



The Pentucket Academy
for
Business, Finance,
and
Entrepreneurship
Plan

April 2015

INNOVATION SCHOOL PLAN

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INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Pentucket Academy for Business, Finance, and Entrepreneurship
New school/Conversion/Academy within a school:	Academy within a school
Proposed School Address (if known):	24 Main Street, West Newbury, MA 01985
Lead applicant Name:	Jeffrey Mulqueen
Lead applicant Phone Number(s) :	978 363-2280
Lead applicant Fax Number(s) :	978 363-1165
Lead applicant Email Address:	jmulqueen@prsd.org

If conversion:

Existing School Name:	Pentucket Regional Middle School & High School
Existing School Address:	Same as above

Proposed Innovation School opening school year: 2015-16 2016-17

Proposed duration of innovation plan (up to five years): 3 years 4 years 5

School Year	Grade Levels	Total Student Enrollment	Total number of Staff (including paraprofessionals and all support staff)
First Year	7-10	100	3
Second Year	7-12	125	4
Third Year	7-12	150	4
Fourth Year	7-12	150	4
Fifth Year	7-12	150	4
At Full Enrollment	7-12	150	4

INNOVATION SCHOOL PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Pentucket Academy for Business, Finance, and Entrepreneurship
Proposed City/Town Location:	West Newbury, Massachusetts

Name of innovation plan committee members (no more than 11 individuals) selected in accordance with state law.

Affiliation	Name	Vote (yes or no)
Lead applicants: Superintendent	Jeffery Mulqueen	
Principal	Ken Kelley	
Asst. Principal	Emily Sinnott	
Asst. Principal/PRHS AD	Dan Thornton	
School committee member or designee:	Jill Eichhorst	
Parent who has one or more children enrolled in the school:	Heather Klosowski	
Teacher employed by district	Anneliese Seitz-Mund	
Teacher employed by district	Lynne Yarrows	
Teacher employed by district (selected among volunteers)	Mike Stevens	
Teacher employed by district (selected among volunteers)	Liz Poirier	
Teacher employed by district	Tony Repucci	

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant _____ Date _____

INNOVATION SCHOOL PLAN

I. EXECUTIVE SUMMARY

The Pentucket Regional School District serves students in grades K-12 in the communities of Groveland, Merrimac, and West Newbury. The school district's mission is on becoming a World Class educational organization. Pentucket is reaching for a World Class future. Our World Class future is dependent upon the implementation of new ideas, creating new opportunities for staff and students, and personalizing the Pentucket experience.

Ten Innovation Schools are among the district's strategic initiatives that will help us achieve our World Class future. As Pentucket moves along a pathway toward a World Class future, the work shifts in ways that require high levels of collaboration, inventive thinking, and innovation. The Pentucket Academy for Business, Finance, and Entrepreneurship is a planned Innovative School, which will serve the needs of students interested in the business and entrepreneurial fields.

Our intent is to increase student achievement and develop a strong pathway to college and career choices in business and entrepreneurship. Through a dynamic program of studies approximately 150 students will receive highly personalized, rigorous, and relevant instruction in a focus on business. The Pentucket Academy for Business, Finance and Entrepreneurship will offer business concepts, accounting, finance, early-high school, early-college, and early-career experiences. Students will participate in real-world and real work experiences to enrich and deepen their understanding of business concepts. Students will connect to the community through business and solve real-world problems. Students will be given autonomy over their work, supports to develop capacity, and standards to work with purpose. By creating personally meaningful experiences, students will thrive and develop confidence in their ability to pursue a career pathway of their choice. Flexibility in schedule and calendar will allow Pentucket educators to collaborate to develop a program of studies that reflects student choice, lessons that teach core content through business, and outside experiences that enrich student learning. These experiences ensure each student has an opportunity to make his or her individual contribution to the world.

