

Pike Creek Charter Middle School, Section 1, School Proposal Overview & Enrollment
Projection

SCHOOL PROPOSAL OVERVIEW & ENROLLMENT PROJECTION

(Not included in narrative page limit)

Please 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.*

Name of proposed school: Pike Creek Charter Middle School

Primary contact person: Michael Smith

Mailing address: 34 Rankin Road
Street/ PO Box

Newark Delaware 19711
City State Zip

Phone: (day) 302-290-7726 (evening) 302-290-7726

Email address: MSmith2288@gmail.com **Fax:** _____

Name of applicant group or entity applying: Pike Creek Charter Middle School

Names, roles in the applicant group, and current employment of all persons on applicant team:

Name	Role	Current Employment
Michael Smith	Founder	New Castle County Chamber of Commerce
Melissa Whitehead	Potential School Leader	Educational Data Coach

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

Proposed School Name	Opening Year	*Geographic Community
Pike Creek Charter Middle School	2014	Pike Creek Area

*Identification of Geographic Community may be as specific as a neighborhood or as general as the school district targeted for school location.

Model or Focus of Proposed School (e.g., Arts, College Prep, Dual-Language, etc.):

Health and Physical Fitness

Does the applicant have previous experience operating one or more charter schools? * ☒ Yes

☐ No

If yes, explain the nature of your prior experience.

Pike Creek Charter Middle School, Section 1, School Proposal Overview & Enrollment Projection

Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?* ☐ Yes ☒ **No**

If yes, identify the Charter Management Company or other partner organization:

****Note: If the applicant has experience operating one or more charter schools and/or plans to contract with a Charter Management Company that has experience operating a charter school, the applicant must complete the Charter Management Company and Highly Successful Charter School Operator Supplement in addition to the application narrative.***

Proposed Principal/School Leader Information:

Name of proposed Principal/School Leader Candidate: Melissa Whitehead

Current employment: Educational Data Coach

Daytime phone: 302-563-6229 Cell phone: 302-563-6229

Email: MelissaAWhitehead@yahoo.com

School Enrollment Projection

Academic Year	Planned Number of Students	Maximum Number of Students	Grade Levels
Year 1 (specify)	245	250	6-7
Year 2	320	330	6-7-8
Year 3	380	390	6-7-8
Year 4	380	390	6-7-8
Year 5	380	390	6-7-8
At Capacity	380	390	6-7-8

PROPOSED SCHOOL NARRATIVE

The proposed school narrative includes the following sections: Executive Summary, Founding Group & School Leadership, Education Plan, Performance Management, Staffing, Governance & Management, Parent & Community Involvement, Start-up & Operations, Facilities, and Budget & Finance. Applicants must complete all sections within the 60-page limit. (The school proposal overview and enrollment projections, attachments, exhibits, and the Charter Management Company and Highly Successful Charter School Operator supplement are not included in the narrative page limit.)

EXECUTIVE SUMMARY

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

The Executive Summary should provide a concise overview (no more than 2-3 pages) of the school mission and vision; education plan; applicant's capacity to carry out the plan successfully; and targeted community and community engagement to date. Provide an Executive Summary for the proposed school that includes the following elements:

1. Mission and Vision. State the mission and vision of the proposed school. Identify and briefly describe the community the school proposes to serve, including assets and challenges relevant to the proposed school. Describe the school's growth plan from approval, through start up, to an established school. How will the mission and vision drive efforts to establish a high quality, sustainable educational program and organization? The mission, goals, and educational objectives should be aligned with the approval criteria in 14 Del. C. § 512 (3) and the restrictions on charter schools in 14 Del. C. § 506. The mission and vision statement taken together should concisely accomplish the following:

- Identify the school, target student population, and community to be served.
- Present a clear, focused, compelling mission that will guide the school's operation.
- Articulate clear guiding purposes and priorities that are meaningful, measurable, and attainable.
- Provide the entire school community as well as external stakeholders a clear, memorable picture of what the school will achieve.
- Support the purposes of 14 Del. C. Ch. 5.

The mission statement provides the foundation for the entire school proposal and operational plan. Accordingly, the rest of the school application should fully align with and support the stated mission.

Pike Creek Charter (PCC) is a tuition free charter school serving middle school students in grades 6-8. PCC's mission is to promote pre-adolescent student achievement through rigorous academic instruction while incorporating wellness and fitness strategies. Utilizing our mission, our vision is to ensure our students are prepared to (1) succeed in the most prestigious academic settings and (2) live a healthy and physically active lifestyle. PCC 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. Kinesthetic movements will be incorporated into all academic subjects and will create engaging, rigorous, and research proven instruction. As well as incorporate physical activity and wellness into classroom lessons to help our students make healthy and positive wellness choices routinely and continuously throughout their lives.

