

# DELAWARE DEPARTMENT OF EDUCATION

## CHARTER SCHOOL MODIFICATION APPLICATION FORM

Kuumba Academy Charter School  
Name of School

Sally Maldonado, Head of School  
Name of Contact Person

Dr. Joan F. Coker  
Name of the Head of the Board of Directors

519 N. Market Street  
Mailing Address of Contact Person

Wilmington, DE 198091

August 2013  
Proposed Modification Date

302-472-6450  
Telephone Number of Contact Person

Grades K-8  
Grades for School

302-472-6452  
Fax Number of Contact Person

smaldonado@KACS.k12.de.us  
E-mail Address of Contact Person

Year 1 Enrollment 295  
Total Number

K-6  
First Year Grade Span

Year 2 Enrollment 445  
Total Number

K-7  
Second Year Grade Span

Year 3 Enrollment 644  
Total Number

K-8  
Third Year Grade Span

Year 4 Enrollment 855  
Total Number

K-8  
Fourth Year Grade Span

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

**Enrollment Breakdown by Grades – Sally to update**

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2013-2014) in each of the boxes below.

**First Year Enrollment (2013-14)**

Grade	Number
K	48
1	48
2	48
3	42
4	36
5	42
6	31
<b>Total 1<sup>st</sup> Year Enrollment</b>	295

**Second Year Enrollment (2014-15)**

Grade	Number
K	80
1	63
2	66
3	61
4	58
5	63
6	54
<b>Total 2<sup>nd</sup> Year Enrollment</b>	445

**Third Year Enrollment (2015-16)**

Grade	Number
K	87
1	87
2	79
3	80
4	78
5	77
6	80
7	76
<b>Total 3<sup>rd</sup> Year Enrollment</b>	644

**Fourth Year Enrollment (2016-17)**

Grade	Number
K	95
1	95
2	95
3	95
4	95
5	95
6	95
7	95
8	95
<b>Total 4<sup>th</sup> Year Enrollment</b>	855

## **Introduction**

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**As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application.**

**Kuumba Academy Charter School (KACS)** currently operates as a charter school authorized by the Delaware Department of Education. KACS– taken from the Swahili language meaning creativity – was granted its charter in 1999 and continues to be managed by an Operating Governing Board and By-Laws, as established within the prescribed guidelines in the DDOE Regulations for Charter Schools. Originally authorized to serve Kindergarten through Grade 5, KACS proposes a charter modification that will allow the school to expand its grade offerings over three years to include students in grades 6, 7, and 8, adding one grade each year. Additionally, KACS will expand its current grade configuration in grades K-5 between 2013 and 2016 to include a maximum of 95 students per grade level in K-8, totaling 855 students in school year 2016-2017.

Since the school's inception in 1999, KACS and its founding non-profit, the Christina Cultural Arts Center (CCAC), remain a unique non-profit public school partnership in Delaware committed to public school excellence. Through the innovative union of academics, arts, technology and family engagement, a focus on the whole child fosters creative learners through nurturing each child's individual learning style. This approach has prepared students to become positive agents of change in their communities. An expansion beyond the current K-5 grade configuration to include additional elementary aged children in addition to middle school students in grades 6-8 over the next three years will allow the school to further extend the success the school has demonstrated over the past 10 years and positively impact a greater number of students and families.

In addition to expanding its grade offerings through grade 8, the KACS Board proposes to enhance the school's arts integrated instructional approach with the nationally recognized Expeditionary Learning (EL) model (Appendix A), a research-based and innovative academic program that provides all students attending the school with community and global awareness, integrated learning, and 21<sup>st</sup> century skills.

This innovative approach to learning will seamlessly align with the KACS' current focus on student-centered learning, an emphasis on parents as key partners in the educational process, and the integration of community partnerships to advance the school's vision and mission. Integrating the Expeditionary Learning model with KACS' core components 1 and expanding this design through grade 8 will not only build on the school's current success in student performance, but will also integrate the critical elements of the 21<sup>st</sup> century skills students will need to effectively prepare for productive lives in a global economy.

As part of a phase-in plan to expand student enrollment, KACS intends to restructure its current site to serve as an Early Learning Center for students through grade 1; and, has been accepted as potential tenants in the Community Education Building (CEB). The CEB location is slated to serve students in grades 2 through 8. Pending approval of KACS's charter modification by the State Board of Education, steps will be immediately initiated to move forward with the facility expansion plan.

# **1. Applicant Qualifications**

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- a. Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.**

**Kuumba Academy Charter School (KACS)** continues to seek input and involvement from Delaware certified teachers, parents of the school and members of the surrounding community in current school governance and operations, and in the development of strategic planning directions. Leadership in KACS's charter modification has been provided by the school's Vision Leadership Group (VLG) which includes key members of the school's Board, the Christina Cultural Arts Center's Board, and the directors of each organization. Delaware certified teachers, parents and community members are represented on the VLG subcommittees which have spearheaded the recommendation to expand the school's grade levels, and also to integrate the Expeditionary Learning (EL) innovative school model into the current school design.

In 2010, KACS Board developed a Vision Leadership Group (VLG) with representatives from Christina Cultural Arts Center Inc. (the founding non-profit) and KACS to strategically plan for the growth of the KACS model. In 2011, the Longwood Foundation awarded a capacity building grant to KACS to facilitate expansion planning and the charter modification process. The board-appointed VLG is comprised of the board president, board treasurers and chief executive officers of KACS and its strategic partner - Christina Cultural Arts Center Inc. Members of the VLG sustain their involvement on the governance board while concurrently researching and making recommendations for the school's growth and proposed middle school expansion. Many important facets of school operations including five-year financial projections, middle school curriculum development, market research, expanded facilities operations and fundraising plans are reviewed by the VLG and presented to the KACS board for approval and action. The Longwood Foundation capacity building grant has provided much needed resources for professional project management in this regard.

The school's Instructional Leadership Team (ILT) includes teacher representatives across all grade levels (K-5) and serves to drive professional development, instructional best practices, and makes recommendations around academic policies and curriculum/program needs. The ILT played an active role in the school model selection process through investigating the EL model, as well as other instructional practices. As a result, they were able to provide the board with the critical input necessary which led to the integration of the Expeditionary Learning model into KACS's middle and elementary school expansion. Investigations included visits with parents, board members and teachers to other EL schools, and meetings with the regional EL directors to understand more about the model and how it might integrate well with the arts.

*'Parents as Partners'* remains a core component of the school's philosophical approach to learning, and parent involvement is reflected in representation on the school's Board. Parent input is also sought through focus groups, annual Title I meetings, monthly PTA meetings, and regularly solicited through the school's 'Open Door' policy. Parents have also participated in information sessions scheduled to assist with an understanding of the Expeditionary Learning implementation and plans for expanding through middle school grades.

- b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance**

The KACS Board contracted with *Lynne Howard Consultants* to manage the KACS’s Expansion Project, the culmination of which is the school’s application to modify its charter. As Project Manager, Lynne facilitated all planning sessions and retreats to organize planning for the many critical areas involved in the expansion project. Specifics of the project and application development follow:

<b>Planning Group</b>	<b>Role</b>
KACS Board & Professional Staff  CCAC Board president & Exec. Staff	-Approve Expansion Planning Parameters (location in Wilmington) -Approve Expansion Plan key decisions -Approve Expansion Plan
<b>Visioning</b> Dr. Joan Coker, KACS Board Pres.; Hugh Atkins, KACS/CCAC Board Liaison/VL Chair; Raye Jones-Avery, CCAC Director; Darren Moore, KACS VP; Tracey Merritt, Board Secretary; Bernard Fisher, Treasurer; Sally Maldonado, Head of School; Stephen Werbe, CCAC President; Lynne Howard, Expansion Project Consultant.	-Recommend deliverables for each Planning Group -Assist in developing leadership for each of the Planning Groups -Provide process management -On-going communication between both boards -Planning and facilitation of joint board meetings -Share information with prospective funders/partners/supporters
<b>Educational Program Planning</b> Kim Graham, CCAC Arts Integration; Sally Maldonado, Head of School; Tamara Price, Assistant Principal; Samantha Connell, Instructional Leadership Team Teacher; Stephanie Morton, Visual Arts Teacher; Robert and Tahira Lyons, Parent Representatives; Regina Ransom, Parent Representative.	-Define education program essentials (i.e. art integration, instructional focus) -Discuss educational best practices and school models for consideration in expansion -Make recommendation for expanded educational program partners (i.e. Propel, university, teacher training/professional development school) -Make clear the connections to the educational budget
<b>Business Planning</b> Darren Moore, Board VP; Michelle Lambert, Financial Consultant; Bernard Fisher, Board Treasurer; Stephen Werbe CCAC President; Christina Taylor, Raye Jones-Avery, Hugh Atkins, PTA President.	-Clear definition of the underlying assumptions (location/# of facilities, enrollment projections) -10 yr. school operating budget thru state system reflecting the growth (Michelle) -Organizational structure for possible central services -Financing plan based upon above
<b>Facilities Planning</b> Ken Brown, Founding Board Member; Tracey Merritt, Board Secretary; John Vitsorek, Instructional Leadership Team; Sally Maldonado, Head of School; Raye Jones Avery, CCAC Director, Lynne Howard, Charles Ryan & Don Hamsey (Pro Bono Participants)	-Clear definition of the underlying assumptions (location/# of facilities, enrollment projections by when) -Facilities possibilities (1-3 sites) based upon the above assumptions -Assess the work to be done on facilities to be student-ready (purchase, lease, build-out costs); total facilities costs -Facilities financing determined (bond, fundraising, financed, etc.)
<b>Governance Planning</b> Raye Jones Avery; Bindu Kolli; Lynne Howard, Hugh Atkins, Stephen Werbe, Joan Coker	-Determine board structure to support the expanded educational system

In addition, Michelle Lambert, CPA, LLC, has been under contract with KACS to provide professional financial services and was involved in planning by providing financial projections, along with business planning support.

Innovative Schools was also contracted to provide the support needed for the charter modification application content development and preparation for submission. As a public school support organization that provides a comprehensive suite of services to support Delaware public schools in the development and operation of 21<sup>st</sup> century academic programs, Innovative Schools is uniquely positioned to support the development of the KACS modification application.

Innovative Schools' scope of work for this project, along with contracts for Lynn Howard and Michelle Lambert, may be found in Appendix Y.

- c. List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school.

Name	Board Position	Residence	Phone	Occupation/ Professional Position	DE Cert. Teacher, Parent, Community Member
Joan F. Coker, MD (F)	President	1980 Superfine La. #501 Wilmington, DE 19802	630-291-2013	Physician; Delaware Valley ENT Corporation	Community Member
Darren Moore	Vice President	1702 Kirkwood Hwy; Wilmington DE 19805	302-999-9101	Owner, Insurance & Financial Services Company	Community Member
H. Raye Jones-Avery, M.A. (F)	V. Pres. Governance	407 Washington St Wilmington, DE 19801	302-530-9717	Exec. Director CCAC	Community Member
Ken Brown (F)	V. Pres. Facilities	1207 Apple St. Wilmington, DE 19801	302-652-0101	KACS Interventionist	Community Member
Susan A. Thomas-Holder, Ph.D. (F)	V. Pres. Student Achievement	1621 Coleman St Wilmington, DE 19805	302-655-6856	DE Certified teacher	DE Certified Teacher
Bernard Fisher, B.S, B.A.I, M.S. (F)	Treasurer	2613 Tonbridge Dr Wilmington, DE 19810	302-475-5646	Bernard Fisher, CPA	Community Member
Tracey Merritt (F)	Secretary	108 W 38th St Wilmington, DE 19802	302-753-3578	Electrical Services Engineer	Community Member
Hugh Atkins	CCAC Liaison	1000 Hillside Blvd Wilmington, DE 19803	302-761-9917	Teacher, Tower Hill	Teacher; Community Member
Christine Taylor	PTA Rep	405 W. 3 <sup>rd</sup> Street Wilmington, DE 19801	302-494-8116	Employment Mgr, Career Team	Parent
Bindu Kolli, J.D.	Legal	1420 Locust St, Apt. 22P Philadelphia, PA 19102	908-377-3992	Policy Director, University of DE	Community Member
Samantha Connell, M.Ed.	Student Achievement	161 Christiana Landing Dr., Wilmington, DE 19801	412-370-5117	KACS Teacher	DE Certified Teacher

Colleen Sheeron	Student Achievement	28 Fairview Ave Clifton Heights, PA 19018	484-620-6480	KACS Teacher	DE Certified Teacher
Douglas Cuffy	Student Achievement	84 Oakmont Drive New Castle, DE 19720	302-722-3644	KACS Teacher	DE Certified Teacher
Sally Maldonado, M.Ed.	Head of School	519 N. Market St. Wilmington, DE 19801	302-472-6450	KACS Head of School	DE Certified Teacher

KACS Board members reside throughout New Castle County, mirroring the geographic area where the school’s students reside.

**d. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school.**

Nominations and elections to the board, including teachers and parents, follow the process outlined in the school’s By-Laws (Appendix B). Teachers and parents are elected to serve on the Board for 2-year terms.

As KACS plans to expand to include students in middle school, the board already includes members with secondary school expertise. Dr. Thomas-Holder is a retired Delaware certified high school teacher with more than 30 years’ experience teaching chemistry and physics, developing curriculum, and providing professional development. Hugh Atkins has been a teacher and chairperson of the English Department at Tower Hill for more than 25 years.

KACS is currently developing structures for expanding advisors and ‘thought-partners’ to broaden stakeholder involvement as the school expands and grows. Through this process, the board intends to develop a pool of potential prospects for additional or replacement board seats as they become available or feasible.

Recruitment for members of the Citizen Budget Oversight Committee (CBOC) is conducted in accordance with **14 DE Reg. 736** and includes solicitations for nominations of employees, parents of current and prospective students enrolled at KACS, and other business and community organizations throughout Wilmington. Nominations are collected by the board’s designated nominating committee and the results of the school board and Citizen Budget Oversight Committee elections are shared at a public board meeting.

**e. Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:**

Resumes for each member of the current board may be found in Appendix C. Several of the current board members were also members of the original founding group, and still serve on the board as indicated by an ‘F’ next to their name in the table provided in ‘c’ above.

**1) Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.**

**Hugh Atkins** – Mr. Atkins has been a teacher and chairperson of the English Department at Tower Hill for more than 25 years. In this capacity, he has instituted a major curriculum overhaul that resulted in challenging new courses in grades 5 through 12; and, has also been chair of school’s curriculum committee and coordinator for the school’s new arts center (featuring 450 seat theatre, art galleries, rehearsal rooms, visual arts and photography departments).

Mr. Atkins has extensive experience in the dramatic arts not only teaching drama, but also with writing, performing and directing plays. He has received numerous awards and scholarships through the years, and brings a broad range of skills to his roles serving on the boards of CCAC and KACS. Mr. Atkins earned B.A. and M.A. from Emmanuel College in Cambridge, England.

**Kenneth Brown** – As a founding board member, lead dance instructor, Mr. Brown is a seasoned professional in teacher training, behavioral classroom management, arts integration and curriculum development. His diversity in the arts, behavior management, and leadership in many areas of educational programming has earned him respect among the educational and cultural community.

Mr. Brown earned his BA in Political Science from NC Agricultural and Technical State University, and his M.Ed. from Cabrini College in Pennsylvania.

**Douglas Cuffy** – Mr. Cuffy is a Delaware certified teacher and has served as the 5<sup>th</sup> grade math and science teacher at KACS for the past 3 years where he has played a significant role in narrowing the achievement gap for 5<sup>th</sup> grade students. Mr. Cuffy is a member of the KACS Instructional Leadership Team and has provided professional development for staff around technology integration and the common core standards. Mr. Cuffy is a graduate of Delaware State University where he earned a BA in English.

**Samantha Connell** – Ms. Connell is a *Teach for America (TFA)* alumni with a track record of demonstrated success in the classroom. As a DE certified teacher, Ms. Connell has made significant progress in closing the achievement gap for students at KACS where she has been teaching since 2009. She serves as the ELA coach and is a member of the KACS Instructional Leadership Team. She is also a key staff member providing professional development and curriculum support for teachers in grades 3-5. Ms. Connell has a BS in History from the University of Pittsburgh, and her M.Ed. in Elementary Education from Wilmington University.

**Sally Maldonado, Head of School** – Mrs. Maldonado is an experienced school leader and a former Delaware certified teacher who has provided academic leadership to KACS for more than 10 years. Mrs. Maldonado has expertise in data driven instruction and decision making, and has participated in extensive training in this area as an original member of the first cohort of the Vision Network schools. Mrs. Maldonado has a BS in elementary and special education from the University of Delaware and an M.Ed. in school leadership from Wilmington University.

**Colleen Sheeron** – Ms. Sheeron taught 5<sup>th</sup> and 6<sup>th</sup> grade at Blessed Virgin Mary School in Darby, Pennsylvania, for 6 years and has been teaching 3<sup>rd</sup> grade at KACS for the past 7 years. Ms. Sheeron is a Delaware certified teacher, a member of the KACS Instructional Leadership Team, and an original member of KACS's Vision Network Team. Ms. Sheeron played an integral role in the adoption and implementation of the *Singapore Math Curriculum* at KACS and has served as math coach for the past two years providing professional development and job-embedded professional development to teachers including lesson planning, coaching, demonstration lessons and curriculum alignment. Ms. Sheeron has a B.A. in Elementary Education from Neumann University (NU) and is currently pursuing her MS in Special Education from NU. Ms. Sheeron has trained teachers in Singapore math in other charters and districts in and out of Delaware and serves as certified trainer with the Delaware Math and Science Foundation.

**Dr. Susan Thomas-Holder** – Dr. Thomas-Holder is a retired Delaware certified high school teacher with more than 30 years' experience teaching chemistry and physics, developing curriculum, and providing professional development. Dr. Thomas-Holder is a founding board member who holds a doctorate in psychology. She has worked with students in the arts, has served as a board member for the Cathedral Choir School, and is a former drama club director.

2) **Business management, including but not limited to accounting and finance.**

**H. Raye Jones-Avery** – Ms. Jones-Avery has 25 years’ experience with all operational aspects of not-for-profit business organizations. In this capacity, she has proven her leadership skills in turn-around initiatives for under-performing operations through the use of cutting edge development strategies.

In her current role as Executive Director of the Christina Cultural Arts Center (CCAC), she has earned a reputation as a visionary leader in the Delaware arts, human services and community development sectors. Following the execution of 2 successful capital campaigns, the re-use of vacant historical properties have been adapted and, with effective budget and rehabilitation project management to ensure success, now serve as the sites for KACS and CCAC.

Ms. Jones Avery has 30 Doctoral Credit Hours in Urban Affairs & Public Policy from the University of Delaware, and an M.A. in Health Services from West Chester University.

**Bernard Fisher** – Mr. Fisher is a certified public accountant with extensive experience working in private industry, public accounting, municipal government and not-for-profit organizations. He is an active member of the KACS Board’s Citizen Budget Oversight Committee and provides hands-on financial oversight to KACS. As former board president of Christina Cultural Arts Center (CCAC), Mr. Fisher has experience with non-profit oversight and has successfully completed the State of Delaware Board Finance training.

**Bindu Kolli** – Ms. Kolli currently serves as Policy Director for Compliance and Equity at the University of Delaware, serving as Legal Counsel and Chief Policy Advisor. In this capacity, she oversees related issues for the Vice President for Finance and Administration, along with coordinating the University’s activities related to Title IX, affirmative action, equity, and related external audit processes.

Ms. Kolli’s experience as an attorney brings knowledge and understanding to issues related to business and finance, administration, and corporate and non-profit governance, among others. She earned her J.D. from University of Pennsylvania Law School, and a B.A. in Government from Cornell University.

**Darren Moore** – Mr. Moore is a private business owner and former Treasurer for KACS. He has participated in Board finance training with the state and has provided fiscal oversight to KACS since 2008. As a private business owner and operator, Mr. Moore has more than 15 years of experience managing all aspects of his business, including his staff of fully licensed employees. He received his B.S. in Business and Accounting from Delaware State University, and in 2010, received his Chartered Financial Consultant Designation from American College.

