

Delaware Department of Education

Charter School Application



Submission Deadline for 2015 – 2016 opening:

2 January 2014

John G. Townsend Building
401 Federal Street, Suite 2
Charter School Office
Dover, DE 19901-3639

Telephone: 302.735.4020
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School Proposal Overview

Provide information for the primary point of contact for your team. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. **Note!** Names and contact information may be shared with external groups by the Delaware Department of Education. The information in this section is not included in narrative page limit.

Name of proposed school	Pike Creek Charter Middle School		
Primary contact person	Michael Smith		
Mailing address	34 Rankin Road Newark, DE 19711		
Phone	Day	302 290 7726	Evening 302 290 7726
E-mail address	Msmith2288@gmail.com	Fax	n/a
Name of applicant group or entity applying	Pike Creek Charter Middle School		

Provide the names and roles in the applicant team and current employer of all persons on the Applicant team.

Name	Role	Current Employment
Michael Smith	PCCMS Co-Founder	NCC Chamber of Commerce
Melissa Whitehead	PCCMS Co-Founder Applicant Co-Author	Amplify, Inc.
Robyn Sheehan	PCCMS Co-Founder Applicant Co-Author	

Provide the name and planned opening year for the proposed school.

Proposed School Name	Opening Year	Geographic Community †
Pike Creek Charter Middle School	2015-2016	Pike Creek

† Identification of geographic community may be as specific as a neighborhood or as general as the city/town identified for the school location.

What is the model or focus of the proposed school (e.g., Arts, College Preparatory, Dual-Language, etc.)? **Health and Wellness focus**

Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?

Yes

No

If yes, provide the name of the Charter Management Company or other partner organization if known. N/A

Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement (See Section 2.5) in addition to the application narrative.

Proposed Principal/School Leader Information (if known)

Name of proposed Principal/School Leader Candidate: **Unknown** _____

Current Employment _____

Daytime phone: _____ Cell phone _____

E-mail address _____

School Enrollment Projection

Grades	Number of Students				
	Year 1 2015-2016	Year 2 2016-2017	Year 3 2017-2018	Year 4 2018-2019	Year 5 2019-2020
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	120	110	130	130	130
7	125	120	130	130	130
8	0	125	130	130	130
9	0	0	0	0	0
10	0	0	0	0	0
11	0	0	0	0	0
12	0	0	0	0	0
Total Students	245	355	390	390	390
Classes per grade	5	5-6 th Grade 5-7 th Grade 6-8 th Grade	6	6	6
Average number of students per class	24	23	22	22	22

1.1 Executive Summary

14 Del. C. §§ 512 (1), (2), (3), (5) and (6)

1. Mission and Vision Statements

Pike Creek Charter Middle School (PCCMS) is a tuition free charter school serving middle school students in grades 6-8. PCCMS' mission is to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies. Our mission, our vision ensures our students are prepared to (1) succeed in the most prestigious academic settings and (2) live healthy and physically active lifestyles. PCCMS derives its mission and vision from First Lady Michelle Obama's "Let's Move" campaign, which promotes a healthy lifestyle for children along with research that proves physical activity, fosters and conditions the brain for learning. PCCMS's purpose is to educate the whole child, both mentally and physically. PCCMS will support recent studies along with our mission and vision through the increases in academic performance as students' physical activity and Fitnessgram scores increase. PCCMS students will develop the skills necessary to live a healthy and active life as continuous learners.

PCCMS' has established the following priorities: 1) Provide students with rigorous academic instruction through the Common Core Standards, Data Driven Instruction and on-going assessments. 2) Promote student investigation, student independence, use of the inquiry process and the ability to think creatively, critically and infuse information skills. 3) Shift the focus of teaching a set of known facts to a process modeled in similar ways to experts in the field. 4) Engage students in learning through Kinesthetic Lessons, morning exercise and daily physical activity. 5) Develop the skills necessary to live a healthy and active lifestyle through participation in physically active events in the community, participation in the online health and fitness portal and increase the amount of daily physical activity. 6) Emphasize service, quality, accountability, persistence and integrity by performing rigorous work as members of the community.

Below are similar successful school models that focus on physical activity in addition to academics. Legacy Charter School, located in Greenville, South Carolina serves students in grades K-11. Their vision "is to offer a quality, rigorous, and relevant educational program leading to college graduation and empowering underserved urban students to become productive, fit, principled citizens in a changing society" (Legacy Charter School, 2013)¹. "Legacy Charter School's multifaceted approach to education is based on the premise that a 'sound body nurtures a sound mind.' Physical activity has also been documented to support learning capacity along with stimulating structural changes in the brain important for learning" (Legacy Charter School, 2013)².

Dr. Julian Reed, associate professor of health sciences at Furman University conducted a study on the link between exercise and cognitive change in elementary and middle school children at Legacy Charter School. He analyzed the effects of providing 45 minutes of daily

¹ Legacy Charter School. (2013). *Active kids, have active brains at legacy charter school*. Retrieved from <http://www.legacycharterschool.com/fitness.php>

² Legacy Charter School. (2013). *Legacy charter school*. Retrieved from <http://www.legacycharterschool.com>

physical education on the fitness and cognitive performance of students during the 2009/2010 school year. Participants included students at Legacy Charter School along with students of similar demographics who attended two other county schools. Students that attended the control schools only received one period of physical education a week. Results found that Legacy Charter students improved on 92 percent of the fitness measures tested, compared to 8 percent improvement by students in the control schools. The middle school students that attended the control schools performed worse at the end of the year in 42 percent of the measures. In addition to improved fitness measures, Legacy Charter students increased their cognitive abilities by 59 percent compared to control schools that only improved 25 percent. (Landor, 2011)³

Namaste Charter School located in Chicago, Illinois serves students in grades K-8. Their vision is to “promote life long student success and a love of learning by implementing and sharing a groundbreaking educational model that combines health and wellness with academic rigor in a peaceful environment” (Namaste Charter School, 2013)⁴. Their core program includes 60 minutes of daily physical education, morning movement exercises, nutritious breakfast and lunch, balanced literacy-based academic curriculum, and character education and age appropriate nutrition and wellness classes. In addition to education workshops, no cost to the families. They have been recognized and awarded the “Gold Award of Distinction in the U.S. Department of Agriculture Healthier US Challenge,” which is the highest mark of a healthy school. Additionally, in 2009 the school received recognition as one of the six successful charter schools in Illinois. (Namaste Charter School, 2013)⁵ Namaste Charter achieved 87 % proficiency on the Illinois Standards Achievement test and outperformed Chicago Public Schools who achieved 74 %. Namaste spends nearly 20 % less than districts to educate each student.

PCCMS’ support has grown tremendously since October 2012 and has not slowed down. This incredible growth has allowed us to involve the community, supporters, potential students, and families in the building of PCCMS. Upon approval, we will begin the next stage of our growth plan, the 15-month “Start-up” phase. Planning will consist of meeting the compliance and regulations set forth by the Delaware Department of Education, hiring competent personnel, and necessary renovations to the selected school building, purchasing materials, and finalizing contracts. The Implementation phase of our growth plan begins day 1(anticipated Fall 2015) and will continue for three to five years or until maturity. During the Implementation phase, PCCMS will continue to grow in areas of partnerships, support, personal and professional growth,

2. Educational Need and Target Population

PCCMS has identified their target population as students in grades 6-8 that reside within the Pike Creek Area. This population was targeted due to the overcrowding of middle schools in the Red Clay School District where PCCMS will be located and the close proximity to Christina School District. We are also a competitive choice for current private school families. The building that we have selected supports our health and wellness focus with ample physical

³ Landrum, C. H. (2011, October 30). In-school sports equals brain power. *Journal WatchDog*. Retrieved from <http://www.journalwatchdog.com/schools/1282-in-school-sports-equals-brain-power>

⁴ Namaste Charter School. (2013). *Namaste charter school*. Retrieved from <http://namastecharterschool.org/index.html>

⁵ Namaste Charter School. (2013). *Namaste charter school*. Retrieved from <http://namastecharterschool.org/index.html>

activity space in the large classrooms, a spacious gymnasium, outside field space and an indoor pool.

Admissions preferences are as follows: Year 1 Preference: Resident of 5 mile radius, Non-resident of preferred radius, children of Founding Board Members. Year 2 Preference: Siblings of current student, resident of 5 mile radius, Non-resident of preferred radius, Children of Founding Board Members.

3. Community Engagement

PCCMS' community engagement strategy is multi-faceted. PCCMS held three successful town hall meetings, which occurred in October 2012, May 2013 and November 2013. Additionally, PCCMS partnered with Treats for Our Troops on November 2 and collected candy to send to the men and women serving overseas. On November 13, 2013 PCCMS launched a Community Survey via Survey Monkey to poll community members about their thoughts on PCCMS. The results thus far are included in **Attachment C**.

PCCMS is scheduled to work at the Ronald McDonald House on February 16, 2014. PCCMS has turned in over 55 letters of support and are still collecting more. The Board has held coffee talks with potential parents, spoken at community meetings such as the Pike Creek Civic League and have participated in community events. PCCMS is scheduled to discuss the application with the Pike Creek Civic League in January 2014 and the Greater White Clay Civic Association in February 2014. Additionally, the Board has engaged and informed the community through newspaper articles, and has established a notable social network following with a Facebook page that has 262 number of "likes"(as of 12/26/2013), a website, an email address that continues to received weekly inquires, and an active twitter and Instagram account. PCCMS utilizes these avenues to update the community. The Twitter account is used to educate the community on a wide range of topics such as education, healthy living, and physical fitness. We also have a targeted grassroots campaign for low-income families within our plan. For this campaign, we will engage community organizations such as the Police Athletic League, the YMCA, and the Boys and Girls Club. PCCMS will provide a dedicated person from the Founding Board to serve as a liaison. The board has developed and continues to develop strong partnerships with businesses in the Pike Creek community, statewide and nation-wide.

PCCMS used data from the 2010 census to determine the demographics of the Pike Creek community within a five-mile radius. PCCMS used demographic data from local school districts to determine the potential students' race, gender, age, school district, and need. Based off the five-mile radius of our proposed location, there are 125,854 in total population. Pike Creek Population includes 125,852 people: 3,319 Males under 5 years old, 3,495 Males 5-9 years old, 3,815 Males 10-14, 3,175 Females 5 and under and 3,399 Females 5-9 and 3,688 Female 10-14 years old. These age demographics show sustainability of PCCMS over time.

Within the five-mile radius we intend to serve, there are twelve (12) public elementary schools that feed into five (5) public middle schools. There are a combined twenty-two (22) private elementary and middle schools. "In the past few years, most Delaware districts have asked their school board to approve class size waivers- and board have always agreed.⁶ As seen

⁶ <http://www.delawareliberal.net/2013/11/18/red-clay-school-district-bucks-the-class-size-law/>

on Delaware Way:⁷ “Red Clay has as many as 26 students, more than the state-mandated max of 22 per room. School Board Member Adriana Bohm says crowded classes impede learning for all kids, but more so for those from low-income households. “I think that's especially important in our district because if you look at Red Clay, we're a district that's more poverty-stricken than affluent.” This data supports the population necessary to sustain a school and the need to sustain a school over time.

4. Education Plan

PCCMS will integrate a project based learning approach in our active classroom based learning. This innovative learning methodology will give our students the knowledge and skills that will prepare them for college/career readiness. This instructional strategy will be essential to our kinesthetic classroom based learning which will consist of hands-on, active, and engaging key topics that target essential ELA, Math, Science and Social Studies content. Students will participate in 50 minutes of physical activity a day through physical education class in addition to a physically active or health related elective. Integrating project-based learning will promote student investigation, differentiated instruction, student independence, use of the inquiry process, and the ability to think creatively, critically and infuse information skills.

Our school model has the ability to be flexible with the exception of the following non-negotiables: 50 minutes of Physical Education and Kinesthetic classroom based learning. Through this unique approach to learning, our students will: 1) Master essential skills and content as outlined in the Common Core Standards and Delaware content standards; 2) Take increasing responsibility for their own learning; 3) Approach complex problems thoughtfully; and 4) Be physically active in and outside of the classroom. Our students will perform rigorous work as members of a school community that emphasizes service, accountability, and integrity. Students will learn to appreciate the perspectives of others, recognize and pursue opportunities for service and be an active member of the community. The uniqueness of our model allows it to be easily adapted for all members of the student population. The community and project based nature of our model is one that fosters a positive, safe, and inclusive environment. All populations at PCCMS play an important role in our school model, and have been accounted for during its development.

Research has shown a positive correlation between physical activity on student achievement, attendance, behavior and engagement. DDOE conducted a study with Nemours’ and found direct correlations between students who performed well on the Fitnessgram and their academics, attendance and behavior. The education section highlights additional research studies that support our school model.

Students will be assessed through a variety of methods: Smarter Balance Assessment (SBAC), interim assessments and quick checks created by Amplify Inc., student portfolios, and assigned projects. Interim assessments and quick checks will be created by using internally developed pacing guides to make blueprints that will guide the assessment creation by Amplify. Assessment data will be collected, analyzed and used to inform instruction. PCCMS will use the cycle of inquiry to assess instructional plans created to inform instruction based on the data.

⁷ <http://delawareway.blogspot.com/2013/11/red-clay-school-board-rejects-class.html>

5. Leadership and Governance

PCCMS has worked to recruit and maintain a leadership team that brings diverse intellectual and social capital to PCCMS. The leadership team consists of strong educators, educational leaders, business, marketing and political leaders. The diversity among the members has provided insight and opinions of the different stakeholders that are imperative to a successful school. The team has developed and implemented policies and procedures to ensure consistency and transparency in the school that prompts discussion and promotes efficient decision-making. The leadership team meets bi-weekly and is broken up in to subcommittees: education, finance, legal, and community outreach. The subcommittees meet weekly. The board continues to solicit support and mentorship throughout the application process from leaders in the charter field. Mentors include Chuck Baldwin of Wilmington Charter for overall school development and leadership, Greg Meece for overall school development and finance, Jed Desmond of Wilmington Charter on school finance, Jim Taylor on charter law and charter application/implementation and Bob Andrzejewski for community engagement, school leadership and school development.

6. Business Plan

There is a verbal agreement with the landlord of Delaware Swim and Fitness (DSF) at 4905 Mermaid Blvd. The agreement states that all current businesses will relocate to a new location, thus leaving PCCMS as the sole occupant of the building. Additionally, it has been negotiated that during our planning year PCCMS will not pay rent, and every year upon reaching capacity the rent will be reflective of the population as to keep PCCMS financially viable. In other terms, rent will slowly increase as PCCMS continues to fill enrollment slots, expand to the 8th grade. DSF has the facility to support our mission and vision. The pool would be used for instruction and extracurricular activities, a full gymnasium for instruction and club sports. Linden Heath Park is located next to DSF. There is a subsequent verbal agreement with New Castle County that will produce a signed agreement upon approval to enable us to use the park, under a lease for \$1 per year. Letters to substantiate these verbal agreements are provided.

PCCMS will have a Director of Finance and Facilities that will be able to incorporate a business model into education and directly tie experience with contracts, facility management, financial management and operations. All staff will be paid based off the Red Clay School District pay school with years of experience and education levels matching the Red Clay pay scale. Along with using state tools and budgeting software, the school will commission a 3rd part audit annually.

PCCMS will partner with community businesses, educational institutions, nonprofit organizations and community civic associations to make PCCMS a member of the community that utilizes local and community resources. These stakeholders will donate to PCCMS financially, give in-kind contributions to the school and participate through community events, open houses, board opportunities etc. Financial resources will come from grants, nonprofit organizations, community stakeholders, events and an aggressive fundraising consultant. There will be rigorous neighborhood engagement for recruitment and finances in the school's plan. Please see the attached fundraising plan for financial resources. **Please see Attachment T**

1.2 Founding Group and School Leadership

14 Del. C. § 512 (1)

Founding Group Membership [14 Del. C. § 512 (1)]

1. Identify the key members of the Founding Group for the proposed school. Identify *only* those individuals who will play a substantial ongoing role in school development, governance, and/or management, and will thus share responsibility for the school. These may include proposed board members, school leaders/management, staff members, or other essential partners.

Each member of the Founding Board plays a vital role in the school’s development and implementation. The Founding Board is divided into four subcommittees: (1) Education, (2) Finance/Facilities, (3) Community Engagement, and (4) Legal. Melissa Whitehead heads the Education subcommittee, and she will direct the education plan’s implementation. Katherine Sookhoo, chair of the Legal subcommittee, guides the governance of the charter. Brooke Balan leads the Community Engagement committee, and she will be the parent representative on the Board of Directors to guide student recruitment, community involvement, and school accountability to the community. Founding member, Michael Smith will operate as Chairman of Board. He will guide organizational oversight and charter implementation through the four subcommittees and the school’s employees. Other members of the Founding Board are prospective teachers and employees who support the school’s mission.

2. Explain what role each individual will play, and note which Founding Group members are certified educators, parents, and members of the community as required by 14 Del. C. § 512(1). Explain the Founding Group’s collective qualifications for establishing a high-quality charter school in Delaware and in assuming stewardship of public funds. Address the following in your response.

Founding Board Member	Subcommittee Role	Certified Teacher	Parent	Member of Community
Michael Smith	Finance/Facilities/Community Engagement		X	X
Alfred Sowden	Finance/Facilities			X
Steven Taylor	Finance/Facilities			X
Christopher Erisman	Finance/Facilities		X	X
Melissa Whitehead	Education	X		X
Robyn Sheehan	Education	X	X	X
Matthew Backer	Education	X		X
Christine Smith	Education	X	X	X
Eric Pugh	Education	X	X	
Brooke Balan	Community Engagement		X	X
Katherine Sookhoo	Legal		X	X

In the 1970s, the charter school movement developed, and a number of education reform ideas evolved, most note-worthy, community-parent empowerment. This allowed parents, educators, administrators, and community residents to form a Founding Board and propose a unique student-centered educational environment. (pbs.org). PCCMS' Founding Board is comprised of just that; a diverse and supportive group of individuals who are educators, parents, and community residents committed to the mission of the PCCMS to benefit a unique student-centered learning environment. The PCCMS Founding Board was strategically composed to fill the areas necessary to establish a high quality and successful charter school. The Founding Board members are assigned to one of the four subcommittees ((1) education, (2) finance/facilities, (3) community engagement, and (4) legal) based upon his or her expertise and experience.

Each committee has members who have the qualifications to build a successful school. The Education Committee, with Melissa Whitehead's leadership, has demonstrated their knowledge and experience with School Leadership and Administrative skills, Research based curriculum and instructional strategies which are included in the school's educational program, diversity issues which include outreach, students enrollment and instruction, at risk populations, children with disabilities and related services. Melissa Whitehead and Eric Pugh possess the knowledge and experience necessary in the following areas: school administration, curriculum, instructional strategies, and diversity issues which include outreach, student enrollment, instruction, at risk populations, children with disabilities and related services. Robyn Sheehan and Eric Pugh possess the knowledge and experience necessary in the following areas: curriculum, instructional strategies, at risk populations, children with disabilities, and related services. Christine Smith and Matt Backer contribute their knowledge and experience with curriculum and instructional strategies. The Finance and Facilities Committee has demonstrated their qualifications, knowledge and experience in governance, business management that includes accounting and finance, personnel management and school operations including facilities management. Michael Smith, Al Sowden, Christopher Erisman, and Steven Taylor have contributed their knowledge and experience in all of these areas. They have also sought the mentoring and guidance of Jed Desmond, Chief Financial Officer of the Charter School of Wilmington, who has shared his knowledge of Charter Finance and The Delaware PTA. The Legal Committee has also contributed their knowledge and experience with personnel management. The Community Engagement Committee has demonstrated their qualifications, knowledge and experience in parent and community engagement along with diversity issues specifically in outreach. Brooke Balan has led this subcommittee along with Michael Smith, Melissa Whitehead, Robyn Sheehan, Matthew Backer and Kate Sookhoo.

Moving forward, members that join the Governing Board will need to possess certain skill sets such as charter board experience, legal expertise, school leadership experience, and charter school financial knowledge to successfully function as a Governing Board. PCCMS will continue to seek out mentorship opportunities to ensure that all members are well versed on the skills sets that are needed to function successfully and fully execute the mission and vision of the school.

