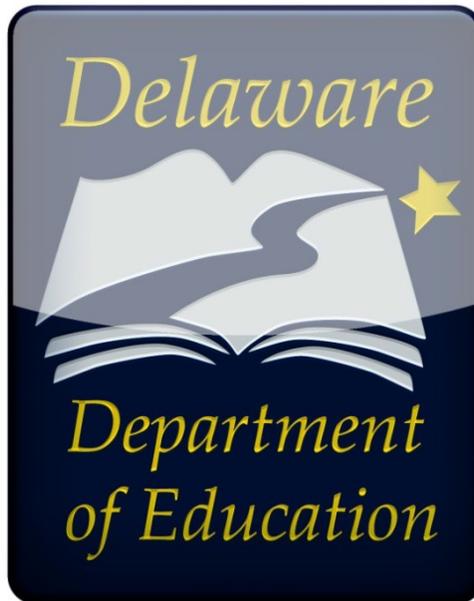


CHARTER SCHOOL ACCOUNTABILITY COMMITTEE

DELAWARE DEPARTMENT OF EDUCATION



PIKE CREEK CHARTER MIDDLE SCHOOL

FINAL REPORT AND RECOMMENDATIONS

APPLICATION TO OPEN A CHARTER SCHOOL

Opening Date: August 2014

Grades: 6 - 8

Location: New Castle County

Date of Report: 21 May 2013

Background

Name	Pike Creek Charter Middle School	
Projected Enrollment	2013-14	(planning year)
	2014-15	245
	2015-16	320
	2016-17	380
	2017-18	380
	At Capacity	380
Mission	Pike Creek Charter's Mission is to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies.	
Vision	To ensure that students are prepared to succeed in the most prestigious academic settings and to live a healthy and physically active lifestyle.	

The Charter School Accountability Committee (Committee) convened on:

- 23 January 2013 for the Initial Meeting.
- 6 February 2013 for the Preliminary Meeting.
- 6 May 2013 for the Final Meeting to make a final recommendation based on the school's response to the Committee's Preliminary Report.

At the Final Meeting, the Committee focused on the following criteria that required further clarification from the Applicant.

- Founding Group and School Leadership
- Education Plan
- Performance Management
- Staffing
- Governance and Management
- Parent and Community Involvement
- Start-up and Operations
- Facilities
- Budget and Finance

Founding Group and School Leadership

The Committee discussed the Applicant's response to the Preliminary Report and noted the following.

- The Applicant's response provided a set of priorities that align to the mission and vision.
- The response also included examples of similar successful school models.
- At the Preliminary Meeting, the Committee concluded that the proposed school leader has very limited administrative and charter experience. In the response, the

Applicant decided to adopt a different administrative model: Head of School and Director of Curriculum and Instruction. The Founding Board has also identified a prospective candidate.

- At the Preliminary Meeting, the Committee concluded that the Founding Board has limited charter board experience. The response indicates that the Founding Board will utilize resources from the Delaware Charter Schools Network and National Charter School Resource Center as well as add additional board members with relevant expertise.
- At the Preliminary Meeting, the Committee raised a concern regarding how the proposed charter would be impacted if Red Clay Consolidated School District decided to build another school. The response indicated that Red Clay officials confirmed that it had no immediate plans to build a middle school.

*The Accountability Committee concluded that the Founding Group and School Leadership section **met** the standard.*

Education Plan

The Committee discussed the Applicant's response to the Preliminary Report and noted the following.

Curriculum and Instructional Design

English Language Arts – Meets Approval

- A suggestion was provided for unit development. Targets are mostly at the identification level. These do not match the rigor of the Common Core State Standards. There is not a range of reading or writing conducive to the grade levels or the NAEP percentages on page 5 of the Common Core State Standards.

During the planning year, the education committee will continue to fine tune the ELA scope and sequence including adding additional targets that include all four levels of the Depth of Knowledge and the inclusion of a range of reading and writing conducive to each grade level.

Mathematics – Meets Approval

- The Scope and Sequence documents display an appropriate improvement from the response to the previous findings.