The Pike Creek community, where PCC will be located, consists of diverse families that reside in the Red Clay and Christina School Districts. PCC will be an asset to the Pike Creek community and accessible through the "School Choice" initiative in Delaware. Hundreds of community members have been surveyed regarding the current middle school choices for the Pike Creek community, and they agree that PCC would be an excellent option for many students in the Pike Creek community. A challenge that we may have relates to the possibility that the surrounding community may be uneasy with the traffic a school could cause in their neighborhood. However, the location that we have selected currently houses a swim club/gym and it is our hope that PCC will bring regular and consistent traffic to the neighborhood. In addition, the benefit that PCC brings to the neighborhood outweighs any potential challenges. Further, we foresee a community that supports, engages and utilizes a school with such a unique perspective and vision. It is our goal that the students, staff, families, school and surrounding community benefit from the rigorous academics, infused physical activity, and wellness education to develop life-long healthy learners.

From the start of the community outreach in October 2012, PCC supporters have grown tremendously. We expect that PCC supporters and the community will continue to grow through the following year into the opening of the school. This incredible growth has allowed us to involve the community, supporters, potential students, and families into the building of PCC.

Once PCC's charter application is approved, PCC will begin the next stage of our growth plan, the "Startup" phase. The Startup phase will continue for approximately 15 months. During the Startup phase, PCC's personnel, community support, and partnership will grow significantly. During these critical planning months, PCC will focus on implementing its mission and vision to build a successful school. 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 on opening day of PCC (anticipated Fall 2014) and will continue for three to five years or until PCC has fully matured. During the Implementation phase, PCC will continue to grow in numbers of school personnel, students enrolled, community support and partnerships. This phase is also known as Development Mode until PCC fully realizes their program goals. Throughout the Implementation phase, PCC will continue to undergo training. Once the school has matured, it will continue to grow and improve through training and professional development.

2. Educational Need and Target Population. Describe the educational needs and challenges of the targeted student population. Explain how the decision to serve this targeted population, including the grade levels you have chosen, would meet community needs. Identify any admission preferences you will have and explain how

they will be implemented pursuant to 14 Del. C. § 506(b).

We have chosen to target middle school students because of the impact physical activity and a healthy lifestyle has on their developmental years. By educating middle school students on these decisions, it enables them to continue to make healthy lifestyle decisions and become more successful in their academics. PCC will offer smaller class sizes, along with kinesthetic instruction that will engage students in active and individualized instruction. PCC 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. Within the 5-mile radius around PCC, there are currently twelve (12) elementary schools that feed into five (5) middle schools. Approximately 2.4 elementary schools feed into 1 middle school. This disparity has caused overpopulation in the current middle schools resulting in large class sizes. There is a desperate need for another option in the Pike Creek community. PCC will alleviate this issue by providing another option, while adding a health and wellness strategy to a rigorous academic program that will lead to lifelong learners. PCC has identified the follow preferences for enrollment:

Year 1 Preference	Year 2 and beyond
Resident of 5 mile radius	Sibling of former or existing students
Non-resident of 5 mile radius	Resident of 5 mile radius
Founding Board children/grandchildren	Non-resident of 5 mile radius
	Founding Board children/grandchildren

3. Community Engagement. Describe how you have assessed demand and/or solicited support for the school. Describe any relationships that you currently have or plan to build to engage students, parents, and the community for the proposed school. PCC's community engagement strategy was driven by three components: data, a technology based grassroots campaign, and town hall meetings. PCC used data from the 2010 census to determine the demographics of the Pike Creek community within a five-mile radius. PCC 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.

Table 1: Pike Creek Population

Total Population	125,854
Males Under 5 years old	3,319
Males 5-9 years old	3,495
Males 10-14 years old	3,815
Females Under 5 years old	3,175
Females 5-9 years old	3,399
Females 10-14 years old	3,688

We pulled all age demographics with gender to show sustainability of the school over time. Another piece of data that shows sustainability of demand is the population of females between the ages of eighteen to forty-four. In that age bracket, there are 24,872 females with the potential of having more children to add the current total. 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. The public middle schools within the five-mile radius have an average classroom size of thirty-three students. The data shows the population necessary to sustain a school and the need to sustain a school over time.