Pentucket's strategy to implement Innovation Schools as a way of reaching its World Class future began in 2012. The district engaged in a branding initiative with students, parents, educators, and the regional member communities. Students identified key areas as a priority for in-depth learning that connected to high interest as well as the potential for continued education and career choices after high school graduation. Three Innovation Schools began operation at the secondary level for the 2014-2015 academic year as a result of this work. Student interest continues to fuel the district's interest in developing the Pentucket Academy for Business, Finance, and Entrepreneurship as a way of meeting the needs and interests of students and fulfilling the district's promise of becoming the educational opportunity of choice for students.

II. STRATEGIC CHANGE CHART

Current School or District Practice	Proposed Change(s)	Expected Impact on Student Learning and Achievement
1. Seven period day limits/ denies students access to a business experience/education.	1. Expanded school day will allow students opportunity to earn credit outside of the traditional school day.	1. Pentucket Academy of Business, Finance, and Entrepreneurship students will earn a Certificate of Achievement in Business and Finance.
2. Schedule limits/eliminates common prep time for teachers to collaborate.	2. Collaborative time will allow teachers to assess and refine high powered units of instruction.	2. Learning through multiple means of instruction improve student achievement. Reduction in, or elimination of, persistent performance gap as evident in results from state assessments.
3. Schedule and Program of Studies limits course offerings.	3. Students will have the opportunity to elect business as an area of concentration for in-depth study in business, finance and entrepreneurship.	3. Expanded program of studies will provide accelerated learning opportunities for middle and high school students to explore business and finance career pathways.
4. Limited or no partnerships to support early-high school, early-college, and career pathways.	4. Develop, strengthen and expand partnerships on the local, national, and global level.	4. Increased student engagement through partnerships and provide access to early-high school, early-college, and early-career opportunities.
5. Lack of core content integration.	5. Integration of core content in the curriculum.	5. Integrated core curriculum gives every student access to personalized, rigorous, and relevant learning in the academics and business.
6 Current educational model does not emphasize personal meaning.	6. The foundation of the Academy rests on a structure of passionate and talented educators who give students voice and choice.	6. Increased personal meaning and ownership over learning improves student achievement and attendance.
7. Decision making structure limits influence of educators to impact learning.	7. Implement a structure for shared decision-making.	7. Autonomy over the program of studies, budget allocation, professional development, and schedule/calendar will allow educators to address student needs.

III. PUBLIC STATEMENT

The Pentucket Academy of Business, Finance, and Entrepreneurship is an Innovation School, scheduled to open in September 2015. The Academy will be housed on the Pentucket Regional Middle/High School campus. The Pentucket Academy of Business, Finance, and Entrepreneurship originated from work completed during the 2012-13 school year. Key areas were identified, by students, as areas of great interest. Pentucket Academy of Business, Finance, and Entrepreneurship is designed for students interested in pursuing early-high school, early-college, and career pathways in the business, finance, and technology fields. A rigorous, sequential program of studies incorporating contemporary teaching models and real-world experiences will improve student achievement, such as attendance and discipline. In the Pentucket Academy of Business, Finance, and Entrepreneurship every student has access to highly personalized, rigorous, and relevant learning. Projected enrollment during the 2015-16 academic year is 100 students.

IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

A. Mission Statement

The Pentucket Academy of Business, Finance, and Entrepreneurship staff believes when challenging content standards, adaptive leadership skills (21st Century skills), and high levels of personal meaning are integrated into learning experiences; the capacity of the learner to solve real-world problems is increased. When students are engaged in a high quality business curriculum, learning is accelerated. When personal entrepreneurial ideals allow each learner's voice to be reflected in his/her learning experiences, students take ownership for outcomes. A rigorous, program of studies incorporating real-world experiences and creating community connections will increase student engagement. In the Pentucket Business, Finance, and Entrepreneurship Academy, every student has access to personalized, rigorous, and relevant learning.