Science – Meets Approval

- The Applicant submitted a letter of intent to seek membership in the Delaware Science Coalition. Additionally, the Applicant submitted Scope and Sequence documents that were approved.

Social Studies – Meets Approval

Health – Meets Approval

Physical Education – Meets Approval

World Languages – Not Applicable

- The school has elected to eliminate World Languages in order to implement instruction in the Visual and Performing Arts.

Visual and Performing Arts – Meets Approval

- It appears from the Scope and Sequence documents provided that the school intends to employ ten-week arts learning experiences for their students, beginning with Music, followed by Theatre and finally Visual Art. The applicant ought to note that the intent of the current Delaware State School Board regulation is that instruction in the arts is mandated for grade 6 whereas the arts may be electives in grades 7 and 8.
- It is interesting to note that all grades cycle through arts disciplines at the same time of year.
- While units of instruction were identified in the Scope and Sequence documents, it would have been helpful if the units were named; thus, providing clarity on the instructional intent. The courses appeared to be survey courses.
- There appears to be an excess of learning targets cited. For example, twenty-seven learning targets were cited as the focus in the first 7th grade music unit.

PCCMS will continue to fine tune the visual and performing arts scope and sequence, which includes, naming and labeling units and prioritizing learning targets for each grade level, course and unit.

Technology Plan – Does Not Meet Approval

- Curriculum and plans for instructional technology are still incomplete.
- There is minimal integration of technology in core content areas, for example:
 - Mathematics. The use of technology is simplistic (e.g., draw geometric shapes).
 - English Language Arts. The use of technology is minimal. Keyboarding is mentioned; however, no plans are provided as to how students are to become proficient at keyboarding.
 - No mention was made of an Internet safety curriculum.

***The math curriculum that PCCMS chose will provide students and teachers with the opportunity to learn through instructional technology. Pearson Middle School Math has an online student resource center, which include a suite of learning tools designed to help students study, learn and succeed in the class. The resource center includes student edition etexts, assessments, activities, videos and worksheets. In addition to the student resource center, the curriculum provides students and families with homework video tutors and active math activities for extra practice.

PCCMS teachers will use a variety of online teaching resources in the classroom that are provided by Pearson such as the activity lab worksheets, daily note taking guides, daily practice, puzzle and enrichment worksheets, re-teaching and test-taking strategies work sheets and PowerPoint lesson slides. Teachers will also have access to the online teacher resource center, which supports teachers with resources such as interactive lessons, quick assessments, extra examples, PowerPoint presentation and instructional videos. All resources on the online teacher resource center has been modified and revised by the teacher to meeting specific student needs. In addition to these resources, teachers will use Success Tracker Online to assess and track student progress through online assessments, quickly identify student strengths and weaknesses then give an individual assignments to target those specific skills and print comprehensive reports that show test scores, standards mastery and class performance.

The English Language Arts curriculum that Pearson developed has an online teacher center powered by SuccessNet. Teachers will be able to create and customize lesson plans, track

coverage of standards throughout the year, track and identify student mastery of standards, give individual assignments to students and download anchor book resources which include assessments. In addition to these resources, teachers will have access to ExamView, which is a computer test bank, which allows teachers to create standards-based tests instantly.

In addition to the technology resources provided by the curriculum, PCCMS plans to provide teachers additional online resources to use within their classroom.

Keyboarding and Internet safety are included in the 6th grade Technology scope and sequence. In addition to learning about internet safety in the technology class, PCCMS acknowledges and supports the need for students to be aware of internet safety and plans to make internet safety one of the annual assemblies for students.

Please see attachment 44A, 44B, 44C and 44D.

- Although the technology teacher is listed, there is no Scope and Sequence provided. It appears to have been removed.

Please see attachment 42, 6th Grade Technology Scope and Sequence and attachment 43 7th and 8th grade technology elective.

- There is no mention of an instructional technology coach in the Organization Chart. The technology instructor has been added to the organizational charter in place of the Spanish teacher that was omitted.

- There is no mention of an Information Technology staff person (hardware support) in the organization.

PCCMS will contract out an information technology organization for hardware, software and technology support. PCCMS has discussed a potential partnership with Omnimaven Inc.