PCC implemented a grassroots campaign to show demand and solicit support. PCC has garnered significant support with these efforts. PCC has partnered with Nemours, Leisure Fitness, Delaware PTA, and Christiana Care. The attached letters of support will show other potential partnerships. PCC created a website, Facebook page, an ipetition, and will schedule coffee connections at volunteer's homes within the area to support and engage the community with the mission and vision of PCC. We 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. PCC will provide a dedicated person from the founding board to serve as a liaison. We will host community town hall meetings at each of these locations and will also have literature drops in these neighborhoods. PCC's community engagement strategy also focuses on transparency through town hall meetings. December 13th at 7:00 pm at our proposed school location, we held a community town hall meeting to introduce the community to the school, its founders, curriculum and mission. The founding board fielded questions from the audience. Additional town hall meetings are scheduled post approval for further community collaboration.

4. Education Plan. Provide an overview of the education program of the proposed school, including major instructional methods and assessment strategies, and key tenets or non-negotiables of the school model. Briefly explain the research base and other evidence that demonstrates the school model will be successful in improving academic achievement for the targeted student population.

PCC 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.

Students will be assessed through a variety of methods: Delaware Comprehensive Assessment System (DCAS), interim assessments, student portfolios, curriculum assessments, and assigned projects. 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.

Research has shown a positive correlation between physical activity on student achievement, attendance, behavior and engagement. Delaware Department of Education (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.

5. Leadership and Governance. Provide an overview of the school's governance and management structure and leadership team. Highlight the strengths of the leadership team and the proposed governing board. Explain how the governance and management structure will provide for stable, effective governance and leadership throughout the five-year charter term, leading to fulfillment of the school's mission and charter. PCC has worked to recruit and maintain a leadership team that brings diverse intellectual and social capital to PCC. 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 in the school that prompts discussion and promotes efficient decision-making. The leadership team currently meets bi-weekly and is broken up in to subcommittees: education, finance, legal, and community outreach. The subcommittees meet on a weekly basis. The board has continued 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. With our governing board, leadership subcommittees and mentor committee, we have set ourselves up for success through ample transparency and layers of discussion for consensus building. The governing board/leadership has multiple individuals with knowledge and experience for each specific charter public school/charter focus area: finance, education, community engagement and legal governance.

FOUNDING GROUP & 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* 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. Every member of the founding board will play a vital role in school development and implementation. The board is broken up into four subcommittees: education, finance/facilities, community engagement and legal. Melissa Whitehead is the proposed school leader and will guide the education plan's implementation. Katherine Sookoo and Thomas Hearn will be attorneys on the school's board of directors to guide governance of the charter. Brooke Balan will be the parent representative on the board of directors to guide student recruitment, community involvement and school accountability to the community. As founding member, Michael Smith will operate as Chairman of Board. He will guide organizational oversight and charter implementation through all subcommittees and employees. The other members of the founding board are all prospective teachers and employees for the school to implement the mission. Explain what role each individual will play, and note which Founding Group members are certified teachers, parents, and members of the community as required by 14 Del. C. § 512(1).

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

Explain the Founding Group's collective qualifications for establishing a high-quality school in Delaware and assuming stewardship of public funds, including capacities in areas such as:

- School leadership, administration, and governance
- Research based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program
- Business management, including but not limited to accounting and finance

- Personnel management
- Diversity issues, including but not limited to outreach, student enrollment, and instruction
- At risk populations and children with disabilities, including but not limited to students eligible for special education and related services
- School operations, including but not limited to facilities management
- Parent and community engagement

Each of the subcommittees include board members that collectively have the qualifications to establish a high quality school in Delaware. The education committee with Melissa Whitehead's lead has demonstrated through their knowledge and experience 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 obtain the knowledge and experience in school administration, curriculum, and instructional strategies, diversity issues which include outreach, student enrollment, instruction, at risk populations, children with disabilities and related services. Robyn Sheehan and Renee Zak obtain the knowledge and experience in curriculum, instructional strategies, at risk populations, children with disabilities and related services. Christy Smith and Matt Backer contribute the knowledge and experience with curriculum and instructional strategies. The finance and facilities committee has demonstrated their qualifications, knowledge and experience in governance, business management which includes accounting and finance, personnel management and school operations including facilities management. Michael Smith, Al Sowden and Steven Taylor have contributed their knowledge and experience in all of these areas. 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.

Describe the Founding Group's ties to and knowledge of the proposed school community. Summarize each person's experience, qualifications, and affiliations directly relevant to developing a quality charter school. Explain why he or she was chosen to participate in this Founding Group.