### 3) **Personnel management.**

**H. Raye Jones-Avery** – Ms. Jones-Avery has served as the director of CCAC for more than 25 years and has extensive experience with staffing, recruitment and succession planning. As Executive Director, Ms. Jones Avery has provided oversight for the personnel management of the Christina Cultural Arts Center, and has worked closely with CCAC’s Board of Directors to formulate and implement policies and practices related to human resource functions, has provided direct supervision for CCAC staff, and has created opportunities for professional development and growth among her staff. As a Founding Board member of KACS, Ms. Jones Avery has also led the development and revision of personnel policies for KACS.

**Bindu Kolli** – Ms. Kolli currently serves as Policy Director for Compliance and Equity at the University of Delaware, serving as Legal Counsel and Chief Policy Advisor. In this capacity, she oversees related issues for the Vice President for Finance and Administration, along with coordinating the University’s activities related to Title IX, affirmative action, equity, and related external audit processes.

Ms. Kolli's experience as an attorney brings knowledge and understanding to issues related to business and finance, administration and personnel management, and corporate and non-profit governance, among others. She earned her J.D. from University of Pennsylvania Law School, and a B.A. in Government from Cornell University.

**Sally Maldonado** – Mrs. Maldonado currently serves as Head of School at KACS. In this capacity, she provides oversight for personnel management at KACS. Mrs. Maldonado has worked with the board of directors to revise policies and practices related to human resources, and is responsible for the direct supervision of KACS administration and staff. Mrs. Maldonado is a lead DPAS II evaluator and has been trained in the DPAS II evaluation process for teachers, specialists and administrators.

**Darren Moore** – Mr. Moore is a private business owner and former Treasurer for KACS. As a private business owner and operator, Mr. Moore has more than 15 years of experience managing all aspects of his business, including the personnel management of his staff. He received his B.S. in Business and Accounting from Delaware State University, and in 2010, received his Chartered Financial Consultant Designation from American College.

4) **Diversity issues, including but not limited to outreach, student recruitment, and instruction.**

**Kenneth Brown** – As a founding board member, lead dance instructor, Mr. Brown is a seasoned professional in teacher training, behavioral classroom management, arts integration and curriculum development. His diversity in the arts, behavior management, and leadership in many areas of educational programming has earned him respect among the educational and cultural community. Mr. Brown earned his BA in Political Science from NC Agricultural and Technical State University, and his M.Ed. from Cabrini College in Pennsylvania.

**H. Raye Jones-Avery** – Ms. Jones-Avery, as the Executive Director of CCAC, regularly leverages collaborative partnerships to support the CCAC and has successfully established relationships with several Delaware organizations. Outreach is a core component of the management and operations of CCAC. As a Founding Board member of KACS, Ms. Jones Avery has led outreach and recruitment efforts to successfully establish the school. This experience is vital to the establishment of the additional supports necessary for the elementary and middle school expansion. In addition, Ms. Jones Avery also worked as a parent advocate engaging parents in the educational process at the school and district level.

**Dr. Joan Coker** – Through her private practice, Dr. Coker provides medical services to a diverse patient population, including children, adolescents and adults. Through her work, children, youth, and their families are served in ways that address a wide range of medical issues and require the leveraging of complex resources and services.

**Sally Maldonado** – Mrs. Maldonado currently serves as the Head of School for KACS. In this capacity, she is involved with outreach, student recruitment, and curriculum and instructional support. Her organizational management skills are an important asset and contribute to the success of this important program.

**Bindu Kolli** – In addition to her work as Chief Policy Director at the University of Delaware, Ms. Kolli has gained expertise in the education gap through her work on the Civil Rights Project at Harvard University. Additional information may be found in 'e.2' above.

5) **At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.**

**Sally Maldonado** – Mrs. Maldonado has dedicated her career to at-risk students, serving as classroom teacher, instructional leader and Head of School for KACS. Mrs. Maldonado is dually certified in elementary and special education, and has a proven track record in improving academic outcomes for at-

risk students. Through her leadership, KACS has made considerable gains in Reading and Math performance as measured by MAP and DCAS and the impact has spread across all sub-groups including students with disabilities.

**Colleen Sheeron** – Ms. Sheeron is a Delaware certified teacher with extensive experience working with at-risk students throughout her tenure at KACS. Ms. Sheeron is well-versed in Delaware’s RtI Regulations and has made significant progress with at-risk and special needs students within her classroom. As a member of the Instructional Leadership team (ILT), Ms. Sheeron is an advocate for at-risk students and lends her expertise to the RtI process on a daily basis. Ms. Sheeron is currently pursuing a Master’s Degree in Special Education with Neumann University and expects to complete her coursework in the spring of 2013.

6) **School operations, including but not limited to facilities management.**

**H. Raye Jones-Avery** – Ms. Jones-Avery has 25 years’ experience with all operational aspects of not-for-profit business organizations. In this capacity, she has proven her leadership skills in turn-around initiatives for under-performing operations through the use of cutting edge development strategies.

In her current role as Executive Director of the Christina Cultural Arts Center (CCAC), she has earned a reputation as a visionary leader in the Delaware arts, human services and community development sectors. Following the execution of 2 successful capital campaigns, the re-use of vacant historical properties have been adapted and, with effective budget and rehabilitation project management to ensure success, now serve as the sites for KACS and CCAC.

Ms. Jones Avery has 30 Doctoral Credit Hours in Urban Affairs & Public Policy from the University of Delaware, and an M.A. in Health Services from West Chester University.

**Sally Maldonado** – Mrs. Maldonado currently serves as Head of School at KACS. In this capacity, she provides oversight for all aspects of school operations, personnel and financial management. Mrs. Maldonado has worked with the board of directors to revise policies and practices, direct strategic planning initiatives, and provide leadership for the implementation activities related to the school’s expansion.

## **2. Form of Organization**

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Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

The name of the organizing corporation is Kuumba Academy Charter School, incorporated on December 23, 1998. The Certificate of Incorporation and the By-Laws, included in Appendix B, meet all the above stipulations (see Section II Article 1). The current officers of the Board are as follows:

<b>President:</b>	Joan F. Coker
<b>Vice President:</b>	Darren Moore
<b>Vice President, Governance:</b>	H. Raye Jones Avery
<b>Vice President, Facilities:</b>	Ken Brown
<b>Vice President, Student Achievement:</b>	Susan A. Thomas-Holder
<b>Secretary:</b>	Tracey Merritt
<b>Treasurer:</b>	Bernard Fisher

## **3. Mission, Goals, and Educational Objectives**

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- a. Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506.

### **Purpose of the School**

The **Mission** of **KACS** is to be Delaware's premier arts-integrated charter school with a commitment to provide a rigorous high-quality academic program in an environment that values parents as key partners in the education of their children, honors the individuality and unique learning style of each student, and utilizes the arts as a tool for academic learning.

The **Vision** of **Kuumba Academy Charter School (KACS)** is that the school will be "An exceptional educational community that embraces cultural awareness and empowers students to achieve integrated academic and artistic excellence." This vision aligns well with the original purpose of KACS to establish a high-performing public elementary 'community' school in the City of Wilmington with significant parent involvement through a unique partnership between a non-profit organization and a public school. KACS and the Christina Cultural Arts Center (CCAC) established such a partnership and this unique school model that emphasizes arts integration has established an 11-year record of success helping students to achieve high levels of academic performance, despite the prevalence of poverty among students and families in the surrounding school community.

Based on the Nguza Saba Principles of Kwanza, which is a celebration of family, community, and culture the **Core Components of the KACS Model** are:

1. Student Centered Instruction-*Kujichagulia (self-determination), Nia (purpose), Imani (faith)*
2. An innovative combination of Arts and Academics

3. Core Values – Based on the Nguza Saba Principles *KACS (creativity) and Umoja (unity)*
4. Professional Learning Community- Ujamaa (cooperative economics) and Ujima (collective work and responsibility)
5. Family and Community Engagement – Ujima, Nia, Ujamaa,

KACS is a premier Vision 2015 Network School of choice currently serving students in grades K-5. Since joining Vision 2015 in 2005, the Network has provided guidance and professional development around the selection of a school wide instructional focus and data driven decision making. To that end, performance outcomes for students have greatly improved from just 49% school-wide proficiency in math in 2007 to 90% in 2012. This dramatic transformation was fueled by a school-wide instructional focus on math, along with a dedicated leadership team and staff who have continued to believe that all students can achieve at high levels; no exceptions, no excuses. Information specific to the performance data may be found in Appendix A.

Extending KACS's success to middle school students in grades 6-8 will help to produce students who are able to compete in a 21<sup>st</sup> century environment and become positive agents of change in their communities. As a result, a successful K-8 KACS will continue to offer an opportunity for the KACS Board, staff and parents to help transform education for students in the City of Wilmington by providing an educational experience that is rich in the arts, grounded in strong academic content; and engages students in meaningful learning experiences.

Through this modification, KACS plans to incorporate the nationally recognized, research-based, Expeditionary Learning (EL) model (Appendix A) which organizes student learning around an experiential project-based approach into their existing innovative arts integrated school model. Well-aligned with KACS's current instructional philosophy, the integration of the EL model will challenge students through non-traditional project-based teaching and learning methods. Consistent with the legislative intent of Delaware's Charter School Law, and current KACS practice this instructional enhancement will deepen the innovative practices that have proven effective for many high needs students.

The board's decision to enhance KACS's highly successful school model with the integration of the Expeditionary Learning (EL) instructional design was to ensure the incorporation of 21<sup>st</sup> century learning skills and global awareness into the core content requirements, while also providing a foundation for college and career readiness. This innovative instructional design organizes student learning around an experiential project-based approach through directed learning exhibitions – deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences. Among other unique features of this modern school design, EL instructional practices emphasize student inquiry, critical thinking and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Building on the school's current success, this innovative approach to learning will also seamlessly align with KACS' current focus on student-centered learning, an emphasis on parents as key partners in the educational process, and the integration of community partnerships to advance the school's vision and mission.

The expansion of KACS to include grades 6-8, along with expanded enrollment in grades K-5, will extend and strengthen the partnership with the Christina Cultural Arts Center (CCAC), a unique non-profit/public school partnership committed to educational excellence. Through the innovative union of academics, arts, technology and family engagement, each student's learning style is nurtured resulting in creative learners who become positive agents of change in the community.

KACS's partnership with CCAC represents a demonstration of non-profit experience meeting practice within a public school learning environment. Additionally, the provision of culturally grounded public education with family engagement at the core allows the KACS/CCAC partnership model to demonstrate how personal, educational, economic and social dividends are produced in measurable ways. The

KACS/CCAC model is regarded by many as the single most significant achievement in the City of Wilmington's post public school desegregation history.

In order to sustain KACS's success and expand to develop its reach and impact into the broader community, the intended expansion will become another building block in the creation of a system of high-performing urban public schools in Wilmington. The school's expansion into the middle school grades will provide the next block in creating such a system, and one that is well-deserved by urban children of Wilmington.

### **Goals and Educational Objectives:**

The goals and objectives of KACS integrate the Nguzo Saba principles of : Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Creative Work & Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), KACS (Creativity), and Imani (Faith) and are aligned with the KACS Core values.

#### **Demonstrate Rigorous Academic Curriculum**

- Provide students with a carefully sequenced body of knowledge in ELA, Mathematics, Science, Social Studies, Spanish, the Visual and Performing Arts, Physical Fitness and Health. The arts are integrated into each discipline wherever possible. Intensive data monitoring of student progress enables ongoing intervention strategies to be implemented on-going.

#### **The Responsibility for Learning**

- Learning is both a personal process of discovery and a social activity. Therefore, every aspect of each KACS Program encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

#### **Collaboration and Competition**

- KACS emphasizes the importance of personal excellence and collaboration. Students are expected to perform their personal best each day in order to meet rigorous standards of excellence.

#### **Emphasize Technology**

- To be successful in the 21st century, students need advanced technical and computer skills. KACS understands that the full implementation of technology accessible to every student is necessary for the attainment of this goal.

#### **Foster Positive Leadership**

- Leaders are those who take command of a situation through thoughtful persuasion and articulation. By offering students a myriad of leadership opportunities, the staff of KACS help students develop the traits necessary to be positive agents of change within their communities.

#### **Promote Community Service**

- KACS has a serious commitment to the community and believes that community service and activities help students develop pride in their city and a feeling of responsibility to their neighbors. Community service frequently leads to positive community activism. Community Leaders are self-aware, self-assured, committed citizens who conduct service in their own lives, within their families and throughout their communities. Community leaders demonstrate a commitment to building and sustaining a healthy school climate. In imaginative ways, no matter how large or small, community leaders use schools and larger societal resources to influence change and positively impact the school, local and global community.

#### **Encourage a Cooperative and Collaborative Work Ethic**

- KACS believes that to succeed, students need to develop skills to work cooperatively and constructively with others. Cooperation and collaboration make the job easier. Such an ethic

places the responsibility on each and every individual. It allows for discussion and critical thinking. It provides a forum for leadership. It also offers a place that is truly a microcosm of the world at large. The most important decisions today are made in collaboration with others.

**Encourage an Appreciation of the Arts**

- KACS is committed to developing and implementing a curriculum that encourages an appreciation of the arts through active participation and collaboration with the Christina Cultural Arts Center. It has long been recognized that the arts help students learn more effectively. The College Board Profile of SAT and Achievement Test takers bears this out with statistics demonstrating that students score higher on both the verbal and math testing if they have studied the visual and performing arts. The arts provide a human side to education; a side that will be continuously fostered throughout life.

**Mission, Goals and Educational Objectives are Consistent w/ the Legislative Intent**

The mission, goals and educational objectives of the KACS are consistent with the legislative intent of Delaware’s Charter School Law because they add a much-needed quality public school options for children in the City of Wilmington – expanding enrollment in grades K-5 and extending through the middle school grades – and will employ an innovative school design that has proven success with dramatically improving student performance in this population.

**Core Philosophy**

The KACS board and VLG are closely bound together by a shared belief – that parents are the primary educators of children. Children at-risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model.

Since KACS’s charter authorization by DDOE in 1998, there has never been a debate concerning whom to target for enrollment and the ideal location. Simply put, KACS was founded to enroll children with the greatest need and to advocate for all children receiving an ineffective education.

To that end, the school has chosen to enhance its success with the integration of a school model that will maximize learning for this ‘high need’ population. The school intends to integrate the nationally recognized, research-based, innovative Expeditionary Learning (EL) model which organizes student learning around an experiential project-based approach (Appendix A). Combined with the core components of the KACS model, this integrated instructional emphasis on *learning by doing* not only supports students’ instructional needs, but also their important connections to community and future college/career goals.

This success is why KACS chose to integrate the Expeditionary Learning (EL) model into their core instructional practices. EL instructional practices emphasize student inquiry, critical thinking and craftsmanship, which directly align with KACS’s core instructional philosophy. In the Expeditionary Learning model, students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real life connections and experiences – bring together teachers from different disciplines, including the arts, to enrich the work of individual teachers in discipline-specific classrooms. These non-traditional approaches to learning are notably different from traditional practices and are in alignment with 14 Del. C., §501.

Traditional School Model	The EL Model at KACS will:
<ul style="list-style-type: none"> <li>• Knowledge is retained by the teacher and transmitted to students, as defined by pacing guides.</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasize <i>learning by doing</i> in a standards-based, collaborative, and differentiated environment.</li> </ul>
<ul style="list-style-type: none"> <li>• Content areas are taught independently,</li> </ul>	<ul style="list-style-type: none"> <li>• Integrate a project-based approach to learning</li> </ul>

sometimes placing students in fixed groups based on data.	that integrates content areas and authentic contexts. Flexible groups are formed based on students' academic and project 'need-to-knows.'
<ul style="list-style-type: none"> <li>Community partnerships are formed to manage out-of-school time or tutoring services.</li> </ul>	<ul style="list-style-type: none"> <li>Focus on community partnerships to provide out-of-school experiences (such as field trips and enrichment opportunities) and contribute to the academic program (through local expertise and community role models); and, serve as a local catalyst to learn about national and global issues.</li> </ul>
<ul style="list-style-type: none"> <li>Teacher-centered environment with a focus on products and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Be student-centered with a focus on the process of learning as guided by formative assessment and the development of substantial products that reflect student learning and are developed and revised over time.</li> </ul>
<ul style="list-style-type: none"> <li>Academic program values breadth over depth.</li> </ul>	<ul style="list-style-type: none"> <li>Include an academic program that values depth over breadth, creating a micro-focus on a local context that informs national and international issues while still meeting the Common Core Standards.</li> </ul>

The integration of Expeditionary Learning with KACS's current school model will engage and energize students, teachers and school leaders and will provide significant benefits to teachers and the school community. Unique elements will be incorporated into the school design that build capacity with existing resources, integrate structures for assessment, data-informed practice and guided improvement; and, connect KACS to community issues through project-based learning and service.

**b. Describe methods of internal evaluation that will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives?**

As an existing governance body, KACS's Board of Directors has accumulated 14 years of experience in school governance and oversight. These years of experience have provided invaluable insight and growth that has helped navigate the school's successful path. The board's composition provides leadership in diversified areas of expertise including, but not limited to, urban education, early learning, business, finance, human resources, law, facilities construction/management, non-profit management, operations, parent/community engagement, and health care.

The board annually evaluates its own internal operations, effectiveness and practices to ensure the school is meeting its mission specific goals and educational objectives. Using a framework based on the charter's performance agreement, measurable outcomes in the areas of enrollment, student achievement, health monitoring/records management, student retention, teacher retention, fiscal accountability, and parent satisfaction are evaluated. Annually, areas of improvement are identified and subsequently tracked monthly. Policy reviews, additional policy development, and/or operational action plans with stated outcomes have been developed, as warranted. This annual review coincides with the board self-evaluation and the board's performance evaluation of the Head of School (July/August).

Further, the school board engages in a lengthy comprehensive review of its governance effectiveness and operational oversight practices concurrent with charter renewal processes. To date, KACS has undergone three renewal periods since its inception.

Moving forward, the KACS board will evaluate the governing body using the state's newly adopted Performance Frameworks to measure compliance with the annual performance agreement in academic, financial and organizational areas in accordance with DDOE's specific performance standards.

The board meets regularly at scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The Head of School reports three times each year on student performance in areas such as attendance, academic achievement, and family engagement. In addition, monthly financial reports are presented to the board. Board minutes of monthly meetings are posted on the school's website and shared with staff and parents.

**c. Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.**

KACS clearly communicates information about the application process, the selection and preference criteria, and the registration and admissions procedures. As part of standard communication protocols, all enrollment information is distributed to students, parents and staff, and is available on the school's website.

In accordance with the requirements of 14 Del. C., §506, KACS will ensure that it has enrolled at least 80% of its authorized enrollment by April 1<sup>st</sup> of each year by conducting an application process within the timeframes, as established in *Section 9: Administrative and Financial Operations* of this charter application. The following activities are conducted:

- November and December is the open application period for enrollment each year. The school advertises and publicly identifies the application period, acceptance for applications, and defines the admissions requirements and criteria.
- As a requirement for new students to be eligible for the lottery, parents must sign a *Letter of Intent* with the school stating their intention to accept the enrollment invitation. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If necessary, a lottery is held in January, following the application deadline. An objective community member having no ties to KACS or a representative from DDOE, along with attending members of the school's Board conducts the public lottery drawing.
- Parents of all applicants are sent letters of acceptance or non-acceptance following the date of the lottery. Guidelines for registration and enrollment are included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), a roster of those students enrolled at KACS, including each student's home address and district of residence, is sent to DDOE, and to the superintendents of the districts in which **KACS** students reside. A letter signed by KACS's school leader, along with the student roster, serves as the written certification required by this section.
- On or before May 1, KACS will verify data from the April 1 report, make corrections as necessary, and will follow with a second notification to the school district superintendents.