- A framework for technology integration is still recommended.

Please see attachment 44, technology integration matrix.

- The school's response states, "Technology is deeply imbedded within Pike Creek Charter Middle School's (PCCMS) instruction, curriculum development, and assessment strategies. As detailed in the budget, PCCMS is looking to provide Smart Boards in at least the ELA/Math classrooms in each grade level; mobile laptop carts and desktop computers in the classrooms to also support the students and teachers. With the understanding that technology is always advancing, currently, these forms of technology are what we have identified to support the needs of our teachers and students." However, what is stated in the response is not represented in the submitted Scope and Sequence documents.

Please see response labeled *** at the beginning of the technology plan.

PCCMS will also continue to integrate technological resources into the scope and sequences during the planning year. These technological resources integrated will depend on the funding received for technology in year 1.

Student Performance Standards

- The Applicant has clarified the 75% proficiency requirement in mathematics and English Language Arts. There is concern as to why the project requirements for Physical Education/Health and Nutrition have been deleted from the chart because these requirements would align directly with the school's mission.

Please see revised attachment 6, which includes the Physical Education/Health and Nutrition project requirements that were taken out by error.

- The response did address the previously cited issue with the Delaware Comprehensive Assessment System (DCAS) requirements.

Please see copied response from the Preliminary Report where the cited issues with the Delaware Comprehensive Assessment System (DCAS) were addressed. In addition, DCAS proficiency and growth targets from the Charter School Framework were included in the Student Performance Goals.

Response copied from Preliminary Report:

Attachment Six included no reference to DCAS proficiency and, while not required as an exit requirement, it was unclear if this was purposefully excluded or an oversight. If Delaware Comprehensive Assessment System (DCAS) scores are not included as a requirement for promotion or retention, future additions of such requirements, if desired, may (or may not) require a charter modification.

Pike Creek Charter Middle School will not include the Delaware Comprehension Assessment System (DCAS) as a requirement for promotion or retention. It is noted that a charter modification may be required if the board decides to make this a requirement in the future.

High School Graduation Requirements (Transition Planning and Success Plans)

- The Pike Creek Charter School's response outlines how the staff will use the Student Success Plan beginning in 8th grade to develop a six-year transition plan including

courses needed for entry into the workforce or post-secondary education, support services necessary to prepare the student to graduate from high school, and active monitoring of progress by a crew member at the end of each trimester.

- The Applicant also indicated that the students would participate in groups that explore the areas of self-advocacy, responsibility, goal-setting, career exploration, study skills, and organization and that additional strategies aligned with academic success would be implemented on a case-by-case basis to prepare the individual student for transition to high school.
- In addition, although the school indicates that a meeting will be held with the required staff to review and discuss a child's IEP, Student Success Plan and progress, compliance with IDEA, the IEP process, and special education services, supports, accommodations, and modifications, it is unclear in relation to transition planning for students with disabilities ages 14 – 21. This would include, but is not limited to, post-high school goals, activities and services to reach the student's goals, measurable annual goals/benchmarks, and collaboration with outside agencies.

At the beginning of their 8th grade year, students will begin to develop the Delaware required Student Success Plan (SSP). The SSP for Pike Creek Charter is a six-year plan, which includes 8th grade, 9-12 grades (high school) and one year beyond high school. The plan will be developed and updated annually by the student, student's crew mentor, an additional staff member and the students' parent(s) and/or guardian(s) through the SSP online program. The plan will include courses needed for entry into the workforce or post secondary education. In addition to courses, the plan will include support services necessary to prepare the student to graduate from high school. The student's crew mentor will actively monitor the plan for progress at the end of each trimester. Support services will be provided to students who are failing, in danger of failing or not making progress towards their plan's goals. The SSP will be transferred to the students' high school of choice at the end of their 8th grade year to continue the progress of his/her plan.

