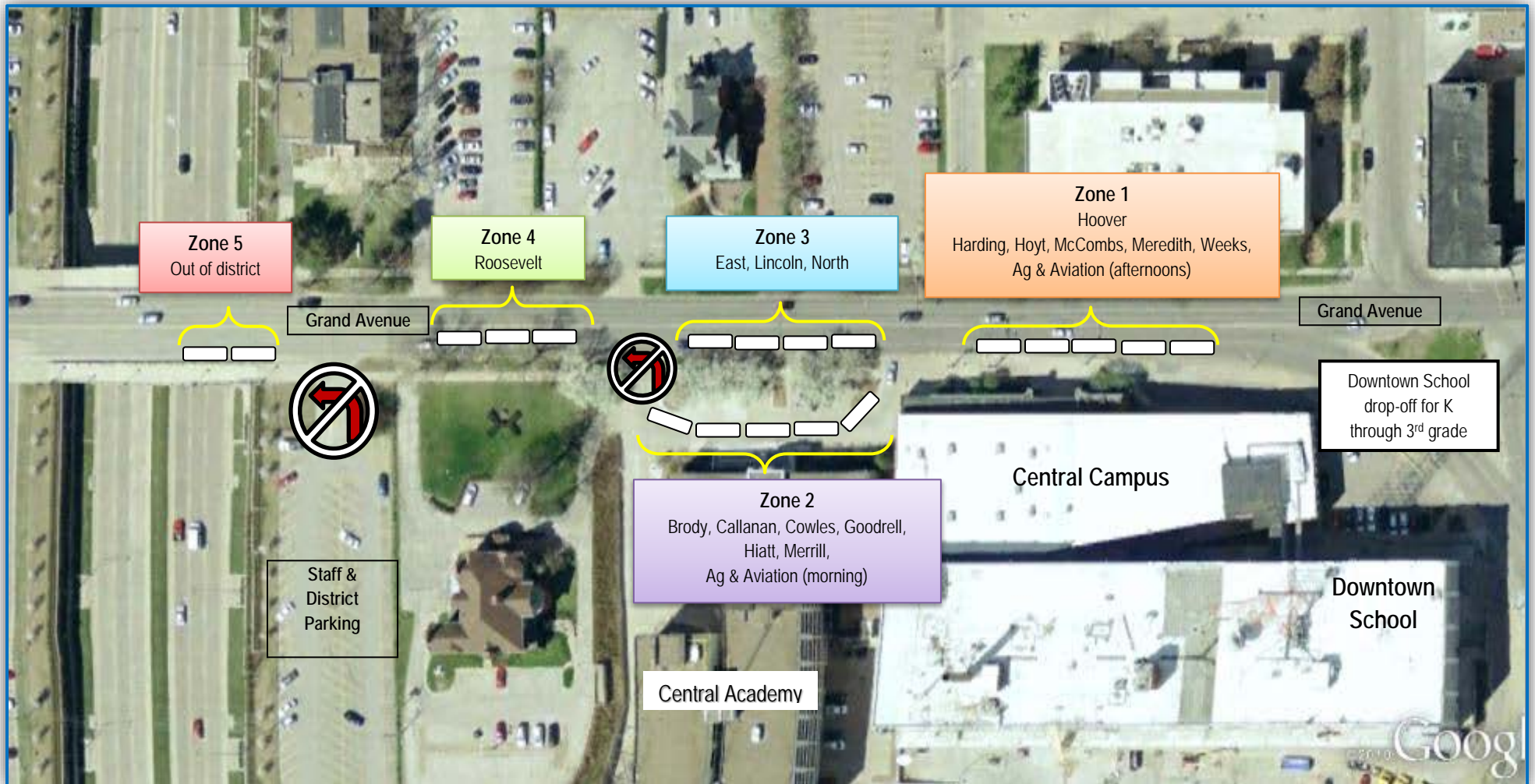
Campus Lunch Map





Central Complex Bus Pick Up Zones: 7th Grade

August 2018



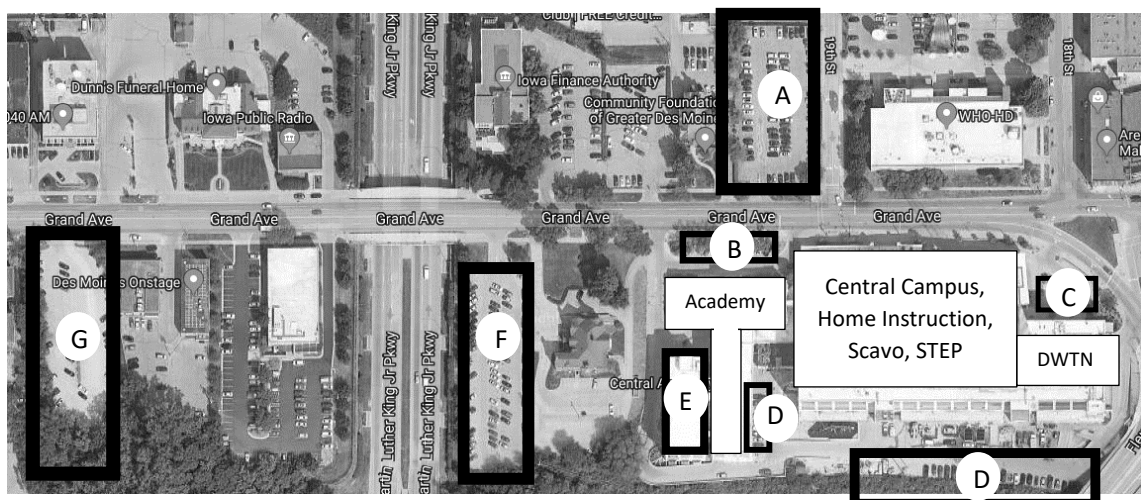
Central Complex Bus Pick Up Zones: **High School & 8th Grade**

August 2018

Changes to Parking for the Central Complex

Limited parking spaces at the Central Complex (serving Central Academy, Central Campus, Downtown School Elementary, Home Instruction, Scavo, and STEP programs), have created issues for parents, visitors, clinic patients, and others. To address these ongoing needs, DMPS has re-designated available parking space starting in the 2018-2019 school year.

Location	Previous Use	New Designation	Rationale
A: North Grand Lot	Staff Only	Visitors & Subs	Parking for visitors will be easier to find and require all visitors to check in with security before gaining access to the complex. Visitors should sign in their vehicle license plate & description when signing in.
		Reserved Students	Students who do not have DMPS provided bus service to the Central Complex will get special parking passes to use this lot. This includes Out of District students and Scavo students.
B: In front of Academy	Visitors	Handicap parking	Handicap parking in other lots will be transferred to the space in front of Academy to lessen the distance people with limited mobility have to travel to gain access to the Complex.
C: In front of DWTN School	Handicap Parking	Handicap Parking	These two spaces will not be changed.
D: Behind Campus	Visitors, Teddy Bear Town	Assigned Staff, Teddy Bear Town	Teddy Bear Town parking will be moved to be in line with security cameras. The remaining spaces will be assigned to specific staff members who typically use the back entrances, increasing security.
E: Parking Ramp	Staff Only	Assigned Staff	Spaces on Level A have always been assigned to specific staff members. Levels, B, C, and D will now also have assigned spaces.
F: West Lot 1	Student Parking	Staff and District Personnel	With the larger lot across the street that was used for staff parking being turned to Visitors & Reserved students, this smaller lot is needed to accommodate the staff parking that will not fit in the garage or behind Campus. It will have badge access for district employees.
G: West Lot 2	Student Parking	Student Parking	This lot will continue in its current use. Students who spend more than half their school day in Central Classes are eligible for parking passes for this lot regardless of grade level. Students are encouraged to use DMPS provided buses.



Central Programs Parking

Students who attend the Central Complex for more than half the school day are eligible for Parking Passes for Student West Lot. Out of District and Scavo students are eligible for the Reserved & Visitor Lot (North Grand Lot). Others may be considered on space available (unusual). Come to the Academy office or the Campus lobby to fill out an application for a parking pass in the first few weeks of school.