## **4. Goals for Student Performance**

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- a. What are the specific student performance goals in math and reading by grade for students disaggregated by grade, for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals?

### **Goal 1: Student Achievement Over Time (Growth)**

1.1 *By the end of the third year*, KACS's average fall to spring growth in instructional scale score as measured by DCAS will meet or exceed the state average for schools serving the same grades.

1.2 *By the end of the third year*, all students at KACS will make sufficient growth to maintain or exceed proficiency in ELA and Math as measured by DCAS.

1.3 *By the end of the third year*, KACS average fall to spring growth in instructional scale score as measured by DCAS for students in the lowest quartile of performance will meet or exceed the state average growth for the lowest quartile for schools serving the same grades.

### **Goal 2: Student Achievement (Status)**

2.1 *By the end of the third year*, KACS's average proficiency rate on DCAS Reading and Math will meet or exceed the statewide average student performance of schools serving the same grades.

2.2 *By the end of the third year*, KACS's average proficiency rate on DCAS Reading and Math will meet or exceed the average student performance of students in the home district points.

2.3 *By the end of the third year*, KACS's average proficiency rates on DCAS Reading and Math will meet or exceed the average student performance of students in similar schools in the same grades.

2.4 *By the end of the third year*, KACS's average proficiency rate on DCAS Reading and Math for students in demographic subgroups will meet or exceed the statewide average student performance of students in the same subgroups at the same grades.

2.5 *By the end of the third year*, 80% of students in grade K-5 at KACS will meet annual benchmark standards on the DIBELS assessment.

2.6 *By the end of the third year*, 80% of students in grade K-8 at KACS will score above the 50<sup>th</sup> percentile on NWEA's Measures of Academic Progress assessment.

2.7 *By the end of the third year*, students at each grade level at KACS will demonstrate growth in writing achievement through an analytically scored writing sample given three times per year as measured by the DDOE Common Core State Standards writing rubrics and measured against CCSS benchmarked writing samples.

2.8 *By the end of the third year*, 80% of students in grades K-5 at KACS will meet annual benchmarks using the DDOE Universal Screening Tool for Number Sense Grades 2-5.

### **Goal 3: Mission-Specific Academic Goals**

#### Arts Integration

3.1a Each year, all students at KACS will participate in at least two expedition showcases which highlight an integration of the arts and academics.

3.1b Each year, as at least one expedition showcase, all students at KACS will be able to identify the impact of using an art form to enhance learning and will be able to communicate with others the relevance of the arts on lifelong learning.

3.1c Each year teachers will use arts integration strategies on a weekly basis to enhance their classroom instruction.

3.1d Each year, teachers will co-teach a unit of instruction with an arts instructor at least four times .

Parent Involvement and Satisfaction

3.2a After the first year, and for every year thereafter, 90% of students at KACS will have participation by a parent, guardian or adult family member in at least one student exhibition/demonstration each year.

3.2b Surveys measuring parent satisfaction with KACS will have a 75% return rate.

3.2c Responses to the parent satisfaction survey will indicate that 80% of parents are satisfied with KACS.

3.2d Parents, guardians or adult family members will contribute volunteer hours throughout the year to KACS.

School Culture

3.3a Each year, the number of suspensions from KACS will fall below the state average for suspensions for students within each grade level.

3.3b Each year, KACS will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public schools serving the same grade levels

Market Accountability

3.4a After the second year of operating the fully expanded grade configuration, and for every year thereafter, KACS will achieve at least 90% of enrollment allowed by the charter.

3.4b After the second year of operating the fully expanded grade configuration, KACS will re-enroll at least 70% of students from the previous year who have not moved from the area.

**b. List the specific measurable performance targets on each student performance goal for each year of the Delaware Performance Testing Program (DSTP) for the initial four years of the charter on the Delaware Student Testing Program.**

See the performance targets outlined above.

**c. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.**

<b>Month:</b>	<b>Assessment:</b>	<b>Rationale:</b>
August/September	DCAS assessment in grades 3 – 8 for reading and math	Provides baseline data, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite as a screening tool; DDOE Requirement

		Measures students' growth Fall to Spring Monitors progress against grade level standards
	Measures of Academic Progress (NWEA) K-8	Provides baseline data, grade level equivalents, lexile levels, national percentiles, and some prescriptive data to guide instruction for students; Contributes to RTI composite as a screening tool Primary source for fall goal setting conferences with students and parents
	DIBELS for grades K-5	Provides a screening tool and some prescriptive data to guide instruction. Contributes to RTI composite.
	School-wide Writing Prompt K-8	Provides baseline data to guide writing instruction and progress toward writing benchmarks
September/October/ November/December	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student goals of academic achievement, personal qualities, and college and career readiness
	Ongoing teacher-created formative and summative common assessments in reading and writing  Ongoing formative common assessments in science and social studies as defined in curriculum materials  Formative assessment probes and interventions for <i>Singapore Math</i>	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	DIBELS for grades K-5 Individualized Reading Inventory	Progress monitoring tool for reading RTI in tiers II and III
	AIMS web®: Curriculum-Based Measures of Reading (R-CBM) and CBM Reading Maze for grades 6-8  Assessment materials included with the <i>Lexia</i> reading intervention program	Progress monitoring tool for reading RTI in tiers II and III
	Curriculum Based Measures (CBMs) aligned to <i>Singapore Math</i> content  Assessment materials included with the <i>Dreambox</i> math intervention program	Progress monitoring for math RTI in tiers II and III
January	DCAS assessment in grades 3 – 5 for reading and math	Provides mid-year data on student growth, grade levels and some prescriptive data to guide instruction for students Contributes to RTI composite DDOE Requirement
	School-wide Writing Prompts	Provides mid-year data to guide writing instruction and to assess student progression towards writing

		benchmarks
	Measures of Academic Progress (NWEA) K-8	Provides baseline data, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite as a screening tool Measures student growth Fall to winter Primary source for Winter goal setting conferences with students and parents
February/ March/ April	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student progress in goal areas of academic achievement, personal qualities, and college and career readiness
	Ongoing teacher-created formative and summative common assessments in reading and writing  Ongoing formative common assessments in science and social studies as defined by curriculum materials  Formative assessment probes and interventions for <i>Singapore Math</i>	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	DIBELS for grades K-5 Individualized Reading Inventory	Progress monitoring for reading RTI in tiers II and III
	AIMS web@: Curriculum-Based Measures of Reading (R-CBM) and CBM Reading Maze for grades 6-8  Assessment materials included with the <i>Lexia</i> reading intervention program	Progress monitoring for reading RTI in tiers II and III
	Curriculum Based Measures (CBMs) aligned to <i>Singapore Math</i> content  Assessment materials included with the <i>Dreambox</i> math intervention program	Progress monitoring for math RTI in tiers II and III
May/ June	DCAS assessment in grades 2 – 8 for reading and math	Provides end-of-year growth data, grade levels. Contributes to RTI composite. DDOE Requirement.
	DCAS assessment for social studies – grade 4	Provides summative assessment data for the social studies curriculum.
	DCAS assessment for science – grade 5	Provides summative assessment data for the science curriculum.
	Measures of Academic Progress (NWEA) K-8	Provides baseline data, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite as a screening tool
	School-wide Writing Prompt	Provides end-of-year data to guide writing instruction and to assess student progress toward writing benchmarks.
	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student progress in goal areas of academic achievement, personal qualities, and college and career readiness

## **5. Evaluating Student Performance**

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- a. Describe the process whereby student evaluation information will be used to improve student performance. (Renewal/Modifications – provide original documentation and any changes)**

As KACS expands enrollment in grades K-5 and adds the middle school program in grades 6-8, data driven instructional practices will remain at the core of teaching and learning at the school. The leaders and teachers are deeply committed to student-centered instruction that is based on a deep understanding of each child's academic strengths and areas of growth to build a core academic program and intervention plan that will enable each child to maximize his or her learning potential and achieve college and career readiness standards.

In the 2008 charter renewal, KACS outlined several strategies that would guide their work using data:

- Identify and implement a school-wide instructional focus
- Develop professional collaboration teams to improve teaching and learning
- Implement an Instructional Leadership Team
- Identify, learn, and use evidence-based teaching practices and create a targeted professional development plan that builds expertise in selected evidence-based practices
- Create an internal accountability system growing out of student learning goals that promote measureable gain in learning for every student and eliminates achievement gaps
- Support the principal as an instructional leader
- Enhance the support of teachers from the administrative team
- Use arts and technology to enhance instructional practice and improve student performance.

As KACS expands to increase enrollment in grades K-5 and to add students in grades 6-8, the school's leadership and Board will remain committed to their work around the strategies set in 2008 and will continue to drive forward a professional culture that values using data to make decisions. The leadership of KACS accepts that the addition of new students to KACS may temporarily challenge teachers and flatten KACS' record of success; however the leadership does not find a lag in student success acceptable and remains committed to closing the achievement gap for all students. Therefore, the use of data to drive instruction as new students become acclimated to KACS and are brought up to the high academic standards set by the school will be critical.

The teachers at KACS will continue to use a variety of assessment tools to monitor student performance, including the Delaware Comprehensive Assessment System (DCAS), Dynamic Indicators of Basic Early Literacy Skills (DIBELS), and Measures of Academic Progress (MAP). Additionally, teachers will utilize curriculum-based formative and summative assessments which align with the Common Core State Standards, Delaware Prioritized Standards, and the Core Practices defined in the Expeditionary Learning (EL) deeper learning model. While each teacher will use the data to monitor his/her students' progress toward meeting the standards, teachers will also work collaboratively to create learning targets, assessments, and rubrics that are aligned with the standards and represent deep learning targets for students.

Having demonstrated past success, KACS will continue its current assessment practices. Bi-weekly, the KACS staff use student assessment data to drive their discussion of student progress during grade level Professional Learning Communities (PLC's) and to facilitate collaborative assessment planning and data review. During PLC time, teachers meet to plan assessments and review classroom level Mastery Trackers. Mastery Trackers have been in place school-wide since 2010 and are used to evaluate the student progress towards essential standards at each grade level. The Mastery Trackers are aligned to the Common Core Standards and provide a systematic way for teachers to track student progress toward the standards and to communicate students' strengths and areas of growth in a meaningful way to students, parents, teachers and interventionist. This allows teachers to develop student-centered, individualized improvement plans and interventions plans, as needed, in conjunction with the implementation of RtI.

The current Mastery Trackers are included in Appendix M. With the adoption of Expeditionary Learning, the Mastery Trackers will be revised to reflect the learning targets in each grade level's expedition and the reorganization of the how the standards are taught in each grade level. It is essential that the learning progressions articulated through the curriculum maps and expeditions are aligned to the progression listed in the Mastery Tracker.

In addition to teacher's assessment of students, student self-assessment is a critical component of the EL Core Practices. Teachers currently share benchmark assessment data with students and lead the students through a process of reflection on the student's specific data and achievement of the learning targets for each lesson and expedition. KACS's staff members believe it is imperative that students understand the data and are given a chance to participate in setting the goals for which he/she will be held accountable. After the student is aware of the data and what it says about his/her academic performance, the teacher engages the student in brainstorming action steps that the student can take to reach his/her goals which will be defined in the Goal Setting Conferences (described in detail below). This creates student ownership of the goals and encourages the student to persist in the activities and tasks that lead them to achievement of the standards. As KACS begins to replicate Expeditionary Learning, students will become more active participants in the Goals Setting Conferences and this will evolve into a student led process. Student participation requires students to develop a deep understanding of the learning targets, the criteria for completion, and analysis of their own work to determine if the learning target has been met. The addition of this work to the Mastery Trackers and the Goal Setting Conferences will provide a powerful opportunity for KACS students to articulate what they do well and where they need to improve their learning. Students will be empowered as a part of this process to create the action steps to raise achievement levels and to commit to the action steps he/she needs to take to reach the goals.

Parents will have a deep understanding of the learning targets, assessments, and their child's progress through regular communication with the teacher. Parents will be in attendance at each expedition's showcase, and student led conferences where students articulate and defend how well they have mastered the learning targets and identify where further support is needed. As an important component of how assessment data has been used with parents at KACS, teachers meet with parents and students three times per year during Goal Setting Conferences, which provide an opportunity to review assessment data with parents and develop an Individualized Improvement Plan (IIP) for each student. Through this process, teachers share the fall benchmark/screening assessment data and provide additional data points from curriculum-based assessments and observations during school. The process creates a clear picture of how the student is performing drawing on multiple points of data. The teacher shares the end goal for the student (currently 1.5 years growth) and the specific action plan that the teacher has established to help the child reach those goals. The parent is asked for his or her input and ideas and *together* the teacher and parent brainstorm ways that the parent can support the student at home. All of the steps and strategies are recorded on the IIP. Finally, the teacher, parent, and student sign the plan, each committing to his/her role in the academic growth of the child. This process has been very successful at KACS to ensure buy-in from parents and students and to foster a deep understanding of the goals and learning targets. The Goal Setting Conferences and IIP's will continue as KACS expands the elementary program and adds the middle school. Samples of the IIP and other materials used through the Goal Setting Conference can be found in Appendix M.

As a Core Practice of Expeditionary Learning (EL), the national network has developed tremendous resources to support network schools around collecting and using assessment data to propel student achievement. When KACS joins this network, the leaders and teachers will have access to EL's expansive library of resources, the guidance of their EL School Designer who will provide professional development and feedback around assessment, and the opportunity to collaborate with other schools that have developed a greater expertise around assessment. Locally, KACS will seek opportunities to collaborate with Academia Antonia Alonso Charter School, once the school opens in Wilmington, DE. Academia Antonia Alonso is also adopting the EL model (although in coordination with a bilingual program), collecting data using DCAS, MAP, and DIBELS, and measuring students' progress toward

Delaware and Common Core State Standards. Regionally, KACS will develop their expertise by collaborating with schools in Philadelphia, Baltimore, and Washington, D.C., through Regional Assessment Institutes, school visits to see how assessment data is used in other EL schools, and sharing of resources such as formative assessment tools, rubrics, and criteria for student portfolios.

- b. Describe the corrective action that will be taken when students do not meet performance expectations. (Renewals/Modifications Only - Describe how analysis of student evaluation information on the DSTP and other measures is used to guide instruction and improve student performance. Give examples from the current charter period of instructional change which has led to improved student performance.)**

As previously indicated, KACS is committed to student-centered instructional practices that help each student gain a deep understanding of his/her strengths and focus areas and empowers students and families to create a plan to ensure college and career readiness. As described in the previous section, an Individual Improvement Plan (IIP) is created in collaboration with the student and his/her parents. This plan outlines the student's current performance on assessments, the learning targets for the grade level, personalized goals for achievement, and the action plan for success. The plan is carefully monitored by the student's teacher on a weekly basis and reviewed regularly by the grade level team. When a student fails to make progress toward the goals outlined in the IIP and reflected on the Mastery Tracker, and/or when a student falls below the assessment benchmarks set for each grade level as outlined in the RtI Handbook (Appendix N), the grade level team meets to create a specific intervention plan for the student. During this process, the team draws upon several sources of information, such as the RtI Handbook, benchmark assessment data, and the Mastery Tracker to guide the process of matching students to specific interventions. As part of the RtI process, benchmark assessments are given every six weeks to monitor the students' RtI placement and to allow teachers to adjust instruction. As the student works through an intervention period, the teacher stays in regular communication with the parent. Additionally, while the classroom teachers drive this process, they work in close collaboration with the Instructional Support Team (IST) to design the most effective interventions and monitor students' progress toward the goals. This collaboration with the IST ensures that all teachers are planning effective interventions for the students who fall behind in meeting the goals and benchmarks defined in the IIP.

To provide the interventions and to keep the ratio small for students who need support, all K-5 classrooms have two additional instructional support teachers who push into classrooms for at least 45 minutes of their daily reading block to enhance small group intervention services. Each day during reading, a reading specialist, special education teacher and speech therapist will push into classrooms during reading to ensure that there are at least three adults in the classroom for a 45-minute period. This keeps ratios under 1:7 and provides classroom teachers with additional support to help them carry-out RtI plans through flexible grouping strategies. KACS utilizes two online computer adaptive interventions to support the RtI interventions, *Dreambox*, which aligns with the Singapore Math instructional strategies for math and *Lexia* for reading. These programs are currently being utilized in grades K-5, but will be used in grades K-8 under the expanded model. These intervention tools will be used three times per week with students who score below the 25th percentile and above the 75th percentile and with additional students as needed. Teachers will use student performance data from *Dreambox* and *Lexia* to monitor growth and plan additional small group lessons.

Additional supports that pertain to the identification of and support of special needs children are outlined in greater detail in Section 7 of this modification application.

- c. If the proposed school requests and receives a waiver for an enrollment preference for students at risk of academic failure, then describe the expected performance of each student on the Delaware Student Testing Program in each grade during the initial four year charter period. (Renewal/Modifications – provide original documentation and any changes)**

While KACS serves a predominantly at-risk population, it does not use an enrollment preference for at risk students. KACS will not use an enrollment preference during the upcoming charter period.

**NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).**

**Further, the application must include certification that the proposed school’s mean student performance on the Delaware Student Testing Program assessments in each content area will meet or exceed the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).**

## 6. Educational Program

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- a. Provide a scope and sequence document for required content areas for proposed grades to be served over the first four years of the school charter. Renewal and modification applicants only, please include the following:
- Units required in (i) below with duration of instruction.
  - Alignment of instruction to state content standards for required content areas for grades served by the charter school.
  - Alignment of instructional strategies to formative and summative assessment measures for required content areas for grades to be served by the school.

Curriculum maps and units of instruction for required content areas for grades 6-8 are included in the appendices listed below:

- Appendix E: Science Coalition and Social Studies Coalition Memoranda of Understanding
- Appendix F: English Language Arts Curriculum Maps
- Appendix G: Mathematics Curriculum Maps
- Appendix H: Social Studies Curriculum Maps
- Appendix I: Science Curriculum Maps
- Appendix J: Physical Education Curriculum Maps
- Appendix K: Health Curriculum Maps
- Appendix K: Visual Arts Curriculum Maps
- Appendix L: Performing Arts Curriculum Maps

Curriculum maps for grades K-5 were submitted and approved as part of the 2008-2009 charter renewal process. Grades K-5 will continue to follow those curriculum maps, so they are not included in this modification application.

- b. Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections):

The following research-based curriculum tools provide the base for the curriculum at KACS.

Content Area	Grade	Curriculum Tool
English/Language Arts	K-5	<i>Reading Street</i> , Pearson <i>Explorations in Nonfiction Writing</i> , Heinemann
	6-8	Extensive classroom libraries and materials linked to the expeditions, trade books for literature <i>Units of Study for Teaching Writing: A Yearlong Curriculum for Narrative, Information, and Opinion Writing</i> , Heinemann

Mathematics	K-6	<i>Primary Mathematics</i> , Singapore Math, Inc.
	7-8	<i>New Elementary Math</i> , Singapore Math, Inc.
Social Studies	K-5	Social Studies Coalition <i>Social Studies Alive!</i> , Teachers Curriculum Institute (TCI)
	6-8	Social Studies Coalition <i>Social Studies Alive!</i> , Teachers Curriculum Institute (TCI)
Science	K-8	Science Coalition
Visual Arts	K-8	Teacher-created materials based on Delaware Standards and core content integration
Performing Arts	K-8	Teacher-created based on Delaware Standards and in cooperation with the Christina Cultural Arts Center and as integrated with the core content areas
Health Education	K-5	DDOE model units, Risk Watch, HealthTeacher.com
	6-8	DDOE model units, Risk Watch, HealthTeacher.com, <i>The Great Body Shop</i>
Physical Education	K-8	DDOE model units, teacher-created units based on Delaware Standards

- c. **Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and the Social Studies coalition if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.**

KACS will participate in both the Science Coalition and the Social Studies Coalition. Signed copies of the Memoranda of Understanding for both the Science Coalition and the Social Studies Coalition, along with letters of intent to extend to middle school grades, are included in Appendix H and G respectively.