Students with IEPs will develop a student success plan with the student's crew mentor, special education coordinator, student's parent(s) and/or guardian(s), counselor, outside specialist (if there is one), special education teacher from the high school he/she is transferring to and another representative from the high school. These student success plans will include annual and monthly goals, services needed to reach the goals (outside services included) and post-high school goals. The student, their crew mentor, special education teacher and outside specialist will monitor student progress on a monthly basis to ensure students are meeting monthly goals and making progress towards their annual goals. Transition planning will be used to address the students' academic, emotional, and social needs. Students who are age 14 or entering the 8th grade will participate in groups that explore the areas of self-advocacy, responsibility, goal setting, career exploration, study skills, and organization. Additional strategies aligned with academic success will be implemented on a case-by-case basis to prepare the individual student for their transition to high school. Planning meetings will be held prior to the student's transition time. The student, parent/guardian, crew mentor, special education representative, outside specialist, special educator representative from the high school of their choice and another representative of the high school will meet to ensure a smooth and successful transition. During this meeting, the attendees will review and discuss the student's IEP, SSP and progress. Additionally, strategies and supports for the student will be identified to assist in the transition process.

High School and Graduation Requirements (All 8 – 12 Grade Students Have Success Plans)

- Information regarding the development of student success plans and the use of the State's on-line Student Success Plan platform in provided.

School Calendar and Schedule

- The Applicant provided an updated school calendar that was color-coded to reflect professional development, PCCMS Community Meetings, Professional Learning Communities as well as instructional days, interim assessments, and school holidays.

School Culture

Additional minor edits to bullying policy ought to include the following.

- To be in compliance with the law, the first statement in section III. A (bullying definition), should have the period deleted after the word "property." Also, a semicolon and the word "or" needs to be added after the word "property."
- Section V. B. b. and c. references the reader back to section IV but should reference the reader back to section VI.
- Section VI. B. 3 should be cited as 14 Del C. §4123A.
- Section XII. A. Change "202(f) of this title" to "14 Del. C. § 202(f)". This will clarify the title being referenced.

Please see revised attachment 24.

Supplemental Programming

- The School states that all students will be required to participate in after school activities Monday through Thursday. Therefore, transportation will be provided at the conclusion of after-school activities, which is the end of PCCMS's day for all students. It should be noted that the instructional day concludes at 2:25. However, the school day does not conclude until 3:40 for all students. Transportation will be provided on Fridays at 2:25pm after the instructional day.

English Language Learners (ELLs)

There are significant errors in this section related to ELLs.

- The Applicant indicates that at-risk student populations will not be served. It would not be possible to screen for English language proficiency without administering a Home Language Survey and diagnostic screener. This is a Federal requirement.
- The initial diagnostic test to determine English language proficiency is not the same as the annual ACCESS test. The W-APT is the assessment that is given to students within the first 25 days of enrollment, not the ACCESS. The test is not merely “re-administered;” these are two separate instruments and both are required. The application does not demonstrate a clear understanding of the requirements.
- Screening for migrant students is done by using the Migrant Agricultural Work Survey which should be included in the student registration packet. E-School only lists the students who are potential migrant students; it does not contain the list of identified migrant students. The school refers potential students to the SEA (State Education Agency) and DDOE conducts the migrant interviews and enrolls the student into the migrant program and the SEA notifies them of the migrant status.
- The application does not indicate that services will be provided to all ELLs. All ELLs must be served with ELL services until they reach a Tier C Level 5.0 on the WIDA ACCESS test and can be exited from the ELL program.
- Teachers and/or contracted staff who provide services to ELL students must be ESL certified and provide research-based instruction.

Students who are not currently being served under an IEP but who are suspected of having language delays due to a different language being spoken at home will be given the Home Language Survey to take home and be completed by their parent(s) or guardian(s). Students that indicate potential ELL status will be given the W-APT assessment within the first 25 days of enrollment. This will begin the process for evaluating the student’s need for language instruction as a necessary part of their education. Annually students will take the WIDA ACCESS test to monitor progress. All ELL students will be served and receive ELL services from a contracted certified ESL teacher who will use research based instruction to deliver lessons. All ELL students will receive ELL services by a certified ESL teacher until they reach a Tier C Level of 5.0 on the WIDA ACCESS test. Once reaching a Tier C Level of 5.0 on the WIDA ACCESS test, students will exit the ELL program but will be monitored for no less than two years to ensure tht their academic performance remains stable. In the case where a student is a migrant child, as identified through the Migrant Agricultural Work Survey given in their registration packet, PCCMS will refer these potential students to the State Education Agency (SEA). Once referred, interviews will be conducted by DDOE and if deemed necessary the student will be enrolled into the migrant program and the SEA will notify PCCMS of the migrant status. Pike Creek Charter Middle School will also refer to the Draft Non-Regulatory Guidance document provided by the US Department of Education to be sure that they are in compliance with all regulations governing those students to ensure that they receive FAPE.

b. How the school will assess and monitor the progress ...