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, Michael knows the community well and knows how to bring people together. Through his educational experience, Michael has researched the community in depth to see their educational needs. His knowledge base, energy, and leadership will drive each task function 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 put 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.

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.

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.

Brooke Balan is a parent in the community. Brooke brings the current educational climate through her children's experiences in school. Brooke is engaged with the Red Clay School Board and will be an integral part of community engagement for student recruitment and community fundraising. Brooke is on the community engagement subcommittee.

Melissa Whitehead brings educational knowledge and curriculum expertise to the team. She is the prospective school leader. Melissa is a Data Coach for the State of Delaware. She has provided oversight on all pieces of the application and specifically focused on the education sections. Melissa is the lead for the education subcommittee and works with each subcommittee to unify the education plan with our mission and those specific focuses.

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 life time of fitness.

Thomas Hearn is a parent in the community and an attorney for Obermayer Rebmann Maxwell & Hippel LLP. Tom brings the legal background to ensure accountability and

transparency within the Pike Creek community. Tom is an active member of our legal and community outreach team. Tom is assisting with the Code of Conduct and Grievance policies.

Renee Zaak is a Counselor and Transition Coordinator that implements programs to enhance student's academic and behavioral performance. She brings educational experience to implement anti-bullying, risk management and behavioral programs within the school.

Provide, as **Attachment 1**, full resumes (including contact information) and professional biographies (brief narratives) for the individuals named. *Please label each document with the individual's affiliation with the proposed school.* **See Attachment 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 is comprised of true Pike Creek community members. Michael Smith formed the board with three specific criteria in mind: (1) being a member of the community, (2) specific experience necessary for charter or education implementation and (3) the desire to give the Pike Creek area a new choice for middle school educational attainment. Of the board members in the community, they either have children or grandchildren that have attended charter schools, public schools and private schools within the Pike Creek area.

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, resume 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.

PCC has chosen Melissa Whitehead as their potential school leader. She has a wide range of educational experience, which includes teaching a variety of grades, Dean of Curriculum and Instruction and currently as a Data Coach. She has greatly contributed to the success of students and teachers within her school on achieving personal and school wide goals. Through her own personal experience, she believes that physical activity and health play an essential role in the academic environment. She is dedicated to putting students on the path to career and college readiness and is devoted to creating an environment that will prepare PCC students to excel in high school, college and beyond. It is evident that Melissa is committed and motivated to assist in building the foundation of PCC and continuing to contribute her success as the schools' leader. Melissa's qualifications, resume and professional biography are included in Attachment 2.

2. If the Principal/School Leader candidate has been identified, provide specific data that

1. 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.

Melissa has demonstrated her ability to lead and effectively serve all students including those that PCC will target. Her experience as a teacher and administrator play a crucial role in her ability to lead the school. As a teacher, she helped her students make significant gains in all subject areas. While teaching third grade in the 2010-2011 school year she received an award for the most improvement in DCAS scores. Melissa has demonstrated through her administrative experience the ability to help teachers grow in their profession, which ultimately lead to growth among their students.

2. 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 2013, 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.

3. 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, resumes, and professional biographies for these individuals. If these positions are not yet filled, explain your timeline, criteria, and process for recruitment and hiring. The school's leadership team will consist of an Assistant Principal, Special Education Coordinator and the Director of Finance and Operations. PCC's recruitment for the Director of Finance and Operations will begin in September 2013 with the goal of hiring a candidate by October 2013. 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. PCC will begin recruitment for the Assistant Principal position in March 2014 and the position will remain open until filled. The Assistant Principal must possess their Delaware Assistant Principal certification with at least five (5) years of successful teaching experience. The Special Education Coordinator recruitment will begin in January 2014 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.

C

C

C

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 framework for the proposed instructional design that reflects the needs of the school's target population and will ensure all students meet or exceed the expectations of the Common Core Standards in English Language Arts and Math and the Delaware Content Standards in all other curricular areas. The Delaware Content Standards are available at: <http://www.doe.k12.de.us/infosuites/staff/ci/>

The description of the instructional design should include, at a minimum,

- the basic learning environment (e.g., classroom-based, independent study),
- class size and structure,
- an overview of the curriculum,
- teaching methods,
- technology plan, and
- research-based support.