B. Vision Statement

Pentucket will become the educational opportunity of choice for students/families, the employment opportunity of choice for talented educators, and the investment opportunity of choice for the community. Business, Finance, and Entrepreneurship Academy students seek an education that nurtures their mind and their spirit simultaneously. Students see themselves as active participants locally and globally and expect school to deliver World Class opportunities so that each student can reach a future of his or her choosing. Pentucket seeks to rival the best secondary business educational agencies in the world by giving students voice and choice.

Pentucket Academy of Business, Finance, and Entrepreneurship students engage in a dynamic program of studies that fosters the application of knowledge, integrates adaptive leadership skills, and strengthens personal meaning for each student. Blended learning opportunities will provide students with access to early-high school, early-college, and

career pathways leading to earned credit and Certificate of Achievement in Business, Finance, and Entrepreneurship. Global economics will be the vehicle to engage all learners to reach their true potential. Students will use business to connect to their communities and develop confidence to be active agents on the local, national, and global level. Pentucket students have the potential to solve real-world problems and achieve significant accomplishments.

Pentucket educators are personally and professionally invested in the success of every student. They are creative professionals whose accomplishments and passion for learning inspire students to reach for futures that will shape the world. Pentucket Business, Finance and Entrepreneurship Academy is a contemporary, high-powered learning organization that invigorates educators with leadership opportunities, collaboration, and continuous learning. When everyone expects to do more, give more, and become more, great things happen.

The Pentucket community leverages its resources to ensure each student has an opportunity to make his or her individual contribution to the world.

C. Statement of Need

The Pentucket Academy of Business, Finance, and Entrepreneurship Innovation Plan is aligned with the Pentucket School District World Class future. Students in grades 7 -12 and educators require increased autonomy and flexibility. This autonomy and flexibility will support the success of a dynamic program of studies that reflects the voice of students and ensures each student a future of choices.

Educator evaluation, a new state curriculum (Common Core), Innovation Schools, District-determined Measures, and new state assessments (PARCC) serve as examples of large-scale changes influencing the work of all Pentucket schools, including Pentucket Regional Middle and High Schools. These shifts are embraced and incorporated into the school's improvement strategies so that Pentucket Regional Middle and High Schools become a contemporary, high-powered learning organization that invigorates educators with leadership opportunities, collaboration, and continuous learning.

Autonomy and flexibility will enable educators to address student needs and improve student achievement, attendance, and dropout rate. Student learning at PRHS can be described generally as "high performance" when viewed through the lens of state assessment (MCAS) results. Student achievement levels trend near or above 90% proficiency across English Language Arts and Mathematics for students by grade 10 and above 80% proficiency in Science by grade 9. This level of performance on MCAS surpasses state achievement measures. Student Growth Percentiles (SGP) indicate traditionally strong teaching and learning at PRHS in English Language Arts, science, and mathematics. Student Growth Percentiles average around 50%. Despite the high levels of success in grades 9 and 10, varying degrees of success can be seen over a period of years (MCAS 2009-2013). Creating a World Class future for Pentucket Regional High

School will require innovative practices linking educator practice to student outcomes and resources strategically aligned to strengthen the instructional core.

Professional Development designed to support the instructional core is essential to realizing our World Class vision. Through shared decision-making, educators will contribute to designing professional development which supports student growth.

D. Primary Proposed Partnerships

The Pentucket Academy for Business, Finance, and Entrepreneurship will partner with local and national organizations. Partnerships will provide rich, real-world, experiences in business and finance for Academy students. Partnership opportunities include, but are not limited to, exhibition, internship, dual-enrollment, and community service, summer and vacation classes to support career/college pathways. Below is a list of partners currently in discussion and development:

Stephanie's Restaurant Group - Boston
Northern Essex Community College
Local Community Business Leaders
Merrimack College
Newburyport Five Cents Savings Bank