There is no parking on Grand Ave. or 19th Street. However, metered parking is on 18th street and free parking on Ingersoll and along the side streets north of Ingersoll. All the spaces in front of Academy are reserved for handicapped parking only.

Picking up students: Please encourage students to use the cross walk at 19th street when crossing Grand Ave. We don't want any injuries. Parents can use the visitor lot to pick up students. During bus passing times, the driveway in front of Academy is reserved for buses. Don't try to bring your car through at those times. Instead, choose a meeting spot (such as in the visitor lot or along 18th street) and have your student come to you. Meters are not enforced during after school pick up times. During class times, the visitor parking is available to pick up your student.



Pedestrian Safety for Secondary Students

Walking is a great way to be healthy and stay in shape, but it is important to keep safety in mind as you walk near public streets. Listed below are some great tips from Safekids.org to ensure you stay safe while walking near public streets.

Surprisingly, when it comes to walking safely, teenagers are now the most at-risk youth for pedestrian injuries. Cell phones and other handheld gadgets are causing teens to be more easily distracted, which is leading to greater risk on the roads. Make sure you focus on the road with these tips.

Top Safety Tips

1. If you to use a cell phone, make sure you stop walking and find a safe area to talk.
2. When using headphones, be sure to look up and pay extra attention and remove the headphones when crossing the street.
3. Cross streets at corners, using traffic signals and crosswalks. Most injuries happen mid-block or someplace other than intersections.
4. It's always best to walk on sidewalks or paths. If there are no sidewalks, walk facing traffic as far to the left as possible.
5. Always look left, right and left again when crossing the street.
6. Never run or dart out into the street or cross between parked cars, because cars cannot see you until it is too late to stop.
7. Make eye contact with drivers before crossing in front of them. It is important to know that drivers see you before crossing.
8. Be aware of your surroundings and watch out for cars that are backing up or turning.

Making good choices while walking helps keep you safe, so be sure to follow all of these safety tips. If you feel a situation is unsafe, report it to your parents, teacher, or principal. To get your parents involved, go to <http://www.distraction.gov> to download a pledge form you can sign as a family to limit distractions while walking and driving.

References

1. Pedestrian and Bicycle Information Center: http://www.pedbikeinfo.org/data/factsheet_crash.cfm
2. National Highway Traffic Safety Administration: <https://www.nhtsa.gov/>
3. Safe Kids: <https://www.safekids.org/howtowalk/#begin> and <https://www.safekids.org/safetytips>
4. Distraction.gov: <https://www.distraction.gov/take-action/parents.html>

Central Academy Academic Behaviors for Success

Leadership. Scholarship. Service.



Keep moving forward. Perfectionism can slow you down, paralyze you. Your work doesn't have to be perfect, it just must be better with each iteration because scholarly work is about refining ideas and skills over time. Going through the process with your early work strengthens the work. There is time for improvement. There isn't time to put off, go back, redo and retake.

Remember that **you are NOT your work.** A critique of your work is an opportunity to strengthen your skills. It can be scary to admit you don't know. But your teachers are here for you. You are taking these classes BECAUSE you don't know these ideas and skills, yet. Have the courage to ask the questions everybody else wants answered, too.



RESEARCH ME2E@BCH

Know your own mind. As you learn about the world, develop your own perspectives and ideas by reflecting your experiences and on the ideas of others. Authentic research often starts with a little "Me-search." Your way of seeing the world is unique and valuable—develop it.



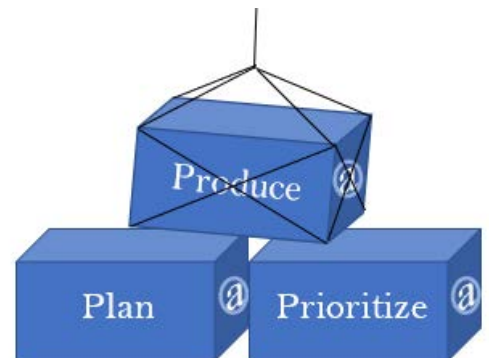
Embody a spirit of inquiry. Lead with questions. Pause and paraphrase what you just heard. Probe for specificity. Pay attention to how you and others are feeling.
Notice when you are uncomfortable—that's a good time to ask some questions.