Present evidence that the proposed educational program is research-based and has been or will be rigorous, engaging, and effective for the anticipated 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 your targeted population. PCC will implement an instructional design that is built on Common Core State Standards (CCSS) and that integrates kinesthetic classroom based learning with project-based learning. This consists of hands on, active and engaging classrooms that are focused on essential ELA, Math, Science and Social Studies content. Thus enabling students to take responsibility for their own learning and prepares students transition from teaching and learning of a set of facts to applying the knowledge and skills in a task-oriented manner. PCC will target the communities need by providing individualized instruction through smaller class sizes and flexible groups that will allow active teaching and differentiation which are the essential components of our teaching methods. Teachers will use active teaching methods that include kinesthetic, hands on lessons, and collaborative projects.

PCC has chosen specific curriculum to ensure our students will meet/exceed expectations set by the CCSS and the Delaware Content Standards (DCS). Prentice Hall Middle School Math and Reader's Journey written by Pearson are both aligned to the CCSS. In order to ensure successful implementation, our teachers will attend professional development prior to school opening on the CCSS. These professional development sessions will include understanding the standards, implementing best practices and key instructional shifts, and creating task-oriented assessments based on the standards. PCC choose curriculum for Science and Social Studies based on the DCS but will infuse the reading literacy standards for Science and Social Studies. In order to prepare students to eventually transition into CCSS for all subjects, our

teachers will begin the process of teaching students to read and write like scientist and historians.

Technology is the key component to creating an active learning environment. Our technology vision includes student netbooks, Smartboards, iPads and handheld devices. The board and the finance team will seek grants and donations for our technology resources. Students will be required to purchase a netbook for school that will be used daily in the classrooms. Students and families that cannot afford netbooks will be able to lease one through the school at no charge as long as agreement is signed. Netbooks will be integrated across all components of the students' academic experience. 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. PCC envisions student participation and engagement through student handheld responders. 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. PCC has chosen interactive curriculum for Math, ELA and Science that provides students an opportunity for more practice, re-teaching and enrichment. Math, ELA and Science assessments will be taken on computers similar to the state mandated assessment, Delaware Comprehensive Assessment System (DCAS)

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.

2. Provide an overview of the planned curriculum, including, as Attachment 4, a course scope and sequence by subject for each grade level the school would serve. In addition, identify course outcomes and demonstrate clear alignment with the Common Core Standards in English Language Arts and Math and the Delaware Content Standards in all other curricular areas. Summarize curricular choices, by subject, and the rationale for each choice, including research and other evidence of effectiveness. Content Classes will be driven by the selected curriculum that directly correlates with the Common Core Standards and the Delaware Prioritized Standards.

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-direct 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.

Science: Pearson's Interactive Science uses the Understanding by Design model that places a strong emphasis on higher-order thinking skills, understanding and hands on experiences through science labs. The program is based off of the 5 E's; engage, explore, explain, elaborate and evaluate. Interactive Science was developed to encourage students to learn to inquire, using diverse methods. The program helps teachers **engage** students and give them opportunities to **explore**. Interactivities help **explain** the concept, and students can **elaborate** either by communicating with other students or through the writing activities. Assessment opportunities ranging from formative and summative assessments to performance-based assessments, helping the teacher and student **evaluate** progress continuously.

Pearson Middle School Science studies found that: 1) Hands-on and minds-on activities increase learning opportunities and higher standardized test scores. 2) STEM activity books assist students in blending Math and Science skills 3) Incorporating teaching and learning remains key to science education. 4) On average schools that use inquiry-based science instruction scored on average 13% higher than schools using traditional instruction.

The Delaware Social Studies Coalition is a partnership organization working toward improving K-12 Social Studies in the State of Delaware. The organization is partnered with Delaware Department of Education, public school districts and affiliate organizations to help students meet the Social Studies Standards. By partnering with the coalition, PCC students will be able to master essential Social Studies standards. MOU can be found in Attachment 23

If the scope and sequence is not fully developed and lacks specific units of instruction provide, as **Attachment 5**, a timeline outlining the curriculum development process during the school's pre-opening year. **See Attachment 5**

3. Specify instructional strategies that your school will implement to support the education plan and why they are well-suited for your targeted student population. Describe the methods and systems that teachers will use to provide differentiated instruction to meet the needs of all students.

PCC will implement kinesthetic instructional strategies that promote active learning through hands on application of skills, student discovery, higher level thinking, cooperative groups and student led learning tasks or projects. There are five major components of active learning: activation of prior knowledge, presentation of content, application of skills, reflection to discuss concepts and assessment with feedback. It is essential that being prompted to recall prior learning and identifying the purpose for the

learning event motivates our students. Information will be presented on the concept being taught which will allow students to make connections to their prior knowledge. Application is crucial to kinesthetic learning because it gives students the opportunity to practice and apply the skill through hands on activities. Students articulate concepts during reflection that will enhance concept understanding. Finally, students will be assessed on the practice and provided with immediate feedback that can be used to improve future performance.