The law requires that all ELL students be tested annually. PCCMS will administer the WIDA ACCESS test annually to all ELL students. The ACCESS test will provide the data necessary to develop language acquisition goals for each student. These goals will allow for progress monitoring to occur over the course of the school year. The student’s level of proficiency needs to be established in order to plan for appropriate accommodations, identifiable goals and lesson

delivery so that ELL students have equal access to the general education curriculum and are ensured FAPE. Based on the ACCESS and the American Council on the Teaching of Foreign Languages (ACTFL), the current level of language acquisition is determined, based on identified proficiency guidelines. According to the ACTFL performance guidelines, students will place within one of the five levels ranging from entering (level 1) to bridging (level 5). Once this level is determined, teachers are able to use the resources from the World-Class Instructional Design and Assessment (WIDA) to provide students with appropriate opportunities to access both the content and language objectives. For students who are eligible for intense, supplemental English Language instruction so that they can achieve at levels commensurate with their English speaking peers, the Sheltered Instruction Observation Protocol (SIOP) model will be used to plan and implement effective instruction for all language learners. Within this approach to language acquisition, teachers will be educated in the instructional framework as well as be provided resources for ensuring that content delivery will scaffold appropriately to meet the needs of emerging English Language Learners, as well as students who speak English as a second language. Teachers will promote English Language Proficiency Standards as well as content-based standards within each of their lessons. Once students become Fluent-English Proficient by reaching a Tier C Level 5.0 on the WIDA ACCESS assessment, they will exit the program and continue to be monitored for two years to ensure that they remain able to access grade level content with no barriers due to language or communication delays. Students that experience academic challenges during the two-year period will receive additional instructional services through the contracted ESL certified teacher. In addition to student support, the contracted ESL teacher will provide workshops for parents, parent resources and after-school tutoring as necessary and appropriate. This will ensure academic success and equitable access to core content classes for ELL, immigrant, migrant and refugee students.

Student Recruitment and Enrollment

At the Preliminary Meeting the Committee concluded that the Applicant did not provide a detailed recruitment/marketing plan. In addition, the enrollment preferences outlined in Attachment 8 did not mirror the Delaware statute and the bylaws.

Recruitment/Marketing Plan

- The response to the cited concerns was satisfactory.

Enrollment Preferences

- Preferences in Attachment 8 have been revised and partially meet the statutory requirements. The five-mile radius preference is presumed to mean within 5 miles of the school. There is still a stated preference for "Founding Board children"; the allowable preference is for children of the school's founders, as that is defined by the Founding Board as noted in 14 DE Admin Code 275.8.1.1. By statute, children of a school's founders cannot constitute more than 5% of the total student population. When the founding Board of Directors sets standards for determining founders, anyone whose sole significant contribution to the school was monetary may not be included. Clarification is needed –how founders are identified by applicant and what standards has the founding Board of Directors established to determine who are founders?

The Founding Board of Directors for Pike Creek Charter Middle School are identified as those individuals whose significant contributions to the school from an infancy stage can be observed by meeting attendance/participation, application writing/proofing, brainstorming and community/partner support. The founding board listed in the application and on PCCMS's by laws will receive enrollment preferences. However, they will not constitute more than 5% of the total student population.

Student Discipline

- The reference to H.B. 322 under “dismissible offenses” was updated to 14 Del Code §4112. It also needs to be updated under “suspendible offenses.”

Please see revised attachment 9.