The Founding Board will continue to work closely with The Delaware Charter School Network to utilize its resources and trainings. The future Governing Board will participate in DCSN charter school board trainings coupled with the trainings that the Delaware Department

of Education provides. Supplemental resources provided by the National Charter School Resource Center will be incorporated as needed.

2. Describe the Founding Group's ties to and knowledge of the proposed school community. Summarize each person's experience, qualifications, and affiliations that will be directly relevant to developing a high quality charter school that reflects the school's mission and vision. Explain why each founder was chosen to participate in this Founding Group and the circumstances and motivations that brought the Founding Group together to propose this school.

Michael Smith is a parent that resides in the community. He has the public outreach expertise and experience to network the community and drive diverse student recruitment. Through his experience in fundraising, political campaigns, education, and managing an economic development partnership through the New Castle County Chamber of Commerce, Michael knows the community well and knows how to bring the business community and residents together for the betterment of Pike Creek. Through his time managing the Greater Newark Economic Development Partnership, Michael has established a quarterly Business & Education Roundtable between Christina School District administrators, students and leaders in the business community. This has fostered collaboration and brought the business community back into schools and established shadowing programs to focus on growing and keeping talent in Delaware. Through his educational experience, Michael has researched the community in depth to see their educational and social needs. His knowledge base, energy, and leadership will enable the school to meet any operational challenges. Michael has facilitated all leadership and subcommittee meetings.

Alfred Sowden has over 30 years experience in the financial services industry. He will be invaluable in helping set up the financial aspects of the charter, maintain a balanced budget, and guide any facility changes with capital budgeting. Al has the experience to lead the school in a positive financial direction and meet any challenges that may arise financially or with the facility. Al is on the finance subcommittee and community engagement subcommittee. He has also been the leader in asking probing facility questions, researching outfitting costs, and negotiating rental terms. His experience owning his own company and managing construction projects makes him invaluable to the facilities team.

Christopher's Erisman is a community member, Delaware Certified Public Accountant and a critical part of the boards' financial committee. He has over ten years of public accounting experience with an emphasis on auditing, financial statement preparation and tax preparation. Christopher has contributed tremendously to our budget preparation and ensuring financial stability of PCCMS. It is evident that Christopher is a crucial part of the finance team and will continue to provide his expertise to ensure PCCMS is a success.

Katherine Sookhoo is a mother in the community and attorney for Fox Rothschild. As a parent in the community, she has a vested interest in seeing the school succeed, as well as institutional knowledge of the legal side of charter schools. Kate was vital in facilitating the drafting of the by-laws, starting the 501c3, and putting the code of conduct in place. Kate is on the legal subcommittee and community engagement subcommittee. Kate has an

undergraduate degree in education, and Kate has also been the president of two alumni organizations. Kate has the leadership skills necessary to assist in the success of PCCMS.

Brooke Balan is a parent in the community. Brooke understands the current educational climate because of her children's experiences in school. Brooke is engaged with the Red Clay School Board and will play a significant role in community engagement for student recruitment and community fundraising. Brooke leads the community engagement subcommittee.

Melissa Whitehead brings educational knowledge and curriculum expertise to the team. Melissa is a Curriculum and Assessment Specialist for Amplify Inc. She is currently working on her PH.D., with an anticipated graduation date of January 2015. Melissa has provided oversight on all pieces of the application and specifically focused on the education sections. Melissa leads the education subcommittee and oversees each subcommittee to unify the education plan with the school's mission.

Robyn Sheehan is a parent in the community the charter would serve. She brings institutional knowledge of charter schools and special education through her practical experience working at Family Foundations Charter School where she sat on the Charter School Network Special Education Coordinators Council.

Eric Pugh is a teacher in the Brandywine School District. He brings over 8 years of experience and expertise in all aspects of Special Education. Eric has given us the expertise to create a comprehensive special education program.

Matthew Backer brings educational knowledge focused on Physical Education and Health. He developed the Physical Education and Health program at his current school. His philosophy focuses on teaching all students how to achieve personal goals through lifetime of fitness.

Steve Taylor: Steve Taylor is an active member in the community of the proposed school. Steve is a business leader, former State Representative, and a well-known leader in this community. He brings a vast knowledge of the business world. Steve has the institutional and organizational knowledge to meet any challenges through his business experiences and time in the State Legislature. Steve is on the finance subcommittee and community engagement subcommittee.

Christine Smith: Christine brings institutional experience and knowledge of the public, charter and private school perspectives. She has taught in all three environments and will be vital when speaking to what parents want, what children need and best practices that should be shared for Pike Creek Charter School. Christine has grown up in the community Pike Creek Charter will serve and brings the energy and motivation to meet any challenge. Christy is on the education subcommittee and has been vital for incorporating scope and sequence of different subject matters with state standards.

3. Provide, as **Attachment 1 (Founding Group Résumés and Biographies)**. Include full résumés (including contact information) and professional biographies (brief narratives) for the individuals named. Label each document with the individual's affiliation with the proposed school. **See Attachment 1**

Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]

Background [14 Del. C. § 512 (1)]

Explain the circumstances and motivations that brought the Founding Group together to propose this school.

The Founding Board was brought together by a common vision - to provide an alternative for families seeking something different than the typical public school education. This resulted in the development of a school centered on a project-based and community involved curriculum that links the holistic approach of linking success of the body to success of the mind. The idea originated from one of the educators on the Founding Board, and they worked to recruit and secure the proper talent to make PCCMS a reality. Each Founding Board Member has a personal interest to the vision of PCCMS, but also a unique skill set that benefits the development of the school. In addition, the school is supported by the need for such a school in the Pike Creek community due to overcrowding in the existing middle schools.

Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]

1. Name the Principal/School Leader candidate, if identified, and explain why this individual is well qualified to lead the proposed school in achieving its mission. Summarize the proposed leader's academic and organizational leadership record. Provide specific evidence that demonstrates the leader's capacity to design, launch, and manage a high-performing charter school. If the proposed leader has never run a school, describe any leadership training programs that he/she has completed or is currently participating in. Also provide, as **Attachment 2**, the qualifications, résumé and professional biography for this individual. If no candidate is yet identified, explain your timeline, criteria, recruiting, and selection process for hiring the school leader.

It is important to make sure that the business side and the educational side of running a school is done so by seasoned individuals who have notable track records in each respective area. PCCMS has decided to adopt an administration framework that would include a Head of School, Director of Finance and Operations and a Director of Curriculum and Instruction. PCCMS will use 3 avenues to execute the search. First, the Board Members will reach out to personal/professional contacts and use networking opportunities to identify potential applicants who possess the qualifications and shared view for the mission and vision of PCCMS. Second, media, in the forms of the PCCMS website, Facebook page, and newspaper articles will invite those individuals who are interested in becoming part of the PCCMS to come to an informative session to learn about the school. Lastly, the proposed positions of Head of School, Director of Finance and Operations and Director of Curriculum and Development will be posted on Internet sites such as www.teachdelaware.com, www.monster.com, www.indeed.com. **Please see Attachment A, School Leader Recruitment Plan**

2. If the Principal/School Leader candidate has been identified, provide specific data that demonstrates strong evidence of the leader's ability to effectively serve the proposed target population. If the candidate is not yet identified, summarize the Board and/or other Founding Group members' academic and organizational performance record and provide specific evidence that demonstrates the Board's ability to effectively serve the proposed target population.

PCCMS has received a notable number of resumes from qualified individuals that could serve in a Head of School and/or Director of Curriculum and Development and Director of Finance and Operations capacity. The Founding Board of Directors feels it is best to identify these individuals at a later date to provide adequate time to match the candidates that would work well together in their designated capacity as well as genuinely support the mission and a vision of PCCMS.

The relational, structural, and human capital found on PCCMS' Founding Board of Directors is distinct, and appropriate to serve the proposed target population. With the members of the community, and all who genuinely believe in the mission and vision of PCCMS, the unified belief is that "it takes a village to raise a child" is upheld to its highest form. As seen in the biographies and resumes of the Founding Board of Directors, there are distinct skills sets and professional relationships that will enable them to effectively serve the proposed target population of PCCMS. Per the committee's suggestion, we have added a CPA to our Finance Team.

3. Who will work on a full-time or nearly full-time basis immediately after approval to lead development of the school? How will this person be compensated prior to the school receiving per-pupil funding?

The Board will be working on a nearly full-time basis immediately after approval to lead the development of the school. In October 2014, the board will hire the Director of Finance and Operations who will work on a nearly full-time basis and be compensated through fundraising and grants. All board members will work on a nearly full-time basis until adequate funds allow for hiring.

4. Describe the responsibilities and qualifications of the school's leadership/management team (beyond the school leader). If known, identify the individuals who will fill these positions and provide, as **Attachment 3**, the qualifications, résumés, and professional biographies for these individuals. If these positions are not yet filled, explain the timeline, criteria, and process for recruitment and hiring.

The school's leadership team will consist of an Director of Curriculum and Development, Special Education Coordinator and the Director of Finance and Operations. PCCMS' recruitment for the Director of Finance and Operations will begin in September 2014 with the goal of hiring a candidate by October 2014. The Director of Finance and Operations position requires a strong background in finance, evidence of success in managing budgets of 5 million dollars or more, success in managing contracts, experience in human resources, policy and procedures, operations and facility management experience. PCCMS will begin recruitment for the Director of Curriculum and Development position in March 2014 and the position will remain open until filled. The Director of Curriculum and Development must possess their Principal/Assistant Principal and School Leader I certification with at least five (5) years of successful teaching experience. The Special Education Coordinator recruitment will begin in January 2015 and will remain open until filled. This position requires a strong background in Special Education, Special Education certification and at least 3 years of experience in Special Education.

1.3 Education Plan

14 Del. C. §§ 512 (4), (5), (6), (7), (8) and (11)

The educational program should meet the requirements of 14 Del. C. §§ 512(4), (5), (6) and (7) and applicable regulations. **Curriculum and Instructional Design** [14 Del. C. § 512 (6)]

1. Provide a synopsis of the proposed educational program, including key components of the education model and any unique or innovative features of the school.

Pike Creek Charter Middle School (PCCMS) is a tuition free charter school serving middle school students in grades 6-8. PCCMS' mission is to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies. Our mission and vision is to ensure that our students are prepared to (1) succeed in the most prestigious academic settings and (2) live a healthy and physically active lifestyle. PCCMS derives its mission and vision from First Lady Michelle Obama's "Let's Move" campaign, which promotes a healthy lifestyle for children along with research that proves physical activity, fosters and conditions the brain for learning. Research from schools around the United States demonstrates that this philosophy correlates to excellent results in students' academic achievement, physical fitness, and overall health/wellness. To achieve similar outstanding results, our school model will focus on the use of physical activity and wellness in all academic subjects to advance student achievement, in a small classroom environment. Kinesthetic movements will be utilized in all academic subjects to support PCCMS' engaging, rigorous, and research proven instruction. The incorporation of physical activity and wellness in classroom lessons enables our students to make healthy and positive wellness choices routinely and continuously throughout their lives.

PCCMS will integrate a project based learning approach in our active classroom based learning. This innovative learning methodology will give our students the knowledge and skills that will prepare them for college/career readiness. This instructional strategy will be essential to our kinesthetic classroom based learning which will consist of hands-on, active, and engaging lessons that target essential ELA, Math, Science and Social Studies content. Students will participate in 50 minutes of physical activity a day through physical education class in addition to a physically active or health related elective. Integrating project-based learning will promote student investigation, differentiated instruction, student independence, use of the inquiry process, and the ability to think creatively, critically and infuse informational skills.

The technology program is designed to combine the areas of digital citizenship, critical thinking, information fluency, communication, collaboration, creativity, and innovation in to the interactive learning environment fostered at PCCMS. Our technology vision includes students using presentation and word processing software to report on data, findings, and/or research related to their individual health, wellness, and fitness. Spreadsheets, graphs, and additional supplemental software may be used to track/monitor their own progress or progress of their

research. Additionally, students will use technology to establish relationships with organizations aligned to the mission and vision of PCCMS via Internet research, blogs of professionals in related industries. Students may also use digital video recordings to analyze their sports mechanics or the effectiveness of their team's strategies during scrimmages.

In order to support our vision each classroom will be equipped with a Smartboard for whole group and small group instruction. Administration will be equipped with iPads to use for teacher observation and classroom support. Teachers will be able to quickly check for student understanding by posing a content or lesson relevant question and allowing time for students to respond, which will result in a graph of student responses that will appear on the screen

2. Provide a synopsis of the proposed instructional design that reflects the needs of the school's target population and that will ensure that *all* students meet or exceed the expectations of the Delaware Content Standards (Common Core Standards in English language arts, mathematics, and Next Generation Science Standards) in all content areas. The Delaware Content Standards are available at: <http://www.doe.k12.de.us/infosuites/staff/ci/>

PCCMS has chosen to target middle school students because of the impact physical activity and a healthy lifestyle has on their developmental years. PCCMS has specifically chosen to target the middle school students in the Pike Creek community due to the overpopulation of the current middle schools, which hinders the ability to provide individualized instruction. PCCMS has chosen interactive curriculum for Math, and ELA that provides students an opportunity for more practice, re-teaching and enrichment. Math and ELA assessments will be taken on computers similar to the state mandated assessment, Delaware Comprehensive Assessment System (DCAS)

PCCMS will use a three-tiered Response to Intervention (RTI) approach to support our students. All students will receive both whole and small group differentiated lesson structures targeted toward individual student needs and the teaching of both foundational and high-order thinking skills across the curriculum (Tier 1). Multiple assessment measures will be used at the beginning of and throughout the school year to identify students who need additional support. Based on this data, students with additional academic needs can begin to receive Tier 2 and Tier 3 supports during the year. Tier 2 will include more targeted support through smaller groups and one on one remediation instruction, re-teaching strategies, and additional application and practice to support skill mastery. Tier 3 includes more intensive interventions generally provided in a one on one setting by a special education teacher.

The school's instructional design facilitates learning experiences across a range of skill levels, all tiers will take place in the classroom, where possible, to provide all students with equal access to the curriculum. Additionally, all students will work with support specialist and CREW mentors to continue to strengthen content knowledge and skills.

Students will be assessed through a variety of methods: DCAS, interim assessments, student portfolios, curriculum assessments, and assigned project.

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Students will be assessed through a variety of methods: DCAS, interim assessments, student portfolios, curriculum assessments, and assigned project.

Please see Attachment W.

4. Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the expected student population. If evidence of effectiveness in other schools serving similar populations is not available, explain why the proposed program is likely to succeed with the targeted population.

In a study conducted by DDOE and Nemours, research shows a positive correlation between physical activity and student performance. In this study they analyzed the relationships between Delaware student fitness levels measured by the Fitnessgram and student

achievement measured by the Delaware Student Testing Program (DSTP) scores, attendance and behavior tracked by eSchoolPLUS. Through the study, students that performed well on the Fitnessgram also performed well on the DSTP. The study also showed students who score Well Below on the DSTP who also scored low on the Fitnessgram. The study showed a positive correlation between fitness levels and attendance along with students' fitness level and behavior. Below are some other studies showing similar positive correlations between physical fitness, student achievement, attendance, behavior and engagement.

Naperville, Illinois: In 1997 Naperville School District in Illinois created a physical education program, PE4Life, which focused on individual student fitness, not sports. Students were given many opportunities to excel in a number of activities in gym class, all of which got the students up and moving in a cooperative, not competitive way.

- In 1999, Naperville's eighth graders took an international science and math exam called TIMSS and finished FIRST in the world in science and sixth in math. That same year, U.S. students ranked 18th in science and 19th in math on this test. PE4Life played a significant role in this accomplishment.
- In 2003, high school freshmen students, who were in remedial reading classes and participated in high intensity workouts for just one semester, saw a 17% improvement in reading comprehension.

Chicago, Illinois: Namaste Charter School is a public charter school in Chicago that focuses on integrating health and wellness with rigorous academics. Namaste was founded in 2004 on the research-based principle that healthy, active children perform better in the classroom and that tenet continues to guide the school's practice and development. In the beginning of the year 95 % of student began the year labeled "at-risk". At the end of the year, 85% of Kindergartens and 70% of First graders were at or above the end of the year benchmarks. Students at Namaste demonstrated an overall increase of at least 1.3 years of growth.

5. Provide an overview of the planned curriculum, including, as **Attachment 4**, a course scope and sequence *by subject for each grade level* that the school plans to serve during its first four years of instruction. The scope and sequence documents should identify course outcomes and demonstrate clear alignment with the Delaware Content Standards (Common Core State Standards in English language arts and mathematics, and Next Generation Science Standards) in all content areas.

Please see Attachment 4

Math: Prentice Hall Middle School Math's instructional design includes four essential components that researchers have found to shown significant results. These four components include; consistent lesson structure, development of skills and conceptual knowledge, effective learning activities and questioning strategies and embedded ongoing assessments. In addition to these components, Middle School Math gives examples, leveled practice and consistent review that are built into the instruction. It is designed so that student readiness and understanding of content are continually evaluated through assessment, diagnosis and intervention. This design allows teachers to use real time data to meet the individual needs of their students.

Prentice Hall Middle School Math Example: An independent firm conducted a pilot study across 5 schools, 15 teachers and 922 7th grade students over the course of the year. Significant improvements were made in math concepts and estimation, problem solving and interpretation, math computation, math vocabulary, communicating mathematical ideas.

English Language Arts: The Readers Journey uses a scientific and evidence-based system to develop its curriculum. This four phase system involves extensive research on creating a skill-based, comprehensive and engaging curriculum where differentiated instruction is used so that all students can learn, best instruction practices are utilized, and data-driven evaluations are used to assess its effectiveness. Reader's Journey curriculum is based on a focused list for effective instruction which includes: 1) Direct, explicit, and comprehensive instruction, 2) Effective instructional principles embedded in content, 3) Motivation and self-directed learning, 4) Collaborative learning, 5) Strategic tutoring, 6) Diverse texts, 7) Intensive writing, 8) A technology component, 9) Ongoing formative assessment, 10) Extended time for literacy, 11) Professional development, 12) Ongoing summative assessment, 13) Teacher teams, 14) Leadership, 15) A comprehensive and coordinated literacy program.

Reader's Journey Example: An independent firm conducted a pilot study across two schools, 6 teachers, and 393 8th grade students to determine the effectiveness of this curriculum over a 6 week period. After 6 weeks, a 13% increase from the pretest to the post-test was noted.

Delaware Science Coalition is a partnership between DDOE, schools and representatives of the Delaware business community to meet the Science Standards. By partnering with the coalition, PCCMS students will be able to master essential Science standards. MOU can be found in **Attachment O**

Delaware Social Studies Coalition PCCMS will implement the Social Studies Delaware Recommended Curriculum scope and sequence and the approved instructional units and embedded assessments, currently available online at www.doe.k12.de.us/ss, for grades {enter grades/grade clusters here}. The {name of proposed charter school}, upon approval of its charter, will be a member of the Delaware Social Studies Coalition as evidenced by the signed MOU included with this charter application. This curriculum is aligned to the Delaware Social Studies Content Standards, includes summative assessments that target the content enduring understandings and guide instruction, and lessons aligned with the goals and assessment. The summative assessments that have been developed by the Social Studies Coalition will be used by all teachers in the above mentioned grade cluster(s) as a means of assessing student progress towards the standards. MOU can be found in **Attachment P**

6. Provide, as **Attachment 5**, three units of instruction with corresponding summative assessments and scoring rubrics per grade band that the school will serve (K-2, 3-5, 6-8, and 9-12) by subject to demonstrate alignment of instruction to the Delaware Content Standards (Common Core State Standards in English language arts, mathematics, and

Next Generation Science Standards) in **all** content areas, pursuant to 14 DE Admin. C 501 and 502. **See Attachment 5.**

7. Describe how the school will ensure that all students have equitable access to the curriculum.

PCCMS will develop, replicate and place support of quality education for all students within the context of the current Student Success Plans. PCCMS will ensure students have access to and use a variety of equipment and materials designed to meet their individual needs and enhance their learning experiences. Each student will have their own student workbooks that they will be responsible for bringing to and from school. Students will have access to school computers after school until 6pm and on Saturday mornings from 9am-12pm. Instruction will be continually revised and students are instructed on how to use the feedback to improve their work. Teachers will collaborate school wide to ensure each student has access to learning experiences that are necessary and appropriate for attaining and even progressing beyond curricular standards. Parent, community and higher education partners will be regularly involved in helping design engaging and relevant learning experiences that may extend beyond the school walls. PCCMS will also create learning communities that provide support and academic enrichment programs for all students by differentiating resource allocation to close the opportunity gap.

8. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of **all** students, including those who are gifted and talented.

PCCMS teachers will vary and adapt their approaches to instruction to fit the vast diversity of students in their classroom. Teachers will be educated on approaches to recognizing the many ways in which students differ, including prior knowledge and experiences, readiness, language, culture, learning preferences and interests. PCCMS teachers will differentiate instruction in order for students to get to the same place but they will take different paths.⁸

PCCMS teachers will focus on two main principles to establish differentiated instruction within their classroom.⁹

1. Assessment is ongoing and tightly linked to instruction. Teachers will constantly collect data and information about how their students are progressing at several points in order to plan instruction.
2. Flexible grouping. Teachers will design their instruction to allow all students to work with a variety of peers over a period of days. Students will work with peers at their level of readiness and also with peers that have different levels of readiness. In

⁸ Tomlinson, C.A. (1995). Differentiating Instruction for Advanced Learners in the Mixed-Ability School Classroom, ERIC Digest #E536, October 1995. Retrieved January 25, 2006 from http://www.kidsource.com/kidsource/content/diff_instruction.html

⁹ Tomlinson, C.A. (2000a) What Makes Differentiated Instruction Successful? Retrieved January 24, 2006 from <http://www.readingrockets.org/articles/262>.

addition to readiness, students will work with peers with similar interests, different interests, similar learning preferences and sometimes randomly paired with their peers.

PCCMS teachers will differentiate at least four classroom elements based on student readiness, interest or learning profile.¹⁰

1. Content- what students need to learn or how the student will get access to the information
2. Process- activities in which the student engages in order to make sense of or master the content.
3. Products- projects that ask the student to demonstrate what he or she had learned in a unit.
4. Learning Environment- the way the classroom works and feels.

PCCMS will focus on “The Seven Building Blocks of Differentiated Instruction”.

See Attachment V.

9. Provide a synopsis of plans for additional academic support for at-risk students, including a description of how the school plans to implement procedures to determine whether a student responds to scientific, research-based interventions for reading and mathematics.

PCCMS has developed a plan for additional academic support for at-risk students, which utilizes two strategies. The first of those strategies for additional academic support is through Response to Intervention (RTI), which is explained in greater detail in the Special needs and at-risk students subsection. PCCMS will implement procedures such as progress monitoring and data binders to track the progression of students and how well they respond to scientific, research-based interventions, such as RTI. Progress monitoring will occur weekly and students will be assessed on specific skills that were covered that week in RTI. Students that have mastered the skill being taught will proceed to the following week’s content. Students that have not mastered the skill will continue to work on that skill during the following week in addition to at least two days in after school tutoring. Data binders will be used to track progress monitoring, RTI attendance, skills mastered, assessments, goals and student growth. Data Binders will be discussed once a month in PLCs and will be checked on a monthly basis by the teacher leader. Team leaders will report out the results of the data binders to the academic accountability committee. These reports will include RTI attendance, student progress, goals achieved and student growth for the entire team. In addition to RTI, additional academic support for at-risk students will be available after school as one of the electives for the after school activities. Students who are not making progress in RTI or have class average below a C will be required to participate in after school tutoring for extra help. Students seeking extra help that do not fit those categories are also welcome to attend after school tutoring.

¹⁰ Tomlinson, C.A. (2000a) What Makes Differentiated Instruction Successful? Retrieved January 24, 2006 from <http://www.readingrockets.org/articles/262>.

10. Explain how the graduation requirements will ensure student readiness for college or other post-secondary opportunities (trade school, military service, or entering the workforce).

PCCMS has established two objectives for graduating students:

- The selection of courses, the rigor of learning, and the collaborative planning they receive will insure that every student is successful in High School, and prepared to get into the college of their choice.
- Every student will be required to complete the specific capstone projects for each content area in addition to the Student Success Plan/Path to College Project. Details of the Path to College Plan can be found in **Attachment Q**.

Once the Student Success Plan/Path to College Project is complete, every student will have the appropriate preparation to successfully complete high school and pursue their college education or to powerfully choose to go to a trade school, military service, or enter the workforce if they so desire. These expectations are imbedded in the culture of the school. Student Success Plans/Path to College Project include plans for being prepared for, applying to, and being able to pay tuition for the college of their choice. The curriculum will be innovative, rigorous, and performance driven. Succeeding in High School, getting into and staying in college will be one of the many problems the students will learn how to solve as part of their journey at PCCMS.

Student Performance Goals [14 Del. C. § 512 (4) and (6)]

Respond to the following with regard to the proposed school's student performance, goals.

1. Describe the student performance standards for the school as a whole.

Student Performance Standard 1: Students will demonstrate mastery in English Language Arts Common Core State Standards including: Reading Standards for Literature, Reading Standards for Informational Text, Writing Standards, Speaking and Listening Standards and Language Standards.

Student Performance Standard 2: Students will demonstrate mastery in Math Common Core Standards including: Rations and Proportional Relationships, The Number System, Expressions and Equations, Geometry, Statistics, and Probability.

Student Performance Standard 3: Students will demonstrate mastery in essential Delaware Content Standards for Science including: Materials and their Properties, Energy and Its Effects, Earth in Space, Earth's Dynamic Systems, Life Processes, Diversity and Continuity of Living Things, and Ecology

Student Performance Standard 4: Students will demonstrate mastery in essential Delaware Content Standards for Social Studies including: Geography, History, Civics, and Economics.

Student Performance Standard 5: Students will demonstrate mastery in their understanding of Physical Education Concepts through the National Physical Education Standards.

Student Performance Standard 6: Students will demonstrate mastery in their understanding of health and nutrition through the Delaware Health Standards.

2. In addition to the mandatory Delaware Comprehensive Assessment System, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware content standards (Common Core State Standards in English language arts, mathematics, and Next Generation Science Standards).

In order to assess student learning needs and progress throughout the year, student will be given three benchmark assessments and a summative assessment. Benchmark assessments will be given at the end of each trimester based on the specified content that was taught. Teachers will be responsible for creating blueprints for each benchmark. Blueprints will include the standards taught during that trimester, the number of items per standards based on priority along with specified short-constructed responses and extended responses. These blueprints will be submitted to Intel-Assess who will create our assessments based on the blueprints created. Intel Assess will also create the summative assessments based on all the standards for that given grade with prioritized number of items and open-ended responses. The blueprints are directly aligned to the curriculum, performance goals and Common Core Standards or Delaware Content Standards where appropriate. PCCMS will work with Intel-Assess to ensure that the scope of work includes a 20%-50%-30% break down of DOK items. The results of these assessments will be used to monitor progress on performance goals for students, teachers and the school as a whole.

3. If the school plans to adopt or develop additional academic performance goals or assessments beyond the Delaware Comprehensive Assessment System, explain what standards the school will use, and describe the adoption or development process that has taken place or will take place. Include the timeline for achievement of student performance goals and the assessment of such performance. **Not Applicable- PCCMS does not plan to develop additional standards.**
4. How will the school's policies and standards for promoting students' from one grade to the next. How and when will promotion and graduation criteria be communicated to parents and students?

For students to be promoted to the next grade level or graduate from the 8th grade, they must demonstrate proficiency by obtaining 75% or higher in Mathematics and English. PCCMS 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.

Students who are struggling to meet 75% or higher in Mathematics and English will be required to participate in our academic intervention plan. Students that do not meet 75% or higher by

the end of the third trimester in each of the content areas will be retained. This policy reflects our commitment to accountability and quality—we take the responsibility of putting our students on the path to college seriously and will promote them only when they are truly ready to begin the next level of work. PCCMS will work aggressively and proactively to support struggling students at risk for retention. RTI interventions, including small group, one-on-one remediation, tutoring, and differentiated instruction are some of the ways in which PCCMS will meet the needs of challenged students. PCCMS may also recommend online and summer programs to support students in meeting academic proficiency targets before the start of the next school year.

Parents of students that are in danger of being retained will be asked to attend a parent teacher conference where they will be notified that their student is in danger of being retained. A plan will be developed including the interventions, supports, and options that the students will participate in for the remainder of the year. Parents are to attend mandatory follow-up conferences every 6 weeks to discuss the progress that the student is making. If the students progresses and meets the 75% proficiency in all core subjects, they will be promoted but will be placed on academic watch, if they are scheduled to return the following year. Students and parents will be notified by the beginning of June if their students will be promoted. Students that are being retained will have had several conferences with their parents and teachers prior to a formal notification of retention. Our goal is to provide the necessary interventions and supports to obtain 100% promotion of our students

5. Explain the process for ensuring that **all** students in grades 8-12 have a complete student success plan. Describe how the success plans will be monitored.

At the beginning of their 8th grade year, students will begin to develop the Delaware required Student Success Plan (SSP). The SSP for PCCMS 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 plans goals. The SSP will be transferred to the students' high school of choice at the end of their 8th grade year to continue to 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, student 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 Graduation Requirements (*High Schools Only*) [14 Del. C. §§ 512 (4), (5), (6) and (7)]
Not applicable, PCCMS is not a High School.

School Calendar and Schedule [14 DE. C. § 512 (6)]

1. Provide, in **Attachment 6**, the school's proposed calendar for the first year of operation. Include the length of the school day, as well as start and dismissal times. Explain how the calendar will support the success of the educational program.

PCCMS' proposed calendar, **Attachment 6** support the success of our educational program by providing students with 185 days of instruction. The student's day will start at 7:00 A.M. and conclude at 3:40 P.M. Monday through Thursday. On Fridays, the students will be in school from 7:00 A.M. until 2:25 P.M. The instructional day will begin at 7:20 A.M. and will conclude at 2:25 P.M. Monday through Friday. Students will be required to participate in an afterschool activity Monday through Thursday from 2:30 P.M. until 3:40 P.M. The typical instructional day at PCCMS will be approximately 7 hours long.

School Culture [14 Del. C. § 512 (6), (7) and 14 Del. C. §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote a positive academic environment and reinforce student intellectual and social development.

Positive Behavior Supports (PBS) has become increasingly popular and is used in more than 10,000 schools in 40 states. PBS doesn't replace existing school programs but organizes and prioritizes best practices. School leadership as well as 80 percent of staff must vote to use it and agree on three to five behavioral expectations for students. The 5 Characters of Commitment

for PCCMS are (1) Perseverance (2) Citizenship (3) Courage (4) Motivated (5) Self-Disciple. Kickboard will help each school set up a School-Wide Information System to record all infractions. SWIS tracks the frequency of behaviors and where and when they occur along with intensive coaching and support for adults in the schools is necessary. This kind of work requires the guidance and encouragement of a close, caring community. We ask that all of our stakeholders know and follow the Five Commitments. These commitments provide our students, staff, and families with a consistent, common language to use when discussing character. Annually, all students will come to school for a day in August for Culture, which will be devoted to understanding our Five Commitments, along with the celebrations, rituals and routines that shape PCCMS' school culture. In addition, students will engage in service throughout the year including projects like planting a school garden or painting parts of the school building, that instills in them a sense of ownership of the school. Culture Days will culminate in a family cookout, where staff, parents, Board members and community partners will come together to celebrate the exciting school year ahead. Throughout the school year, students, staff, and parents will have frequent opportunities to interact.

Classes will meet daily in Crew room. Crew room is their homeroom but their teacher serves as a mentor focused on individual student academic progress, their health goals, and character development. Crews may also work together on designing and implementing school improvement initiatives. Once a month, the entire school will assemble for a Community Meeting, a time for showcasing high-quality student work and celebrating students' demonstration of the Five Commitments. Parents, community partners, and Board members will also be invited to the Community Meeting, which will become increasingly student-led as the year progresses

PCCMS will ensure a positive school culture by utilizing tools that will assess performance as well as areas that require improvement, beyond test scores. PCCMS will approach assessments in a manner that develops the whole person, including skills such as creative problem solving, teamwork, respect for diversity, and ethical decision-making. PCCMS will look at the following factors for accountability in determining success: (1) **Social Climate:** a safe and caring environment in which all students feel welcomed, valued, and have a sense of ownership of their school. (2) **Intellectual Climate:** all students are supported, challenged, and produce work of quality; this includes a rich, rigorous, and engaging curriculum and a powerful pedagogy for teaching it. (3) **Rules and Policies:** holding all school members accountable to high standards of learning and behavior. (4) **Traditions and Routines:** built from shared values, that honor and reinforce the school's academic and social standards. (5) **Structure:** giving staff and students a voice in, and shared responsibility for making decisions that affect the school environment. (6) **Professional Culture:** providing effective partnerships with the surrounding community and strong parental relationships to facilitate a student support system for growth and academic excellence

2. Describe the school's bullying prevention and anti-hazing policies. Explain how the school will develop this culture and use scientifically researched-based practices for students, educators, administrators, and parents starting from the first day of school.

PCCMS is committed to adopt a school-wide bully prevention program. In the start-up year, the Board will design and adopt a Bullying Prevention Policy and include it in the Student Code of Conduct (Draft is included in Attachment B). PCCMS is required by 14 Del. C. 4112D to establish a site-based committee that is responsible for coordinating the school's bully prevention program including the design, approval and monitoring of the program.

A school-based Coordinating Committee, comprised of Student Services staff, building administrators, a student representative and a parent representative will be developed to coordinate the bullying prevention program. A draft Bullying Prevention Policy can be found in Attachment B. Any student or parent/guardian that has information on a bullying incident is encouraged to report the incident and provide the information to PCCMS administration in any of the following ways:

1) Telephone call 2) In writing by notes or electronic mail 3) By meeting with administrators (or designees) 4) Anonymously

The policy contains provisions for parent notification and accompanying procedures.

PCCMS staff shall be trained in accordance with requirements of 14 Del. C. 4112D so they are able to implement research-based bullying prevention and intervention programs. The school shall provide training for school staff for effectively responding to, intervening in and reporting incidents of bullying.

3. Explain how the school culture will serve and support students with special needs including students receiving special education services, English Language Learners, homeless and migrant students, and any other students at-risk of academic failure.

The school culture at PCCMS is one that celebrates diversity and inclusion of all students. It is the combination of a caring community atmosphere and project-based approach to the general curriculum that enables students to contribute in a way that makes them feel successful. Students receiving special education services, ELL, and students at-risk for academic failure will participate in Crew with the rest of their peers. The Crew meetings will foster a sense of community, acceptance, and safety for every student. It is important to emphasize the importance of working towards a common goal, supporting one another's success, and always be respectful and cooperative. The Crew leader will participate in professional development experiences so that they can facilitate positive and supportive interaction amongst all students in and out of the classroom.

Supplemental Programming [14 Del. C. § 512 (6)]

1. Will the applicant offer summer school? If so, describe the program(s) to be offered. How many students are expected to attend summer school, and how will they be selected for participation? How many hours and weeks of summer school will you provide, and how will it be funded? In addition, how will the school provide Extended School Year services (ESY) for eligible students with disabilities?

PCCMS will not offer summer school but plans to potentially partner with another school to give struggling students an option. After school tutoring is available for students during the year. ESY services shall be provided on an individual basis should the IEP team deem it necessary and appropriate. The team will take into consideration the following when

determining the need for ESY: Degree of Impairment, Regression and recoupment, Breakthrough opportunities, vocational opportunities as well as other rare and unusual extenuating circumstances. Ideally the ESY determination process will occur by May 1st so that proper planning and preparation can occur. Since PCCMS is not providing summer school, we will work to partner with the Charter School to identify another school that PCCMS can partner with to fulfill ESY service requirements.

2. Describe the extra- or co-curricular activities or programming the school will offer; how often they will occur; and how they will be funded.

PCCMS students are required to participate in an after school activity of their choice Monday through Thursday. PCCMS will offer a variety of after school programs as well as academic tutoring in all core subjects. Coed after school sports programs will focus on team building activities such as team sports. The program will meet after school four times a week for a two-part session. The first 30 minutes will focus on instructional support to emphasize skills, drills, strategies and etiquette with the remaining 40 minutes to be scrimmaging. The Music program will include band and chorus. The Performing Arts program will explore the areas of creative dramatics and theatrical events. Performing Arts members will work on scenes, monologues and skits throughout the year. PCCMS plans to apply grant funds for after-school programs.

3. Describe the school's programs or strategies to address student mental, emotional, and social development and health.

PCCMS will address students' mental, emotional/social development and health through a contracted school counselor. Counseling services are available to all students and will be billed through the student's insurance. Parents will receive information about counseling services with their PCCMS application. PCCMS is in the process of establishing a partnership with Affinity Health and Medical Systems. Affinity Health and Medical Systems is a organization that partners with educational institutions to provide a variety of health care options.

4. If applicable, describe any other student-focused activities and programs that are integral to your educational and student-development plans.

PCCMS will participate in the Science Olympiads, Odyssey of the Minds, Delaware Youth in Government, and Model United Nations

Special Populations and At-Risk Students [14 Del. C. § 512 (4), (5), (6) and (7)]

Applicants must set forth plans in accordance with 14 Del. C. § 512(7). Charter schools are responsible for hiring licensed and certified special educators pursuant to law. School personnel must participate in developing Individualized Education Programs (IEPs), identify and refer students for evaluation of special education needs, maintain records, and cooperate in the delivery of special education instruction and services, as appropriate. Schools must comply with all applicable laws as outlined in the Statement of Assurances.

1. Identify the special populations and at-risk groups that the school expects to serve, whether through deliberate targeting or otherwise. Describe the school's overall plan to serve students with special needs, including but not limited to those with Individualized Education Programs, students with Section 504 plans, English Language Learners, immigrant, migrant, and refugee students, students identified as gifted, and students at risk of academic failure or dropping out, and homeless students. Discuss how the course scope and sequence, daily schedule, staffing plans, and support strategies and resources will meet or be adjusted for the diverse needs of students.

PCCMS is a choice school and will not participate in deliberate targeting of any specific student group. Staff will be dual certified or able to pursue their dual certification in Special Education to assist with the unique needs of our students. Staff will be provided planning time where they can work together to identify supports and strategies to help these students. Lesson plans will be reviewed by administration to ensure that the needs of these different groups are being incorporated into the lesson plans. The curriculum coupled with small class sizes enables our staff members to observe and collect data on students with special needs to differentiated instruction. A unique individualized approach, participation in CREW, and the student portfolio will assist the efforts of this initiative. The students will have a structured daily schedule that will enable them to get into a consistent routine. Unless other wise necessitated by a specific need, the students will participate with general education students to the best of their ability.

2. 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 action steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and related Delaware statutes and regulations. Specify the programs, strategies, and supports you will provide for students with basic, intensive, and complex needs, including the following.

PCCMS' special education program will comply with all state and federal statutes and regulations to the identification, evaluation, and education of students with disabilities. It is a coordinated, school-wide approach for intensifying instruction and intervention for all students at risk of not meeting grade level academic or behavioral goals, including students with disabilities.

PCCMS will use the RTI process to assist with identifying students who are struggling and who may need a comprehensive evaluation based on data, documentation, and observation. The grade level team coordinating the intervention and the special education teacher assigned to the grade monitors students in Tier III collaboratively. If students are not successful in Tier III of RTI and are referred to the IST for evaluation, the IST will already be familiar with those students from the monitoring process. The IST team meets with the referring teacher and reviews data from multiple sources, such as DCAS, benchmark data from the RTI process, successful strategies from the Tier III intervention, teacher observations, and classroom assessments. If the IST determines that an assessment is warranted, then the team will send out written notice to the parent and ask for the parent's consent to evaluate. Without the parent's consent, a child cannot be evaluated. In the event that a parent feels that his/her child is not progressing in the general education program, the parent can ask the school to conduct

an evaluation. A parent can submit a written request for evaluation to the Head of School or the special education department. The IST will then meet with the parent to hear the parent's concerns, to review data with the parent, and to ensure that the student has received appropriate interventions through the RTI process. If the student does warrant a special education evaluation, the parent signs a consent form and the evaluation is done within forty-five (45) school days or ninety (90) calendar days, whichever is fewer.