Teachers will also use differentiated and small group instruction to target student needs while integrating foundational skills with critical thinking skills. PCC teachers use differentiated instruction to teach all learners by supporting those students not meeting learning targets and those who need a challenge. Differentiated instruction is the first step in our early intervention program for students. In order to precisely differentiate instruction, students will participate in ongoing assessments, which include assessment for instruction and assessment of instruction. Differentiation will occur daily in classrooms through small group instruction based on students' individual academic and learning needs which can be in specific units, standards or lessons. When not engaged in small groups, students will continue to practice skills independently based on their skill development level or revise their work, receiving feedback and assessment from peers. Teachers will also promote differentiation through projects that allow different kinds of students with different strengths the opportunity to succeed by presenting information in a variety of methods.

4. Provide a statement 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 math. This is a Phase I requirement.

PCC 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 foundation 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 facilitate 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. Students will also work with support specialist and CREW mentors to continue to strengthen content knowledge and skills.

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

Respond to the following regarding the proposed school's student performance standards, consistent with the Common Core Standards in English Language Arts and Math and the Delaware Content Standards in all other curricular areas:

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.

Students Performance Standard 2: Students will demonstrate mastery in Math Common Core Standards including:

Ratios 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. Provide, in **Attachment 6**, a complete set of the school's proposed learning standards for one grade in each level (elementary, middle, or high school), addressing the skills and knowledge each student will be expected to attain by the end of the school year.. If the school will serve only one level the exit standards provided in response to question 4 in this section will suffice. (Approved schools will be required to submit a full set of learning standards for all grades in the school before opening.)**See Attachment 6**

3. If you plan to adopt or develop additional academic standards beyond the Delaware and Common Core Content Standards, explain what kinds of standards (content areas, grade levels) you will use, and describe the adoption or development process that has taken place or will take place. Also, choosing one grade and subject area as an example, explain how these additional standards align with and meet or exceed the Common Core Standards in

English Language Arts and Math and the Delaware Content Standards in all other curricular areas. **Not Applicable – PCC does not plan to develop additional standards.**

4. Explain the school's policies and standards for promoting student's proficiency level 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 each of the core content areas. Students who are struggling to meet 75% or higher in the core content areas 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. PCC 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 PCC will meet the needs of challenged students. PCC 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. Provide, in **Attachment 6**, the school's exit standards for graduating students. Exit standards should clearly set forth what students in the last grade or proficiency level will know and be able to do. **See Attachment 6**

High School Graduation Requirements (*High Schools Only*) [14 Del. C. §§ 512 (4), (5), (6) and (7)] High schools will be expected to meet the Delaware Graduation Requirements, which may be amended from time to time. The requirements can be found at:

<http://regulations.delaware.gov/AdminCode/title14/500/505.shtml#TopOfPage>

1. Explain how the school will meet these requirements. Explain how students will earn credit hours, how grade-point averages will be calculated, what information will be on transcripts, and what elective courses will be offered. If graduation requirements for the school will exceed those required by the State of Delaware, explain any additional requirements. **Not Applicable- PCC is a middle school.**

1. If applicable, also explain how the school will meet the requirements for any and all Career and Technical Education (CTE) pathways courses. Requirements include, but are not limited to:

- a. Program must follow a State-approved Pathway Standard and be of sufficient size and scope to be effective for graduates.
- b. Application must be approved.
- c. Appropriate labor market opportunities must sufficiently exceed current training supply.
- d. Laboratory facilities and equipment must reflect current industry standards.
- e. Curriculum must follow current standards and include a State-approved end-of-pathway assessment.
- f. Student access to the program must follow Office of Civil Rights CTE (vocational education) guidelines for admissions and recruitment.
<http://www2.ed.gov/about/offices/list/ocr/docs/vocre.html>
- g. Pathway must follow an approved Program of Study.
- h. Programs must include student participation in their related Career and Technical Student Organization.

This website will provide further information on Delaware CTE requirements:

<http://www.doe.k12.de.us/infosuites/ddoe/aboutdoe/workgroups/cte.shtml>.

Not Applicable – PCC is a middle school.

2. Explain how your graduation requirements will ensure student readiness for college or other postsecondary opportunities (trade school, military service, or entering the workforce). Include in your response how the school will address transition planning for students with disabilities for students who are age 14 or entering the 8th grade.