Procrastination can hurt you. Doing your work for the next class in your current class puts you behind in both classes.

Make a task list. Break big tasks into smaller steps. Prioritize. Then you can produce your best work.

Using a planner is like leaving a gift for yourself. Notice when you'll be busy. Then do some prep work to make big tasks easier during your busy times.
Use time well. Humans need to eat, sleep, exercise, laugh, love, and learn.



Writing is one of the best ways to develop your thinking.
Jot notes. Make lists.
Doodle your thoughts.
Capture that phrase that resonates with you.
But do it now.

Don't wait.

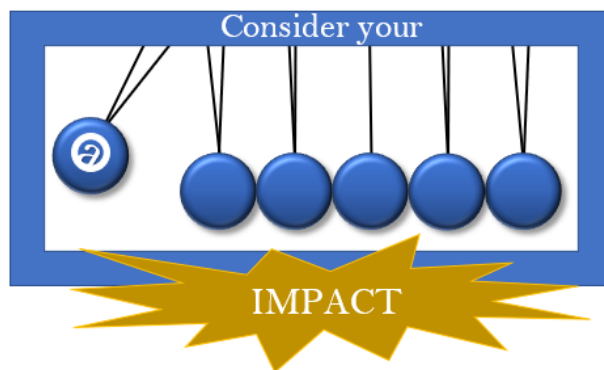
Collect your inspired moments—they're powerful!



SEARCH FOR COMMON GROUND

Scholars recognize and develop their own thinking. But that also means listening closely and openly to other people's perspectives. If you surround yourself with only those that agree with you, your ideas will be weak and under-developed. Because people have different experiences, it is possible for two people to disagree and both be right. **Engage with people** who may seem different from you. Try to understand their perspective before trying to be understood.

You affect the space you occupy. You change the air by breathing it. **As a leader and a scholar, you are changing Academy by the choices you make.** Leave the space better than you found it. Consider how your words and actions contribute to this community. Be aware of how you change the situation, the discussion, the community just by being here. Be part of the solution, not part of the problem.



Presume positive intentions. When people are trying out new or difficult ideas, they will sometimes say things the wrong way. When you're frustrated or having an emotional reaction to what is being said, you may hear the wrong message. Ask clarifying questions. Use phrases like, "I think I hear you saying..." Ask a question before you accuse. Remember, a strong emotional reaction is an indicator that something important is happening. Recognize the emotion. Clarify and prevent misunderstanding to stop toxic thoughts. Disagree & reject ideas, not people.

How you say something is just as important as what you say. This is just as true for self-talk. Show compassion for yourself and for others. Don't be vicious. Honesty without empathy is cruelty. Have self-awareness and authenticity. Lead with grace, gratitude, and good will.





Develop critical friends!

You will know your critical friends by how they make you feel about your work. Do they see your strengths? Do they want to help you get stronger? Do their comments change your mind and broaden your thinking? Do you know what to do next after listening to them? Those are characteristics of critical friends.

Critics, on the other hand, look for your flaws, are trying to 'win' or show that they are better than you, they hold you back, and change your mood not your mind.

Critical friends inquire about the work by asking, "Why did you choose..." and "Tell me more about..." They say things like, "I notice..." "I wonder..." and "A next step might be..." If you realize that a critique of your work is not a critique of you, then you'll appreciate the power of critical friends!

Self-care is not a selfish act. You must nourish yourself with enough sleep, good nutrition, exercise, new learning, healthy relationships, and kindness towards yourself for you to flourish. This is different than thinking about yourself constantly. While it is said, "you can't drink from an empty cup," it is also true that you cannot add to a cup that is already full. Leave space in your thinking to do for others, but don't empty yourself completely. You must "Nourish to Flourish."



Get stuff done! Central Academy students are highly motivated—except when we aren't.

At some point in the semester you're going to feel overwhelmed.

When that happens, remember to relax, look around, and

prioritize. **RELAX:** pause for just a moment, take a deep breath, and prevent the emotion from overtaking you.