*The Accountability Committee concluded that the Education Plan section **did not meet** the standard based on the following subsections:*

- *Technology Plan*
- *Student Performance Standards*
- *High School Graduation Requirements (Transition Planning and Success Plans)*
- *School Culture*
- *Supplemental Programming*
- *English Language Learners (ELLs)*
- *Student Recruitment and Enrollment (Enrollment Preferences)*
- *Student Discipline*

Performance Management

The Committee discussed the Applicant's response to the Preliminary Report and noted the following.

Mission-Specific Educational Goals

- The school included appropriate quantitative and qualitative measures in its revised response to the mission-specific educational goals criterion.

Mission-Specific Organizational Goals

- The response included mission-specific organizational goals that reflect the mission of the school.

Student Performance Levels and Academic Needs

- The response from the Applicant was adequate.

Measuring and Evaluating Academic Progress

- The response provided by the Applicant was sufficient to answer the clarifying questions posed in the Preliminary Report.

Information System to Manage Student Performance

- The response provided by the Applicant was sufficient to answer the clarifying questions posed in the Preliminary Report.

Training and Support for Teachers in Data Use

The Applicant answered all questions posed in the Preliminary Report adequately. However, there remain several concerns with regard to the collective responses to this subsection and the prior two subsections (*Measuring and Evaluating Academic Progress and Information System to Manage Student Performance*)

- Each section provides an adequate response to the questions posed in the Preliminary Report and, as such, is considered "met;" however, each section lists the head of school as the primary lead for planning, implementing, managing and providing on-going sustainability of the programming. The potential workload would be immense, especially with regard to the day-to-day functions of the school and other responsibilities inherent to the head of school position. This capacity issue could be mitigated by the new administrative structure.

- If the application is approved, a condition is warranted that the Applicant provide a more detailed contingency plan in the event that the head of school is unable to shoulder the immense workload indicated in this application. While it is stated that additional staffing will be expected to take on several responsibilities as of Year 5 and beyond, it is prudent to plan for capacity building prior to the Year 5 projection.

PCCMS recognizes the hardship that can be placed on the Head of School and have expanded the responsibilities to the administrative team, which includes, the Head of School, Dean of Curriculum and Instruction and eventually the Assistant Principal as well. PCCMS will utilize their grade level team leaders to also assist in these responsibilities.

The Accountability Committee concluded that the Performance Management section met the standard with a condition (see Training and Support for Teachers in Data Use)

Staffing

The Committee discussed the Applicant's response to the Preliminary Report and noted the following.

Staff Structure

- The staffing plan for hiring aligns to the educational plan and mission.
- An outstanding question: How will the Charter measure meeting the Vision/Mission against the staffing plan on an on-going basis?

Staff participation in the health and physical activity portal, participation in school-based activities that directly correlate with the mission and vision of the school and are active role models for stakeholders including students, staff, board members, families and community members. In addition to participation, PCCMS will measure meeting the vision and mission against the staffing plan based on data such as staff sick days (comparing beginning of the year to end of the year and total amounts), retention, highly effective bonuses given and number of staff discipline incidents.

- The compensation package and salary budget is complete and competitive with surrounding districts. In addition, the plan indicates raising salaries to the Red Clay salary schedule by the third or fourth year of operation.
- Hiring both a Head of School and a Director of Curriculum and Instruction is a positive move for school operations and establishing an instructional leader.
- The professional development plan aligns with the state's Common Core initiative and the continuation of Professional Learning Communities to examine and analyze data.
- A retention strategy is absent from the plan. Based on the evaluations, how will the charter school incentivize teachers and administrators to stay?

PCCMS acknowledges the importance of teacher and administrator retention. It is noted that research has shown that salaries and working conditions are the top two reasons for teachers leaving a school or the profession. PCCMS will offer salaries equal to the Red Clay pay scale by the third or fourth year of operation. In addition to these competitive salaries, teachers will receive a bonus at the end of the year if they receive highly effective on their DPAS II summative evaluation. PCCMS will also choose a teacher of the year, which includes a bonus incentive, plaque and recognition luncheon with staff, and the board of directors.