V. HOW WILL AUTONOMY AND FLEXIBILITY BE USED TO IMPROVE SCHOOL PERFORMANCE AND STUDENT ACHIEVEMENT?

A. CURRICULUM, INSTRUCTION, AND ASSESSMENT

1. Curriculum

A dynamic program of studies provides choices for students to explore early-high school, early-college, and career pathways in business. Curriculum development will include benchmarking with leading educational and industry standards. Students will have the opportunity to accelerate their learning through participation in a variety of Academy-approved learning experiences such as: in-school, virtual, blended learning, community experiences, dual enrollment, internships, summer/vacation experiences, and evening and after-school coursework. Students who earn 25 credits in approved business and finance coursework will graduate with a Pentucket Academy of Business, Finance, and Entrepreneurship Certificate of Achievement. Partnerships within the industry and field will keep the curriculum current and relevant to student learning. Integration of technology will support the passion for learning among staff and students. High-powered units of instruction integrate core content curriculum and focus on standards, adaptive leadership skills, and personal meaning. Real-world opportunities in business will deepen student appreciation of economics and provide opportunities to make personal connections beyond the classroom. A complete list of course offerings to guide students while exploring the field of business are included in this document under in Section IX.

2. Instruction

Pentucket educators will accelerate student learning through a range of innovative instructional models. Virtual learning, dual enrollment, community experiences, independent study, internships, summer/vacation and evening coursework are among possible opportunities for students to accelerate their learning. High-powered units of instruction designed by passionate, talented professionals, will give students choice and voice, rigor, and real-world experiences. These opportunities will promote high levels of student engagement and foster a culture of community connection. These units of instruction will integrate challenging standards, adaptive leadership skills, personal meaning, and community, national, and global connections.

3. Assessment

The applicant group does not seek autonomy for assessment.

B. SCHOOL SCHEDULE AND CALENDAR

The applicant group seeks autonomy for the schedule and calendar. Flexibility in these areas will allow students to engage in high-powered units of instruction to include outside, real-world experiences in the areas of business, such as internships, job shadowing, and field work. Student learning is nurtured and valued by providing individualized instruction that integrates challenging standards, adaptive leadership skills, and high levels of personal meaning. With an expanded day and school calendar, increased opportunities for learning and teacher collaboration will be realized. Additional credit-bearing, learning opportunities include, but are not limited to, virtual courses, blended learning, dual enrollment, and summer/vacation and after-school course work. Professional development opportunities throughout the year will support the Pentucket Academy of Business, Finance, and Entrepreneurship staff to provide a high-powered and progressive education to Pentucket students.

C. STAFFING

The current staff is committed to providing students with the best business education that includes research based strategies, appropriate materials, and the continual use of data to inform instruction. The applicant team seeks to participate in the hiring process to ensure high quality teaching and learning. Industry professionals and other instructors with specialized experience and knowledge will be integral as instructors. Our staff is committed to being flexible in curriculum design and scheduling, with the focus on student achievement. Common planning time will allow teachers to analyze student data, revise instruction, engage in professional dialogue, and remain current in the industry. Business and finance will be the vehicle we use to prepare and empower our students to make individual contributions to the world.

D. PROFESSIONAL DEVELOPMENT

Professional development will invigorate and provide leadership opportunities for educators, who will inspire students to reach for futures that will shape the world. Staff will collect and analyze feedback from all stakeholders to determine the most effective professional development needed to support student inquiry and achievement. The applicant team seeks autonomy for professional development planning and delivery due to the highly specialized content needs of the instructors, which can be significantly different than the needs of comprehensive high school staff. Professional development needs to support the mission and vision of PRSD and the Pentucket Academy of Business, Finance, and Entrepreneurship.

E. DISTRICT POLICIES AND PROCEDURES

The Pentucket Academy for Business, Finance, and Entrepreneurship does not seek autonomy for district policies and procedures.