Data from a variety of measurement tools will be used to collect information and evaluate the child's abilities and potential to receive special education services. This data includes, but is not limited to, tests, observations of the student in a regular school setting, behavioral student data, medical information, and interviews with the family and school staff. The evaluation will be completed in all areas of suspected disability. The collection and evaluation of all necessary information throughout the evaluation process will allow the staff to determine if the child needs special education and related services due to the disability in order to benefit from the educational program. The following specialists may be used throughout the evaluation process based on the needs of the child: Physicians, Specialists, Audiologists, Psychologists, Speech and language pathologists, Occupational therapists, Physical therapists, Special education teachers, and educational specialists.

After collecting the information, the IST will meet to prepare a recommendation on the child's educational placement. Once the determination has been made and the education plan has been drafted, the parents are invited to a meeting with the Instructional Leadership Team to review the evaluation data and the educational plan that the team has developed for the student. In a Prior Written Notice (PWN) that is sent to the parents at least ten business days prior to the meeting, the parents are provided with all notices of Procedural Safeguards as well as an explanation of the plan of action.

The PWN will include information for the parent based on the reason for the meeting and will provide: (1) A description of the action proposed or refused by the school district; (2) An explanation of why the action was proposed or refused by the school district; (3) A description of any other options the IEP team considered and the reasons those options were rejected; (4) A description of each evaluation procedure, assessment, record or report the school district used as a basis for the proposed or refused action; (5) A description of any factor relevant to the action proposed or refused; (6) A statement that parents of a child with a disability are protected by the procedural safeguards of the IDEA and Department of Education regulations. If the PWN is not sent because of an initial referral for evaluation, it must also tell parents how they can obtain a copy of the Notice of Procedural Safeguards; (7) Sources for parents to contact to obtain help in understanding IDEA and Department of Education regulations; and (8) A full explanation of the procedural safeguards will be available to parents. *See, 14 DE Admin Code § 926.3.2; 14 Del. C. § 3134; 34 C.F.R. § 503(a).* PWN will also be provided to parents at least ten business days prior to all future IEP meetings convened to discuss updating and/or changing a student's educational placement or educational plan. *See, 14 DE Admin Code § 926.3.2; 14 Del. C. § 3134; 34 C.F.R. § 503(a).*

The Special Education Coordinator explains the evaluation, provides the parents with a copy, and gives written information on how the group determined that the child was or was not eligible for services, based on the discussion surrounding the results of the evaluation documents. If the child is found eligible for special education and related services, the next step is for the team to develop a formal IEP to meet the child's needs. The parent is provided with a notice at least ten business days prior so as to make it possible for the parent to be in attendance. The goals and objectives will be developed by the IEP team which will include: The parents/guardian, at least one member from the grade-level team in 6-8; Special Education Coordinator; The Head of School or his/her designee and an individual who can interpret the instructional implications of evaluation results.

The student's IEP is reviewed annually and the student is re-evaluated at least every three years. In the event that a student with mental retardation attends PCCMS, his/her evaluation will be conducted once per year. Parents have a right to obtain an Independent Education Evaluation (IEE) from a qualified professional (not affiliated with school) in order to challenge the findings of a school evaluation team. PCCMS will communicate with parents every step of the child's placement beginning with the move into Tier II of RTI.

PCCMS will adhere to all state and federal statutes and regulations set forth by the Delaware Regulations Administrative Code Title 14, Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act. It is PCCMS's aim to uphold the highest level of compliance by providing a continuum of services to enable students with disabilities to work to their highest potential. Students with disabilities will be educated in the Least Restrictive Environment, with the majority of services and supports being provided within the general education classroom and other activities. Only if deemed appropriate by the IEP will a student be removed from their peer group and participate in alternative experiences. In all instances a certified special education teacher will provide any supports, instruction, and services as regulated by the student's IEP.

The process of identifying and screening students to determine eligibility for special education services will be done in accordance with 14 DE Administrative Code 925.10-12.0 utilizing data retrieved via Response to Intervention strategies to serve as a method of initial identification. Compliance of all rights set forth in the IDEA, Delaware Administrative Code, Section 504, and the ADA, students with disabilities shall be the responsibility of the special education coordinator, special education teachers, 504 coordinator, and the administration. These individuals will serve as liaisons to protect the rights of the families and their students with disabilities. Thus ensuring the students with disabilities are receiving appropriate educational services and related services. Trusted and certified professionals will be contracted by PCCMS to provide related services. In accordance with Section 504 and ADA all individuals with disabilities will be afforded the same opportunities as their non-disabled peers. Students with disabilities will be ensured FAPE and LRE in all academic and non-academic areas.

Educational services will be provided within the general education classroom unless the individual's needs necessitate that the LRE cannot be successfully achieved in that

environment. Appropriate accommodations will be made to allow all students to participate amongst their peers in a non-academic setting. Extracurricular activities, field trips, and physical education classes will be adapted to support individuals with disabilities. In the case that the students LRE cannot be achieved successfully, alternative options will be provided to the student. The placement process for students with disabilities is to be done via the means of trained staff members using approved evaluation and assessment criteria to make this determination.

PCCMS will adhere to the DOE recommended checklist to ensure complete compliance with all Section 504 and ADA requirements. The administration will appoint a 504 Coordinator as well as a 504 Compliance Officer. The 504 Coordinator and Compliance Officer will work together to establish a compliance plan that meets both Section 504 and ADA standards to provide students with disabilities FAPE and LRE. The compliance plan will be approved by the Board of Directors, updated annually, and made public. In school policy and compliance to Title VI and VII of the Civil Rights Act of 1964 no person will be discriminated against based on gender, age, race, disability, or national origin in regards to education, services, or programs. PCCMS will adhere to Title IX, Education Amendments of 1972 and “no individual shall be discriminated on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discriminate under any education program or activity to include admission, academic programs, physical education, athletics, grading, and discipline”.

- a. A description of how the school will implement response to intervention procedures, including a plan for how data will be collected, progress will be monitored, and instructional decisions made related to student performance in accordance with 14 DE Admin Code § 925.12.0

PCCMS will implement all Response to Intervention (RTI) procedures as outlined in state and federal RTI regulations. The classroom teachers will use flexible grouping based on the students’ needs to pinpoint gaps and to assist students in meeting benchmarks. If students are progressing and are meeting all developmental and academic benchmarks, there is no need for additional intervention. In the event that a student begins to miss benchmark assessments, the student will move into RTI, using the supports and interventions described below. If a student misses a benchmark, the students’ grade-level team of teachers reviews all relevant collected benchmark data and adjusts the regular education program to include explicit supports to address the students’ demonstrated need. If the student’s performance data does not improve, the students’ grade-level team discusses moving the student into Tier II to provide additional support during the RTI block. In Tier II, the grade-level intervention team continues to review the student’s data to create additional supports and goals for the student in order to address the areas of concern. This intervention occurs during the RTI block for 90 minutes per week and progress monitoring is conducted by the teacher on a weekly basis. If student performance increases and goals are met at the end of the six week cycle, the grade-level intervention team discusses the data and decides if the student has made enough progress to transition back to Tier I or if the additional interventions should remain in place. When a

student does not make adequate progress in Tier II, the grade-level intervention team revises strategies, interventions, and goals for the student. If the student does not make adequate progress after 12 weeks, the team meets to discuss if it is necessary to transition into Tier III, increasing the time and frequency of interventions. In Tier III, students engage in targeted interventions every week for 150 minutes during the RTI block. At this level, the special education teachers often become part of the team that delivers the interventions. The intervention groups become very small and focused. The goal is to move the student back into Tier II and, eventually back into Tier I. However, in the event that the student is not able to make progress even with the additional time and interventions, he/she will be referred to the Instructional Support Team for additional evaluation for potential special education services.

Both Tiers II and III make use of the supplemental intervention materials that are included with the research-based reading programs used by the school: *Reader's Journey*. Based on the students' needs and gaps in reading proficiency, they are placed in intervention groups targeted to those needs. The grade-level team develops intervention activities customized to the students in each small group using the curricula. Students who remain in Tier I will do enrichment activities during the RTI block. These are usually facilitated by a paraprofessional so that the certified teachers are available to work in small groups with the students who require the most support. Students in Tiers II and III are progress monitored weekly to assess what they have learned. As students gain proficiency they may be switched into new groups to address another need. Every six weeks, the grade-level intervention teams study data and determine if students need to remain in their current RTI placements or if a move to a new level is warranted for any student.

PCCMS has developed a corrective action plan for students who are not meeting performance expectations. These plans hold the student, teacher and parents accountable for their performance. Data will be collected on every student on a daily basis and will be reviewed by their advisor when they meet monthly. If it is indicated that the student is not meeting performance expectations, they will be offered extra help through peer tutoring, one on one conferences or the after school tutoring program. Students not meeting performance expectations will be required to meet bi-weekly with their advisor to monitor the progress of their academic goals. The teacher will use various assessment tools to measure their academic growth every three weeks. A conference including the students, teacher, parents and advisor will be scheduled immediately before the corrective action plan will take place.

PCCMS staff members play a significant role in the management, use and sharing of the data that is collected through assessments. These roles include the Principal, instructional team, data team, teachers and students. The Principal's role will be to oversee the collection and use of student assessment data within the school. The Principal will work closely with the instructional team and data team to ensure that teachers have the necessary resources to analyze and evaluate the data. The Principal will also evaluate teachers based on student progress and the achievement of learning targets. The instructional team's role will be to meet bi-weekly with the data team and grade level team leaders to provide assistance in gathering necessary resources that were determined by the data. The instructional team will also meet bi-

weekly with the teachers to provide instructional best techniques and practices that are based off of their student assessment data. The instructional team will be responsible for using student assessment data to analyze and evaluate the core curriculum and the alignment to the CCSS. The instructional team will use the student assessment data of all grades to drive professional development for the teachers.

The data team role is to meet with each grade level every six weeks to guide them through the process of analyzing the data and grouping the students accordingly by instructional needs. The team will assist in the creation of short-term goals (6 week period) and will be responsible for monitoring and reporting back to the principal the progress of each teacher's goal. The teacher's role will be to gather, analyze, evaluate and use student assessment data to drive instruction. Teachers are responsible for giving daily formal and informal assessments that can be used to assess the students' progress and be used to build their learning portfolio. Teachers will meet weekly with their grade level teams to ensure alignment between assessment data, standards, learning targets, and instruction. Students will meet monthly with their advisor to create/maintain/revise their goals. Students will work with their advisor to compile their data, such as assessments, student work, student projects and other evidence of completing their goal and fulfilling a learning portfolio standard.

- b.** A description of the evaluation process to determine eligibility for special education services and also to avoid misidentification.

The evaluation process to determine eligibility is done through data-proven means, such as: RTI progress monitoring data, teacher observation, classroom data, parent input, current state assessment scores, and outside evaluations. The team will also entertain the following questions when determining eligibility. Is the student being provided high-quality instruction in the general education classroom? Are RTI strategies positively impacting the student? Is the student in the correct RTI group? Were previous intervention strategies appropriate in regards to length and Intensity? What was the result of previous strategies? What is the student's learning history? This encompasses school attendance, and analysis of the student's cumulative folder, Parent/Teacher conference notes and assessment data. Certified specialists, contracted by PCCMS will administer all formal and additional testing. In order to prevent misidentification the previously mentioned steps will all be taken into account during in the process of determining the student's eligibility for special education services. The Special Education Department will be responsible for progress monitoring the goals set forth in the students' IEP. Each IEP will be written with specific language detailing measurable goals and short-term objectives. A specific statement of student progress included in the IEP will enable those responsible for progress monitoring to make data-driven instructional decisions. Formal and informal progress monitoring through direct instruction and data collection will be measured through the use of rubrics, and student/teacher interviews in addition DCAS scores and RTI progress monitoring initiatives. Interim reports and report cards for students who received Special Education services will contain a progress monitoring report for each goal of the IEP. All previously mentioned data will be compiled into a student portfolio. Data will be collected weekly, bi-weekly, and monthly, based on the goals portrayed in the IEP.

- c. A description of how the school will regularly evaluate and monitor the progress and success of students with disabilities to ensure the attainment of each student’s goals set forth in the Individualized Education Program (IEP) and to ensure mastery of the Common Core Standards. Include a description of how the school will address students not making progress on IEP goals or toward mastery.

The Special Education Department will be responsible for progress monitoring the goals set forth in the students’ IEP. Each IEP will be written with specific language detailing measurable goals and short-term objectives. A specific statement of student progress included in the IEP will enable those responsible for progress monitoring to make data-driven instructional decisions. Formal and informal progress monitoring through direct instruction and data collection will be measured through the use of rubrics, and student/teacher interviews in addition to DCAS scores and RTI progress monitoring initiatives. Interim reports and report cards for students who received Special Education services will contain a progress monitoring report for each goal of the IEP. All previously mentioned data will be compiled into a student portfolio. Below is the suggested schedule for progress monitoring.

Data is collected	Data Compiled
Goals indicate daily	Weekly
Goals indicate 2-3x a week	Bi-weekly
Goals indicate 1x a week	Monthly

As supported by The National Center on Student Progress Monitoring consistent progress monitoring serves as an ongoing indicator if a student is making adequate progress on their IEP goals and/or towards mastery. Thus also allowing the teacher to develop more informed instruction, make appropriate instructional decisions and communicate to parents/guardians clearly about the student’s current level of performance. PCCMS will reevaluate the materials and resources currently in use and explore other options to further supplement instruction. By continuing to involve parents, and provide ongoing professional development opportunities for families and teachers alike, new interventions will be used in cases like this. As part of the charter school community, our Special Education Coordinator will maintain relationships with other Coordinators so that dialogue can occur around areas of concern as it would relate to student needs, interventions, and other strategies or ideas to assist a student with reaching their IEP goals, or mastery

- d. A description of how the school will provide a continuum of educational placements for students with disabilities. Include a description of the instructional strategies and supports that will be implemented to ensure placement and meaningful progress in the least restrictive environment. In addition, describe how students who require a more restrictive setting will be served within the school in accordance with 14 DE Admin Code § 925.27.0

PCCMS structures all class assignments and schedules in alignment with all state and federal statutes. In the event that an intense or complex student is enrolled at the school, the IST will work with the student’s parents and take whatever steps are required to ensure that the school

is able to meet all of the accommodations outlined in the student's IEP. PCCMS will utilize the IST and RTI process in order to identify those students who will benefit from additional support and/or special education services. IEP and related service requirements, unless otherwise stated within the IEP, will be conducted in the general education classroom. Students at PCCMS who cannot be appropriately educated in the general education classroom, or special education classroom and require a more restrictive setting will be assisted in enrolling in a special school that can support their unique needs. Home instruction and hospital instruction are options for extenuating circumstances.

- e. A description of how the school will organize and use instructional support teams to engage in a problem solving process to ensure the behavioral and academic success of all students in accordance with 14 DE Admin Code § 923.11.9

PCCMS's special education program has a structured support team with clear objectives for meeting the academic and behavioral needs of its students and helps maximize individual student success in the regular education classroom. The IST uses research-based assessments and intervention techniques to help students achieve their highest potential in the school setting. The team aims to understand how coping skills, life stresses, and behavior affect the child's ability to succeed in school. Each member of the team contributes equally to help determine what methods, learning strategies, or special techniques best address the student's needs. The IST process is based on teamwork, which requires the team to meet regularly and work collaboratively with classroom teachers to consult on data collection, analysis, and problem solving. Grade-level teams, along with the special education teacher assigned to that grade level, manage the RTI process. However, when a student has not made sufficient progress in Tier III and is not able to reach goals and benchmarks, he/she is referred to the IST. The IST process involves a three-step approach. First, it identifies a students' need for academic or behavioral support. Next, it determines the strategies needed to assist the student. Finally, the team implements the intervention strategies through a continuum of services. Additional interventions may be added to help the student continue to maintain a proper level of success in the classroom. The members of the IST at PCCMS include, the Principal or his/her designee, classroom teachers, special services support teachers, interventionists, and special members, based on the needs of the students who may include the school psychologist, social worker, guidance counselor, etc.

The IST team works in collaboration with the essential members to identify strategies to implement on a case-by-case basis for the student. The strategies either academic, behavioral, or a combination of the both will be tried for a 15-day (3 school weeks) intervention period. If during this time the student is absent from school, the intervention will be extended an additional school week to ensure consistency with the plan set forth by the IST team. In the event of a core teacher's absence, the student's program will be extended for an additional school week. A core teacher is defined as a teacher who is directly involved with the strategies set forth by the IST team. Extenuating circumstances will be dealt with on a case-by-case basis to ensure that the student continues with their program with minimal distraction. At the end of the 15 days, the IST team will reconvene to determine if adequate progress has been made. If

progress has been deemed adequate the strategies will continue to be used and the student will continue to be monitored. If adequate progress has not been made, the team will re strategize and start the process over again. The IST will follow a protocol when determining the best way to service the student. (1) **Area of Need:** Determining if the students' needs are academic, behavioral, or a combination. (2) **Analysis:** Using supplemental information to dissect why the student is encountering the identified challenge. (3) **Intervention:** Creating an intervention plan with strategies that are focused on the students' area of need. (4) **Monitoring:** Documentation will be kept for the students' file to track behavioral and academic changes (5) **Evaluate:** All factors will be considered during this period and data will determine the next steps moving forward. (6) **Data-driven decision-making.** Based on the data, the team will decide to either, 1) continue the current intervention strategies. 2) Continue the current intervention strategies and add additional strategies. 3) Adjust the current strategies.

- f. For students who are age 14 or entering the eighth grade or older, explain how the school will address transition planning/provision of transition services.

Beginning with the IEP in place for the school year when the student will turn age **14**, or younger if determined appropriate by the IEP team, one of the components that must be included in the IEP are **strategies and/or activities** that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals. The following pages of this document contain examples of activities/strategies that can be used to assist students who are unsure of their future plans to further identify and clarify their preferences and interests for the development of postsecondary goals. These sample activities /strategies are identified by an asterisk (*).

Another component of the IEP that must be included in the "beginning at age 14" transition statement is a statement of any needed interagency linkages and responsibilities. Sample interagency linkages are included at the end of this document. Beginning with the IEP in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team, and updated annually: i. A statement of the student's strengths, interests and preferences; ii. Identification of a course of study and **related strategies and/or activities** that: (1) Are consistent with the student's strengths, interests, and preferences; and (2) **Are intended to assist the student in developing or attaining postsecondary goals** related to training, education, employment and, if appropriate, independent living; iv. As appropriate, a **statement of any needed interagency linkages and responsibilities.**

- g. A description of how the school will employ qualified special education staff, including, but not limited to, certified and highly qualified special education teachers, and related service providers (including but not limited to Occupational Therapist, Physical Therapist, Speech/Language Pathologist, and school psychologist). Include a list of the staff positions and a description of the duties for each position.

There will be certified specialists for all related services that are required by the student's IEP or 504 plans. All related service providers would be contracted by PCCMS. All service providers will be certified in their area of expertise, subject to annual review and held to the same employee standards as full time staff members. Each student will have a related services file where all

documents pertaining to progress monitoring, service time and specialist observations will be kept

- h.** A description of how the school will ensure that staff are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

PCCMS will provide its staff members with on going professional development opportunities in the areas of state and federal laws related to the identification, evaluation, and education of students with disabilities. In addition other areas of professional development will include: best teaching practices for students with disabilities, the benefit of peer support in an inclusion classroom, and additional training on assistive technology or supplemental programs used. The staff will attend training opportunities sponsored through the DDOE. The Coordinator will participate in the Charter School Network Special Education Group. The Principal and Coordinator will ensure that the proper implementation of processes related to the identification, evaluation, and education of students with disabilities in accordance to the requirements set forth by state and federal law. In house audits, as well as State mandated audits would ensure complete compliance with these regulations.

- i.** Explain how the school will ensure parent participation in the IEP process in accordance with 14 DE Admin Code § 900.925.22.