PCCMS will address working conditions by providing staff with consistent support, resources, professional developments and mentoring programs. The organizational chart was created to be flatter than most schools so that teachers were a part of the schools' decision-making progress. In addition to being part of the decision making progress, teachers will have the ability to move into leadership positions such as grade level team leader, content chairs and club directors. PCCMS is dedicated to helping every teacher, novice teachers to well-experienced teachers; improve their professional practice throughout the year.

- The plan indicates that DPAS II will be used to evaluate teachers and administrators.
- More specifics are needed to describe *how* DPAS II will be used in an overall plan.

DPAS II will be used as an evaluation method to support and document teacher performance throughout the year. These evaluations will be used to inform staff on their professional practice and will be used if necessary to place teachers on improvement plans or document teacher performance for dismissal due to ineffective performance. DPAS II evaluation will also be used as a guide to direct professional development throughout the year. Common challenging areas will assist the administration in grouping teachers for professional development sessions to meet their needs.

- The response does not include an outline/plan for exiting teachers/administrators based on progressive discipline or for ineffective performance.

Please see Attachment 11, which includes the dismissal procedures.

- The staffing plan does not include a timeline with specifically defined steps. It is very general and a good start; however, it needs to be fleshed out in more detail.

See Revised Attachment 35

- The recruitment strategy should include participation in job fairs in Delaware and in surrounding states.

See Revised Attachment 35

- Additional documentation that would help solidify deficiencies listed above:
 - Organizational Chart that clearly defines roles and responsibilities.

See revised attachment 15 with exhibits A, B, C, D, E, F, G, H

- Personnel Handbook that clearly outlines expectations, evaluation process, and progressive discipline as well as procedures for staff dismissal.

See revised attachment 11

- A clearly outlined interview/selection process with pre-defined competencies. Possible discussion of using an outside vendor to help initially establish a human capital plan.

Please see revised attachment 35

Professional Development

- The Applicant has provided a more detailed professional development plan with a timeline. However, the Applicant included participation in DDOE's Common Ground for the Common Core initiative in Summer 2013 and Summer 2014. Common Ground kicked off in March and ends May 2014. To participate in this initiative, a guiding team

of teachers, instructional specialists and administrators was required, and Pike Creek is not yet an established school.

- Measurable outcomes for professional development have been provided at the school level; but no measureable outcomes for students have been provided.
- The Guskey model for evaluation of professional development was provided as an assessment measure; however, only a chart was submitted. The Guskey model needs to be personalized to the school and a description of how it will be used to evaluate the effectiveness of professional development needs to be provided.

Please see Attachment 45.

*The Accountability Committee concluded that the Staffing section **met** the standard with conditions based on the following subsection:*

- *Professional Development*

Governance and Management

The Committee discussed the Applicant's response to the Preliminary Report and determined that the response was satisfactory.

*The Accountability Committee concluded that the Governance and Management section **met** the standard.*

Parent and Community Involvement

The Committee discussed the Applicant's response to the Preliminary Report and determined that the response was satisfactory.

*The Accountability Committee concluded that the Parent and Community Involvement section **met** the standard.*

Start-up and Operations

The Committee discussed the Applicant's response to the Preliminary Report and noted the following.

Start-up Plan

- The Applicant provided a detailed narrative outlining the tasks that need to be completed. The narrative included the various steps to be taken to ensure completion.

Transportation

- The transportation eligibility criteria in 14 DE Admin Code 1105 cannot be modified by a charter school or school district.
- It is not clear where the school intends to place HUBS and what level of transportation service would be provided to students living in the same district as the school. HUBS may be placed outside of the district where the school is located for those students who

live outside of that district.

Pike Creek Charter Middle School will serve students in grades 6-8, which falls into both of the transportation criteria. According to 14 DE Admin Code 1105, students in grade K-6 that live 1(one) mile or more from the school are eligible for bus transportation. Students that are in grades 7-12 that live 2(two) miles or more from the school are eligible for bus transportation. Since there is a split between eligibility due to serving grade 6-8, PCCMS will provide 6th grade students with transportation 1 (one) mile or more from school and 7th/8th grade students with transportation 2 (two) miles or more from the school. It will be communicated to parents and/or guardians that Pike Creek Charter Middle School is a choice school and transportation is provided as a convenience but is not required to be provided. PCCMS will promote and reward students for walking and biking to school as it relates directly to our mission and vision.