F. BUDGET

The applicant group recognizes that the Innovation Schools must be budget neutral and that the school leaders must work within the confines of the monetary constraints. However, the applicant group seeks autonomy to use a portion of the annual per-pupil budget allocation to provide the necessary materials and support for our student population. Budget spending will support the vision and mission of the Pentucket Business, Finance, and Entrepreneurship Academy. Through shared decision making, school administration and teachers will identify and prioritize needs in the areas of consumable supplies, texts, equipment, contracted services, and professional development.

VI. CAPACITY OF APPLICANT GROUP

The Pentucket Regional School District, led by Superintendent Dr. Jeffrey Mulqueen, developed the Innovation Schools initiative. Input was collectively compiled from students, staff, and community members during the 2012 – 13 school year as part of the district's branding initiative to improve the delivery of high quality academics, arts, and athletics. This year-long data collection effort with stakeholders resulted in the identification of academies in public safety, movement science/athletics, and the arts as a viable next step in meeting expectations of students, staff, and the broader Pentucket community.

The applicant group was organized in response to Dr. Mulqueen's Innovation School initiative. Dr. Mulqueen has two years of experience in successfully creating and guiding eight Innovation Schools in the Worcester Public School System. Worcester Technical High School, one of his last efforts supporting the Innovation School initiative in Worcester, continues to be a beacon for other high schools. This applicant group was

established to provide the autonomies needed for students' achievement in entrepreneurial studies.

The applicant group is consistent with the requirements for Innovation School Planning Teams. This team is dedicated to making the changes outlined in this Innovation Plan. This is an exciting opportunity to establish a program that supports the district's vision to reach its world class potential.

For the past several years, Pentucket has been exploring creative learning opportunities for our students. We have been charged to define richer, deeper learning experiences in areas of high student interest, specifically in business, finance, and entrepreneurial spirit.

VII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

This past year, 2014-2015, operation of three Innovation Academies began at Pentucket Regional Middle and High Schools. Development of a Business Academy Innovation Plan is a response to student demand. A range of credit-bearing learning opportunities will include virtual courses, blended learning, off-campus opportunities established through partnerships, and during vacations, summer, and after school. The emphasis is on providing early-high school, early-college, and career pathways in the field.

The establishment of the Pentucket Business Academy will begin in September 2015. A diverse planning team has convened to establish the Innovation Plan. The high level of engagement with all stakeholders that resulted in a prospectus, approved in December 2014, is the foundation used to develop the Pentucket Academy of Business, Finance, and Entrepreneurship Innovation Plan. High frequency, two-way communication with the faculty of Pentucket Middle / High School will support the successful integration of the Academy into the established culture. On campus, virtual, and remote courses in business will be offered to students in grades 7-10 in September 2015. Opportunities for early-college and career pathways will be made available to every Pentucket student.

In 2016-2017 school year, the academy will expand to include students at Pentucket Regional Middle and High Schools which share the same campus. Opportunity to receive early-high school credit will be available at the middle school level.

VIII. MEASURABLE ANNUAL GOALS

Process Goals – Professional Practice Improvements

Process goals are the outcomes associated with changes to the academic program and services afforded to students by Pentucket educators. Three indicators help to monitor and measure results. Leading indicators are predictive, much as the yellow light of a traffic light predicts a red light. Lagging indicators demonstrate that something has occurred, much as a yellow light of a traffic light demonstrates that a green light has occurred. Coincident indicators relay information that happens at the same time, such as a crossing signal occurring together with a green traffic light.

Innovation Schools provide autonomies that strengthen professional practice. Improved student outcomes rely upon improved professional practice. Consequently, monitoring and measuring improvements to professional practice, as well as student outcome improvements, will help to evaluate the successful implementation of an Innovation School.