PCCMS will notify the parents of the proposed meeting no less than 10 business days prior to the meeting unless there is a mutual agreement to do otherwise. The time, date, and place will be mutually agreed upon. In accordance with 22.3 If neither parent can attend an IEP Team meeting, the PCCMS will use other methods to ensure parent participation including individual or conference telephone calls, consistent with 28.0. As part of the PCCMS culture, parental involvement is vital. Relationships will be developed from day 1 and will continue to be maintained, as parents will be actively engaged throughout their student's time at PCCMS.

- j.** A description of how the school will meet the needs of students with disabilities who participate in the DCAS Alternate Assessment.

PCCMS will ensure that those students who participate in the DCAS Alternative Assessment receive FAPE as well as qualified instructors who are able to correctly administer the DCAS Alt 1 assessment. Additionally, these instructors will participate in any DDOE offered trainings. PCCMS will also utilize the Delaware Charter School Network for additional resources. PCCMS offers an inclusion model where students with disabilities will be with their peers in the LRE. Resources will be implemented to meet each student's unique needs. If the student is unable to participate in the general curriculum and adaptations to the curriculum do not meet their needs, the students will be able to work on embedded skills within the general curriculum, functional curriculum in the general education setting, or functional curriculum outside of the general education setting with participation in elective and social opportunities.

- k.** A description of how the school will ensure that IEP or 504 testing accommodations

are provided for students with disabilities.

Testing accommodations will be entered into the DCAS-A database at least 3 business days prior to the scheduled testing time, for newly selected accommodations. The test coordinator will verify all student accommodations in TIDE prior to launching their test.

- 3.** Explain how the school will meet the needs of English Language Learners (ELL), immigrant, migrant, or refugee students.
 - a.** Explain the school's process of identification of ELL students and the subsequent provision of English as a Second Language services:
 - Home Language Survey
 - Initial diagnostic test for English language proficiency
 - Parent notification

PCCMS will include the home language survey form asking if a language other than English is spoke in the home where the student resides or by the student themselves. Additionally PCCMS will administer the home language survey to all new students entering PCCMS as a first time participant in the Delaware school system. PCCMS will ensure that all communications, specifically the notice of eligibility for ELL program, school communications, and student educational progress will be make available in English and/or the language that is understood by the legal guardian, parent, or Relative Caregiver. If the school receives confirmation that there is another language spoke then the student will be tested used the W-APT ACCESS (Assessing Comprehension and Communication in English State-to-State). Within 25 days of enrollment, the student will be given the English Language Proficiency Assessment, the W-APT. In compliance with State statute "1. If the student scores below 5.0 they are identified as an ELL. Placement decisions should take into account not only the English proficiency level but grades, DSTP scores, or any other local tests.2. If a student in grades 1-12 scores above 5.0 she/he is considered ineligible and is not identified as an ELL. Kindergarten students can never be considered ineligible with the W-APT. The scores are entered into DELSIS on the LMS/ELL webpage, including the other data, e.g., language, type of instruction. Students identified as ELLs must be administered the annual English Proficiency assessment, the ACCESS. "

- b.** Describe the research-based English language instructional program and list the type of program model that will be used to provide services to ELL students.

PCCMS will look for a provider whose program focuses on prompt acquisition of full English proficiency, which will also include formal instruction in English language development and instruction in other academic subjects, providing ELL student's equal access to the general education curriculum. Instruction will be provided by an individual who meets the DDOE'S licensure and certification requirements and are trained in ELL instruction. Should PCCMS not be able to hire an individual that meet those requirements, a contracted employee from an outside company will be brought in to render services.

- c. Explain the process for ensuring that ELL students receive the appropriate annual proficiency assessment, including the test selection.

All students identified as ELL will be administered the English Language Proficiency Assessment annually. In accordance with the state statute. “ 4.1 Any student who achieves a score on the annual English language proficiency assessment that is higher than the eligibility cut off score in listening, speaking, reading and writing established by the Department of Education shall be transitioned as fully English proficient and placed in a regular classroom.” For a minimum of two years following a student being identified as English Proficient, their academic progress will be monitored. Should the student encounter academic problems in the general education classroom they may meet requirements to re-enter a bilingual or ESL program. Otherwise they will be eligible to receive additional instructional services. FEP students will participate in the DCAS; these students are unable to receive accommodations

Explain the school’s exit criteria and process for transitioning ELL students from the program.

ELL students will take the WIDA ACCESS (Assessing Comprehension and Communication in English State-to-State) test annually to determine their level of English Language Proficiency. Until Tier C Level 5.0 on the WIDA ACCESS test is achieved, students will continue to receive ELL services. Once this proficiency level is achieved, then the student can be exited from the program.

- d. Describe the ELL parent involvement program and/or activities that lead to the student’s cultural assimilation.

PCCMS’ parent involvement plan is comprised of 4 major areas, 1) Connection with ELL Families 2) Communication 3) Parent & Family Active Participation 4) Community Partnerships Parents will be able to attend a workshop where they can receive help in filling out the admissions application, navigating the school system, and assistance with access to its resources. All communications will be translated into the family’s primary language. PCCMS will incorporate culture diversity in combination with community and school-wide parent involvement activities. Give additional meeting times to accommodate parents working schedules. Homework help where parents can join with their student or participate in homework help line will also be available. It is important to note that PCCMS also celebrates cultural diversity and will provide outlets for learning and sharing about other cultures. PCCMS supports the professional preparation of teachers who can identify community funds of knowledge for curricular development and school outreach. Our traditional parent involvement programs takes in to consideration the ELL parents as well to include culturally relevant content.

- e. Explain how the school will screen for the identification of migrant students for coordination with the Title I, Part C Migrant Education Program.

The Agricultural Work Survey will be included in the admissions packet. Upon completion the forms will be send to the DDOE Migrant Education Program Office and a copy retained in the

student's cumulative folder. The State Title I, Part C Migrant Director and the State Migrant Recruiter will determine migrant eligibility on an individual basis.

4. Explain how the school will identify and meet the learning needs of students who are at risk and/or performing below grade level and how it will monitor their progress and responses to intervention. Specify the programs, strategies, and supports that you will provide for these students.

The curriculum and structure of the academic environment was specifically designed to support the learning needs of all students, including those students who are at risk and/or performing below grade level. Along with RTI support, students will have the opportunity to attend after school tutoring. Students' academic and overall social success will be monitored by their Crew leader. The Crew leader will have the same students throughout their time at PCCMS, thus allowing them to build a solid relationship and maintain familiarity with the students' need. The school success team will consistently monitor these students through the analysis of DCAS, RTI, and assessment data as well as formal and informal observations. PCCMS will emphasize and support the importance of student ownership, responsibility, and goal setting in both an academic and social capacity.

5. Explain how the school will address transition planning for students with disabilities for students who are age 14 or entering the eighth grade in accordance with 14 DE Admin C. 923.10, 925.20.2, 925.29

Beginning with the IEP in place for the school year when the student will turn age **14**, or younger if determined appropriate by the IEP team, one of the components that must be included in the IEP are **strategies and/or activities** that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals. The following pages of this document contain examples of activities/strategies that can be used to assist students who are unsure of their future plans to further identify and clarify their preferences and interests for the development of postsecondary goals. These sample activities /strategies are identified by an asterisk (*).

Another component of the IEP that must be included in the "beginning at age 14" transition statement is a statement of any needed interagency linkages and responsibilities. Sample interagency linkages are included at the end of this document. *Beginning with the IEP in place for the school year when the student will turn age 14, or younger if determined appropriate by the IEP team, and updated annually:* i. A statement of the student's strengths, interests and preferences; ii. Identification of a course of study and **related strategies and/or activities** that: (1) Are consistent with the student's strengths, interests, and preferences; and (2) **Are intended to assist the student in developing or attaining postsecondary goals** related to training, education, employment and, if appropriate, independent living; iv. As appropriate, a **statement of any needed interagency linkages and responsibilities**.

6. Explain how the school will identify and meet the needs of gifted students, including:

- a. The specific research-based instructional programs, practices, strategies, and opportunities the school will employ or provide to enhance their abilities.

PCCMS will meet the needs of their gifted students by having accelerated courses in which students will be able to study at their own pace, develop and participate in additional critical thinking projects. Small class sizes enable teachers to individualize the learning process for each student, based on their need. PCCMS's curriculum is aligned with the DCCS and CCR anchor standards but will be advanced and enriched. Gifted students often require less repetition to learn new concepts, thus allowing teachers to offer more depth and breadth to a unit of study. Teachers include and go beyond the state standards to satiate student curiosity. Creativity and higher order thinking skills such as evaluation, synthesis, and application are embedded within the lessons, assignments, and assessments.

- b. How the school will provide qualified staffing for gifted students.

The uniqueness of PCCMS' mission, vision, school culture, and academic program is one that will appeal to highly qualified teachers from DE and surrounding states. PCCMS will provide advanced classes. The teachers facilitating those classes will be responsible for the instruction/extra enrichment opportunities of the gifted and talented population. PCCMS will take the need of our gifted/talented population into consideration when offering employment to candidates.

- c. How the school will assess and monitor the progress and success of gifted students.

Along with RTI and DCAS to assist with progress monitoring, student portfolios will host the students' educational histories. This informational will allow current and future teachers to plan/modify and assess the students at a level that is appropriate. All monitoring will be data based and strategies and lesson plans will be data driven. All enrichment or independent opportunities will be documented so that topics in future grades will not be repeated or the study of the topic can be advanced to a higher level.

7. Explain how the school will identify and meet the needs of homeless students. Describe the training that the staff members will receive to meet the needs of homeless students.

A liaison appointed by the Head of School shall work diligently to identify homeless students at PCCMS. The liaison will be trained in areas to include but are not limited to, enrollment determination, enrollment disputes, etc. A Best Interest meeting will be held for those students who meet the criteria for being identified as "homeless." At this meeting it will be determined what services are need to best support the student.

PCCMS will apply for funds from the McKinney-Vento subgrant, other grants as applicable and use Title 1 set-aside monies to assist students with uniforms, sneakers for PE, school supplies, funds needed to participate with activities that are part of the general education program, food, counseling services directly relate to homelessness that is impeding learning, outreach services, extended learning time, as well as any other areas as deemed necessary. The liaison

will attend fiscal training for Title 1 coordinators. The school nurse will be trained to assist the student's family in locating immunization records, obtaining necessary vaccinations.

Student Recruitment and Enrollment [14 Del. C. § 512 (6) and (8)]

1. Identify the maximum enrollment *school-wide* and *per grade level* that the school will set that will facilitate student academic success and the school's ability to achieve other performance expectations.

The maximum number of students' enrolled school wide will be 390 students, which would allow 130 students per grade. Each grade would consist of 6 classes making the class sizes approximately 21-22 students. Research has shown invaluable evidence of the benefits to students when placed in smaller class sizes. The US Department of Education conducted a comprehensive study looking at the achievement levels of students in 2,561 schools across the nation. This study included at least 50 schools in each state. After controlling for student background, the study found that "the only objective factor that was found to be correlated with higher student success was class size" (McLaughlin & Drori, 2000) Even more relevant to PCCMS the study found that "these achievement gains were more strongly linked to smaller classes in the upper rather than the lower grades". In addition to this study, Harold Wenglinsky of the Educational Testing Service analyzed more than 200 schools districts and conclude, "for eighth graders, smaller classes were associated with higher rates of achievement in math, as well as a much improved school social environment as measured by factors such as higher attendance and lower rates of school vandalism"(Wenglinsky, 1997). Finally, the Institute of Education Sciences which is part of the US Department of Education concluded, " class size reduction is one of only four, evidence-based reforms that have been proved to increase student achievement through rigorous, randomized experiments"(U.S. Department of Education Institute of Education Sciences, 2003).

2. Provide evidence of student demand that would allow the school to meet the intended enrollment figures. **Please see Attachment C and Attachment S.**
3. Explain the plan for student recruitment and marketing that will provide equal access to any family interested in the new school. Specifically describe the plan for outreach to families in poverty; academically low-achieving students; students with disabilities; and other youth at risk of academic failure. The response should address the following.
 - a. The recruitment strategies that the school will employ to attract each subgroup to the school, including outreach to parents in the community for whom English is not their primary language.

Please see Attachment U: Student Recruitment Plan

4. A brief explanation of the efforts, resources, structures, or programs that the school will take to retain these students and how the school will monitor the efficacy of such efforts, including disaggregation of student performance data for each subgroup. Provide, as **Attachment 7**, the school's Enrollment Policy and Withdrawal Policy, which must include the following:

The recruitment process is one of relationship building, and the retention process is affected by relationship strengthening. PCCMS plans to focus on the following retention strategies:

- Strong Recruitment Plan

- Building and Strengthening Relationships with students and their families
- Offering Academic, Community and Peer Support
- Support of personal interests and pursuits
- Regular and continuous communication through newsletters, e-mails and the website. These communications throughout the year may include: student and parent expectations, schools news, recognition of efforts for both students and parents etc.
- Offering diverse classes
- Opportunities for shared decision making for both students, parents and the community
- Opportunities for involvement in the school, school activities, community events and health education events.
- Hiring and retaining teachers that are results driven, focused on student achievement and relationship building along with the determination to make sure every student succeeds.

PCCMS plans to develop a retention plan that includes all of these strategies that support the student recruitment plan. In addition to these strategies, the plan will include annual goals for retention that can be tracked and monitored throughout the year. These goals will be based on student performance data that is disaggregated by subgroup in addition to the retention data that will be collected annually. These goals will be included in the annual report and communicated to all stakeholders. The recruitment plan and retention plan will be revised as needed to ensure achievement of recruitment and retention goals. The Enrollment and Withdrawal policies can be found in **Attachment 7**.

5. Student Discipline *[14 Del. C. § 512 (6), (7) and (11)]*

- a. Describe the school's planned approach to student discipline. Describe how the school will ensure that staff are 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 Delaware statutes and regulations, the Individuals with Disabilities Education Act, and Section 504 of the Rehabilitation Act.

PCCMS will utilize Positive Behavior Support (PBS) to create safe and caring learning environment that promotes the social, emotional and academic development of all children. PBS uses comprehensive, systemic and individualized interventions and supports. A three-tiered approach is utilized to develop positive learning environments and prevent problem behaviors. The first tier, School-wide PBS, uses universal strategies implemented throughout the school to support the positive behavior of all students. The second tier applies additional strategies for students who need more support at this targeted level. For the remaining approximately 5% of students who do not respond to universal and targeted strategies, individualized supports are developed.

PCCMS will use Kickboard to design and manage school-wide PBS. Kickboard's platform will help to promote consistent culture of the PCCMS "5 Characters of Commitment" that measures schools expectation and gives the ability to share student behavior data across classrooms. Kickboard provides an effortless communication between teachers, students and parents. PCCMS will use Kickboard to create a universal point system that will increase the consistency from classroom to classroom. Students will begin everyday with 25 PCCMS dollars and have the opportunity to earn more throughout the day. Students will have dollars deducted from their daily dollar value if their conduct warrants discipline that will be preset in the system. This

system will promote pride in ownership and will allow students and teachers to redirect behavior in a positive manner. Parent and students will be able to access Kickboard to track student behavioral progress throughout the day. At the end of each week, the students will receive a "PCCMS paycheck" which totals their earned dollars for the week. The paycheck will be signed by the teacher, student and parent and returned to school. Once the paycheck is returned to school, students will deposit their paycheck into their PCCMS bank account. The money that is earned can be used to purchase field trip tickets, school store items and tickets for other school-wide activities. Kickboard establishes greater visibility of classroom management best practice to encourage a culture of collaboration. PCCMS will also use Kickboard to identify discipline issues that can be discussed during staff professional development.

PCCMS will ensure that staff members are appropriately trained and properly implementing state and federal law related to the discipline of students with disabilities. This will be achieved through continuous professional development opportunities offered by PCCMS and the DDOE. Compliance monitoring will be the responsibility of the Administration and Special Education Department. All disciplinary action will be in accordance with the Administrative Manual for Special Education Services (AMSES). Positive prevention strategies, aligned with our core values will be implemented school-wide. Strategies include unified expectations of behavior coupled with a positive disciplinary approach that incorporates a positive behavior management system in the classroom. In the event that positive prevention strategies are not effective for a student with disabilities, a certified professional will be contracted to conduct a Functional Behavioral Assessment (FBA). The special education team will convene and conduct a manifestation meeting. The team will consider if 1) At the time of the alleged misconduct, was the student in the proper placement. 2) If the student was misplaced at the time, would the correct placement have prevented or lessened the likelihood of the alleged misconduct occurring. 3) Was the student's conduct directly related to his/her disability? If the team determines that the student's action was not a manifestation of his/her disability, the student will receive disciplinary action in accordance to the PCCMS Student Code of Conduct. If the students' conduct meets the criteria and is proven to be a manifestation of his/her disability then the student may not face expulsion, suspension, or change of placement to an alternative setting for longer than ten days in one school year. The team will ensure that a student eligible for special education or related services will not be denied a Free Appropriate Public Education (FAPE), in accordance with I.D.E.A. regulations.

1.4 Performance Management

14 Del. C. §§ 512 (4), (5), (6) and (7)

The DDOE will evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial, and organizational performance standards, known as the Charter Performance Framework, which will be incorporated into the Performance Agreement.

The academic performance standards will be in accordance with 14 Del. C. § 512(4) and will consider status, growth, and comparative performance based on federal, state, and school-specific measures.

- The financial performance standards will be based on standard accounting and industry standards for sound financial operation.
- The organizational performance standards will be based primarily on compliance with legal obligations, including the fulfillment of the governing board's fiduciary obligations related to sound governance.
- The link to the Charter Performance Framework may be found at <http://www.doe.k12.de.us/infosuites/schools/charterschools/files/CharterPerfFramework.pdf>

1. Describe any mission-specific academic goal(s) that the school plans to use. State your mission-specific goal(s) clearly in terms of the measure(s) to be used, the rationale(s) for each measure and the targets that you plan to use to assess student academic performance against these goals.

Student Performance Goal #1: Students will demonstrate mastery in reading, writing, speaking, and listening through the following:

- **Literacy Target 1.1:** 80% of students will meet their growth targets on the Delaware Comprehensive Assessment System ("DCAS") for reading.
- **Literacy Target 1.2:** 80% of students in the lowest quartile of performance will meet their growth targets on the DCAS for reading.
- **Literacy Target 1.3:** 80% of students will make growth sufficient to maintain or achieve proficiency in three years or by 10th grade on the DCAS for reading.
- **Literacy Target 1.4:** PCCMS's average proficiency rate on the DCAS for reading will meet or exceed statewide average student performance compared to public schools serving the same grades.
- **Literacy Target 1.5:** PCCMS's average subgroup proficiency rate on the DCAS for reading will rate above the 50th percentile.
- **Literacy Target 1.6:** PCCMS's average proficiency rate on the DCAS for reading will meet or exceed the average student performance of students in the surrounding district, in the same grades, by up to 14 percentage points.
- **Literacy Target 1.7:** PCCMS's average proficiency rate on the DCAS for reading will meet or exceed the average student performance of students in similar schools, in the same grades, by up to 14 percentage points.
- **Literacy Target 1.8:** Students at each grade level will demonstrate growth in writing through Common Core writing samples that will be scored using State recommend rubrics.

Student Performance Goal #2: Students will demonstrate mastery in math literacy and problem solving skills through the following:

- **Math Target 2.1:** 80% of students will meet their growth targets on the DCAS for math.
- **Math Target 2.2:** 80% of students in the lowest quartile of performance will meet their growth targets on the DCAS for math.
- **Math Target 2.3:** 80% of students will make growth sufficient to maintain or achieve proficiency in three years or by 10th grade on the DCAS for math.
- **Math Target 2.4:** PCCMS's average proficiency rate on the DCAS for math will meet or exceed statewide average student performance compared to public schools serving the same grades.
- **Math Target 2.5:** PCCMS's average subgroup proficiency rate on the DCAS for math will fall above the 50th percentile.
- **Math Target 2.6:** PCCMS's average proficiency rate on the DCAS for math will meet or exceed the average student performance of students in the surrounding district, in the same grades, by up to 14 percentage points.
- **Math Target 2.7:** PCCMS's average proficiency rate on the DCAS for math will meet or exceed the average student performance of students in similar schools, in the same grades, by up to 14 percentage points.