- d. **Provide a statement of plans for additional academic support for at risk students, including a description of how progress will be monitored for students’ responses to intervention. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

KACS recognizes that the foundation of student achievement is reading and math literacy. KACS is deeply committed to ensuring that every child is on the path for college and career readiness. As outlined in the model, KACS is focused on student centered instructional practices. KACS empowers students and families to create a plan to help every child reach his/her full academic potential. All KACS students have an Individual Improvement Plan (IIP) that outlines their specific learning targets and “roadmap” for success. Classroom teachers utilize benchmark assessment data and standards-based Mastery Trackers to identify students who are in need of additional academic support or “interventions” in order to meet defined growth targets. The Mastery Trackers are aligned to the Common Core State Standards in both reading and math to track student progress and are used to communicate academic strengths and areas of need to parents, students and intervention support staff. Teachers use the Mastery Tracker to record data and keep track of each student’s attainment of the standards. Additionally they serve as a central tool in planning instructional interventions for under-performing students and in communicating with parents around academic expectations. When a student fails to make progress toward the goals outlined in the IIP and reflected on the Mastery Tracker, and/or when a student falls below the assessment benchmarks set for each grade level, the grade level team meets to create a specific intervention plan for the student. For a more detailed explanation of the Mastery Trackers, see Section 5 of this modification application.

To monitor student’s progress toward the standards, the KACS model integrates high levels of student support with high expectations. Benchmark assessments are given every six weeks to students who are struggling and enable teachers to identify students who need immediate or continued intervention. Struggling students receive small group instruction in the classroom, and additional tutoring after school and on Saturdays. Students who persistently struggle despite academic interventions are referred to the

Student Support Team for further evaluation and more intense supports. This process is monitored by the Special Education Coordinator. For more information on the RTI process and structure and the identification and support of special needs children, see section 7 of this modification application. The specific structures described below are used to support students who are falling short of benchmarks and require intervention strategies.

With the adoption of Expeditionary Learning, the Mastery Trackers will be revised to reflect the learning targets in each grade level's expedition and the reorganization of how the standards are taught in each grade level. Additionally, through the student assessment practices and student led conferences, KACS students at all grade levels will take a greater ownership of their learning and be able to articulate their learning goals. In Expeditionary Learning, learning targets are crafted as "I can" statements. Through the lesson (short term goals) or the unit/expedition (longer term goals), students are asked to assess themselves and to determine if they can do what the learning target says. For example, if the learning target is "I can divide fractions" or "I can write a descriptive paragraph," students are asked to assess their ability to complete that skill and to show evidence that they can. To do this assessment requires a deep understanding of the learning target, the criteria for completion, and analysis of their own work to determine if the learning target has been met. The addition of this work to the Mastery Trackers and the Goal Setting Conferences will provide a powerful opportunity for KACS students to articulate what they do well and where they need to improve their learning.

#### Structures Utilized During the School Day

At KACS, project-based learning will be the instructional delivery method for integrated instruction. Within this instructional framework, students are provided the tools necessary to be self-propelled learners as they work collaboratively in teams to answer a challenging task or solve a complex problem. With this collaborative approach to learning, teachers are able to team students based on student strengths and weaknesses, learner profiles and interest inventories, and desired project outcomes. Students are aware of the project deliverables and path for project completion at the beginning of the project. Armed with this knowledge and identified team roles, students are able to self-manage, and be avid researchers of information necessary to satisfy project deliverables and outcomes. Because of the high degree of student ownership of the learning process, there are multiple opportunities throughout an instructional block for teachers to dedicate time to purposeful, data driven instruction, flexible grouping, and targeted interventions to either enhance or advance student learning.

In grades K-2, KACS dedicates 120 minutes to reading and 45 minutes to writing daily, in addition to a dedicated read aloud block. In grades 3-5, KACS students have 90 minutes of reading daily, with an additional 45 minutes allotted for explicit writing instructing. Teachers use student performance data to monitor growth and plan additional small group lessons. All K-5 classrooms have two additional instructional support teachers for at least 45-mins of their daily reading block to enhance small group intervention services. The instructional support team consists of reading specialists, special education teachers and a speech language pathologist all with expertise in best-practice reading interventions. All K-5 classrooms also utilize self-directed computer based instruction to maximize individualized student support and keep intervention groups sizes low (1:7 or less). Student assessment data drives the process and students work in flexible groups based on academic needs.

At the middle and high school level, all students will engage in rigorous literature study with a focus on genre study along with an intense focus on non-fiction writing. Struggling readers who are identified as needing additional academic support will receive an additional reading support course specifically designed for adolescent readers that utilizes research based intervention strategies. The curriculum will be aligned with Common Core State Standards and the curriculum developed through the adoption of the Expeditionary Learning model. This program will be designed in collaboration with the English Language Arts teacher and will be at least 50% remedial to close learning gaps and 50% acceleration to give these students a jump-start into the regular curriculum.

In both the elementary and middle school English Language Arts programs, the literacy work is the connective tissue between the parts of the Learning Expedition. Since an expedition is an integrated, project-based approach to instruction, it requires a significant commitment to literacy. Students develop a common vocabulary about the social studies or science content by reading various texts, fiction and nonfiction, about the content, collaborating in small groups to practice oral communication, researching and writing about what they are learning. English Language Arts provides the platform for authentic learning experiences in a project-based environment that can be differentiated for students based on their strengths and the need to support their gaps in learning. Across content areas, students are learning and using common content vocabulary as they read, write, think, research, speak, and showcase what they have learned.

KACS utilizes two online computer adaptive interventions, *Dreambox*, which aligns with the Singapore Math instructional strategies, and *Lexia*, which supports the reading program. These interventions are currently being utilized in grades K-5, but will continue to be used in grades K-8 under the expanded model. These intervention tools will be used three times per week with students who score below the 25th percentile and above the 75th percentile and with additional students as needed. After an initial assessment in *Dreambox* for math or *Lexia* for reading, the program creates a personalized learning program for each student. Students will access this program three times per week during the math intervention block. Teachers will use student performance data from *Dreambox* and *Lexia* to monitor growth and plan additional small group lessons.

At the middle school level, students who struggle in math or reading will be provided with additional instructional time during the intervention block (see daily schedule in Appendix M). During this block, intervention specialists will work with struggling students in a blended learning program that utilizes technology for remediation and careful planning with the general education teachers for acceleration. Based on the students' pre-assessment, students will spend about 50% of the mathematics support block using *Dreambox* or *Lexia* as a tool to fill learning gaps. Students' progress will be carefully monitored by the interventionist to make sure that the student is attaining grade level skills. The other 50% of the academic support block will be spent pre-loading students' mathematical and literacy knowledge to accelerate learning so that students are prepared for the next instructional unit.

#### Supports External to the Classroom

In addition to the support that students receive during the school day, students who fall below benchmark may also participate in the afterschool program and in the Saturday Academy. The afterschool program meets Monday through Thursday for two and one-half hours between October and May. Two days a week students receive 90 minutes of reading enrichment and 60 minutes of arts instruction. The other two days students engage in 90 minutes of math enrichment and 60 minutes of arts. The afterschool program is taught by classroom teachers in reading and math and by contracted arts teachers through the CCAC. The reading and math enrichment are planned to be an extension and reinforcement of what is learned in the regular curriculum during the school day, being 30% remediation and 70% acceleration. The leadership of KACS is committed to all students having access to the afterschool program, so while students do pay \$10 per day for the program, there is a scholarship program in place for those students who are at risk for failure. The afterschool program is currently funded through a grant, which may be extended for an additional two years.

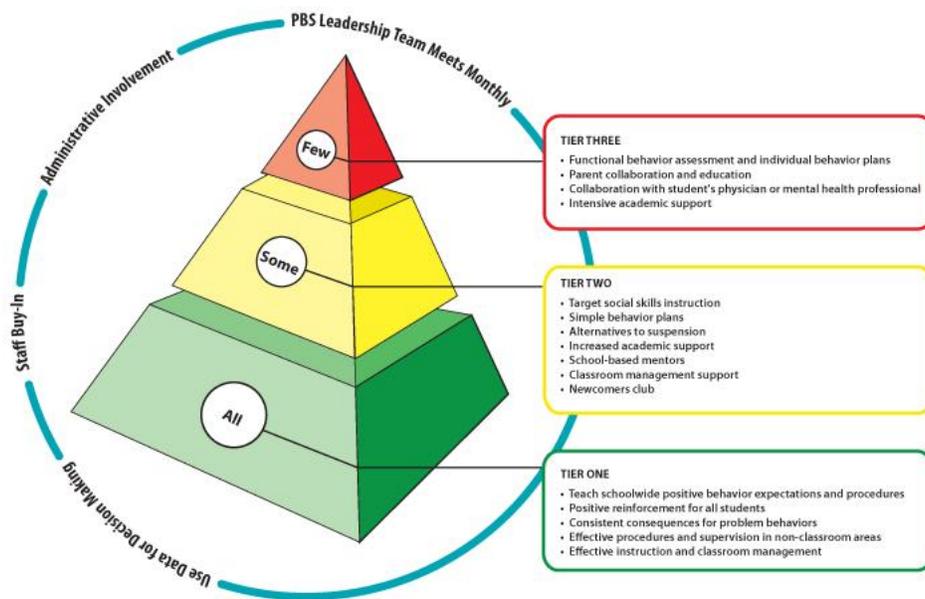
Saturday Academy is for students in grades 3-5 and is an intensive and highly focused tutoring program for those students who are falling below benchmarks prior to the spring administration of DCAS. Students identified for the Saturday Academy are invited to spend three hours on Saturday morning in flexible groups based on the instructional needs identified by DIBELS and/or MAP. There is no charge for the Saturday Academy. These successful structures will be mirrored in the middle school expansion.

KACS places a high value on engaging parents in the education of their children. Every other month there is an opportunity for parents to learn about the curriculum and instruction during the Parents' Academy.

During these sessions, teachers talk with parents about specific aspects of the curriculum. Additionally, on the alternative month when the Parent Academy is not in session, parents are invited into the school to participate in Bring Your Parents to School Day. On these days, parents attend parts of the school day with their child(ren) and experience the academic program. At the end of the day, parents engage in a debriefing session where they can respond to what they experienced and ask questions about the program. From this experience, parents are better informed and are better able to support their child(ren) at home.

### Support Structures that Work in Concert with Academic Instruction

The leadership of KACS also recognizes that there is an inherent link between a student’s behavior and his/her academic success. As the school culture of KACS is further developed through the integration of the Expeditionary Learning Model, structures and strategies will be put in place to ensure a positive, safe and productive school climate. . Regular morning meetings in each a classroom will allow the teachers to check in with students and to prepare them for their day of learning. Through project based experiences and expeditions, students will be taught to value the community and how their behavior contributes to the function, or the dysfunction, of that community. Whenever a student demonstrates disruptive or unsafe behavior, the goal is to support the student in making the decisions that will restore them to the community. KACS currently has a mentoring program in place for behaviorally at risk students, and active student support and PBS teams to ensure that all students receive necessary tiered support. Modeled after Response to Intervention, this program defines three tiers of services for students based on behavioral benchmarks and expectations for conduct.



Students move between tiers based on their teacher observations, referrals, and suspension rates. When a student moves into tier two, a behavioral intervention plan is developed for the student in cooperation with the classroom teacher, the student, and parents, and is monitored by the Dean of Student Services. At times, this also requires the Dean of Students to make home visits. If the careful attention, goal setting, and monitoring does not improve the students’ behavior, the student is moved into tier three. In this tier the student participates in weekly group counseling sessions and may be assigned a mentor. In the current 2012-2013 school year, KACS works with the Center for Child Development for counseling services. However, the school has also begun a partnership with Affinity Health that provides behavior screening and then follow-up counseling for students. Moving forward, the services provided by Affinity Health will expand to include all grades K-6 in the 2013-2014 school year and each subsequent grade as the school grows.

KACS uses data to drive all decisions regarding the academic program of its students. Parents are brought into the process through several avenues and are empowered as partners in the education of their

children. When students do not meet the academic expectations of the school and corrective action is required, everyone who works with that child works in concert to close learning and behavioral gaps and to propel that child toward success.

- e. **Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

Not applicable to KACS's modification application.

- f. **Provide the Teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

The teacher to student ratio at KACS is 1:18.

- g. **Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.**

KACS is a positive, orderly, friendly, well-organized community school. Every student is in uniform, school rules are enforced, a high expectations culture is evident, creativity is highly valued and academic rigor is the norm. The teachers and leadership are relentlessly focused on student achievement. As described below KACS Charter School was established as a unique partner with the Christina Cultural Arts Center (CCAC). In the last decade, KACS has worked to expand and codify its school design. There are five essential elements to the KACS model that are critical to its success. All five of these elements work together as unique features of the school and propel the KACS students toward success.

### **KACS's School Design Elements**

1. **Student centered instruction:** KACS recognizes that each child has unique and changing needs. The teachers and staff are committed to modifying their instruction to help each student to excel and to expertly integrate the following:
  - Data-driven decision making
  - Rigorous and transparent learning targets
  - Technology and arts integration
  - Rigorous standards based instruction
2. **An innovative combination of Arts and Academics:** KACS teachers and staff recognize the need to integrate the visual and performing arts as components critical to educating the whole child, addressing the intellectual, physical, and emotional well-being of the students.
  - Unique non-profit partnerships to support the arts based instruction
  - Arts Education is for every student, every day
  - Core curriculum integrates academics, arts and world culture
  - Student performances and exhibitions celebrate student accomplishments
3. **Core Values:** KACS subscribes to the seven Nguzo Saba principles: Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Creative Work & Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), KACS (Creativity), and Imani (Faith). KACS believes that young people who incorporate these values in their lives will be better prepared to achieve academically and to become productive, caring citizens who will make a positive contribution to their individual communities and to the larger society.

- Vision and Culture are clear and reinforced
- Parents and community are key partners
- Expectations are clear, high and consistent
- Emphasis on the whole child

4. Professional Learning Community: KACS teachers and staff are committed to on-going professional growth and development. Continuous improvement is expected and supported by instructional coaches and the school leadership.

- Mentoring and classroom coaching
- Focused and systematic professional development
- Collaboration and sharing of best practices is expected and supported
- Teacher Leadership and empowerment
- On-going university and educational partnerships to strengthen best practice

5. Parents as Partners: KACS recognizes parents as their child(ren)'s primary educator and the key to student success.

- Active parental engagement and involvement
- Leadership and decision making opportunities
- Collaborative goal setting process at the individual and school level

### **KACS's Strategic Partnerships in Support of the School Design**

#### **Christina Cultural Arts Center**

The mission of the Christina Cultural Arts Center (CCAC) is to make affordable arts and education programs accessible to youth from low to moderate income families in a safe, family environment that results in self-efficacy, positive social development, academic and personal success. As part of this mission, CCAC founded KACS. KACS combines CCAC's experience and programming directly with a public elementary school learning environment, creating an innovative union of academics, arts, technology and family engagement, where each individual's learning style is nurtured resulting in creative learners who are positive agents of change in the community.

The Christina Cultural Arts Center and KACS are bound together by a shared belief that parents are the primary educators of children. Children at-risk for academic failure can indeed be high achievers and change agents in low-income communities when parents and teachers engage students in a culturally relevant, community education model. Since the school's inception, KACS and the CCAC remain a unique non-profit/public school partnership in Delaware committed to public school excellence. The partnership with the CCAC which resulted in the KACS model embraces families and children regardless of their current condition and strives to move the children toward academic excellence. Simultaneously, KACS advocates for systemic changes, armed with evidence of a more effective local model of education for challenged students. Representatives from the CCAC serve on the KACS Governing Board. Additionally, the drama and dance teachers who instruct students and work collaboratively with the teachers at KACS are from the CCAC. Through the expansion, CCAC will provide support to KACS with additional teaching partnerships and enhanced programming. This will strengthen the partnership between KACS and CCAC and provide an even greater number of students access to an arts- infused education. Through the provision of specialized services in Early Education and Academics integrated with Arts Education, the KACS/CCAC model demonstrates how arts learning and a rigorous academic model can produce educational, economic and social dividends in measurable ways.

#### **Character Education**

The teachers and leadership of KACS work hard to ensure that students are not only being taught to be excellent scholars, but they are also being taught to be excellent people who are a positive influence on those around them. Through an intentional program of character education, students are being taught that they can be successful. The curriculum for the character education is based on the seven Nguzo Saba

Principles of Umoja (Unity), Kujichagulia (Self-Determination), Ujima (Creative Work & Responsibility), Ujamaa (Cooperative Economics), Nia (Purpose), KACS (Creativity), and Imani (Faith). The seven principles are embedded into the culture of the school. They are highlighted as part of the daily morning announcements and used as selection criteria for student of the week and student of the month. Teachers use the seven principles as the foundation for classroom culture. Students do classroom projects on each of the principles to showcase leaders and mentors who demonstrate the principles. Students complete writing prompts about each of the principles to explain what the principles mean and how they are living each of the principles each day. Parents are also taught about the seven principles and are asked to recognize and reinforce them at home.

In addition to the seven principles, KACS is implementing Second Step – Steps to Respect, which is an anti-bullying program from the Committee for Children. This program offers a curriculum for each grade level, K-8, and teaches students the skills they need to succeed socially and academically. The program features developmentally appropriate ways to teach core social-emotional skills such as empathy, emotion management, and problem solving. In grades K-5, the program includes self-regulation, executive function skills, and *Skills for Learning* which provide a strong foundation for the middle school program. At KACS, the Second Step program is used in conjunction with the seven Nguzo Saba Principles to teach students how to be of good character and how to manage and advocate for themselves and others.

### **Technology Education**

In 2007 KACS was the recipient of an eMINTS grant which infused technology into the school in support of the academic program and made technology an integral part of classroom instruction and the KACS school design. With the expansion of KACS into the middle grades, technology will continue to be an important component of the school design, as the teachers and leadership at KACS are committed to providing an educational experience that is relevant to contemporary society and engaging to students. Instructional technology is defined as the application of electronic media to the learning process, including computers, laptops, software, iPads, Smart Boards, televisions, projection devices, video, telecommunications equipment, digital cameras, assistive/adaptive devices, alternative input devices such as bar code readers, scanners, voice generated items, video discs, CD-/ROMS, and other devices and systems that provide simulated learning environments. Currently in K-5 KACS has one laptop for every two students in grades 3-5. In grades 3-5, there is one iPad per student in math classes. As the school expands, KACS anticipates needing to secure additional funding to maintain and improve the existing technology ratios as it expands into the middle school.

As students engage in their learning, technology is available at KACS for students to engage in project based research. They generate questions about what they are learning and are taught how to use the technology available to them to find the answers. Students are empowered to use technology as a problem solving tool to process information. Teachers use the technology to open the world to the students through web camera, video, audio, and electronic spaces. ‘Web-quests’ challenge students to research new topics and ideas. With Smart Boards, teachers can use technology in their teaching, demonstrating to the whole class how to access, evaluate, process, and use information. Situations can be simulated for students to create rich opportunities for problem solving. Through the addition of tools such as Skype and Google Docs, students will be able to work collaboratively on projects, especially at the middle school level. They can use the technology to comment on each other’s work and think critically about the world around them.

Technology is also used to support the Response to Intervention groupings. Teachers are making use of *Dreambox* and *Lexia* as tools to tutor students and give them assistance exactly where they need help. When this is blended with classroom instruction and flexible grouping, it is proving to be a powerful tool to propel students forward and close the achievement gap. Additionally, teachers are seeking additional math and reading apps that are available on the iPads to provide additional support.

## Expeditionary Learning

Expeditionary Learning (EL) is a comprehensive, research-based, academic program that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core State Standards and Delaware’s Prioritized Standards. Learning expeditions – long-term investigations of important, real-world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service.<sup>1</sup> In the original EL demonstration schools, most of which are located in urban settings and serve high proportions of low-income, at-risk students, students showed dramatic improvement in the high-stakes tests used in their districts.<sup>2</sup> Additionally, in all EL schools, there is an increase in students' levels of engagement and motivation, as demonstrated by high attendance and low rates of disciplinary problems<sup>3</sup>.