Autonomy: Curriculum & Instruction

Leading Indicators

1. The number of **specialized courses** scheduled for development during the upcoming year.
2. The number of **industry certifications** scheduled for development during the upcoming year.
3. The number of **core (integrated) courses** scheduled for development during the upcoming year.
4. The number of **blended learning courses** scheduled for development during the upcoming year.
5. The number of **early-high school courses** scheduled for development during the upcoming year.
6. The number of **early-college courses** scheduled for development during the upcoming year.
7. The number of **early-career experiences** scheduled for development during the upcoming year.
8. The number of **learning opportunities (outside of the traditional school day)** scheduled for development during the upcoming year.
9. The number of **high-powered units of instruction** scheduled for development during the upcoming year.

Lagging Indicators

1. The number of **specialized courses** developed during the year.
2. The number of **industry certifications** developed during the year.
3. The number of **core (integrated) courses** developed during the year.
4. The number of **blended learning courses** developed during the year.
5. The number of **early-high school courses** developed during the year.

6. The number of **early-college courses** developed during the year.
7. The number of **early-career experiences** developed during the year.
8. The number of **learning opportunities (outside of the traditional school day/year)** developed during the year.
9. The number of **high-powered units of instruction** developed during the year.

Coincident Indicators

1. The number of **specialized courses** listed in the Pentucket Program of Studies (7-12).
2. The number of **industry certification** listed in the Pentucket Program of Studies (7-12).
3. The number of **core (integrated) courses** listed in the Pentucket Program of Studies (7-12).
4. The number of **blended learning courses** listed in the Pentucket Program of Studies (7-12).
5. The number of **early-high school courses** listed in the Pentucket Program of Studies (7-12).
6. The number of **early-college courses** listed in the Pentucket Program of Studies (7-12).
7. The number of **early-career experiences** listed in the Pentucket Program of Studies (7-12).
8. The number of **learning opportunities (outside of the traditional school day/year)** listed in the Pentucket Program of Studies (7-12).
9. The number of **high-powered units of instruction currently implemented by educators.**

Autonomy: School Schedule & Calendar

Leading Indicators

1. The number of partnerships under development to support increased numbers of **early-college** opportunities.
2. The number of partnerships under development to support **early-career experiences.**
3. The number of partnerships under development to support learning opportunities **outside of the traditional school day/year.**
4. Amount of **collaboration time** afforded to members of the faculty supported by the schedule planned for the upcoming year.

Lagging Indicators

1. The number of partnerships under development to support increased numbers of **early-college** opportunities.
2. The number of partnerships developed during the year to support **early-career experiences.**
3. The number of partnerships developed during the year to support learning opportunities **outside the traditional school day/year.**

4. Amount of **collaboration time** provided to members of the faculty as supported by the schedule in the current year.

Coincident Indicators

1. The number of **early-college courses** listed in the Pentucket Program of Studies (7-12).
2. The number of **early-career experiences** listed in the Pentucket Program of Studies (7-12).
3. The number of **learning opportunities (outside of the traditional school day/year)** listed in the Pentucket Program of Studies (7-12).
4. Amount of **collaboration time** for members of the faculty in the schedule.

Autonomy: Staffing

Leading Indicators

1. Planned participation in hiring process for faculty members in the upcoming year.
2. Number of industry professionals under consideration as supports for instructional program.

Lagging Indicators

1. Number of times members of the faculty participated in the hiring process during the past year.
2. Number of industry professionals who served as supports for the instructional program during the year.

Coincident Indicators

1. Number of hires made with participation of members of the faculty during the year.
2. Number of industry professionals implementing supports for instructional program.

Autonomy: Professional Development

Leading Indicators

1. Planned professional development for the upcoming year.
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school

- f. Early-college
- g. Early-career experiences
- h. High-powered units of instruction

Lagging Indicators

1. Professional development that occurred in the last year.
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

Coincident Indicators

1. Professional development implemented in classrooms.
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

2. Faculty feedback (satisfaction survey) for professional development
 - a. Specialized courses
 - b. Industry certifications
 - c. Integrated core courses
 - d. Blended learning
 - e. Early-high school
 - f. Early-college
 - g. Early-career experiences
 - h. High-powered units of instruction

Autonomy: Budget

Leading Indicators

1. Collaborative decision-making planned for distribution of a portion of the school's per-pupil budget allocation.
2. Planned priorities for funding by a portion of the school's per-pupil budget allocation.