Student Performance Goal #3: Students will demonstrate mastery of their knowledge of the natural sciences through the following:

- **Science Target 3.1:** By the end of the third year of operation and for each year thereafter, 80% of students in grade 8 will achieve meets or exceeds on the DCAS for science.

Student Performance Goal #4: Students will demonstrate mastery in their understanding of the world and their nations past through the following:

- **Social Studies Target 4.1:** By the end of the third year of operation and for each year thereafter, 80% of students in grade 7 will achieve meets or exceeds on the DCAS for social studies.

Student Performance Goal #5: Students will demonstrate mastery in their understanding of lifetime fitness through the following:

- **Physical Education Target 5.1:** By the end of the third year of operation and for each year thereafter, 80% of students in grades 6-8 will show improvement in their Fitnessgram scores from Fall to Spring.
- **Physical Education Target 5.2:** By the end of the third year of operation and for each year thereafter, 80% of students in grades 6-8 will demonstrate proficiency (greater than 75%) on the written lifetime fitness assessment.

Student Performance Goal #6: Students will demonstrate mastery in their understanding of Health and Nutrition concept through the following:

- **Health and Nutrition Target 6.1:** By the end of the third year of operation and for each year thereafter, 80% of students in grades 6-8 will achieve proficiency (greater than 75%) on the final assessment for Health and Nutrition
2. If you are proposing to serve students who are at-risk of academic failure pursuant to 14 Del. Admin C.275.4.2.1.5, describe the expected performance of each student on the Delaware Comprehensive Assessment System in each grade during the initial charter period and what, if any, portion of the Performance Framework (see link below) shall or shall not apply to the school, or shall be modified to more appropriately measure the performance of the school. **Not Applicable** - PCCMS is not proposing to serve “at risk” students.
 3. Describe how the school leadership will oversee and monitor compliance with statutory requirements as measured by the Organizational Framework. Include any additional organizational goals and targets that the school will have. State the goals clearly in terms of the measures or assessments that the school plans to use.

PCCMS’s school leadership will oversee and monitor compliance with the statutory requirements outlined in the Organizational Framework through quarterly performance meetings and an annual report. The organizational framework has six sections, which will be split into three categories, and each category will be assigned to a committee. The three committees will be as follows: (1) the Academic Accountability committee; (2) the Budget committee; and (3) the Governance committee.

The Academic Accountability committee will be responsible for monitoring the Education Program, the students, and the Employees. The committee will hold quarterly meetings to discuss and evaluate the progress of the curriculum, the students, and the employees. The committee will gather data through observing the operation of the school and reviewing the audit files. This will ensure the school is meeting its standards.

The Budget Oversight committee will be responsible for the Financial Management and Oversight along with the School Environment indicator. The committee will meet with a third party (auditor/accountant) who will perform quarterly audits of the schools’ financials. The third party audit will be presented to the committee, and the committee will make a decision on the schools’ progress after its review of the audit. The committee will also audit the facilities, transportation, and health and safety documents and files to ensure the school is meeting all requirements.

The Governance Committee will be responsible for overseeing, monitoring, and internally evaluating the Governance and Reporting indicator. This committee is responsible for collecting evidence and auditing files to ensure the school is complying with governance requirements.

The organizational framework will be used at each committee’s quarterly meeting to internally evaluate each indicator. These evaluations will be presented and discussed at the following board meeting.

In addition to the statutory requirements outlined in the Organizational Framework, PCCMS has included two additional organizational goals.

Goal #1: Healthy School Culture

PCCMS's healthy school culture will promote average daily attendance that will meet or exceed the state's average middle school daily attendance and a low incidence of discipline infractions. The healthy culture built into PCCMS through physical activity, nutrition, and overall wellness will keep students healthy and engaged in school. Research indicates that physical activity and good nutrition increase student attendance. In addition to increased student attendance, physical activity and good nutrition have also shown to improve student discipline. PCCMS's school culture will be manifest in low discipline infractions and suspensions from school, and there will be few, if any, reportable incidents to local law enforcement.

Goal #2: Community

PCCMS values the involvement of the community in its school. PCCMS will consistently promote community engagement from the community, parents, and staff members. Community stakeholders (will actively engage in school activities, which include Community Meetings, fitness related school activities, education and nutrition workshops and awards ceremonies. The community will demonstrate their satisfaction by continuing to partner with the school, participating in school fitness related events and working with students on community projects. PCCMS plans to increase community partnerships each year. Parents will complete an annual school survey to quantify their satisfaction with PCCMS. Parents will also meet and/or exceed parent volunteer hours and re-enroll their children each year. Teacher satisfaction will be demonstrated through an annual survey, consistent daily attendance, participation in after-school events, low levels of teacher turnover, and engaging in community events.

4. Explain how the school Board and school leadership will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year; at the end of each academic year; and for the term of the charter contract. Explain how the school will collect and analyze student academic achievement data; use the data to refine and improve instruction; and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

PCCMS will measure the growth of students using multiple data sources such as assessments, student work, and exit tickets. PCCMS will also collect student mastery data through formative and summative assessments as identified in the Assessment table. Assessment data will be warehoused on eSchoolPLUS, which will also be uploaded into Data Service Center and EdInsight Data Dashboard to be evaluated and reviewed by PCCMS administration and staff. These programs will guide grade level PLCs in identifying individual students' strengths and weaknesses along with trends, such as patterns of need, which are occurring across the student cohorts and school-wide. Once identified, action plans will be developed and implemented to address areas of weakness. Action plans will be coupled with an evaluation to ensure

effectiveness and revise any areas as needed. PCCMS will measure the growth and academic progress of the students through the following process:

Stage 1: Individual student data will be collected and analyzed by individual teachers and reviewed by teachers in their PLC. A PLC is defined as the collaboration of grade level teachers who: (1) work together to seek out best practices for teaching and learning, (2) develop action plans for areas of need, (3) continuously improve processes for addressing student challenges, and (4) focus on results for improved student learning. To do this, teachers will use root cause analysis and the cycle of inquiry. In addition, teachers will use individual student data to differentiate instruction and create small groups.

Stage 2: PLCs will then be able to aggregate data to identify trends within student cohorts and across the grade level cohort. A student cohort is defined as a group of students that share specific characteristics, such as learning styles, ability level, etc. that are tracked over time. For our use, the student cohorts will include class cohorts and grade cohorts, i.e. students that are enrolled in Math Honors (class cohort) or all 7th grade students (grade cohort). Teachers will use triangulation, patterns of need and the Cycle of Inquiry to develop and implement actions plans. Teachers will also use this information to adjust whole group instruction, identify curricular issues and engage in solution-oriented conversation to address trends. In addition to formative and summative assessments, every six weeks Interim Assessments will be given to each grade level and specific content area. PLCs will focus on data from the interim assessments to track trends that identify strengths and areas of need. This data will be aggregated and presented to the administration on a quarterly basis. PLCs will use the Cycle of Inquiry to develop action plans to target areas of need.

Stage 3: The administrative team includes, the Head of School, Director of Curriculum and Instruction, and in year 2, the Assistant Principal, and they will be responsible for the collection of school wide data, although much of the data is automatically uploaded into eSchoolPLUS and EdInsight Data Dashboard. The school wide data will be reported to the Board of Directors monthly to evaluate progress towards school wide goals. Data will be presented to demonstrate cohort-to-cohort comparisons, which include following a cohort of students as they progress through grades 6-8 along with comparing specific grade levels year by year (comparing 7th grade this year to the previous 7th grade).

The Academic Accountability Committee will also hold special meetings to collect and analyze the interim assessment data. The committee, along with the Head of School, will then present this information to the Board of Directors. A Data Newsletter will also be sent to stakeholders, such as parents and staff that highlight the accomplishments, challenges and the schools' progress towards its goals. Isn't this defined above – is it necessary/consistent? - An Academic Accountability Committee is defined as a subcommittee created by the Board of Directors that will assume the primary responsibility for working with the School Leaders to define academic excellence, ensure that all board members know the charter promises that were made to the community and the authorizer and to devise clear and consistent measure to monitor these

goals. The Academic Accountability Committee will consist of the School Leaders, teacher representation and appointed members of the Governing Board.

5. Describe the corrective actions the school will take if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level, per 14 Del. C. § 512(5). Explain what would trigger such corrective actions and who would be responsible for implementing them.

PCCMS will continuously monitor academic achievement and goals at the school-wide, classroom, and individual student level. School-wide corrective actions will be the responsibility of the administrative team, grade level team leaders and the Academic Accountability Committee. These teams will collaborate to fulfill the responsibilities of data review, guidance, assessment review and improvement planning, including action plans.

If PCCMS fall short, the action plan includes re-teaching of weakness within specific classes, re-alignment of curriculum and seeking professional development to strength the knowledge and skills of the staff in challenging areas. It is the responsibility of the administrative team and specific classroom teacher to implement corrective action at the classroom level. The administrative team, specific teacher, and School Success Team will work to review assessments, identify challenging areas and develop an action plan that includes small group and whole group re-teaching. Individual students who fall short of academic achievement expectations and goals will be the responsibility of the specific teacher(s), administrative team and the CREW mentor. The student will be placed in a RTI group and be required to attend after school tutoring at the discretion of the Administrative Team.

6. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development to sustain these processes.

PCCMS will use several State data systems to support informed decision making in the areas of academic performance, organizational management and financial viability.

Academic Performance:

Identity Management System (IMS): centralized and automated system for managing who has access to specific information systems and applications throughout the state's IT infrastructure.

eSchoolPLUS/IEPPLUS: This system will be used to manage student performance data. Reports can be viewed and printed on attendance, discipline, and longitudinal data. In addition to these reports, the school will have access to run accountability, achievement, certification, and demographic reports.

Education Insight Dashboard System (Edinsight): This system will also be used to manage student performance data. The dashboard aggregates data from existing sources to show a comprehensive view of each student. Student data includes biographical information, schedule,

attendance, assessments scores, grades and credits. The dashboard provides a single location for data warehousing that pulls from multiple sources including the state's eSchoolPLUS system and the DCAS.

Delaware Student Assessment Reporting and Analysis (DSARA): Reporting system for all DCAS assessment scores. The DSARA application provides immediate and downloadable information regarding Component V student growth targets as well as Class Reports and Group Reports for a selected grade. Other useful reports are Score Listings for Math and Reading; Matched Scores (PL Matrix); Group Summaries (Math and Reading Summaries, Math and Reading Longitudinal Summaries); Disaggregated Summaries by school and by grade for Math and Reading; and the ability to print Individual student Profiles and Instructional Scores.

DCAS Online Reporting: Test Management Center- used to plan and manage testing to see if a student has tested in a specific grade/content area.

DCAS Test Information Distribution Engine (TIDE): TIDE will be used to check testing accommodations for Special Education students, students with a 504 plan or English Language Learners (ELL). It will also be used to confirm DCAS exemptions for students who have a grade level change during test administration and test exemptions for ELL students.

Organizational Management:

eSchoolPLUS: This system will be used for organizational management to manage attendance and student discipline.

Delaware Student Information System (DELSIS 2.0): This system will be used to report student incidents and to access student data for school conduct, suspensions and discipline. In addition, DELSIS tracks the students placement from year to year along with their special education status.

First State Financials (FSF): This system will be used for all the schools' financial, accounting and purchasing transactions.

Payroll Human Resource Statewide Technology(PHRST): This system will be used for managing and reporting compensation, payroll, personnel information, and employee benefits.

Unit Count: This will be used by PCCMS to calculate school revenue based on the number of students enrolled, their residing school district and student classification. Additional revenue is calculated for students with special needs based on their level of need.

PCCMS staff will receive ongoing training using state data systems in addition to analyzing, interpreting, and using performance data to improve student learning.

Data Training will be completed internally using the Taking Action with Data (TADa) Framework. The administrative team will manage and facilitate the training throughout the year. PCCMS will utilize grade level team leaders to also assist in these responsibilities as well. Teachers will participate in weekly 45-minute PLCs led by the team lead and/or a member of the

administrative team that will focus on student performance data. Teachers and school leaders will use the TADa framework to analyze, interpret, and implement plans of data driven instruction. Year one teachers will be exposed to Phases 1-3 from the TADa Framework however; each phase will be introduced at different points in the year. During the initial stage of implementation in August, Phase I will be introduced and staff will be trained. The administrative team will be charged with facilitating PLCs during the first stages of implementation. Since PLC meetings will occur bi-weekly on Fridays when students are dismissed, the administrative team will be able to focus on their assigned Professional Learning Community. Team leaders will continued to be trained in order to take over the responsibility as facilitator while the administrative team member will be there for support.

1.5 Staffing

14 Del. C. § 512 (6)

Staff Structure [14 Del. C. § 512 (6)]

1. Provide, as **Attachment 8**, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion. The organizational charts and accompanying descriptions should clearly delineate the roles and responsibilities of – and lines of authority and reporting among – the governing board, staff, any related bodies (such as advisory bodies or parent/educator councils), and any external organizations that will play a role in managing the school. The organizational charts and accompanying notes or roster should identify the following.
 - a. Year 1 positions with position descriptions, including those for administrative, instructional, and non-instructional personnel. See attached job descriptions for administrative staff positions and teacher.
 - b. The number of classroom educators, paraprofessionals, any specialty educators, and contracted professional services, such as speech therapists, physical therapists, etc. **Attachment I**
 - c. Operational and support staff. **Attachment I**
 - d. The reporting structure for the proposed school. **Attachment 8**
 - e. The educator-student ratio, as well as the ratio of adults to students for the school.

	Educator-Student Ratio	Adult to Student Ratio
Year 1	1:22	1:14
Year 2	1:22	1:15
Year 3 and Beyond	1:23	1:15

2. If the school is part of a network of schools and/or would contract with a charter management company or other education management provider, clearly show the network/provider's role in the organizational structure of the school. Explain how the relationship between the governing board and the school administration will be managed. **n/a PCCMS is not working with a CMO**

Staffing Plans, Management, and Evaluation [14 Del. C. § 512 (6)]

1. Explain the relationship that will exist between the proposed charter school and its employees, including whether the employees will be at-will and whether the school will use employment contracts. If the school will use contracts, explain the nature and purpose of the contracts.

PCCMS will hire employees based on an at-will contract. PCCMS employees will sign a contract acknowledging that they are at-will employees. Along with a clause in the contract, a further explanation of at-will employment can be found in the employee handbook in **Attachment K**.

2. Outline the proposed school’s salary ranges and employment benefits for all employees, as well as any incentives or reward structures that may be part of the compensation system. Explain the school’s strategy for retaining high-performing educators.

Salaries are based off of the Red Clay pay scale for all employees. The pay scale uses years of experience, position, and education level to determine pay. Compensation is determined at this

pay scale by the above criteria at a 90%, 92.5% and 95% for year 1, 2, and 3 respectively. We anticipate employees being attracted to the PCCMS mission and small class sizes. Salaries for teachers will range from \$38,936 and \$70,314 based off our assumptions and Red Clay pay scale with above criteria.

PCCMS acknowledges the importance of teacher and administrator retention. “The research evidence suggests that adequate compensation and safe and supportive school environments serve to attract and retain teachers, whereas low pay and poor working conditions undermine teachers’ long-term commitment to their jobs”.¹¹ 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 development 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. 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.

3. Describe the plan and timeline for recruiting and selecting the teaching staff and other educators/professional staff. Describe the school’s plan for meeting the educator certification requirements of the Delaware charter law, 14 Del. C. § 507 that includes ensuring that non-certified educators are participating in a Delaware approved alternative certification program. Describe any pre-service training that prepares new educators while providing an additional staff screening period for the school’s leadership. **See attachment N for the timeline and process for recruiting and selecting teaching staff.**

Teacher candidates must be certified in their specific content area in the State of Delaware to be considered for employment. It is required that all teachers are certified in their content area and it is recommended that all teachers obtain their special education certification prior to the school opening in September 2015. Teachers will be required to attend a week of on board training prior to the first day of school. Specifics are outlined in the professional development table, Attachment M.

4. Outline the school’s procedures for hiring and dismissing school personnel, including the school’s process for conducting criminal background checks.

¹¹ National Science Board, <http://www.nsf.gov/statistics/seind08/c1/c1s5.htm>

See Attachment N (Hiring Plan) and Attachment K (Dismissal Procedures)

5. Describe how the school leadership will use the Delaware Performance Appraisal System (DPAS) as required by Delaware Code and regulation. Also, explain how the school will use educator evaluation processes to provide support for educators and ultimately make decisions about retention, promotion, and advancement.

The President and Vice President of the Governing Board will use DPASII to evaluate the Head of School and Dean of Curriculum and Development each year. The President and Vice President of the Board of Trustees will be required to complete and pass all DPAS II trainings and be credentialed by the Delaware Department of Education. All Teachers will be evaluated each year using the DPAS II. Novice teachers, those who hold an initial license, will be evaluated at least three times a year using DPAS II. Observations for novice teachers will include announced (2), unannounced (1) and a summative evaluation every year. The Head of School and the Dean of Curriculum and Development may choose to observe teachers more than three times in a single year through DPAS II. Experienced teachers, those who hold a continuing or advanced license, will be observed twice a year through DPAS II. Although the state only requires one observation a year for experienced teachers, PCCMS will conduct one announced and unannounced observation along with a summative evaluation.

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.

6. Explain how the school will handle unsatisfactory leadership or educator performance, as well as leadership/educator changes and turnover.

PCCMS will place leaders or teachers that receive an unsatisfactory in performance on an improvement plan. The improvement plan will give the employee a specified number of days to implement the corrective action(s) and show evidence of improvement. The improvement plan will include corrective action(s) and examples of evidence that can be obtained to demonstrate improvement. At the conclusion of the improvement plan, the Head of School and/or proper personnel will make a decision based on the corrective action(s) and evidence that is provided. If improvement is noted, the leader and/or teacher will be removed from the improvement plan and be on “performance watch” for the following 60 days. Performance watch is an agreement that the school has with leaders and/or the teachers that if placed on performance watch, they will be observed weekly through unannounced observations to ensure progress. If there is no evidence of improvement at the conclusion of the improvement plan period, the leader and/or teacher will be terminated immediately per the “at-will” contract. PCCMS’ administration will begin immediately pulling from their virtual bench of teachers in the event

of a teacher termination. One of PCCMS' administrators will step into the leader's position for the interim until the board hires a replacement.

Professional Development [14 Del. C. § 512 (6)]

1. Describe the professional development plan, including standards and opportunities that will be offered to the staff. Identify who will be responsible for developing, leading, and evaluating professional development at the school. This description should explain how professional development for the faculty will support the education program and build capacity to improve student achievement. The plan must include the following. **See Attachments M.**
 - a. A schedule and explanation of professional development that will take place prior to school opening. Explain what the focus will be during this induction period and how educators will be prepared to deliver any unique or particularly challenging aspects of the curriculum and instructional methods.

Teachers will participate in high quality, targeted trainings throughout the year provided by external professionals and internal staff members. Teacher participation in these trainings will depend on their professional needs, as identified through prior experience and education levels, self-identified professional areas of interest, and as identified by school leaders through formal and informal classroom observations. **See Attachment M.**

- b. The expected number of days/hours for professional development throughout the school year, and an explanation of how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Specify when educators will have time for common planning or collaboration and how such time will typically be used.

Teachers will be expected to attend a week of professional development prior to the first week of school. In addition, teachers will participate in professional development twice a month on Fridays from 2:30-3:45. Additional days may be added to the school calendar upon Board approval. Teachers will have common planning with their grade level team everyday for 50 minutes along with 75 minutes for PLC as highlighted in the calendar (**See attachment 6**). Common planning and PLCs will be used for collaboration across content areas, analyzing student data and discussion about current grade level challenges.

- c. An explanation of how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessments and staff evaluation processes, and how it will be adjusted during the year to address areas of need that are identified.

Professional development will be aligned to the needs of teachers through student assessments and the progress of students and teachers. Professional development will also be chosen based on the schools area of need or challenge. Teacher observations will also be used to pinpoint challenging areas that professional development could address. Teachers will also be encouraged to suggest professional development areas that they feel would be helpful for the staff and themselves. This will ensure that professional development is tailored to the needs of the school, teachers and students and will address challenging areas.