The EL model is an academic application of the ideas of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through experiences that involve challenge and adventure in a supportive environment. School leaders who decide to embrace EL, work to implement the following five core practice of EL schools.

Core Practices	What It Looks Like in the School
<b>Curriculum</b>	EL’s approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.
<b>Instruction</b>	EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
<b>Culture and Character</b>	EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
<b>Assessment</b>	EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.
<b>Leadership</b>	EL school leaders build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team – it is a role and expectation for all.

A key hallmark of the EL model is the in-depth, integrated expeditions in which the students engage twice per year. Learning expeditions are a powerful pedagogical tool for delivering and reinforcing specific skills and content while engaging students in **meaningful work** that integrates literacy with social studies,

<sup>1</sup> <http://www.elschools.org/design/index.html>

<sup>2</sup> [http://www.odysseydenver.org/expeditionary\\_learning.html](http://www.odysseydenver.org/expeditionary_learning.html) and [http://www.pcachicago.org/Media-packet\\_files/ELS\\_faq.pdf](http://www.pcachicago.org/Media-packet_files/ELS_faq.pdf)

<sup>3</sup> Mountain Measurement, Inc., 2010. Available <http://elschools.org/our-results/academic-achievement>.

science and the arts, providing a coherent framework through which Common Core standards will be taught (National Clearinghouse for Comprehensive School Reform, 2004; Udall, Mednick, 2000; Ulichy, 2000; Academy for Education Development, 1995). Teachers will design learning expeditions based on rigorous standards to produce high quality work that will be shared with parents, teachers, peers, and community members. Learning expeditions will last from 10-12 weeks and teachers will engage students in one expedition in the fall semester and one in the spring semester. Expeditions utilize:

- Project-based learning, organized around guiding questions that address a problem or explore an issue that is relevant to the local community
- Immersion activities to build student interest and engagement, including multiple pedagogical strategies to scaffold student understanding and development such as small, flexible grouping, direct instruction, modeling, independent work, student self-reflection, and high quality work products developed over time
- Significant projects, activities, and fieldwork that incorporate learning goals and are developed over time
- Community resources highlighting the expertise of local authors, experts, and community leaders who bring to life the history and culture of Wilmington and Delaware
- Meaningful community service through service learning
- Showcases, portfolios, and/or exhibitions through which students present their work and what they have learned to an audience of parents, peers, teachers, community members, and professionals

A sample EL Learning Expedition for grade 1, Farms and Food, and grade 7, Vernal Pools, is included as Appendix M.

The curriculum for KACS was built to take advantage of expeditions that are currently published and made available through the Expeditionary Learning Network. However, the Board recognizes that Delaware already has a strong science program through the Science Coalition and a fully developed social studies program available through the Department of Education. Therefore, significant time was spent selecting model expeditions from the EL Network that are in alignment with and matched to the curriculum developed by both the Science Coalition and the Social Studies content experts. The Integrated Curriculum Matrix (Appendix D) summarizes each grade level's expeditions in these two subject areas and shows how the science and social studies units are being folded into those expeditions. The matrix also summarizes how reading and writing will be distributed over the expedition, providing a rich context for nonfiction and fiction reading, as well as research and writing.

The model EL expeditions selected to form the anchor for the curriculum matrix can be easily contextualized to Wilmington and Delaware. However, it is recommended by EL school designers that the work of contextualizing the expeditions be done with the teachers who will actually be teaching at the school. Therefore, when the school opens, the EL School Design Coach will work with the teachers at KACS to contextualize the current expeditions, identifying local experts and places for field study and making the expeditions reflect more of the local context and community. This work will allow the teachers to take a greater ownership in the expeditions and teach them with more engagement.

The following expedition, "Those Who Came Before Us," is snapshot of a completely integrated, student- and interest-driven course of study through which the students are actively engaged in their learning across all subject areas.

**Grade 6 – Fall Expedition**

**Those Who Came Before Us**

**The First American: Kennewick Man and the Settlement of North America**

In this 12 week, two part expedition, students learn about the First Americans in a piece titled, "Those Who Came Before Us" and conduct a case study on the very controversial Kennewick Man and the debate over his

	<p>remains.</p> <p>Students learn mapping skills, developing their capacity for identifying locations mentally. Students investigate prehistoric culture, and compare it to the world they live in today. During this investigation, students discover how people use land, and how the choices they make about how to use the land result in patterns of functional regions. As students learn more about Kennewick Man, they begin to form an opinion on who should have rights to the remains; scientists, the government, or Native American tribes. Students will convey their beliefs about this controversy in a persuasive writing piece. Students will also write historically-accurate lyrics to a modern song explain Kennewick Man’s journey. Students will leave complete this expedition with a better understanding of our history, culture, geography, and what is take to truly stand up for who/what you think is right.</p>
<p><b>Science Coalition</b></p> <p><b>Earth History</b></p>	<p>Through studying the Grand Canyon’s sedimentary rock layers, student will gain the tools to make inferences about what the Earth looked like when Kennewick Man first came to America. They will investigate types of rocks, rock formations, sequences, and how to interpret the information fossils (specifically the remains of Kennewick Man found in Washington state) lend scientists in creating a vivid picture of what the Earth looked like in prehistoric times. By studying changes in to the Earth, students will begin to develop theories and draw conclusions about the exact origin and history of early Native American people.</p>
<p><b>Social Studies Coalition</b></p> <p><b>Building Global Mental Maps</b></p> <p><b>Culture and Civilization</b></p> <p><b>Reason for Regions</b></p>	<p>Within this expedition, students will build a capacity for creating more in-depth mental maps that extend farther than locations familiar to them. Student will create a map of the Northwest region of America, including all essential map elements. The students will use these maps to better comprehend the possible travels of prehistoric man, along with building a point of reference as to where these events took place in relation to modern America and the rest of the world. Creating and reflecting on the maps will solidify understanding of Kennewick Man’s life and his journey, developing mental images students can reference throughout the expedition.</p> <p>Students will study the places where civilization began, how civilization started in those places, and how unique patterns of culture are formed in those places. By studying prehistoric man and the changes in the Earth, students understand why culture is important. Further, students will make connections between cultures and recognize cultural difference. Students will gain insight to the ownership controversy that has made Kennewick Man a world-wide celebrity. During the expedition, students will take on the role of either a United States Government representative, a scientist, or a member of a Native American tribe, building a strong, data-based case for why each should be granted ownership of the remains.</p> <p>Students learn how people use land, and how the choices they make about how to use the land result in patterns of functional regions. Students will picture walk through several books that illustrate regions in our world, specifically North America. During a Think-Pair-Share activity, students will discuss how specific regions are identified, zoned, labeled, and utilized. Using comparing and contrasting strategies, students will complete a Venn Diagram listing several attributes to North American regions in both prehistoric and present times. Interpreting their graphs, students will be able to create an opinion on why regions are important, citing precise examples from resource material.</p>
<p><b>Math</b></p>	<p><b>Singapore Math Units:</b>  Speed and Rate  Ratio and Proportion  Circles  Triangles and Quadrilaterals  Percentage  Data Handling</p> <p>Students will apply the mathematical formulas for speed and rate to estimate the length of Kennewick Man’s supposed journey across the land bridge. Students will estimate how long</p>

	<p>travels lasted and what a comparable journey would look like today.</p> <p>Incorporating specific shapes, students will create maps that accurately depict the Americas, detailing the two theories of possible arrival to North America. Applying the concepts of ratio and proportion, the maps will be drawn to scale and clearly labeled with a key, including all major bodies of land and water identified. The map will be accompanied by short written description of each theory.</p> <p>Students will conduct a survey of an established sample group, analyzing what stance the general public takes on the ownership controversy. Armed with their knowledge and research-based data students will briefly educate a sample group with the discovery of Kennewick Man. Participants in the survey will report back to the students, which party they believe had rights to the remains. Students will write mathematical statements reflecting this data in the form of percentages and displaying the information in the form of a pie chart.</p>
<b>Language Arts</b>	<p><b>Reading Non-fiction</b>  Within this expedition, students will read several informational texts, identifying main ideas and citing supporting details. Students will make connections and respond to historically and culturally significant works of literature such as Ancient Encounters: Kennewick Man and the First Americans and Across Atlantic Ice: the Origin of America’s Clovis Culture.</p> <p><b>Character Sketch</b>  Based on the information presented during this expedition, students will create a historically accurate, fictional character sketch that addresses controversial issues surrounding Kennewick Man from the viewpoint of a Native American, and their specific encounters during this time.</p> <p><b>Persuasive Essay Writing</b>  Applying the knowledge and skills they have gained throughout the expedition, students will craft a persuasive essay that requires them to take and defend a stance on where they believe Kennewick Man’s remains belong. Regardless of whom they choose to advocate for, the government, scientists or Native American tribes, students must address the traditions and beliefs of death and burial according to Native Americans. They must also address reasons for and the effects of the Native American Graves Protection. Students will identify and summarize the sequence of events following the discovery of Kennewick Man in 1996. Students will incorporate transitions words, such as <i>then</i>, <i>next</i>, <i>after</i>, <i>finally</i>, in order to effectively build a case as to who should have ownership of the remains.</p>
<b>Visual Arts</b>	<p>Within this expedition, students have created maps displaying two possible routes Kennewick Man traveled, ultimately arriving in North America. Expanding on these detailed maps, students will use colors and shading techniques to represent specific regions discussed within the unit.</p> <p>Incorporating three-dimensional material, and piecing maps together from classmates, students will create a topographic model of a specific region.</p>
<b>Performing Arts</b>	<p>After listening to the song, “History of Everything” by The Barenaked Ladies, students will begin identifying and analyzing what each stanza of the song means. Students will then write lyrics to a short song of their choice, detailing the events they believe led to the discovery of Kennewick Man.</p>

The time between expeditions is called intercession. During this time, teachers and students will be “off expedition.” Typically this will be the first three weeks of school, the last three weeks of school, and six weeks mid-year. Instruction during this time is meant to provide a time to:

1. Design units of instruction that address standards that have not been integrated into the expeditions. These units will still use an active pedagogical approach, but will ensure that all standards for a particular grade level are being taught.
2. Teach the science units or social studies units for a particular grade level that were not integrated

into an expedition.

3. Allow teachers to plan learning events that emphasize fun and adventure and celebrate learning and culture. During intercession, students may enjoy outdoor challenges, camps, and service projects that are centered on the EL design elements or the school's vision for identity and community.
4. Provide additional interventions for those students who need additional support in reading, writing, and math.
5. Allow students to engage in additional opportunities to explore the visual and performing arts.

All intercessions will end with the students articulating what they learned and how it helped them reach the intended goals. Their learning may be reflected in portfolios, presentations, writings, and artwork.

**h. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.**

The teachers and administrative team at KACS engage in a significant amount of professional development to increase their expertise in teaching and assessing children. The professional development is a skillfully crafted blend of expertise from partners and contracted consultants and internal, embedded professional development from team leaders and the administration. KACS has also taken full advantage of the professional development provided by their data coach and the Vision 2015 Network. Beginning in the Fall of 2012, KACS transitioned to coach the coach model for data coach professional development. This format will continue beyond the RTTT grant period. Professional development at KACS will use the structures described below as it expands the number of students in grades K-5 and adds the middle school.

### **Structures for Professional Development**

#### **New Teacher Induction Program:**

In addition to the school-wide professional development, all teachers new to KACS are trained in the Teach Like A Champion strategies to lay the foundation for behavioral and academic expectations. New staff are also supported by the Delaware Mentoring Program and are assigned the support of an instructional coach. Instructional coaches are highly effective KACS teachers who provide support with lesson planning, implementation and data analysis. New teachers meet with their instructional coaches on a bi-weekly basis to plan and review assessment data. Additionally, all new teachers participate in regular peer visits and receive feedback on lesson implementation from their instructional coach on a routine basis.

**Summer Professional Development:** KACS teachers are required to attend a ten day summer professional development intensive. During this time, teachers engage in professional development in the elements of instructional design for the school. In 2012, for example, teachers spent time learning from Arts Integration Solutions, planning for a more intensive integration of the arts into the classroom to support learning. This work included professional development around learning strategies, as well as curriculum development work to map out when those strategies would be most effective. Grade level teams use some time during the summer to plan how they will approach character building at their grade level and then align their vision with the school vision. Teams also work on goal setting for their grade level, articulating what they want to accomplish as a grade level team and then mapping out their plan to reach the goals.

In the coming years as KACS expands, the summer professional development will use a similar format of a 10 day summer intensive; however, because of the influx of new teachers in the coming years as the model is brought to scale, the leadership will be very intentional about how they indoctrinate new teachers into the professional and instructional culture at KACS. This will include the development of a

differentiated professional development experience for teachers that includes sessions for teachers new to KACS, sessions focused on grade level team building, and sessions on vertical content articulation to ensure alignment between the current K-5 model and the added middle school content. Additionally, as KACS embraces the Expeditionary Learning school design in the coming school year, all teachers at KACS will be “new” to that model, which will create a single, umbrella initiative under which all other initiatives will align. A significant amount of time during the summer intensives in the next three to four years will be spent with the Expeditionary Learning School Designer.

#### Grade Level Professional Learning Communities:

Teachers meet in grade level teams every week for 60 minutes. As part of their regular planning time, the teachers use this time to collaborate on upcoming units and lessons, problem-solve behavior interventions, and plan for RtI groupings. In grades 4 and 5 where teaching is content-based and departmentalized, teachers also look for opportunities to plan for content integration. In addition to this time, teachers also have 90 minutes each week to plan with the data coach. The focus of this work is to do data digs, look for trends, and problem-solve the needs of the students based on the data. The 90 minute PLC’s meet bi-weekly September through May on Thursdays. With the expansion of KACS, this structure will remain in grades K-5, and will be built into the middle school schedule.

#### Early Release Days

Four times per year, the students are released from school after lunch so that teachers can meet for on-going professional development. This provides the opportunity for the staff to meet together to learn from experts/consultants and to engage in DDOE mandated training.

### **Content for Professional Development**

#### Delaware Reading and Writing Project:

KACS maintains a partnership with the Delaware Reading and Writing Project (DRWP) that is in its 3<sup>rd</sup> year. In the first two years of the partnership, the school worked with DRWP to understand reading strategies and to build explicit reading strategy instruction into their reading block. Currently the teachers are working DRWP around non-fiction writing. When the school expands to add middle school, the focus on writing will be maintained through the use of the *Units of Study* program from Heinemann. When the teacher consultant comes to KACS, she engages with the staff in a lesson study format based on *The Teaching Gap* by Stigler and Hiebert. Teachers engage in 5-7 coaching sessions with the DRWP teacher consultant in their grade level teams (substitute coverage is utilized), plan lessons collaboratively, observe each other teach, and then meet again to debrief the strengths and weaknesses of each lesson.

#### Mathematics Professional Development:

KACS partners with the Delaware Foundation for Math and Science (DFMS) and Wilmington University to gain support around Singapore Math implementation. Teachers attend a Summer Institute on Singapore Math that is held at Wilmington University and sponsored by the DFMS. All registration and material costs for the institute are covered through the foundation. All teachers attend and the training is differentiated by session for both new and veteran Singapore Math teachers so that all teachers feel supported. The in-house math coach at KACS also attends the Summer Institute and continues to work with the teachers at all grade levels through the school year to provide on-going coaching and support in mathematics instruction that is embedded into the daily work of the teachers. KACS also has an established relationship with the Brandywine School District and both organizations have arranged for shared professional development, classroom observations and on-going peer visits. This relationship has been beneficial to both organizations and has enabled both organizations to deepen their respective understandings of the Singapore Math model.

### **Arts Integration Solutions**

The focus of the professional development work with AIS is to provide training and support for classroom teachers to create an arts integration system: a set of processes, tools, measurements, classroom

interventions, and alliances that can be used in the classroom every day by any teacher, or group of teachers, to measurably improve student achievement. AIS endorses an academic-based approach to integration where teachers are trained to use the arts to teach the academic standards. During professional development sessions, AIS helps teachers to examine the opportunities for linking academic standards to an art form that will enhance teaching and learning in the classroom. AIS highly recommends collaboration with artists and arts educators, such as the Christina Cultural Arts Center, but the professional development is designed to empower classroom teachers to use the arts regardless of the presence of artists or arts educators. Additionally, AIS helps teachers learn to use the arts and cultural resources (museums, historic sites, performing arts organizations, individual artist's studios) available in their communities<sup>4</sup>.

Delaware Department of Education Professional Development:

KACS teachers participate in mandatory training, as required, by DDOE, including DCAS, DPASS training. New teachers participate in the statewide mentoring program. When teachers are new to KACS or new to a grade level, they participate in the science kit training for that grade. When the Social Studies Coalition meets, KACS sends a representative to collect the information and training to bring back to the school so that the teachers are updated on the social studies curriculum.

- i. Provide three units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application.**

Three units of instruction for the 6-8 grade cluster in each required subject area are included in the following appendices.

- Appendix E: English Language Arts K-8 Units of Instruction
- Appendix F: Mathematics K-8 Units of Instruction
- Appendix G: Social Studies K-8 Units of Instruction
- Appendix H: Science K-8 Units of Instruction
- Appendix I: Physical Education K-8 Units of Instruction
- Appendix J: Health K-8 Units of Instruction
- Appendix K: Visual Arts K-8 Units of Instruction
- Appendix K: Performing Arts (Music) K-8 Units of Instruction

Units of Instruction for grades K-5 were submitted and approved as part of the 2008-2009 charter renewal process. Grades K-5 continues to utilize these units of instruction, so they are not included in this modification application.

- j. Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

**Elementary Reading**

KACS will use *Reading Street* from Scott Foresman in grades K-5. *Reading Street* is designed to help teachers build readers through motivating and engaging literature, scientifically research-based instruction, and a wealth of reliable teaching tools. The reading program takes the guesswork out of differentiating instruction with a strong emphasis on ongoing progress-monitoring and an explicit plan to help with managing small groups of students. In addition, *Reading Street* prioritizes skill instruction at each grade level, so teachers can be assured they will focus on the right reading skill, at the right time, and for every student. Through *Reading Street*, teachers have access to a balance of fiction and non-

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<sup>5</sup> <http://www.pearsonschool.com>

fiction texts that build background knowledge, accessible rigor, emphasize close reading, a focus on informative/explanatory, argumentative/opinion, and narrative writing, performance assessments, and the integration of media and 21<sup>st</sup> century skills into the instructional program<sup>5</sup>.

### **Elementary Writing**

For writing in K-5, teachers will use *Explorations in Nonfiction Writing*. This series offers teachers and students the scaffolds to move forward with nonfiction writing, using writing as a natural way to wonder, learn, and think about topics that excite students. It includes opportunities for students to explore a variety of real-world nonfiction texts and to work collaboratively as researchers and writers to create their own informational texts. While learning how to locate, access, interpret, record, publish, and share information, students also consider ways to activate their voice and make their nonfiction writing clearer, more authoritative, and better organized. Designed around a consistent mix of explorations—some are extended units of study that engage primary writers in the complete writing process and others are targeted mini-lessons that expose students to various forms of nonfiction writing<sup>6</sup>.

### **Middle School English Language Arts**

In the middle school, teachers and students will approach ELA from the writing perspective and will use *Units of Study for Teaching Writing* by Lucy Calkins as the foundation for the course. At each grade level, 6-8 there are four instructional books, each one supporting several cycles of drafting, revision and publication. One of the *Units of Study* book supports work within a genre which falls under the larger umbrella that the Common Core refers to as opinion writing. Each year, grades 6-8 will build upon the previous year's instructional focus. For example, one year, students may write persuasive letters, petitions and speeches. The following year, they work within two units of opinion writing—one on the personal and persuasive essay, one on writing literary essays. This is followed by work on research based argument essays. In the same way, there are vertically aligned units that support students' development in narrative and information writing. At every grade, in addition to a book that supports each of the three genres that are especially highlighted in the Common Core, there is a fourth book which allows for additional study of personal narratives, poetry, increasingly complex essay work, or the memoir<sup>7</sup>.