Lagging Indicators

1. Collaborative decision-making that occurred in the past year for distribution of a portion of the school's per-pupil budget allocation.
2. Priorities funded during the past year by a portion of the school's per-pupil budget allocation.

Coincident Indicators

1. Collaboration for budget decisions currently underway.
2. Priorities being funded in the current year.

Outcome Goals – Student Achievement Improvements

Leading Indicators

1. Number of students who register for an academy course.
 - a. Specialized courses
 - b. Integrated core courses
 - c. Early-high school
 - d. Early-college
 - e. Early-career experiences
 - f. Outside of traditional day/year
2. Number of students who demonstrate high levels of participation
 - a. Number of discipline referrals of students in academy compared to general population
 - b. Attendance record of students in academy compared to general population

Lagging Indicators

1. Number of students who earned credit in the past year in the academy
2. Grade distribution of students in the academy compared to the general population
3. MCAS / PARRC and District-determined Measures results of students in the academy compared to the general population
4. Achievement gap (high needs students in the academy compared to high needs students in the general population)
 - a. Specialized courses
 - b. Integrated core courses
 - c. Early-high school
 - d. Early-college
 - e. Early-career experiences
 - f. Outside of traditional day/year
5. The number of students who are awarded a Certificate of Achievement (25 credits) at graduation.

Coincident Indicators

1. Student feedback (satisfaction survey) about courses.
 - a. Specialized courses

- b. Integrated core courses
- c. Early-high school
- d. Early-college
- e. Early-career experiences
- f. Outside of traditional day/year

The Academy will be held to the same set of accountability requirements and measurable standards as all schools in the Pentucket School District. Yearly, District-determined Measures will be used to assess all students in the Standards, Adaptive Leadership Skills, Personal Meaning, and Global Connections. Measurable goals include consistent, high levels of attendance, safety and discipline, and achievement in course grades. Academy goals of expansion will be measured yearly to stay on track as outlined in this report. An annual evaluation of the Academy will be conducted by the superintendent of schools and reported to the school committee and commissioner of education.

Each student will develop a goal and action plan with his/her teacher to support student growth for academic standards, adaptive leadership, and personal meaning.

IX. PROGRAM OF STUDIES (INCLUDING PROPOSED COURSES)

Pentucket Academy for Business, Finance, and Entrepreneurship Program of Studies

Course	On Campus	Blended Learning	Virtual	Dual Enrollment	Off Campus Experience
Grade 7-9					
Business Seminar	X				
Accounting	X				
Foundations of Finance I	X				
Foundations of Finance II	X				
Personal Finance			X		
Web Design I	X				
Web Design II	X				
Grade 9-12					
Graphic Design**	X				
Micro Economics*	X			X	
Macro Economics*	X			X	
Global Marketing*	X			X	
Topics in Literature**	X				
Adv. Math Decision Making**	X				
Statistics	X			X	
Math for Business*	X			X	
Internships**					X
PRHS Athletics Marketing*	X	X			

*Proposed future courses.

** Courses which allow students to submit a proposal, in which they defend an approved thesis project pertaining business science.

X. ATTACHMENTS AND LINKS

Academy Improvement Plan:

Pentucket Academy for Business, Finance, and Entrepreneurship Capacity-Building Plan 2015-2016

Pentucket Academy for Business, Finance, and Entrepreneurship Community Partnership letter

[Pentucket Innovation School Information](#)

District Improvement Plan:

Pentucket Regional School District's District Capacity-Building Plan 2014 – 2015