Not Applicable – PCC is a middle school.

3. Explain the process for ensuring that all students in grades 8-12 have a student success plan. **Not Applicable – PCC is a middle school.**

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

1. Provide, in **Attachment 7**, the school's proposed calendar for the first year of operation. Note the length of the school day, including start and dismissal times. Explain how the calendar will support the success of the educational program.

PCC's proposed calendar, **Attachment 7**, will 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 PCC will be approximately 7 hours long.

2. Describe the structure of the school day and week. Provide the minimum number of hours/minutes per day and week that the school will devote to academic instruction in each grade in accordance with 14 Del. C. §1409, and provide, in **Attachment 7**, a sample daily and weekly schedule of classes; academic and non-academic programs; and total number of days/hours of instruction. Detail the number of instructional hours/minutes in the day for English language arts, mathematics, science, social studies, visual and performing arts, world languages, health and physical education, and career and technical education (if the latter is applicable). Explain why the school's daily and weekly schedule will be optimal for student learning.

PCC will use a block schedule consisting of 50 minutes of instruction with a 30-minute lunch. Students will engage in 5 hours and 50 minutes of academic instruction daily, or 29 hours and 10 minutes weekly of academic instruction for grades 6-8. A sample schedule and specified minutes of instruction for each academic and non-academic program are included in **Attachment 7**.

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.

The 5 Characters of Commitment for PCC are (1) Perseverance (2) Citizenship (3) Courage (4) Motivated (5) Self-Disciple. At PCC, students, teachers, and administrators undertake rigorous, meaningful work. 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 PCC's 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 Crewroom. Crewroom 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.

2. Describe the school's bullying prevention and anti-hazing policies. Provide the make-up of the bullying prevention committee, how students are to report instances of bullying, and the investigative procedures to be used by the administration. **See Attachment 24**

3. Explain how you will develop this culture using scientifically researched-based practices for students, teachers, administrators, and parents starting from the first day of school.

PCC will ensure a positive school culture by utilizing tools that will assess performance as well as areas that require improvement, beyond test scores. PCC 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. PCC 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

4. Explain how the school culture will take account of and serve students with special needs, including students receiving special education services, English Language Learners, and any students at-risk of academic failure.

The school culture at PCC 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.

5. Summarize, for illustrative purposes, a typical day from the perspective of a student in a grade level of your choice.

At 7:18 A.M Jay clicks "present" on the interactive attendance log projected on the smart board. He listens to the announcements and proceeds to first period, Science. The coursework for the past 3 weeks has covered different sources of energy and how it is transferred. "On your desk you will find an index card with a number, once you have your index card please go to that station," announced Ms. P Jay finds some of his classmates at station 1 which is labeled Sun. As he scans the room, he recognizes terms that he has learned over the past couple of weeks at different stations: Producers, Consumers and Decomposers. "From your observations, who

can tell me what we will be discussing today?" Asked Ms. P Jay raises his hand and when called on says "the flow of energy." The rest of the period the class participates in an activity, which models the flow of energy. The group labeled "Sun" will walk in a circle, the "Producers" will jump in place, the "Consumers" will perform arm circles and the decomposers will do squats. The activity continued until every student was able to transfer the energy to the next group. With five minutes of class left, Jay filled out his "3-2-1 exit ticket". Jay proceeds to ELA where they have been working on Comparing and Contrasting literature. Jay's teacher pulled up on the smart board two titles of literature along with three words either comparing or contrasting the two pieces. The class raises their hands to answer so they could pick a movement from the board. "Jay is this comparing or contrasting the two books?" asked Mr. H. "Comparing", replied Jay who then chose the hula hoop for the class to do for 30 seconds. Before leaving, they filled out their daily activity log. In Health, they continue working on their class project, the creation of next month's Breakfast and Lunch Menu. Each group is assigned a week for the following month. They are to research and design a healthy menu based on the possible options offered by the food venue. At the end of the week, the menu will be reviewed together by the class, health teacher and wellness committee before it is submitted. In Social Studies, the class is learning about Declaration of Independence through video clips and group examination of the document. Before Ms. B showed the video clips, she had students take a pre-test about the Declaration of Independence. Ms. B showed the class two videos and then gave the students an opportunity to examine sections of the document. The class was split into groups and began examining the documents and preparing to give the class their summary. Each group presented while the "note taker" of the week used the student computer to type up the main points that were made. The class then took the post-test, which Ms. B reviewed before class was over. Following lunch, Jay goes to Physical Education Class where they are continuing to monitor their heart rate during different physical activities. In Math class Jay learned about linear and non linear equations through human ordered pairs. Each groups was given two equations and solved the equations by using their bodies as coordinate points on the floor graph. In Technology, they pulled data reports from their accelerometers. Accelerometers record body acceleration minute to minute and provide students with detailed information about the frequency, duration, intensity and patterns of movement. After the data was collected and printed, Mr. W reviewed the importance of each of the categories. The students share with the class their estimate energy expenditure. At 2:25, announcements were made, students were dismissed and Jay went to the locker room to change for intramural club soccer practice.