Dovetailing with the writing curriculum described above will be comprehension instruction that will be done with fiction, nonfiction, and technical texts through reader's workshop, literature circles, and as mentor texts for the writing units. For these texts, no commercially available curriculum and materials will be used. Instead, teachers will look to the current expedition and locate authentic texts from all genres that support the content learning of the expeditions. These materials may be trade books, online sources, and materials available through the *Units of Study* program. Although teachers will not be using a commercially available reading series, they will be basing their instructional planning around the Common Core State Standards for ELA.

### **Elementary and Middle School Mathematics**

Both the elementary and middle school teachers will use the research-based *Singapore Math* program, which is a replication of how students in Singapore learn math and is in full alignment with the Common Core State Standards. KACS has been using this program in grades K-5 with great success and will build on that success in grades 6-8. *Singapore Math* uses an approach that moves from representing mathematical concepts in concrete ways, into using a pictorial modeling, and finally using that foundation to represent abstract thinking. This provides a process for students to solve multi-step problems. While *Singapore Math* does have an emphasis on computational skills, it also encourages an active thinking process, communication of mathematical ideas, problem solving, and strategic thinking processes so that students are developing the foundation they need for more advanced mathematics. The program emphasizes mental math and the model drawing approach so that students are able to build connections

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<sup>5</sup> <http://www.pearsonschool.com>

<sup>6</sup> <http://www.heinemann.com/products/E03784.aspx>

<sup>7</sup> <http://www.unitsofstudy.com/writing-grade-by-grade/default.asp>

between mathematical concepts. *Singapore Math* books, especially in the lower grades, focus on covering less material with greater depth. *Singapore Math* for middle school, called *Elementary Mathematics*, follows a more integrated approach, where concepts and examples from algebra and geometry are introduced progressively at each grade level, building on the foundation set in grades K-5 and preparing students for more advanced math. The content framework for the K-8 Singapore Math program covers topics in increasingly advanced detail in successive grades, building KACS students' expertise with mathematics through the K-8 continuum<sup>8</sup>.

### **Elementary and Middle School Science**

KACS is committed to the recommended curriculum distributed by the Delaware Science Coalition for all grades. The staff has attended the required training and made a commitment to the instructional strategies recommended in the published curriculum guides, adapting them when necessary for their students. The staff has made a commitment to the hands-on nature approach to constructing understanding that is the hallmark of the Foss Program, as well as teaching students to learn and appreciate science through constructing ideas, asking questions, investigating topics, and analyzing data. In the early elementary years, students learn science best from direct experiences in which they describe, sort, and organize observations about objects and organisms. Upper elementary and middle school students construct more advanced concepts by classifying, testing, experimenting, and determining cause-and-effect relationships among objects, organisms, and systems.

### **Social Studies**

Social Studies is an area of the curriculum where the administrative and teaching staff can truly encourage professionalism by taking away the structure of a published curriculum and using the Delaware Prioritized Standards as a structure around which to build the curriculum. The teachers began with the course outlines and unit plans available from the Social Studies curriculum. After identifying which standards are now being addressed through the available units, the teachers built out additional units so that all of the essential standards are covered at each grade level. Whenever possible, teachers plan to integrate multiple social studies strands through hands-on, project-based learning that capitalizes on oral language development to communicate ideas.

To supplement the Social Studies Coalition units, KACS will use *History Alive!* from the Teacher's Curriculum Institute (TCI). In grades K-8, *History Alive!* and *Geography Alive!* transforms social studies class into a multi-faceted learning experience. TCI lessons start with a big idea articulated as an Essential Question and incorporates graphic note-taking, group work, and step-by-step discovery. Students are the center of instruction that taps a variety of learning styles, allowing students of all abilities to learn and succeed, discovering information for themselves, feeling the emotions of historical figures, reasoning through problems, debating complex issues, and reflecting on their learning<sup>9</sup>.

- k. A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only.**

Not applicable – KACS is not a new applicant.

- l. Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.**

Not applicable – KACS is not a new applicant.

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<sup>8</sup> [http://ies.ed.gov/ncee/wwc/reports/middle\\_math/singaporemath/index.asp](http://ies.ed.gov/ncee/wwc/reports/middle_math/singaporemath/index.asp)

<sup>9</sup> <http://www.teachtci.com/what-is-tci-textbook-publishing-company.html>

- m. Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

With the transition to the Common Core State Standards, KACS teachers have had the opportunity to work intimately with the standards and the school's curriculum tools, making sure that their curriculum maps and units of instruction were aligned. For grades 6-8, the development of the Integrated Curriculum Matrix and the alignment seeks not only vertical articulation between grade levels, but also articulates horizontal alignment across content areas in the same grade level. The integration of knowledge between disciplines, as well as Common Core State Standards will present an academic program to students that will support their attainment of the increased rigor within the Common Core Standards, not only as it pertains to the content, but also as it pertains to the instructional shifts that accompany full alignment to the standards. The expeditions will also incorporate the teaching of 21<sup>st</sup> century skills – creativity, collaboration, communication, and critical thinking. Together the tight curriculum alignment to Common Core and the integration of content areas will prepare students for the Depth of Knowledge required for the performance based assessment items, their high school experience, and college success.

- n. Provide a copy of the school calendar and master instructional schedule. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

The school calendar and master instructional schedule for grades K-8 is included in Appendix M.

- o. Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only.**

Not applicable – KACS will not offer CTE courses.

## **7. Students with Special Needs**

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- a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

**Kuumba Academy Charter School (KACS)** continues to comply with all state and Federal statutes and regulations with regard to the education of students with disabilities, and remains at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. The school's current practices serving students with special needs already meet the standard for protecting the rights of students with disabilities – Operational Performance Indicator 1(c) as recently established by the DDOE.

**KACS** will continue to work with fidelity to the Response to Intervention (RtI) process, (see question "b" below). Interventions, data collection, assessment methods, and research- and evidence-based intervention strategies are well utilized and documented. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the Instructional Support Team, (IST) recommends that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Because parents are true partners and play such an important role in the education of their children at **KACS**, conversation with parents are ongoing regarding the interventions, movement of children between tiers, and data-driven rationale for decisions. Ultimately, if deemed necessary by the IST, parental

permission is solicited for the student to be tested for eligibility of Special Education Services. **KACS** continues to be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b) which “requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured.” A document explaining Procedural Safeguards is provided to parents as part of each meeting. Questions parents may have about the Safeguards are answered at this time.

If, prior to implementation of the full RtI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the RtI process. If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900. Once a student is deemed eligible for special education services, s/he will be educated according to all state specifications of IEP components, including annual measurable goals, identified benchmarks, and necessary classroom accommodations and modifications to existing classroom practices and curricula in order for the student to receive their right to a Free and Appropriate Public Education (FAPE). In addition to accommodations and modifications present for students during the regular school year, each student will have determined by their IEP team whether or not they are eligible for Extended School Year Services, (ESY) as prescribed in 34 C.F.R. § 106 and 14 DE Admin Code § 923.6.0.

The Americans with Disabilities Act of 1990 (42 U.S.C. 12181), prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part. **KACS** is fully accessible to all students, faculty, staff, parents, and community members.

**b. Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.**

**KACS** implements all Response to Intervention (RtI) procedures with absolute fidelity to state and Federal RtI regulations. The RtI-tiered instructional process is an anchor component in the educational program in that all students in the general education curriculum are educated at Tier I, with a research- and evidence -based curriculum that is infused with an exploration of the cultural arts and move through the tiers if student needs are not met and progress is not made on academic benchmarks with the supports and interventions in place at their current tier. Once a student is identified as having difficulty succeeding in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, that student's academic team reviews screening data and adjusts the regular education program to include supports to address student need. If the student improves, s/he continues in the general education program with those supports in place. If the student's performance does not improve, the student's teacher will present his/her data to the **KACS's** Instructional Support Team (IST), which will review the data and design measurable goals and interventions for the student. This will move the student into Tier II of the RtI process, in which the student receives a minimum of 90 minutes per week of targeted, research-based intervention instruction, when possible still within the general education classroom. Progress monitoring of student performance and achievement on targeted skill(s) is done bi-weekly. If student performance

improves and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. If the student does not make adequate progress in Tier II, the IST will discuss the student and the data collected through progress monitoring and devise additional strategies, interventions, and goals for the student, who will then transition into Tier III of services, which is more intensive than Tier II. In Tier III, the student will receive a minimum of 150 minutes per week of targeted, research-based intervention instruction, again within the general education classroom whenever possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through the duration, frequency, and time of interventions.

Scheduling of these intensive intervention times is flexible. The minimum number of minutes of instruction can be designated within the school day/week as the teachers see fit, using available resources to maximize the benefit to students. Students do not miss any content instruction for tiered services. Thirty-minute time blocks are incorporated into the daily schedule for academic workshop time, during which students who are in Tiers II or III of the RtI process can receive their targeted, intensive instruction while students in Tier I, the general curriculum, have the opportunity for expeditionary work time, team collaboration time, or additional reading or mathematics practice.

The Delaware Department of Education believes that there are best practices around data collection and that analysis has four components as outlined below.

- Target skills or behaviors are defined clearly by addressing what they look like, how often they happen, for how long, and to what degree of intensity or proficiency.
- Setting where the target behavior will be observed and recorded is described; if using multiple settings, then codes to identify settings are created.
- Data recording procedures and materials are developed to specify:
  - Who will collect data?
  - Where will data be recorded?
  - When will data be recorded?
  - How will data be recorded?
- Access to and availability of needed materials

The analysis and interpretation of data collected determines whether desired outcomes were achieved and may be used to revise, increase, decrease, or discontinue the intervention when appropriate. This may include, but will not be limited to, summative data such as DCAS results, results of universal screenings, progress monitoring, and other formative assessments, as well as anecdotal information collected from parents and other team members (See Appendix N for RtI implementation guide).

The National Research Center on Learning Disabilities (NRCLD) outlines these assessments by table including the purposes of each type of assessment within the RtI process. The assessment program for KACS includes screening, progress monitoring, and diagnostic tests.

	Screening	Progress Monitoring	Diagnostic Tests
Population	School Wide/ all students	Class/Small group/ Student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic, domains of knowledge, skills, abilities
Frequency	Yearly/three	< 3 weeks /weekly	Yearly

	times/monthly	/daily	
Purpose	Identify students who are at risk.	Regroup students	Identify specific student deficits
Focus	School Focus	Student/class focus	Student focus
Instruction	Class/ school instruction and curriculum decisions	Within intervention (curriculum/instruction)	Selecting specific curricular and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

**c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.**

KACS is a place where each student feels known: known by other students, his/her teachers, the School Leader, and other staff. Each student is supported by the members of his/her team at every level of intervention, and has a network of people who are vested in his/her success and have the desire to assist him/her in academic and social growth.

If a student experiences difficulty with the general curriculum, the teachers will meet to discuss observations, share data, and identify interventions that will be put in place to increase student achievement in the classroom. Data will be collected during this process, with the teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student’s success with the general curriculum does not increase, the teachers will bring their concerns, as well as data that reflect specific difficulties, to the Instructional Support Team (IST). At KACS, time, people, and resources are used in innovative ways to meet the needs of every child, and it is with this focus that the members of the IST are able to ask and answer the question, “What resources can we use to increase this student’s chances for success?” Being well resourced through their partnership with the Christina Cultural Arts Center (CCAC) and KACS’ emphasis on a cultural arts integrated curriculum, they have the unique ability to think outside of the box when identifying intervention strategies that may work with students who require multiple access points to its’ rigorous curriculum. Looking at each student on an individual basis, the IST will determine and approve the appropriate resources, strategies and supports to be implemented in efforts to increase that student’s success within the general education classroom.

Members of the IST include, but are not limited to, the student’s teacher, the School Leader, the student’s parent/guardian, a Special Educator, School Psychologist and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, math specialist and arts teacher.

**d. Describe the continuum of educational placements available to students with disabilities.**

KACS will continue to implement the tiered Response to Intervention process with fidelity so as to accurately identify, assess, and accommodate student needs. It is of primary importance to educate all students in their Least Restrictive Environment. All intensive services will be implemented within the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RtI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is hindering his/her learning and progress in the general curriculum. The evaluation process will be completed with full compliance to state and Federal timelines and regulations. (See question “a” above.)

For a student who moves beyond the RtI process and is serviced via an Individual Education Plan, the IEP team will determine what placement constitutes the Least Restrictive Environment for that child.

- e. **Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.**

Professional development is a top priority at KACS and the school will continue to be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all staff feel confident in delivering high quality, student-driven instruction that demonstrates fidelity to the Expeditionary Learning model. Individual strengths and needs of the staff and program are taken into account when professional development topics and interests are explored and discussed.

The school leader and appropriate staff will continue to participate in any professional development sessions offered by the Delaware Department of Education, especially those related to delivering high quality, effective instruction and interventions within the Response to Intervention process, as well as deliver high quality instruction specific to documented student needs built into a student's IEP, in efforts to remain compliant at all times. In addition to the previous mentioned professional development, and because of KACS' infusion of the cultural arts into the core content delivery, PD will focus also on how to be sure those students with disabilities have accessibility to all arts programs and infusion opportunities that exist at KACS. Specific target areas for continuous professional development will include assessment and screening, collection and interpretation of data, and implementation of research-based instructional approaches, strategies and best practices.

- f. **Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.**

KACS provides necessary related services to all students with disabilities. The Board contracts with reputable, high-performing agencies, for any and all related services that are deemed necessary for the success of each child. Related services may include, but will not be limited to, hearing education services, occupational therapy, physical therapy, speech and language therapy, and vision education services.

Any child requiring related services will have the time, frequency, and duration of these services, along with his/her present levels of performance, annual goals, and short term objectives, included in his/her Individual Education Plan (IEP), and appropriate related service providers will be members of the student's IEP team to advocate for specific accommodations and modifications to the general curriculum to support student need.

- g. **Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.**

KACS will continue to avidly recruit and hire teachers who hold a dual Delaware teaching certification in both Elementary/Middle and Special Education. In addition to working specifically with students who have identified disabilities in order to support their participation in the general education classroom, the special educators at KACS will work closely with teachers to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet each student's individual needs.

Reputable, certified agencies are retained to provide related services to students who have specific, identified needs beyond academics. Roles within the school that may be filled through contracts with outside service providers include, but are not limited to: School Psychologist, Occupational Therapist, Physical Therapist, Vision Therapist, and Speech and Language Therapist.

### **Staff Positions and Descriptions:**

#### **School Leader**

See Job Description and duties in Section 8, question "a"

### **Special Education Teacher**

See Job Description and duties in Section 8, question “a”

### **School Nurse**

See Job Description and duties in Section 8, question “a”

- h. Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.**

There have been no administrative complaints related to serving students with special needs.

- i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.**

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability or medical condition will have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and Federal guidelines.

The school leader maintains responsibility for assuring compliance with this section.

- j. Complying with Title VI and VII of the Civil Rights Act of 1964.**

KACS has established a non-discrimination policy that no person shall be subjected to discrimination in its educational programs, services, or activities based on race, national origin, gender, age, or disability, in accordance with State and federal laws.

The school leader maintains the responsibility for assuring compliance with this section.

- k. Complying with Title IX of the Education amendments of 1972.**

See item ‘j’ above.

- l. Having certified special education teachers(s) providing services for students with disabilities.**

KACS employs certified special education teachers for students with disabilities; compliance will be assured by the school leader.

## 8. ECONOMIC VIABILITY

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- a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title

The following represents school staffing, including the proposed expansion through middle school grades:

**Staffing:**

	2013-14	2014-15	2015-16	2016-17
	Year 1	Year 2	Year 3	Year 4
	FTE	FTE	FTE	FTE
Principal/Operations Administrative	3	3	3	3
Teachers	16	21	31	41
Nurse	2	2	2	2
Clerical	1	1	2	2
Students	295	445	644	855
Custodial	1	1	1	1

**STAFF POSITION DESCRIPTIONS:**

**SCHOOL PRINCIPAL (Head of School)**

The Principal (Head of School) is responsible for the administration and management of Kuumba Academy Charter School (KACS). This individual oversees the instructional program, school operations, and selects and evaluates personnel. He or she must demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Kuumba model, success of the instructional programs, and all aspects of school operations. This position reports directly to the Board of Directors.

**TEACHER**

- Elementary Teacher
- Secondary Teacher
- Elementary Special Education Teacher
- Secondary Special Education teacher
- Elementary Spanish Teacher
- Secondary Spanish Teacher
- Elementary Music Teacher
- Elementary Art Teacher
- Elementary Physical Education Teacher
- Secondary Music Teacher
- Secondary Art Teacher
- Secondary Physical Education Teacher

Teachers are responsible for implementing the curriculum and instructional program in accordance with the Kuumba model, planning for exhibitions, providing for an enriched multicultural experience, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards. This position reports directly to the school principal.

## NURSE

The school nurse provides health care to the school community and leadership for the provision of health services. The school nurse provides screening and referral for health conditions, while serving as a resource person to the school and the community on health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety. The school nurse promotes a healthy school environment.

## OFFICE ADMINISTRATOR (Clerical)

This position is responsible for the administrative and organizational aspects of **KACS**. This individual is responsible for the reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

## CUSTODIAN

This position is responsible for keeping building clean and in an orderly condition. This individual will perform heavy cleaning duties, such as washing walls and windows, shampooing rugs, cleaning floors, removing rubbish and performing routine maintenance activities. The custodian will make sure students' learning environments are safe and clean, will notify management of repairs needed, tend to furnaces and boilers and clean snow and other debris from sidewalks. The custodian must also demonstrate a willingness to be available for any cleaning issue that might arise during a school day.

**b. List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.**

The following positions are not employed by the Kuumba Board of Education:

- IT: Brandywine Info Group
- Speech Therapy : Susan Burton Consultant
- Occupational Therapy: Therapy Services
- Psychological Assessments: Insights
- Cleaning Service: Norberto Rivera
- Financial Management: Michelle J Lambert, CPA
- Dance and Drama Instruction: CCAC
- Transportation: First Student

Contracts associated with these positions may be found in Appendix Y.

- b. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement.**

<b>Estimated Costs</b>	<b>Year 1 (2013-14)</b>	<b>Year 2 (2014-15)</b>	<b>Year 3 (2015-16)</b>	<b>Year 4 (2016-17)</b>
<b>Facility Leases</b>	592,440	791,160	989,880	989,880
<b>Utilities</b>	80,000	90,000	100,000	100,000
<b>Insurance</b>	34,000	34,000	51,000	51,000

Specific information about Kuumba facilities may be found in Section 9, question 'd.'

**KACS** has budgeted rent and other occupancy costs at approximately \$706,440 in Year 1 to \$1,140,880 in Year 4, allowing for growth in the student population. The board intends to continue to lease the

facility, located at 519 N. Market Street along with space in the Community Education Building in Wilmington, New Castle County. Each location allows for easy access to the school, ensuring that the selected site will provide the best possible setting for students and their families.

The budget is based upon actual data obtained by the current lease on the current building and the information provided by the CEB. The lease costs and utilities are based on actual current information, and estimates from CEB. The insurance information is based on a combination of actual premiums on the current facility, along with estimates on the CEB facility from the school’s current insurance provider.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay rent and maintain the facilities. In order to ensure continued fiscal viability, the school’s Financial Oversight Committee will work with the board and Head of School to regularly analyze enrollment, expenditures, and financial management practices.

While it is anticipated that state and local funds will be adequate to maintain financial solvency, the board intends to aggressively implement a fundraising plan to supplement available resources for school operations. To that end, the board has contracted with Danielle Sullivan to plan and coordinate the fundraising activities. The Fundraising Plan may be found on Appendix S.