Safety and Security

- The applicant's response met the standard.

Lunch/Breakfast

The applicant acknowledged the following areas of concern in its response:

- Joining the National School Lunch Program (NSLP)/School Breakfast Program (SBP)
 - If approved, the Applicant **must** notify the School Nutrition Program Manager, Aimee Beam, as soon as possible if the decision is to participate so that the Applicant can begin necessary trainings, application process, etc.

PCCMS acknowledges and plans to notify the School Nutrition Program Manager, Aimee Beam, immediately after approval so that we PCCMS staff can begin necessary training, application process and all other requirements.

- NSLP/ SBP Procurement Process
 - Once enrollment in the National School Lunch Program (NSLP)/School Breakfast Program (SBP) is established, DDOE School Nutrition Programs staff will guide the charter through the required process. Please note that this should be done in a timely manner to be certain of securing a vendor for the planned opening in the 2014-2015 school year.

PCCMS acknowledges and plans to complete the process immediately following enrollment in the National School Lunch Program so that a vendor can be secured for the planned opening in the 2014-2015 school year.

- Acknowledgement of determining student eligibility for school meals
 - The charter response is adequate.
- Plan for obtaining a Food Establishment Permit
 - The response indicates that the Applicant is aware that a current permit is needed to participate in the NSLP/SBP.

*The Accountability Committee concluded that the Start-up and Operations section **did not meet** the standard based on the following subsection(s):*

- *Transportation*

Facilities

The Committee discussed the Applicant's response to the Preliminary Report and noted the following.

School and student safety

- Pike Creek Charter Middle School (PCCMS) remains in agreement with the landlord that the other organizations currently located at Delaware Swim and Fitness will be moving with the current owner to a new location. The only organization that will be present once PCCMS takes over the lease of the building is PCCMS.

Transportation

- Student transportation to and from the school will not negatively impact traffic or parking, as PCCMS will remain the sole occupant of the building. There are 285 parking spots at the Delaware Swim and Fitness site.

Proper inspections and precautions to ensure proper air ventilation and mold eradication, if any.

- Proper inspections and precautions will be taken per local regulations to ensure proper air ventilation and mold eradication, if any. This initiative can be seen as part of the CAM expenses for maintenance that is included in the budget. This will be administered and overseen by the landlord's aquatic business.

Review of Delaware laws and regulations regarding asbestos in school construction/renovation.

- Prior to renovations, the Applicant will review Delaware laws and regulations regarding asbestos in school construction. This will take place in the Planning Year during the renovation process with the selected vendor.

*The Accountability Committee concluded that the Start-up and Operations section **met** the standard.*

Budget and Finance

- The Committee discussed the Applicant's response to the Preliminary Report and noted the following.
- The revised budget worksheets show a "Prior Year Carryover" amount of \$900,000 in Year 0 (State and Local Revenue). It is unclear where this amount comes from as the school would not be entitled to any State or Local funds in Year 0.
- The "Prior Year Carryover" amounts in subsequent years do not match the ending balance from the previous year. There is no explanation of why the amounts do not match. The narrative provided simply states that "Carryover funds from prior fiscal year budgets and 'Other Funds' " were brought forward. The revised budget information submitted did not include worksheets for Federal or Other Funds; thus, it is unclear how these numbers were calculated.
- If "Prior Year Carryover" amounts are excluded from the budget worksheets, the school will have a deficit of nearly \$20,000 in Year 1.
- The response to the Preliminary Report indicates that the Applicant will seek grant funds from private foundations. If this is the source of the Year 0 funding, how would the timing of these grants work in relation to the timeline submitted for Year 0 activities? Have any grant funds been secured to date? The Applicant states that there have been discussions with lenders regarding loan options if grant funds are not secured. Have any budgets been prepared with estimated loan payments if this option is selected? It does not appear that this scenario was included in any of the budgets submitted.

Please see attachments 46,47 and 48.

*The Accountability Committee concluded that the Budget and Finance section **did not meet** the standard.*