Annually, PCCMS will develop and set professional, educational goals and strategies that will be shared with the professional and support staff. When possible, topics for each in-service and other professional, educational opportunities will be included in the annual notification. PCCMS will organize a Professional Education Committee charged with designing a structure for regular, articulated professional development opportunities. The Professional Education Committee will develop a method to gather regular input from staff and the strategic plan to ascertain professional education needs and opportunities for all professional and support staff members. The committee will also search current mandates, research and best practices to determine professional education topics. The personnel responsible for training the staff are identified on the professional development table. These include both internal and external personnel that will be contracted as needed. In the initial trainings, the school leader along with the administrative staff will manage professional development along with facilitating internal sessions. The administrative team will organize and disseminate student achievement data from interim assessments to staff members. This assessment data will be analyzed in an effort to identify and conduct staff development needs.

In addition to professional development provided onsite, professional and support staff will have access to PD360, which is a program used to differentiate professional development. This program contains the world's largest online library of educator training videos and topics that allow differentiated professional development to meet individual needs and career levels.

- d. An explanation of how the professional development program will be evaluated to assess its effectiveness and success.

PCCMS will use the Thomas Guskey Model for evaluating professional development. Professional Development evaluations require the collection and analysis of five critical levels of information, which include participants' reactions, participants learning, organization support and change, participants' use of new knowledge and skills and student learning outcomes. With each succeeding level, the process of gathering evaluation information gets a bit more complex. Each levels builds on those that come before which means that success at one levels is usually necessary for success at higher levels. **Please see Attachment L**

1.6 Governance and Management.

14 Del. C. §§ 512 (1), (2), (6) and (9)

Charter Management Company

Note! If the applicant plans to contract with a Charter Management Company, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative. The Supplement includes the Highly Successful School Operator Capacity section as well as the Portfolio Review and Performance Record section.

Legal Status and Governing Documents [14 Del. C. § 512 (2)]

1. Identify the name of the organizing corporation, date of incorporation, and names of the corporation’s officers and the office held by each.

The Organizing Corporation is the Pike Creek Charter Middle School, Incorporated (“PCCMS”). PCCMS was incorporated on August 14, 2012. The Corporation’s officers and offices held by each are as follows:

President	Vice President	Treasurer	Secretary
Michael Smith	Steven Taylor	Alfred Sowden	Katherine Sookhoo

2. Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and board policies of the corporation as **Attachment 9**. See Attachment 9

Per 14 Del. C. § 512(1) and (2), 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 educators 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.

3. Provide, as **Attachment 10**, the completed and signed Statement of Assurances. **See Attachment 10**

Governing Board [14 Del. C. §§ 512 (1), (2), (6) and (9)]

1. **Governance Philosophy.** Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups.

The Board of Directors of PCCMS (“Governing Board”) supports a governance philosophy where the Governing Board makes global policy decisions based on the school’s mission and goals. Consider rewording. The Governing Board has an advisory and oversight role, focusing on productivity and results. Each Governing Board member brings value to PCCMS through active participation and works to sustain cooperation and harmony between School Management and the Governing Board. The

Governing Board will focus on accountability; always knowing where PCCMS is in meeting its goals, where it needs to be to meet its goals and the best strategies to meet its goals. The Governing Board's success in part, depends on building a trusting and supportive organizational culture, which is results oriented. Lastly, the success of the PCCMS is predicated in our ability to govern with commitment to PCCMS' purpose and involvement in the student's educational and social attainment. It's the Governing Board's role to foster this culture.

2. **Structure and Composition.** Describe the size, current and desired composition, powers, and duties of the governing board. Identify key skills, areas of expertise, and constituencies that will be represented on the governing board. Explain how this governance structure and composition will help ensure that:
 - a. The school will be an educational and operational success.
 - b. There will be active and effective representation of key stakeholders. (Note: The board must ensure representation by an educator from at least one of the charter schools operated by the board and at least one parent of a student enrolled in a charter school operated by the board per 14 Del. C. § 512(1).)

The attributes, powers and duties of PCCMS' Governing Board are as follows:

- PCCMS' Governing Board will ultimately be comprised of seven (7) to ten (10) individuals with voting powers. Its members will have diverse professional experience in education, law, professional development, fundraising, finance, social service, strategic planning, community engagement, business development and public education administration. The powers and duties of the Governing Board are to operate PCCMS and to conduct all permissible activities necessary to create, establish, and ensure that PCCMS provides an outstanding education for the students in grades six (6) to eight (8) in the Pike Creek community. The Governing Board has the power to manage the business of PCCMS. The Governing Board may delegate such powers, as it deems necessary.
- The Governing Board (as part of its seven to ten voting members) will also include a grade level team leader as the teacher representative of the Governing Board.
- The Governing Board (as part of its seven to ten voting members) will also include a parent representative. The parent representative will have child who is a current student at PCCMS.
- The Founding Board has forged a relationship with Jed Desmond the Chief Financial Officer of the Charter School of Wilmington who has committed to serve and counsel the Governing Board in a mentoring and advisory capacity. The Governing Board will continue to nurture, rely on and leverage this relationship for the benefit of PCCMS and the culture of collaboration.

The Governing Board operates in task forces and has selected committee chairs to represent each task force. The task forces are as follows: Finance Committee, Governance Committee, Development Committee, Academic Accountability Committee, Community Outreach Committee and Wellness Committee.

The governance structure and composition will ensure that the school is educational and operational through the checks and balance system of the Governing Board , sub-committees and the school's management. The hierarchy structure allows for cross-organizational communication, community input from the board and subcommittee levels, teamwork through the leadership/management team makeup and several avenues of communication for all stakeholders involved. The governance structure and composition will be an active and effective representation of key stakeholders for the same reasons. The composition is made of several sub-committees that will yield parental, community, legal, financial, facility and wellness collaboration to the whole school and community. Also, through their neighborhood associations, the proposed Governing Board members will be able to address the concerns of the community.

3. **Roles.** Describe the primary roles of the governing board and how it will interact with the school principal/school leader and any advisory bodies. List all currently identified board members and their intended roles, and summarize their interests in and qualifications for serving on the school's board.

As referenced above, PCCMS will operate with a Governing Board of not less than seven (7) and not more than ten (10) voting members. Voting members will include a parent of a current PCCMS student, a PCCMS teacher and a community representative.

The primary role of the Governing Board is as follows:

- To oversee the school's accountability plan: set goals and measurable targets and monitor the school performance by the Board-developed targets and targets set forth by the Delaware Department of Education;
- To set goals and expectations for the Head of School and oversee the Head of School in carrying out the school's mission;
- To promulgate and monitor policies for academics, finance and operations that support the goals that the proposed school has established for its students and the community;
- To identify and develop longstanding relationships with private and other investors necessary to meet the revenue targets of the school
- To foster meaningful relationships and partnerships that will support the school's students, school leadership and integrate the school within the surrounding community;
- To oversee finances: set budgets; closely monitor revenues and expenditures; develop, monitor and implement compensation strategies; and, maintain internal controls, policies and procedures; and

- To develop and initiate strategic forward thinking planning initiatives.

The Head of School and Director of Finance and Operations will directly report to the governing board and provide monthly updates on the schools’ progress. The President and Vice President of the Governing Board will evaluate the Head of School annually based on set criteria.

The following individuals from the Founding Board have been identified to serve as PCCMS’ Governing Board of Director’s upon the school’s first year of operation:

Michael Smith	Eric Pugh	Steven Taylor	Alfred Sowden
Brooke Balan	Chris Erisman	Katherine Sookhoo	

4. As **Attachment 11**, provide a completed and signed Charter School Board Member Information Form for each proposed Board member. **See Attachment 11**
5. **Procedures.** Explain the procedure by which board members have been and will be selected. How will the board fulfill its responsibilities? What will be the planned frequency and focus of meetings? Identify any standing subcommittees the board expects to have. Describe how the school and governing board will comply with Freedom of Information Act, 29 Del. C. Ch. 100 (related to public bodies, public records, and open meetings).

The initial Governing Board members have been, and future board members will be selected by carefully reviewing each member’s backgrounds and areas of expertise to make sure that the following areas are represented: research-based curriculum and instructional strategies, business management, personnel management, legal experience, diversity issues, business development, at-risk populations and children with disabilities, and school operations (including but not limited to facilities management). The Governing Board has sought out individuals with diverse and comprehensive backgrounds to ensure that the Governing Board has the resources available to operate effectively.

Individual Board members will be selected on a needs basis in order to keep balance among the different roles within the board and Delaware requirements. As openings arise, notices will be sent to all school stakeholders and posted on the school’s website to ensure a fair, open and transparent process. Interested candidates will be required to complete a board member application and submit their respective application to the Board by the specified date. The Board will review applicants and select candidates to be interviewed based on the Board’s needs. Successful candidates will then be selected by a majority vote at the next Board meeting. New Board members will be required to complete all board trainings through the Delaware Charter School Network to ensure adequate knowledge and understanding of their significant role in the schools success.

The Governing Board will fulfill its responsibilities by adhering to PCCMS’ Bylaws and Charter School Code. The Governing Board will meet monthly and focus on the planning, formation, implementation and operation of PCCMS.

The Governing Board intends to develop six (6) standing committees that will be commissioned by and accountable to the Governing Board. The following committees will be established:

1. Citizen Budget Oversight Committee: will work with the Head of School and the Director of Finance and Operations to do the following: (1) create the upcoming fiscal year budget; (2) present budget recommendations to the Board; (3) monitor implementation of the approved budget on a regular basis and recommend proposed budget revisions; and (4) recommend to the Board appropriate policies for the management of the Charter School's assets. The Head of School and Director of Finance and Operations shall assist the Citizen Budget Oversight Committee. This Committee will consist of the Board Treasurer, Head of School, Director of Finance and Operations, and additional community members.
2. Governance Committee: will assume the primary responsibility for matters pertaining to the Governing Board's recruitment, nominations, orientation, training and evaluation in accordance with the Bylaws of the Charter School and established policies and practices approved by the Governing Board. The Governance Committee will consist of the Board President and other Board members that are appointed.
3. Development Committee: will assume the primary responsibility for raising non-grant funds to support PCCMS' mission. The Board President shall appoint the Development Committee, including the committees' chair.
4. Academic Accountability Committee: will assume the primary responsibility for working with the Head of School to define academic excellence, ensure that all board members know the charter promises that were made to the community and the Delaware Department of Education and to devise clear and consistent measures to monitor these goals. The Academic Accountability Committee will consist of the Head of School, a teacher representative, and appointed members of the Governing Board.
5. Community Outreach Committee: will assume the primary responsibility of working with the community to develop strong relationships through partnerships. The Community Outreach Committee will consist of PCCMS staff members, students, parents and community members.
6. Wellness Committee: will assume the primary responsibility of assessing and evaluating the schools' nutrition and physical activity needs. The Wellness Committee will consist of PCCMS parents, students, Board member(s); school Nurse, Physical Education/Health Education Teacher and an Administrator.

29 Del. C. Ch. 100 is addressed in **Attachment 9**.

6. **Board Improvement**. Explain the plan for increasing the capacity of the governing board. What kinds of orientation or training will new board members receive? Describe how the board will

evaluate itself and what steps it will take to continually improve its capacity to govern. Describe how current and future board members will comply with any statutory or regulatory requirement related to the training of board members.

The Governing Board will contain a Governance Committee, which will be responsible for the evaluation of the Governing Board, as well as Board development. The Governing Board may retain a Governance Consultant to assist in this area. Annually, the Governance Committee will meet with the Board President and Head of School to evaluate Board members and the overall work of the Governing Board, rooting their analysis in the PCCMS' accountability plan. If issues arise regarding the performance of a Board Member, the Governance Committee will determine the best approach to addressing the issue and the Board President and/or the Governance Committee Chair will carry out the approach agreed upon. The Governance Committee will draft a report evaluating the overall work of the Governing Board each year and present it to the Governing Board for comment and discussion. Based on this report, the Governing Board will establish performance goals for itself for the coming year. Those goals will include development goals to ensure the best composition of the Governing Board, and to ensure that the Board Members possess the necessary competencies to govern PCCMS and achieve its mission at the highest possible level.

PCCMS will partner with the Delaware Charter School Network who will provide best practices relative to board training. The PCCMS Governing Board will receive training in school effectiveness; governance and oversight aligned to the schools' mission and vision; financial, legal and academic performance accountability and best practices for school leadership and operations. The Board will use formal and informal evaluative measures to ensure the school is on target in all areas of its Performance Agreement (should this be capitalized?). Each year the Governing Board will review the approved charter application and compare with the school's data to evaluate the progress toward goals. The Governing Board will use this process to identify goals for the following year. In accordance with the Charter Performance Agreement, an Annual Report will be provided to the Delaware Department of Education with required procedures and timeframes. Please see **Attachment F**, proposed/example Board Evaluation sheets.

7. **Board Continuity.** How, and on what timeline, will new members be recruited and added? Explain how the Board will screen successor members of the Board to ensure continuing compliance with the requirements that the Board be qualified to operate a charter school and to implement the school's proposed education program.

The initial Governing Board, as set forth in PCCMS' Bylaws, will serve until the meeting following the school's first year anniversary, at which time new members will be selected consistent with the Bylaws and as described herein. . At the first year anniversary meeting, one-half of the members shall be elected for two-year terms, and one-half shall be elected for one-year terms. At each subsequent annual meeting, members shall be elected for terms of two years each. This staggering method will ensure that any successor members of the Board will have the benefit of the experience of the other Board members to implement the school's proposed education program. Additionally, the Board may fill any vacancy by the affirmative

vote of a majority of the remaining Directors to ensure that the Board consists of individuals whose purpose is to fulfill PCCMS's mission, vision and agenda. The Governing Board will have a strict screening process to ensure that the successor members support the goals and purposes of PCCMS. The Governing Board will seek to appoint Directors with expertise in one or more of the following areas: research-based curriculum and instructional strategies, business management, personnel management, diversity issues, at-risk populations and children with disabilities, and school operations (including but not limited to facilities management). The Governing Board shall also include a PCCMS teacher and a parent of a current PCCMS student. The standing Governing Board shall be charged with reviewing applications, interviewing select applicants and voting on prospective new members.

The Board will use formal and informal evaluative measures to ensure the school is on target in all areas of its Charter Performance Agreement. Each year the Board will review the approved charter application and compare it with the school's data to evaluate the progress toward goals. The Board will use this process to identify goals and strategic planning for the following year. In accordance with the Charter Performance Agreement, an Annual Report will be provided to the Delaware Department of Education with required procedures and timeframes. **Please see Attachment F, proposed/example Board Evaluation sheets.**

8. **Ethics and Conflicts of Interest.** Describe the board's ethical standards and procedures for identifying and addressing conflicts of interest and compliance with the State Code of Conduct.

See Attachment E

Advisory Bodies [14 Del. C. §§ 512 (1), (2) and (6)]

1. Describe any advisory bodies or councils to be formed, including the roles and duties of these bodies. Describe the planned composition of the advisory body; the strategy for achieving that composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

As referenced above, the Governing Board will develop several committees to assist the Governing Board in fulfilling PCCMS' mission. The Governing Board will also continue to rely on and leverage the relationship that it has established with Jed Desmond the Chief Financial Officer of the Wilmington Charter School. Moreover, PCCMS has developed a Partnership with the Delaware Charter School Network and has been in communication with Namaste Charter School in Chicago, Illinois. Some of the Board members will be visiting the Namaste Charter School and discussing partnership options with the Head of School upon approval of the PCCMS's charter application.

Grievance Process [14 Del. C. § 512 (9)]

1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice at the school. **See Attachment G**

1.7 Parent and Community Involvement

14 Del. C. §§ 512 (1) and (6)

Parent Involvement

1. Describe the role of any parents and community members involved in developing the proposed school.

The founding board consists of several community members, parents and grandparents that reside in the community of the proposed school. Along with their involvement, PCCMS has also reached out to community members through two town hall meetings, a Pike Creek Civic Association meeting, a Meet and Greet to collect candy for Treats for our Troops and coffee mixers. Along with these current and past outreach opportunities (including an upcoming scheduled meeting with the Pike Creek Civic Association), PCCMS has been in ongoing dialogue with the White Clay Civic League, Pike Creek Civic League and local neighborhood civic associations to promote a collaborative process for the development of the charter school. In addition, PCCMS will be preparing a meal for the Ronald McDonald House on February 16, 2014. Currently, there are both volunteer and donation commitments made by the community. From planning to inception, PCCMS will be a community institution of learning for the community it will serve. We have empowered parents and community members to be involved by attending these events and voicing their questions and concerns through e-mail, social media tools, direct cell phone numbers and our website. Parents and community members submitted questions prior to the town hall meeting that were used in the creation of the meeting's presentation. We are also requesting parents, teachers, community members and students to participate in an on-line survey on the viability of them attending, participating and collaborating with the school. **See Attachment C for Survey Results**

2. How will you inform parents and the community about the school's development?

The community engagement strategy is twofold: pre-charter approval and post-charter approval. For pre-charter approval, the board worked with the Delaware PTA in establishing a grassroots campaign to promote transparency of the school's development process. The grassroots campaign included two town hall meetings at our proposed location, a Meet and Greet, a website, a Facebook page and both an on-line survey and an e-petition. Promoting these events and PCCMS has come from social media, literature drops, an email campaign and exposure in the News Journal and Hockessin Community News, as well as word of mouth through the elementary schools and neighborhoods. As stated above, there has also been a grassroots effort through dialogue with the local civic associations/leagues for a collaborative effort between the board and the community for development of the school. For the post-approval community engagement, PCCMS anticipates hosting regularly scheduled town hall meetings as well as maintaining an up-to-date website to keep parents and community members engaged and informed about the school's development. There will be a continued

partnership with the Delaware PTA, as well as coffee mixers, and literature drops to increase awareness in the community about PCCMS.

Engaging parents for PCCMS post-opening: Partnering with the Delaware PTA, we will start with a presentation on the benefits of PTA. There will be three parent information meetings to talk to parents about getting involved in the school, fundraising, mentoring, and program implementation.

March 2015: The introduction meeting will be held with the parents. The State PTA will make a field service trip to PCCMS to talk about the history of PTA, PTA versus other parent groups, benefits of the PTA and financial and fiscal responsibility of PTA board members. Parent emails and contact information will be collected and parent leaders will be identified.

April 2015: There will be a meeting of the PTA to discuss plans for the fall of 2015. Nominations for board officers will take place.

May 2015: PTA elections will take place. Head of School will be on hand to meet parents and membership will begin. Parent names that are not on the PTA board will send their resume to be elected to the PCCMS Board of Directors.

June 2015: PTA will hold their first official meeting to talk about planning activities through the summer. There will be several evening tours of the school, meet your teacher night, Head of School's corner (an evening to get to know the school leadership, including a question and answer session)

July 2015: PTA board will plan out the school year's activities and set a budget with all projected income and outcomes for the upcoming year. Membership will bring in revenue as well as donations from parents. (PTA will drive an annual fund that allows parents and community members to make an annual donation to the school.)

August 2015: PTA will host a Meet Your Teacher event. Students will tour the school and be able to meet their teachers and other staff members. Parents will have the opportunity to join the PTA, sign up to volunteer, and get to know the PCCMS community. Nominees for the parent representative will present themselves to the parents for consideration to a board position on the school board of PCCMS.

Sept 2015: The first PTA meeting will be held where parents will vote on the budget for the PTA and have active discussion regarding the progress of the school. At this first PTA meeting, parents will vote to place two parent representatives on the PCCMS Board of directors to ensure parents have a voice. The parents with the most votes will have their names put forth to the board for consideration.

3. Describe how you will engage parents in the life of the school, in addition to any proposed governance roles described above. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities that the school will offer to parents.