The actual CEB site and premise have not yet been secured by way of a fully executed lease agreement, and the Board will await final approval of the school’s charter before proceeding to bring closure to lease agreements. KACS will negotiate and lease CEB site prior to April 30<sup>th</sup>, 2014, and will ensure that the facilities will be in full compliance with all applicable codes and regulations prior to the opening of the 2014-15 school. Renovations to the CEB-leased facilities will be completed no later than late spring of 2014 in order that Certificates of Occupancy (CO) can be obtained by the deadlines of June 15, 2014 in accordance with Delaware charter school law.

- c. Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.**

The Christina Cultural Arts Center owns the 519 N. Market Street site, and the CEB landlord owns the CEB school facility. In the event the school closes the facilities will be vacated and returned to the landlord.

- d. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.**

<u>Contract</u>	<u>Finalized</u>
Facility Leases	June 2014
Insurance/Audit	June 2014
Facility Maintenance	June 2014
Transportation	June 2014
Food Services	June 2014
Financial Accounting	June 2014
Speech/Hearing/Psych Contract	June 2014
All Other	June 2014

- e. **List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source.**

This is a charter modification.

- f. **List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.**

KACS does not intend to rely on supplemental revenues (funds in addition to the identified federal, state and local funds, as shown on the budget spreadsheets) for start-up costs of the school and basic school operations. The school intends to rely on carryover state and local monies from current operations, as identified on the budget spreadsheet (Appendix O).

KACS has also developed an aggressive fundraising plan (Appendix S) to supplement the costs for school operations. While these funds are not necessary to open and maintain the basic operations of the school, they will certainly become a core element in building flexibility and enhancements into expenditure decisions considered by the Board.

Revenues raised through fundraising activities will be collected by a Fundraising Committee and deposited into the school's First State Financial (FSF) account, in accordance with required procedures. Decisions for the use of these funds will become part of the overall financial planning process for the school, subject to review by the Financial Oversight Committee, and will be part of the annual all funds (single) audit of the school.

The Citizen's Budget oversight Committee (CBOC) has representation from parents of students enrolled in the charter school, educators at the charter school, and representatives of the Delaware Department of Education (DDOE); CBOC membership may be found in Appendix C.

The CBOC regularly participates in training provided by DDOE, and serves in an oversight role for all aspects of school financial operations and planning. DDOE regulations guide committee operations, and ensure uniformity and transparency in the financial recording and bookkeeping practices of the school.

- g. **Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable.**

Given the scope of the school's annual waiting list, it is not likely a contingency plan is needed as a result of low enrollment. In the unlikely event that this should occur, however, the board would plan to reduce personnel and operating costs to meet funding limitations.

KACS continues to demonstrate it can operate financially at any student level between 800 and 855 students. The minimum number of students the school can enroll each year to remain economically viable in year 1 is 275 students; in year 2, 445 students; in year 3, 630 students; and in year 4, 800 students. In summary, KACS can be opened and maintained with middle school grades within the funds provided by state and local authorities.

## **9. Administrative and Financial Operations**

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- a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management.**

Kuumba Academy Charter School (KACS) continues to contract with Michelle Lambert, CPA, to manage the financial operations of the school. The scope of work for these services may be found in Appendix Y and includes accounting, payroll, purchasing, compensation, retirement, and benefits management. While the firm does not perform management functions or make management decisions, advice and recommendations are provided to the Board and school leadership to assist in these areas. Since the school's inception, there have been no financial irregularities identified.

KACS follows the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures. The school uses the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. Financial reports are posted on the school's website on a monthly basis, following board approval. The Financial Position Reports, required by Title 14, are prepared and submitted to the Department of Education. In addition, the school commissions an annual independent audit of financial accounting and procedures to ensure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

KACS uses the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All personnel involved in executing these processes are properly trained in accordance with state requirements.

KACS teachers are state employees, and as such, receive compensation packages, retirement, and benefits through the State of Delaware. The school continues to take advantage of the state purchasing system in order to maximize its buying power. The school independently contracts for certain goods and services, as needed and appropriate.

In order to maintain responsible fiscal accounting, planning and management practices – and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code – a Citizens Budget Oversight Committee (CBOC) has been established to review and analyze all financial expenditures, management practices and budgeting. The CBOC membership may be found in Appendix C. The CBOC consults regularly with the Board, the school leader, and the CPA firm. The committee remains actively in place during each year of school operation and complies with the regulatory requirements for membership, training, and operations.

Internal controls are monitored and modified as needed. Such internal controls include, but are not limited to, the approval of all school budgets by the Board, monthly reconciliation with expenditure reports, monthly disclosure to the Board of expenditures which exceed a pre-defined percentage of the budgeted line item, authorized approval documentation on appropriate financial transactions, and employment of a system of checks and balances in processing financial transactions. Since financial transactions are processed through the FSF system, complete and accurate documentation is regularly available for inspection.

Responsibility for the oversight of operations includes the Board of Directors, the school leader and Citizen's Budget Oversight Committee. All financial operations and practices are in accordance with the standards established by the Government Accounting Standards Board (GASB), Delaware's State Budget and Accounting Policy Manual, and Delaware Department of Education Regulations. The Board and

Citizens Budget Oversight Committee receive regular reports that include assessments of financial practice as well as information regarding the status of financial accounts and ongoing sustainability.

- b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school.**

Among the Board's roles and responsibilities are to ensure that the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards of financial and administrative operations. Board members continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; business planning and development; fundraising capacity; and support for teachers, students and parents.

Specifically, the Board of KACS is ultimately responsible for the performance and management of the school and as such will maintain responsibility for the following:

- Assurance of fidelity to the school's vision and mission, and for the fidelity of implementation of the Kuumba Academy's academic program and culture
- Assurance the school and the Board operates in compliance with all applicable laws and regulations, minimizing exposure to legal action. The Board will also create a 'Conflict of Interest' policy that is reviewed with and signed by individual board members annually
- Support for and evaluation of school leader, teachers and staff
- Accountability for both the financial stability and the financial future of the school; engagement in strategic financial planning, primary responsibility for the preservation of capital assets and endowments
- Oversight of operating budgets developed by the school leader and Citizens Budget Oversight Committee
- Approval of all contracts
- Active participation in fund raising activities
- Commitment to long-range and strategic planning
- Maintenance of full and accurate records of its meetings, committees, and policies; and communication of its decisions widely, while keeping its deliberations confidential
- Proactive engagement with the school leader to cultivate and maintain good relations with school constituents as well as the broader community, and the exhibition of best practices relevant to equity and justice
- Commitment to a program of professional development that includes annual new board member orientation, ongoing education and evaluation, and board leadership succession planning
- Appraisal of student performance indicators and measurements of academic achievement

The board continues to support the investigation into best practices, roles and responsibilities, board operations, governance and oversight, and performance and accountability by taking advantage of appropriate professional development opportunities. In addition, the board will continue to participate in the financial training required by the state.

The Board meets in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance. Monthly financial reports are also presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, are posted on the school's website and shared with staff, parents, and the Citizen's Budget Oversight Committee.

- c. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.**

The Executive Board employs a Head of School for the purpose of managing the school. The Head of School is in charge of all aspects of the program including curriculum and instruction, finance and operations. The current Head of School has been with the school for over ten years, and has experience in all critical aspects of the program.

As previously indicated, KACS continues to contract with Michelle Lambert, CPA, to work in close collaboration with the Head of School to manage the financial operations of the school.

**d. Describe how teachers and parents be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved.**

Teachers and parents continue to be involved in leadership and decision-making within the school. A minimum of one Delaware certified teacher employed by the school and a parent of a student enrolled in the school are represented and maintained on the Board. Currently, Kuumba has 3 teacher representatives serving on the Board of Directors. Procedures and practices have been put into place to facilitate ongoing family engagement within the school. Parents and teachers assume leadership roles through their involvement with the Board, along with their participation on school committees and other functions within the school.

KACS is a community school. By definition, a community school is both a place and a set of partnerships between the school parents and other community resources. At the heart of the Kuumba philosophy is the belief that parents are children's first teachers. The circle of learning includes parents/adults caring for children, teacher, teachers and students. The vision since the school's inception has been to connect parent/community engagement with learning, health and social services, and relationship management to improve student learning. Outreach strategies targeting parent focus first and foremost on establishing and sustaining a welcoming school culture. The red carpet is rolled out from admission throughout the school year. There is a range of opportunities for parents to become and remain involved in their children's education as well as in the life of the school, even beyond graduation.

Parents are involved in numerous and various ways, such as assisting with class projects, helping teaching prepare materials, or serving as lunch and bus monitors. On alternating months, KACS hosts parent information sessions and 'Bring Your Parent to School' days. Additionally, the school has a very active Parent Teacher Association (PTA). The PTA works very hard to be involved with the school, particularly during student incentives, celebrations, and parent academy workshops. A PTA liaison routinely attends the school board meetings and discusses mutual ideas.

**Parent/Adult Caregiver Engagement**

The following outlines examples of how Kuumba implements parent engagement strategies. The term parent is used generally. A complex set of relationships exists among 21st Century families. About one third of the school's children are under the care of grandparents, extended family members, non-relative caregivers and foster care for a range of reasons (i.e. chronic health problems, addiction, incarceration, homelessness, divorce, mobility). These complexities make the cultivation of relationships paramount and secondary to "activities."

- Face-to-face interviews are conducted with family representatives and all prospective students. Interviews help gain insight into the student's learning style, family dynamics and provide parents an opportunity to communicate expectations to school leaders and vice versa.
- Interviews also afford school leaders an opportunity to discuss the role of the school in the community. This face-to-face exchange is an early relationship building strategy.
- School personnel make home visits for all new students.
- Parents are represented on school decision-making bodies including the board of directors. Parents elect their board representatives at the PTA level.

- Parents plan and participate in school social functions (picnics, cultural outings, dances, health walks, May Day, intramural sports, performances, exhibitions, book fairs, fund raisers)
- Parent/Teacher/Student conferences are conducted on a trimester basis. Starting in 2013, conferences will be student led.
- Parent Academies are held monthly presenting both information and encouraging parent-to-parent interaction.
- Monthly e-News distributed community wide highlights achievements and shares pertinent information.

In a broader context, parent surveys are a tool used on an annual basis to gauge parent satisfaction with many aspects of student learning and school operations. In addition, parent feedback is sought following student exhibitions with data collected and reported on a quarterly basis.

Kuumba is deeply committed to empowering its' teachers and providing meaningful leadership opportunities for the staff. As a result, the staff is highly involved in decision-making at KACS. That involvement is accomplished through various methods. First, there is always a minimum of two teachers selected by the teaching staff to serve on the Board of Directors, with a term length of three years. Second, the school has an Instructional Leadership Team (ILT) that is responsible for curriculum decisions, classroom instruction, and assessments. KACS has a very active shared decision-making process that is ongoing and effective.

- e. **List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.**

The process for hiring the principal, teachers, and other school staff continues to include: recruitment and screening; review of credentials, background, experience, and references; sample lessons, writing samples, and interviews with the school leader and/or Board; and recommendations and contract approvals by the Board.

The annual timeline for hiring staff cycles through staffing and enrollment projections in the early spring; recruiting and hiring in spring/summer; and contract approvals in the summer.

- f. **Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers are participating in an alternative certification program, if available.**

Currently, KACS receives over 100 resumes from teacher candidates as a result of recruitment efforts through local and statewide web postings and outreach to local Universities. Historically, KACS has also worked with organizations such as *Teach for America* to fill open teaching positions. In 2011-2012 Kuumba added two new TFA hires and currently has one TFA alumnus on staff. Kuumba leadership will explore the retention of a Director of Human Capital to lead the focus on staff recruitment. This person will be tasked with broadening and deepening our pool of candidates through targeted relationship building efforts and screening candidates to create a qualified pool of educators for school leaders to hire.

To build our pipeline of high quality candidates, the focus will include the following sources:

1. The Delaware Department of Education is focused on improving the teacher pipeline particularly for high-needs schools over the next several years. Delaware's education plan includes several new teacher recruitment programs that will build additional capacity and hiring options for the state's districts and charter schools. Partnering with organizations with expertise and successful track records in recruiting, selecting, and pre-service training new educators is a critical component of the state's RTTT work. These investments focus on identifying and preparing new teachers in the year before they enter the classroom and supporting and evaluating them throughout their first 1-3 years at developing teachers. KACS intends

to continue to take full advantage of these programs including the *Teacher Attraction and Retention* bonuses available for teachers rated Highly Effective within the state performance appraisal system.

2. Continued outreach to current teachers in traditional public schools with 2-5 years of experience through job fairs, network-wide recruitment events and more targeted advertising and marketing.

3. Schools of Education: We will broaden the scope of our recruitment at schools of education with a focused set of schools including Historically Black Colleges and Universities (HBCU). We will assess programs for quality and establish recruiting relationships with a focused set of Schools of Education including HBCUs.

4. Employee referral rewards: KACS intends to consider offering a bonus to any employee who refers a teacher candidate who is hired. Often, effective teachers can be valuable referral sources. Benefits of implementing this type of incentive will be evaluated moving forward.

Kuumba places a high-priority on the attraction and retention of highly qualified certified teachers. Kuumba is committed to providing a supportive work environment for teachers that recognizes high performing teachers. Over the past several years, Kuumba has implemented teacher incentive bonuses for teachers meeting and exceeding rigorous performance targets. Most recently, Kuumba has been identified by the Department of Education as an institution eligible for the *Race to the Top Teacher Attraction and Retention* bonus program. This federally funded program enables teachers who meet pre-defined performance targets to earn \$10,000 bonuses for student achievement data. This program is currently available for all teachers in grades 3-5 and is a valuable resource in helping to retain and attract top-performers.

The instructional culture survey included in Appendix M provides additional teacher feedback related to teacher retention.

In addition, Expeditionary Learning has a national network that offers supplemental opportunities to recruit Delaware certified teachers through multiple advertising venues, social and professional networking sites, and outreach with Delaware's institutions of higher education.

If non-certified teachers are hired on emergency certification, it will be necessary for them to meet the following requirements:

- Successfully pass the PRAXIS I
- Possess a nationally accredited degree in their core area of instruction

The PRAXIS II test will also be offered to uncertified teachers. KACS will not exceed the state maximum for uncertified teachers. All teachers are required to maintain compliance with state and federal certification guidelines.

All professional staff are required to participate in the Delaware Education Data System (DEEDS) to ensure accurate credentialing.

- g. Describe the human resources policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook.**

KACS uses the policies and operating regulations established by the State of Delaware for areas of Human Resource Management. The Administrative Policies and Procedures Manual may be found in Appendix R (Human Resources Manual). The school continues to comply with all Federal, state, and local statutes governing fair hiring practices.

- h. Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply.**

KACS requires the participation of all professional staff in the Delaware Education Data System (DEEDS) to ensure accurate credentialing. In accordance with the appraisal standards for teachers, administrators, and specialists, the Delaware Performance Appraisal System II (DPAS II) is incorporated to foster professional growth, continuous improvement, and quality assurance. The process includes goal-setting, conferencing for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

To ensure the ongoing strength of the Expeditionary Learning (EL) model, all professional staff will be encouraged to grow in a way that maintains consistency with the school's vision and mission, along with the EL innovative design, climate, and culture. Continuous improvement strategies will be regularly incorporated to encourage staff development. See additional details about the professional development plan in Section 6 of this application.

- i. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.**

Accountability for the school's success rests on strategic decisions made by the Board, and on the execution of academic and operational programs by the school leader and the school's staff. Parent representation on the Board and Citizens Budget Oversight Committee are primary means of ensuring that the families of KACS have influence and a path of recourse on matters of importance or concern. Parent representatives are selected from at-large nominations from the students, parents, and stakeholders for the Board and the Citizens Budget Oversight Committee.

The Board meets in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance, which parents may choose to attend. The school leader reports monthly on student performance in areas such as attendance, academic achievement, and family engagement. Monthly financial reports are also presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, are posted on the school's website and shared with staff, parents, and Citizen's Budget Oversight Committee. Annually, the Board and Citizens Budget Oversight Committee meets to review the school's progress. Results and areas needing improvement are subsequently shared with the larger school community.

- j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.**

The operation of KACS is not contracted to an outside group.

- k. If an outside group will be used to manage a portion of the school's educational, administrative and/or financial operations, the applicant must provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted, but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, and a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending.**

N/A

- 1. Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and students in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators, the committee may review other sources of information in making a determination.**

Current and former Kuumba parents are instrumental to student recruitment strategies. To date, a series of focus groups have been conducted with current parents to determine their interest in middle/high school and what the ideal components of an expanded school would look like. In low-income populations, word of mouth has proven to be an effective recruitment strategy.

In addition to conventional outlets for marketing (print, digital, on-line media), *Kuumba Ambassadors* equipped with collateral materials will be marketing the school in barber shops, hair & nail salons, supermarkets, during community social affairs, in churches, mosques and conducting street recruitment efforts.

With capacity building funding granted by the Longwood Foundation, Kuumba has been able to engage Strongpoint Market Research, Inc. to conduct qualitative market research to gauge the level of interest in an expanded KACS physical plant and curricula offerings. This research data also serves as a mechanism for providing evidence of the school's ability to maintain sufficient enrollment for financial viability. During the months of September and October 2012, Strongpoint conducted their market research. The methodology consisted of parent and non-parent focus groups, a web survey of Kuumba parents and a random sample telephone survey of 400 New Castle County residents with at least one child between the ages of 2 and 18 in the household.

Key findings that support this charter modification include:

- a strong perception (60%) that charter schools are superior to traditional public schools;
- a strong parent satisfaction rating with greater than four-fifths of Kuumba parents feeling that the school is excellent/very good;
- a high likelihood (94.4%) that Kuumba parents will consider having their children continue at the school for advanced grade levels
- a strong indication that current non-Kuumba parents would consider Kuumba based on student academics/achievement, testing scores and core values among other indicators.

See Appendix T for more details regarding the market research findings.

A feasibility study conducted in partnership with Innovative Schools to help understand demand for Kuumba's expansion and parent interest in the Expeditionary Learning academic program as a complement to Kuumba's current academic program drew similar conclusions. The feasibility study analyzed enrollment trends at Kuumba, AYP ratings for elementary and middle schools in New Castle County school districts, and surveys completed by Kuumba parents who attended information sessions to learn more about the Expeditionary Learning model. The study revealed that 94% of parents would consider enrolling their child in a charter school that used the Expeditionary Learning model and are supportive of the school's expansion efforts.

Given Kuumba Academy's track record of success, its strong community partnership with the Christina Cultural Arts Center, its anticipated partnerships with the nationally acclaimed Expeditionary Learning, and the school's partial relocation to the state-of-the art Community

Education Building by 2014, the school should not have difficulty growing its student population to the proposed size and grade levels. In fact, with the school's sustained success, it is highly likely that the school will have growing waiting lists for both its elementary and middle school grades.

- m. List all admission preferences authorized by this statute the school will use. If more than one preference will be used, describe how various preferences will be employed together.**

The Delaware Code, Title 14, Chapter 5, § 506 (b), authorizes charter schools to define preferences for student admissions.

To that end, enrollment capacity for student admissions will be established each year, by grade level, and will be dependent upon facilities and staffing resources.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than there are "seats available" (that is, open positions) in the affected grade levels.

Three groups of students will be afforded preference for admission to KACS. As previously noted, seats available for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

When there are more applicants for grade level enrollment than seats available, admissions preferences shall be applied in the following sequence:

1. Children with siblings concurrently enrolled at KACS
2. Children of staff members employed by KACS for at least 30.0 hours per week during the school year
3. Kindergarten children who have been enrolled in the CCAC preschool program

#### **Children with Siblings Concurrently Enrolled**

Siblings of students enrolled at KACS shall have preferential enrollment placement for the available seats.

KACS shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

#### **Children of Staff Members**

Children, adopted children, stepchildren, and legal dependents of employees of the school (employed by KACS at least 30.0 hours per week) shall receive preferential enrollment placement for the available seats.

#### **Kindergarten Children who have been Enrolled in the CCAC Preschool Program**

Given the partnership with the CCAC and their preschool program, KACS intends to give preference Kindergarten children who have been enrolled in the CCAC Preschool Program.