The feeling in that moment is not final. But if you don't pause long enough to recognize it, the

feeling can build into anxiety. **LOOK AROUND:**

What resources do you have to work with?













Remember your goal—what are you trying to accomplish? How can you break down the task into smaller

steps? **PRIORITIZE:** What is the most urgent task on the list? What is the most important task to reaching your goal?

Then start there.

Sometimes, just getting started will relieve a lot of the emotional pressure. Think about this... Are you so busy complaining about and listing all the things you have to do that you don't have time to do them? (Most people fall into that trap every once in a while!) Remember **PUTTING STUFF OFF = FUTURE PAIN!** Ironically, self-discipline—to do what you don't feel like doing—is the pathway to freedom. Free yourself from the chains of procrastination.



Common Scholarly Behaviors	Do More of...	Do Less of...
	<ul style="list-style-type: none"> Look for opportunities to improve. Remember learning is an iterative process. Practice the skills you want to develop. 	<ul style="list-style-type: none"> Trying to get it perfect on the first attempt. Quitting too soon.
 Develop Your Perspective	<ul style="list-style-type: none"> Reflect on how your experiences and perspectives shape your thinking. Listen to other people's ideas to better understand your own. 	<ul style="list-style-type: none"> Not examining what you believe and why. Assuming that everyone thinks like you.
 Be Authentic	<ul style="list-style-type: none"> Figure out who you are. Think about who you want to be. Be true to who you are. Find out what works best for you and set yourself up for success. 	<ul style="list-style-type: none"> Copying other people's ideas. Wishing you were someone else.
 Prioritize. Plan. Produce.	<ul style="list-style-type: none"> Break big tasks into smaller steps. Use Directed Study time. Keep a planner or other consistent "to-do" list. Notice early when you'll have several things due at once and plan for it. 	<ul style="list-style-type: none"> Starting a major project at the last minute. Staying up late or skip meals to do work. Waiting for a large block of time to get started.
 Start Write Now	<ul style="list-style-type: none"> Jot down your ideas. Have a method for capturing your thinking. Write often. 	<ul style="list-style-type: none"> Waiting for later. Staring at a blank page.
 Search for Common Ground	<ul style="list-style-type: none"> Listen closely and openly to a variety of ideas. Engage and ask genuine questions when you disagree. 	<ul style="list-style-type: none"> Trapping others by asking leading questions. Associating only with those who agree with you.
 Consider Your Impact	<ul style="list-style-type: none"> Understand how the choices you make (including not making a choice) affect the people, the space, or the situation. Understand that your perspective and experiences are important to share. 	<ul style="list-style-type: none"> Being unaware that your choices make a difference. Staying silent in the face of injustice.
 Presume Positive Intentions	<ul style="list-style-type: none"> Be forgiving. Ask clarifying questions. Share your rationale. Use the phrase, "I think I hear you saying..." 	<ul style="list-style-type: none"> Making accusations. Holding grudges. Assuming you know what others are thinking or feeling.
 See Yourself in Others	<ul style="list-style-type: none"> Be kind to yourself and others. Say it with kindness. Consider how you would feel if... 	<ul style="list-style-type: none"> Intentionally hurting people's feelings. Saying mean things about yourself.
 Develop Critical Friends	<ul style="list-style-type: none"> Ask others to give you feedback on your work. Invite critique, plan for refinement. 	<ul style="list-style-type: none"> Not turning in work, even when it is done.
 Self-Care is not Selfish	<ul style="list-style-type: none"> Take care of your physical self. Make time for family & friends. Find a balance between work & play. 	<ul style="list-style-type: none"> Sacrificing your needs for others or because you put off work.
 Get Stuff Done	<ul style="list-style-type: none"> Pause when you're feeling overwhelmed. Gather and consolidate resources Prioritize tasks. 	<ul style="list-style-type: none"> Avoiding hard work. Placing blame. Being afraid.

References for this list of leadership and scholarship behaviors include: *The Courage Way: Leading and Living with Integrity* by The Center for Courage and Renewal; *Extreme Ownership: How US Navy SEALs Lead and Win* by Jocko Willink; *Make Your Bed: Little Things that can Change Your Life...And Maybe the World* by William McRaven