PCCMS will inform parents of required volunteer hours during the application process. The Board believes that parental involvement will not only enhance, but is crucial to, the success of the School. PCCMS will have a Parent Leadership Council. In order to provide consistency and constant communication, the President of the Parent Leadership Council will be the parent representative on the Board of Directors. The Parent Leadership Council will guide parental

involvement and work closely with the Head of School and Board of Directors. The Parent Leadership Council will engage the community in events led by PCCMS to promote education and health/wellness. For example, the Parent Leadership Council will work with Nemours and Christiana Care to provide workshops to educate the community on the effects that physical activity has on the mind. These workshops will lead to community boot camps and nutritional seminars.

Community Involvement

1. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.

Below is a list of current partnerships and resources for students and parents that PCCMS has secured. Other partnerships will be created after approval and will help the school's sustainability through financial help and with additional resources to meet community need.

- a. **Nemours:** Upon approval, Nemours is prepared to speak at seminars on the links between physical activity and educational success. They will also provide materials for nutrition class, help write nutritional grants and volunteer for school/community demonstrations.
- b. **Enduro Fitness:** Enduro Fitness has made a commitment to provide monthly community boot camps, monitor student nutrition plans and offer complimentary training for club sports.
- c. **Delaware Swim Team:** We will partner with Delaware Swim Team to offer swimming instruction to our students. We will also offer a swim club for our students along with the opportunity to participate with Delaware Swim Team. Delaware Swim Team will provide upkeep and maintenance to the pool in exchange for use of the pool outside of school hours.
- d. **Delaware High Schools:** We will partner with all Delaware High Schools as part of our eighth grade graduation requirement. PCCMS will host a high school fair at our school to provide students with options that best fit their educational goals.
- e. **University of Delaware School of Health Sciences:** Dean Kathy Matt and the School of Health Sciences will collaborate with PCCMS for combined grant opportunities around health, wellness and science related classroom grants. School of Health Sciences students will also come into the classroom to engage students in their subject matter concentrations such as medical devices, kinesiology, applied physiology and more.
- f. **New Castle County Chamber of Commerce:** The New Castle County Chamber of Commerce will help promote PCCMS through articles/advertisements in their Business Matters publication, which is received monthly by all Chamber members as well as the approximately 60,000 subscribers to The News Journal. After charter approval, the Chamber will also assist PCCMS in establishing business partnerships involving fundraising, in-kind donations and marketing opportunities as well as business resources available for students. These resources will include a job-shadowing program and quarterly meetings between students, school staff and community based business leaders.
- g. **Delaware Charter Schools Network:** The Delaware Charter Schools Network provides advocacy and support for the charter school movement and charter schools in Delaware. The Network educates the public about charter schools, provides assistance to existing Delaware

charter schools and those yet to open, and serve as a voice for the state's charter schools at the state and national level.

2. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities.

In addition to the above listed community resources (a- f), which are all in-kind commitments, PCCMS has also garnered the support of the following entities for additional services to best enrich our students' daily learning experiences.

- a. **Leisure Fitness:** Through their 501(c) 3, Leisure Fitness has offered to provide their health/wellness portal to our school and families at no charge. The portal will allow the students, teachers, and parents to track their daily physical activity and nutrition intake to set manageable goals and promote healthy competition within the school.
 - b. **Nemours:** Nemours has offered to provide the school with research and educational activities that incorporate movement into the classroom; nutritional instruction and recruitment help upon approval. Nemours will offer new material geared towards middle school students with movement incorporated in the classroom. Nemours has also voiced the possibility of conducting studies regarding the nutritional health of our student body.
 - c. **Christiana Care:** We are partnering with Christiana Care to offer educational opportunities in terms of electives and classroom activities. Christiana Care will give us volunteer and staff support as a community partner towards our health/wellness and physical activity focus.
3. Provide, as **Attachment 12**, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

Please see attachment 12

1.8 Start-up and Operations

14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

1. **Start-Up Plan.** Provide, as **Attachment 13**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals, which is aligned with a sound Start-Up Budget. The plan must include information on when the Applicant anticipates hiring a school leader, and when the school staff will need to access the State accounting and payroll systems, and when the Applicant will file for non-exempt tax status. Also complete the Start-up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets.

Complete the Start-Up (Year 0) Budget in the Budget Sheets. Complete all pages in the Budget Sheets, and provide as Attachment 14. **Please see attachments 13 and 14.**

2. **Transportation.** Describe how students will be transported to the school per 14 Del. C. § 508, including any provisions that the school will provide; how students who reside outside the district in which the school will be located will be transported to the school; and how students with special needs will be transported if specialized transportation is required by the IEP.

Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation; contract out for transportation; or request that a district provide transportation; or a combination thereof).

PCCMS will provide bus transportation for students that are located within the 5-mile radius. PCCMS 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 servicing 6th-8th, PCCMS will provide 6th grade students 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 PCCMS 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.

Once approved, PCCMS will accept bids from local bus companies to contract for transportation needs. The PCCMS Director of Finance and Operations will be responsible for the bidding process and aligning the school with Delaware state law. Along with these responsibilities, the Director of Finance and Operations will develop and update contingency plans, maintain school bus accident reports, and keep record of drug and alcohol testing in accordance with the School Transportation Office. Additionally, administration will set up school bus evacuation drills with the contracting company for the fall and spring. Students with special needs will be provided specialized transportation if it is required by the IEP.

Every parent will be required to complete the school's transportation form to indicate their child's transportation method, which includes bus rider and their specific stop, walker or car rider. PCCMS will provide transportation for field trips and athletic events using the contracted

school bus company. PCCMS is willing to contract with an off-duty police officer and crossing guard for two specific locations of the school route since the school is in a neighborhood. The off-duty police officer would provide control to the intersection turning into the neighborhood while the crossing guard would provide control for walkers and drivers at the stop sign in the neighborhood leading up to the school.

Safety and Security. Provide the school plan for safety and security for students, staff, guests, and property. Explain the types of safety and security personnel, technology, equipment, and policies that the school will employ to provide a safe and healthy environment in accordance with 14 Del. C. § 512(12) and the safety provisions included in the Statement of Assurances.”

PCCMS will comply with the requirements of The Omnibus School Safety Act of the 146th Delaware General Assembly and 14 DE Admin Code 621.”

Please see Attachment H

3. **Lunch/Breakfast.** Describe the plan for providing meals to students, including homeless students and others students eligible for free or reduced price meals. If the school plans to contract for meals, identify the contractor, if known, and describe the services to be provided.

PCCMS will provide students with healthy and nutritional breakfast and lunch options daily. PCCMS will participate in the National School Lunch program (NSLP) and School Breakfast Program (SBP). PCCMS will follow NSLP/SBP procurement process for obtaining a vendor for meals, which includes a bid prior to start up. Once approved, PCCMS will host a bid for food vendors that would supply healthy breakfast and lunch options that meet the requirements of the National School Breakfast/Lunch Program. PCCMS will choose the lowest bidder for their food vendor. In addition to the bidding process, PCCMS will obtain a food establishment permit from the Delaware Division of Public Health, once approved. The potential building obtained a food establishment permit from the Delaware Division of Public Health in the past but PCCMS will obtain an updated permit for the NSLP.

Students’ eligibility for free and reduced lunch will be established using the USDA criteria, meal benefit forms and direct certification. All necessary forms will be included in the application for students to enroll. Homeless students will be eligible for free meals and NSLP will reimburse these meals.

PCCMS acknowledges and plans to notify the School Nutrition Program Manager, Aimee Beam immediately after approval so that we can begin necessary training, application process and all other requirements. 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 2015-2016 school year.

4. **Student Health Services.** Describe the plan to ensure the health of students. Describe how the school will provide health services to all students, including the plan to hire a school nurse and his/her role in the school. The response must include how the school will promote student health and well-being. The response must also include who at the school will supervise the nurse and his/her role in ensuring compliance with health regulations.

PCCMS will provide students with the opportunity to take elective classes that include health, nutrition and a variety of physical activity classes. PCCMS will promote health and well-being through numerous strategies such as health and physical activity classes, nutrition and physical activity online tracking portal (required), hosting community events that educate and promote health and well-being as well as starting a Friday Farmers Market. Health and physical activity classes include physical education, cross-fit, strength and conditioning, swimming and yoga, just to name a few of the options. PCCMS has partnered with Leisure Fitness who has built the school an online tracking portal where students will track their eating and physical activity on a weekly basis. This tracking portal will be reviewed by the students' teacher weekly to ensure students are utilizing the system, as required by the school. PCCMS plans to host several community events that educate the community on a variety of health, well-being and fitness topics. PCCMS staff, families and students will also be encouraged /required to actively participate in other community centered events, supporting local businesses, and other volunteer opportunities In addition, PCCMS plans to host events such as Walk-a-thons, Bike-a-thons, 5k run/walks, local area clean ups and other opportunities that promote physical activity in the community. Finally, PCCMS plans to partner with local farmers to provide the community with a Friday Farmers Market. The Friday Farmers Market will provide the community with the opportunity to purchase locally grown fruits and vegetables.

PCCMS will provide health services to all students by hiring a full time nurse that will attend to students' medical needs. The nurse will also be a member of the Wellness Committee. The Head of School will directly oversee the nurse and will ensure compliance with health regulations.

Insurance Coverage. Provide, as **Attachment 15**, a list of the types of insurance coverage the school will secure, including a description of the levels of coverage in accordance with 14 Del. C. § 512(10). Types of insurance should include, without limitation, workers' compensation, liability, property, indemnity, directors and officers, automobile, and other. The Applicant should contact the Insurance Coverage Office at (302) 739-3651 or 877-277-4185 for further information on liability protection for public schools in Delaware. **Please see Attachment 15**

5. **Student Records.** Describe the plan for the timely transfer of student and school data and records to the Department of Education per 14 Del. C. § 512(13).

PCCMS will transfer student and school data to the Delaware Department of Education through the states eSchoolPLUS pupil accounting system. By using this system, it will allow PCCMS to transfer school and student data to the Delaware Department of Education and other schools in a quick and efficient manner. Staff members will be fully trained in eSchoolPLUS as part of their mandatory professional development each year. Additional professional development may be provided throughout the year if necessary for full implementation.

1.9 Facilities

14 Del. C. § 512 (8) and (12)

1. Discuss the school's facility needs based on the educational program and projected enrollment.

PCCMS has selected an optimal facility for our mission, vision, educational program and projected enrollment. The facility currently has a swimming pool and gymnasium that will be included in the educational curriculum and after school activities that fits with the holistic approach of linking the body and the mind for educational and behavior goals. As you'll see in attachment 16 (concept design plans), there is ample space for classrooms, administrative offices, closets, nurse's office, locker rooms, etc. Also seen in attachment 16, most of this infrastructure is already in place with light outfitting needed of the existing structure. This makes the proposed facility discussed in question 2 the optimal location for the school's present and future with the maximum capacity at 390 students. There are over 100 parking spots and ample parking lot and driveway space for bus and carpool drop-off lanes.

2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as **Attachment 16**, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.

PCCMS has identified a location and is working through a leasing agreement with Delaware Swim and Fitness to take over their facility upon approval of the school. Delaware Swim and Fitness is located at 4905 Mermaid Boulevard, Wilmington, DE 1908. This address is located in New Castle County in the Pike Creek Community. Please see attachment 16 for concept design plans for floor 1 and floor 2 of the school. Also, please see scope of outfitting the existing building for the use by PCCMS. Although there are currently other tenants located at Delaware Swim and Fitness that sublease, they will not be located at PCCMS. They will be relocating to a new location with the property owner, Delaware Swim and Fitness.

The lot size is approximately 2.60 acres. The building was constructed in 1983 and is classified in "Very-Good" condition based off the New Castle County parcel information commercial structure characteristics. It is two stories tall with no basement. Total floor area is 37,840SF with a structure class of masonry-wall and an existing wall type of common brick. The building is located in Red Clay Consolidated School District, Janet Kilpatrick's 3rd County Council District, Joe Miro's 22nd Representative District and Greg Lavelle's 4th Senatorial District.

Please see Attachment 16

3. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.

PCCMS will lease the facility for the current 5-year charter with the option to buy after 5 years. Terms will be finalized upon approval of the charter. There is a preliminary leasing plan based

off the school's enrollment. The plan calls for us to pay nothing during the planning year. After that, the rent will scale up as enrollment scales up and an 8th grade is added for full capacity. Those numbers are shown in the 100% and contingency plan budgets as \$250,000, \$300,000, \$350,000 and \$400,000 respectively. That will get us to our \$1,300,000 leasing agreement for the five-year period.

4. If a facility has not been identified, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

NA. A facility has been identified as discussed above.

5. Explain how the facility will meet the needs of students. Provide an assurance that it will be accessible to students with physical disabilities.

The proposed facility meets the needs of all staff and students. Top-notch safety precautions, as well as an environment that supports the mission and vision of PCCMS will be provided to our staff and students. Students will be provided an environment conducive to the mission and vision of PCCMS.

For those individuals with physical disabilities, access will not be denied to any part of the facility. There are designated handicapped parking spots, clearly identified and located near the school entrance, which have automatic capabilities. In compliance with ADA, the parking lot has 100 spaces and has a minimum of 4 spaces and one van accessible space. There are handicapped accessible bathrooms and locker rooms already in place. Hallway and doorway widths are also designed to accommodate the needs of individuals with disabilities. Signage and emergency exits will also remain in compliance. The stairs will have uniform rail heights, with handrails on both sides, and appropriate tread width. Any outdoor ramp will be designed in complete compliance to grade height and in a matter that water cannot accumulate. There is an existing elevator shaft and upon approval, an elevator will be added. There are paths that make entry to the park next door to the building accessible for all individuals. Any modification will be made so that PCCMS can offer a facility that is safe, and accessible for all individuals.

6. To the extent that the Applicant has discussed or established specific lease or purchase terms, include the proposed terms and any draft agreements. Ensure that all costs are included in the budget.

See proposed terms under question 3. All expenditures for "Rent" are shown in both the 100% and Contingency budgets.

7. Include, pursuant to 14 Del. C. § 511(l), an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes.

PCCMS understand and affirms that no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes.

1.10 Budget and Finance

(There is no limit to the length of the budget narrative. Include it as a separate document.)
14 Del. C. §§ 512 (8) and (9)

1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits, per 14 Del. C. § 512(8) and (9). Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.

The school will manage accounting, purchasing, payroll and audits through the Director of Finance and Operations. Please see attached job description for Director of Finance and Operations. There will be an independent annual audit that will be done by a 3rd party group. There has been \$25,000 allocated for this audit that appears in the budget. Please see below responses for specific systems and processes.

2. **Budget Sheets.** Submit the Charter Application Budget Form in the Budget Sheets (provide the completed Budget Sheets as **Attachment 14 and be certain to complete all pages in the Budget Sheets**). The Budget Sheets must include separate tabs for State, Local, and Federal funds as well as any other grant funds. Submit two budgets:

- a. A budget based on your targeted enrollment.

See attachment 14

- b. A budget based on 80% of the targeted enrollment.

See attachment 14

Note! All state and local revenue estimates can be calculated by accessing the on-line spreadsheet for New Charter School State and Local Fund Estimates located at the following link:
<http://www.doe.k12.de.us/infosuites/schools/charterschools/schoolapplication.shtml>

Should applicants have questions in accessing, completing, or understanding this spreadsheet, they are to contact the Education Associate for Charter School Finance at the Department of Education.

These revenue estimates will be used to complete the online budget worksheets located at the following link:

<http://www.doe.k12.de.us/infosuites/schools/charterschools/schoolapplication.shtml>

3. **Budget Narrative** (Provide as **Attachment 17.**)

- a. **General Narrative.** Provide a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, and costs.

All figures contained in the budget worksheets should be clearly identified and explained in the budget narrative. The budget narrative must provide details on how each number on the budget sheet was estimated. A separate budget narrative for the five-year contingency budget based on 80% of targeted enrollment is also required.

- b. Expected Funding Sources.** Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?

Please see attached budget narrative and fundraising plan for more specific answers. As you'll see in the complete fundraising plan, a strategy is in place to guide the school through the Planning Year through its initial charter of years 1-4 of operation. In the fundraising plan, you will see a strategy for corporate, foundation, grants, community and individual giving. We have initiated discussions with the proposed foundations for funds and have more meetings scheduled January and February. We will fill out applications for foundation funds in March. The specific identified foundations will not review our applications until approval of the charter in June. Upon approval of the charter, they are willing to donate financially. Until that time, they are not willing to be a dollar figure to that donation. As you'll see, there is a strategy for donations and controls for those funds. We will also have fundraiser help with these applications and controls. If the dollar amount in the fundraising strategy is not secured, we have engaged with M&T Bank to secure lending options until enrollment is at full capacity. Please see the attached contingency plan if revenues are lower than the estimated budget due to enrollment. M&T Bank is working through lending options for both scenarios. It should be noted that we do have our 501c3 nonprofit status and are able to secure funds upon approval of our charter application.

- c.** Provide details on how financial, personnel, and administrative support will be provided to the charter school and how internal controls will be maintained.

See Attachment 17 for the details of how financial, personnel, and administrative support will be provided to the charter school.

Internal controls will be maintained through a combination of factors. In addition to the policies and procedures manual that will be in place as described below, the finance committee of the board of directors will be given the task of reviewing financial performance on a monthly basis in comparison to budget to continually monitor whether there are any areas that need further review as well as whether the school is meeting the standard set in the Delaware Department of Education's Financial Performance Framework. The performance of the school's annual independent external

audit will also be used as a tool for the finance committee to assess whether the internal controls set forth are both properly designed and implemented.

4. **Audits.** Describe the financial controls that the school will have in place, including the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Delaware in accordance with the [State Budget and Accounting Manual](#) and 29 *Del. C.* Ch. 69.

Upon approval of our charter application, the Director of Finance and Operations will be given the task of drafting the policies and procedures manual that outlines the school's accounting policies and instructions for processing transactions. This manual will be drafted in accordance with the guidelines set forth by the Delaware State Budget and Accounting Manual. Responsibility for review and approval of this manual shall fall to the finance committee of the board of directors.

The finance committee of the board of directors shall also be responsible for the selection of an accounting firm to perform their independent external audit on an annual basis. The committee will be responsible for the oversight of the audit and final approval of the school's audited financial statements prior to submission to the state.

5. **Depositing Funds.** 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.

All cash receipts shall be reviewed by the Director of Finance and Operations. Copies of all checks received and deposit slips prepared shall be kept on file for both audits by the State Auditor's Office and the school's independent external auditors. Cash received shall be deposited in the school's state account at the end of the business day received, when possible, or kept in a safe in scenarios when the depositing of funds on the business day received is not possible. Access to the safe will be limited to the Head of School and the Director of Finance and Operations.

6. **School closure or dissolution.** What is the plan for the procedures that the school will follow in the event of the closure or dissolution of the school? Also, the applicant is to put forth a reasonable plan to establish sufficient available balances pursuant to § 515(k) of this title.

PCCMS will make its best efforts to provide reasonable notification of staff, students, and parents of any potential disruption of educational services. We will also facilitate the process of transferring students and their records to other schools in an expedited manner. Additionally, PCCMS will work to continue to maintain financial, administrative, attendance, and contractual records. Upon the unforeseen closure of PCCMS the process of satisfaction of creditors, distribution of assets and other legal of financial issues such as financial audits, and preparation of final tax reports and documents as

necessary. PCCMS will allocate monies in a reserve fund that will fulfill teacher salaries for the term of their contract.

In accordance with the statute PCCMS “shall display on its website all Standardized Financial Report Forms for the current fiscal year and the final monthly Standardized Financial Report Forms for each previous fiscal year of operation. Charter schools that are required to file Internal Revenue Service Form 990 shall post the current and prior year Form 990 on the website as well.”

§ 515. Oversight and revocation process.

(k) In the event that all state and local funds due to a charter school are paid timely as required by § 509 of this title, a charter school authorized to operate in the State must by December 31 of that fiscal year maintain an available balance sufficient to pay the minimum costs necessary to provide students with the minimum annual instructional hours required by the Department of Education during the remainder of that fiscal year as reasonably projected by the charter school. Such costs include, but are not limited to, all employee compensation required to attain the minimum annual instructional hours during the remainder of that fiscal year. Such costs also include all fixed and variable non-payroll expenditures incurred through the final month of that school year. A school's failure to maintain sufficient available funds by December 31 of its third year of operation shall be deemed a material violation of its charter.