- n. If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preferences will be used in the enrollment process.**

N/A; the school's Founders are not a preference for admissions.

- o. Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.**

### **Plan for Selecting Students**

Prior to the first week in October each year, the school leader establishes an estimated number of openings for the following school year. These estimates are determined based upon seats available by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place during the month of November. Exact dates and times of the application period will be defined and published annually.
- Interested applicants submit completed applications via U.S. mail, fax, scanning and emailing, or hand-delivery.
- If a grade level is not oversubscribed, all applicants are accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with a complete application are placed in a lottery, described below.
- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a waiting list of up to 25 names. If seats become available after the lottery is completed, the waiting list will be used to determine who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that a grade is not oversubscribed, applications will be handled on a first- come, first-served basis.

### **Lottery**

KACS will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. (Applications received after the deadline, but postmarked by the deadline, will also be considered to have been received on time.) All applications for grade levels that are oversubscribed at the end of the open application period will be subject to a lottery. KACS will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, KACS will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children with siblings concurrently enrolled at KACS
2. Children of staff members employed by KACS for at least 30.0 hours per week during the school year.
3. Kindergarten children who have been enrolled in the CCAC Preschool Program

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, an objective community member having no ties to KACS, or a representative from the Delaware Department of Education, along with members of the school's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence

ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

Parents of participating applicants will be sent letters of acceptance or non-acceptance in a timely manner following the conclusion of the lottery. Successful applicants will receive directions and deadlines regarding registration, all of which shall be completed by the last business day in February 2014 for the opening school year, and in each year thereafter.

Sample admission documents may be found in Appendix U.

- p. Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.**

The timetable for the application and admission process is outlined in above Sections 9(o). This timetable is scheduled to begin prior to the School Choice application timetable, as set forth in 14 Delaware Code, Chapter 4, in order to broaden parental school options.

KACS's open enrollment period operates annually in the month of November. A lottery, if needed, will be held in mid-January. After the lottery, parents will be notified in a timely fashion of their children's acceptance or non-acceptance. Parents will have until the last business day in February to effectively enroll their children. If there needs to be an alternative end date for registration, that information will be included in the letter of acceptance. This timeframe does not limit or restrict parent options under the School Choice Law, but has been designed to complement it as a way to maximize school options for parents and their children.

- q. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal.**

N/A; this is a Charter Modification application.

## 10. Insurance

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Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware.

**NOTE:** If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

KACS insurance coverage is provided by Utica National Insurance Group. Specific information regarding limits and details of coverage may be found in Appendix V.

Description of Coverage	Premium
Commercial Property, Crime and Inland Marine (Computers)	\$2,019
General Liability Including: Educators Legal Liability; Sexual Abuse/Molestation; Employee Benefits Liability; Employee Practices Liability	\$8,899
Automobile (Non-Owned / Hired Liability)	\$194
Commercial Umbrella (\$3,000,000) Limit	\$3,415
Employers Liability	\$675
<b>Estimated Total Premium</b>	<b>\$15,202</b>

## 11. Student Discipline and Attendance

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The application must include a draft “Student Rights and Responsibilities Manual” that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students.

- a. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.

As part of the Kuumba Academy Charter School application process, parents are directed to the school’s website to review a copy of the Student Code of Conduct where these documents are posted. Parents are provided with a copy of the school code of conduct to review prior to the interview process and have an opportunity to ask any questions related to the code of conduct at that time. Hard copies of the code of conduct are available for any parent to review when they come to the school to request application materials. Parents are encouraged to carefully review all materials during the application process and given an opportunity during the interview to ask clarifying questions related to the document.

The *Student Code of Conduct* (COC) for KACS clearly describes the school rules and guidelines governing student behavior, along with ‘Student Rights and Responsibilities’ and student discipline violations. Also part of the process is the distribution and review of the school policy for *Bullying*. Parents are required to review and sign the *School and Family Compact*. Each of these documents may be found in Appendix X.

In accordance with DDOE regulations, students in grades 3-5, along with their parents, are required to acknowledge in writing that they have reviewed the Student Code of Conduct and have discussed it with their teachers. In grades K-2, parents sign an acknowledgment for their children.

In grades 6-8, students will review the Code of Conduct with the Dean of Student Services during student orientation days in August. Students will learn school wide-expectations, consequences and goals for student behavior, along with their associated rights and responsibilities. Students will then document in writing that they have complete the Code of Conduct review with the Dean of Student Services. Parents of students in grades 6-8 will also be required to acknowledge in writing that they have reviewed the Student Code of Conduct.

KACS plans to incorporate the Uniform Definitions pursuant to Del.C. Section 122(d) for the 2013-14 school year.

The school leader maintains responsibility for oversight in all matters relating to students' rights and responsibilities.

- b. Describe how discipline will be handled with special education students. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.**

KACS is dedicated to the development of each student's potential for learning in a positive environment. Discipline is an integral part of teaching and learning, and a key component of a positive learning environment. All students must develop good work habits and attitudes if they are to become successful students and successful members of a larger community. All students – including those with disabilities – will be expected to uphold the tenets of the Code of Conduct (COC) and the *Olweus Bullying Prevention Program*.

Because one of the primary goals of KACS is to assist in the development of character and to promote constructive and respectful behavior, the procedures and consequences outlined in KACS's COC are designed to modify unacceptable behavior, not to punish. Therefore, all disciplinary actions will be centered on strengthening character through self-discipline. Assisting the child to assume personal responsibility for behavior and understanding the consequence of their actions is of critical importance to the development of a responsible, productive individual. Students are expected to contribute to a positive, orderly school environment and will be expected to conduct themselves in a mannerly way. Teachers help students cope with school related problems as they arise and guide students to more positive behavioral responses where possible.

Discipline is a shared responsibility among the home, school and community. The family assumes the initial responsibility for helping the child develop physically, intellectually, socially, emotionally, and ethically. The school provides additional opportunities to promote the student's growth in these five critical areas. Children enter school at various levels of development. Kuumba recognizes these stages of maturation and addresses each situation as it occurs. In this manner, the school promotes personal growth, societal responsibility and citizenship.

KACS has a Student Support Team (SST) in place to ensure that all students with disabilities are treated fairly. The SST is responsible for reviewing students' IEP's to determine if behaviors are a manifestation of their diagnosis. All reportable offenses are reported to DDOE as well as the proper authorities within twenty four (24) hours of the offense. Review of the student's IEP and conferences with the family and student take place. Counseling maybe considered as an option as well.

Through regular monitoring and discussions with students' regular and certified special education teachers, ongoing support is provided as needed to assist with meeting behavior expectations. As part of ongoing professional development, teachers receive training in differentiation and RtI (Response to Intervention).

Behavior issues requiring more support are handled in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The IEP team for the student at

issue is involved in reviewing the requirements of the IEP, conducting a Behavioral Manifestation Determination, and, as appropriate, executing a Functional Behavioral Assessment and establishing a Positive Behavior Support Plan. Procedural safeguards are followed, along with the completion of appropriate reports to agencies including law enforcement when required. DDOE regulations are followed relating to the reporting of crimes to the appropriate authorities.

In the unlikely event that behavior violations of a serious nature (Level III) occur, state and DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

The school leader maintains responsibility for oversight of the policy, along with implementation and data reporting, as required.

- c. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.**

KACS remains proactive in the training and professional development of all teachers, administrators, and staff, specifically ensuring that all state and federal laws are fully followed in the discipline of students with disabilities. Additionally, the school leader and/or appropriate employees are in frequent communication with the Department of Education and attend all required Professional Development sessions around the issue of Special Education.

At KACS, steps are taken to ensure that all administrators, teachers, and staff are trained and practiced in the statewide initiative of Positive Behavior Support (PBS). Much like the Response to Intervention, which is a three-tiered approach to academic instruction, the PBS system is a three-tiered approach in which behavioral supports are increased as students move through the tiers, with Tier III being the most intensive and the point at which individualized supports are developed specifically to address individual student's needs.

In the case that a student is in violation of KACS behavior expectations, the school staff, overseen by the school leader, adhere to all disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Discipline of a student with a disability is handled on a case-by-case basis, with careful attention paid to making sure that the student's right to a Free and Appropriate Public Education (FAPE) is never jeopardized.

All due processes are followed in order to ensure the student's rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act are complied with fully.

- d. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.**

Reportable school crime incidents as described by 14 DE Code, Section 4112, are reported as required. The written record contains the mandatory information, including data about the incident, the perpetrator and victim, and the disposition of the incident. In addition, the school leader will advise the Board of such incidents, and annual summary data is provided, along with the required reports submitted to DDOE.

- e. Describe the attendance policies of the school. Describe the level of attendance will be required of the students each year. Describe the actions will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.**

The attendance policy at KACS can be found in the *Parent Handbook* and the *Student Code of Conduct* (Appendix W and X, respectively). These policies are distributed and reviewed with students each year as part of regular discussions with parents and students.

The policy requires students to attend school every day in accordance with the Delaware Code. The maximum number of days that students can be absent without penalty of potential retention are defined, as well as reasons for excused absences, procedures for early dismissals and late arrivals, and other information pertinent to the policy. Further explanation of the attendance policy can be found in the above-referenced Appendix.

The school leader maintains responsibility for oversight of the policy, along with implementation and data reporting, as required.

## **12. Health and Safety**

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- a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests? List the staff (e.g. nurse) who will be hired or contracted to ensure the school will provide a safe and healthy environment.**

Assuring a safe and healthy environment for students and staff is of the highest importance. Kuumba Academy Charter School (KACS) maintains a registered nurse who will be responsible for operating under the *Nursing Technical Assistance Manual* issued by the Delaware Department of Education (DDOE).

KACS continues to implement a comprehensive set of health, safety, and risk-management policies and practices in accordance with the *Nursing Technical Assistance Manual*. In addition, these policies and practices are communicated to parents, students, and staff as part of enrollment procedures, various orientation programs, and the Parent/Student Handbook (Appendix X).

KACS current practices are in alignment with the health and safety requirements in the Organizational Performance Indicators recently established by DDOE.

Annual training is provided for staff, as warranted, either by the school nurse or other health professionals. All reporting requirements are followed as specified in the *Nursing Technical Assistance Manual*.

The school maintains diligence in communications to parents, staff, and students about urgent health issues and employs best practices in managing the health and safety of students, staff and guests.

The Head of School maintains responsibility for oversight and management of health and safety policies and practices.

- b. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed.**

Consistent with the Operational Performance Indicators, and as part of the pre-employment process, employees are required to have completed a criminal background check. In addition, the child abuse registry is checked through Department of Services for Children, Youth and Their Families (DSCYF). Results are maintained in a secure file that is separate from personnel files and is available for authorized inspection.

Criminal background and child abuse registry checks are also required for all staff employed through contracted services agreements, and members of the school's Board.

The Head of School is directly responsible for ensuring that criminal background checks are initiated, completed, and appropriately documented prior to an individual staff member's employment or board member's appointment.

**c. Describe the process that will be used to ensure that:**

Policies have been developed and approved by the Board:

**Ensuring that students have physical examinations prior to enrollment.**

Proof of each student's recent physical examination and immunizations is collected at the time of enrollment. All health information is reviewed, maintained, and monitored by the school nurse and is included as part of the student record.

**Establishing procedures for administering medications and medical treatments, including first aid.**

The school nurse administers medications and medical treatments in accordance with DDOE's *Nursing Technical Assistance Manual and Regulations* and any other appropriate governmental regulations or professional guidelines.

**Monitoring student health and maintaining health records.**

The school nurse monitors and maintains student health records in a secure location and forwards the required documentation of services to DDOE.

**Ensuring that immunizations and TB screenings are conducted.**

The school nurse is the on-site health expert for **KACS** whose duties include monitoring student health records. When immunization and other screening requirements are not met, parents are notified and the student may be excluded from school until the requirement has been met.

**Ensuring the school nurse will serve on IEP teams, as required, when medical treatment is necessary.**

The nurse serves as a member of IEP teams when medical issues are discussed. The nurse is also involved in any discussions of 504 Plans and accommodations when related to medical and health issues. The nurse also provides medical information during evaluation processes.

**Screening for health problems (vision, hearing, orthopedic, etc.).**

The nurse conducts an active screening program for vision, hearing, orthopedics, and others as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.

**Establishing procedures for containing and controlling the spread of infectious diseases.**

Procedures have been developed to communicate appropriate precautionary steps for containing and preventing the spread of infectious diseases and other medical conditions.

**Ensuring a safe environment to include procedures and training in the following areas:**

Procedures are in place and training has been conducted for responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency responses including appropriate "first responder" training or its equivalent. Policies have been established specifying that the school shall function as a drug, alcohol, and tobacco-free workplace. The school is housed in facilities that have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

These Board-approved policies have been incorporated, as appropriate, into the school's parent, student, and staff handbooks, and will be reviewed on an ongoing basis. Appropriate staff training is held as part of orientation programs, along with appropriate orientations for students.

The Head of School maintains responsibility for the oversight and management of the policies and procedures in this section.

- d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled.**

KACS maintains a deep alliance with Christina Cultural Arts Center (CCAC) as evidenced by the school's continued partnership arrangement with its current location at 519 N. Market Street in Wilmington. While CCAC owns the building currently housing the school, the proposed expansion of KACS to serve students in middle school will require additional space beyond the N. Market Street location.

To that end, the KACS Board has applied for space in the Community Education Building (CEB) in Wilmington to accommodate this expansion and to continue fulfilling the school's vision to prepare students for post-secondary education, careers and engaged community citizenship.

KACS's original location at 519 N. Market Street is slated to become an Early Learning Center serving Pre-K through Grades 1. If approved, students in grades 2-8 would be located in the Community Education Building. The preschool expansion will be led by CCAC; the K-1 and middle school expansion will be led by KACS.

KACS will still continue to pay rent to CCAC for the 519 N. Market space, but the cost will go down based on the sq. ft. that CCAC will use for the pre-k program. The current rate is \$182,000, annually. This amount should reduce by approximately \$82,000 once CCAC is at full enrollment.

Costs associated with the expansion to the CEB are still in the process of negotiation. For the purposes of planning, the lease rate used for calculations is \$14.72/sq ft. and is reflected in the Budget Narrative and Worksheets (Appendix XX).

The new site will be inspected prior to opening to ensure compliance with health and safety standards. The school will operate with exterior doors locked against entrance during school hours but will allow egress as needed for safety purposes. All persons entering the building during the day must be admitted through the main entrance; visitor identification will be worn in view by non-employees.

In the interest of safety for students, staff, and visitors, 'controlled access' to the school's facility will be maintained at all times. A security system will provide visual live feeds of all building entrance locations, as well as other key spaces inside and outside of the building. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and 'guest pass' procedures have been completed.

- e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.**

KACS is working to finalize site/facility arrangements with the CEB, pending approval of the school's charter modification. Upgrades to the leased facilities will include any necessary health, fire, and safety upgrades as well as enhancements for access and use by people with disabilities. New entrance ramps, fire-protected shelter spaces on the upper floors, fire-retardant doors and walls, and multiple dedicated

ADA compliant bathrooms in buildings are just a few examples of the efforts that will be made to meet and often exceed established regulations. The school facilities will maintain compliance with all county and city code requirements and will work with personnel from DEDOE to ensure school-specific health, safety, and logic aspects of the site are addressed. The school facilities will also meet the standard requirements of the Financial and Operational Performance Indicators established by the DDOE.

- f. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff and visitors.**

In addition to periodic inspection practices required by the state and local codes and authorities, KACS has established annual maintenance, cleaning, and security services contracts for its operations. This formal approach to engaging reputable and insured firms in support of the school provides accountability and assurance that KACS's facilities are kept in order and functioning safely and appropriately. In addition to outside contracts, KACS currently employs a full time building engineer who is responsible for the day to day operations of the school building.

- g. What location and facilities will be used for physical education? What further safety issues will this add, and how will they be addressed?**

All Kuumba students at the 519 site will continue to have daily access to the Salvation Army playground for gym space. Students enrolled at the CEB location will have access to shared gymnasium facilities within that site.

The curriculum reflects physical activities – such as basketball, volleyball, parachute, hula hoop, indoor soccer, and other similar activities that that can be adapted to the confined space. The neighborhood surrounding the school does have sidewalks that can be used on occasion for walking. Adequate supervision will be provided for students when they are asked to walk on the sidewalks and parental permission will be obtained before allowing students to engage in supervised physical activities off the immediate site of the school.

- h. Describe how the students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide the transportation, or a combination thereof).**

KACS contracts for bus transportation services to get students to and from school. Such services are currently contracted with First Student, Inc., a highly reputable and insured firm that specializes in the student bus transportation business.

- i. Describe how students residing outside of the district in which the school will be located will be transported to the school.**

KACS makes every effort to accommodate transportation beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-offs to and from school. The transportation coordinator works diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

- j. Describe how special needs students will be transported if specialized transportation is required by the IEP.**

Appropriate accommodations, as defined in a student's IEP or 504 Plan, are provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

- k. Provide the plan for oversight of the school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.**

The Transportation Coordinator on staff works with the transportation services company each year to provide the most efficient and cost-effective means of getting students to and from the school location.

The Transportation Coordinator also coordinates mandatory orientation for bus drivers to establish communication protocols and clarify procedures related to all aspects of student transportation. All school bus drivers' conduct practice bus runs prior to the first day of school. The school's approaches of Restorative Justice and Discipline, the *Olweus Bullying Prevention Program*, and 'learning by doing' are key components in dealing with any school bus discipline issues that may arise. These are addressed in accordance with school policies and procedures (see Section 11: Student Discipline for more information).

- l. Describe the plan for providing meals for students, including students eligible for free and reduced lunch. If the school participates in the national School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services provided. List the estimated annual costs per student for food services.**

KACS participates in the National School Breakfast/Lunch Program, and meals are contracted from a qualified food service vendor. Meals are served on-site to all students, including those eligible for free/reduced lunches. The school also participates in the Fresh Fruit and Vegetable Program (FFVP), a federally-funded initiative to address overweight and obesity issues in students by providing fresh fruits and vegetables, and promoting physical activity.

Eligibility for free/reduced meals is determined annually during the first week of school and in accordance with established state and federal procedures. The Head of School works with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

The estimated annual cost per student for food services \$418.00, which is for school breakfast and lunch.

- m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.**

KACS complies with all requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter.

As part of a general information package, special emphasis is placed on explaining various elements of the program including the provisions for breakfast, lunch, and possible participation in the snack and fresh fruit/vegetable components.

Confidentiality of the students receiving free or reduced meals is maintained using the Nutri-Kids system.

An all- parent orientation session is conducted to review the Code of Conduct, the Free/Reduced Lunch application, and other important information. This helps to ensure parent understanding and is an opportunity to assist parents with completing necessary documents.

The Head of School works with the food services vendor to ensure that all meals are consistent with state and federal guidelines, and that operational procedures are compliant with DDOE regulations.

### **13. Student and School Data**

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- a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.**

Kuumba Academy Charter School (KACS) currently has processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students' records. These policies and procedures are published in the Student Code of Conduct and the Kuumba Human Resources Manual.

KACS current practices are in alignment with the Organizational Performance Indicators recently established by DDOE.

Professional development will occur prior to start of school on FERPA as it relates in all areas: instruction, health (HIPPA), child nutrition (free & reduced lunch), and child safety (procedures on how to handle children covered by court orders/custody). Training will include electronic record security as well as security for paper records within the school. Staff will sign confidentiality oaths prior to access to systems with student data; confidentiality will apply to paper as well as electronic records.

- b. Describe the plan for the timely transfers of student and school data to the Department of Education.**

KACS is already part of the state's eSchoolPLUS pupil accounting system. The use of this system continues to ensure timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members required to use eSchoolPLUS are fully trained to use the system, and will remain current through staff training and data requirements defined by the DDOE.

### **14. Management Companies**

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- a. The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes) (required)**

Kuumba Academy Charter School does not intend to employ a Charter Management Company.