6. Summarize, for illustrative purposes, a typical day from the perspective of a teacher of any subject or grade of your choice.

It is 6:50 A.M. Ms. J a 7th grade Social Studies teacher, is sitting at the conference table with the other 7th grade teachers for their Professional Learning Community. The teachers are discussing the data of students that are experiencing challenges within their content area. Teachers are discussing the challenges those students are facing and what students are having difficulty in multiple subjects. Ms. J hears from

the Math teacher that one of her crew students, Julie, is struggling in math and takes the data to share with that student. They ended with their daily "Star Moment". Ms. J started off with her "Star Moment" by saying "John came to afterschool help yesterday to practice his presentation and would have gotten a perfect score if it was the real presentation!" During Crewroom, Ms. J checked attendance recorded by the students on the Smartboard, gave students new chapter books if needed and then pulled Julie to the conference corner. Ms. J shared the data from Math with Julie and together they devised a plan for extra help. At the end of Crew, she collected student reading logs and wished them a great day. Ms. J's 7th grade Social Studies classes have been learning how to develop and employ the skills necessary to be an effective and participatory citizen. To conclude the unit, students had to contact an elected official and spend 2-3 hours shadowing them. Students have been working on their presentations at home and are preparing to present at the end of the week in class. The class will vote on the most interesting presentation and that student will present to the student body at the school's community meeting next week. Ms. J starts the lesson by projecting the rubric on the Smart board and reviewing each category that the students will be graded on. She asks for volunteers to model what each category might look like and provides the volunteers with instant feedback. Ms. J models a presentation on the elected official that she shadowed and allowed students to score her using the rubric. The students split into pairs to practice their presentation. Ms. J monitored the students' practice and noticed a pair that was having a difficult time. She guided the students in scoring the rubrics for their partner and provided feedback as well. Once both partners had the opportunity to practice, Ms. J instructed the students to find an area that was challenging on their rubric and to find a partner that was strong in that area. The students found partners or groups of three and provided each other with guidance on how to strengthen their challenging area. Ms. J collected the rubrics and reminded her students to practice for homework. During her prep period she reviewed the scores and rubrics from today's practice presentations and adjusted the focus of the lesson for the following day. Afterschool, Ms. J coached club soccer from 2:30-3:40.

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

1. Will you 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?

PCC will not offer summer school but plans to potentially partner with another school to give struggling students an option.

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.

PCC students are required to participate in an after school activity of their choice Monday through Thursday. PCC 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. PCC 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.

PCC will address student 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 PCC application. PCC 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.

PCC will participate in the Science Olympiads, Odyssey of the Minds, 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. 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.

PCC 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 otherwise 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 the Americans with Disabilities Act. Specify the programs, strategies, and supports you will provide for students with basic, intensive and complex disabilities, including:

PCC's 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.

PCC 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 school principal 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 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 Principal 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 PCC, 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. PCC will communicate with parents every step of the child's placement beginning with the move into Tier II of RTI.

PCC 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 PCCs' 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 PCC 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.

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

PCC 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.

PCC 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.

a. A description of the evaluation process to determine eligibility for special education services (and also 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 PCC 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.

b. 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).

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

a. How the school will provide a continuum of educational placements for students with disabilities. Include a description of how the school will address the needs of students who become enrolled in the school and require a more restrictive setting.

PCC 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. PCC 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 PCC 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.

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

PCC'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 PCC 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.

e. For middle schools, how the school will address transition planning for students with disabilities for students who are age 14 or entering the 8th grade. How the school will employ qualified special education staff, including, but not limited to, certified special education teachers, related service providers (including but not limited to occupational therapist, physical therapist, speech/language therapist, assistive technology specialist), school psychologist, and administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.

Transition planning will be used to address the students' academic, emotional, and social needs. Students who are 14 years old or entering the 8th grade will participate in groups that explore the areas of self-advocacy, responsibility, goal setting, career exploration, study skills, and organization. Additional strategies aligned with academic success will be implemented on a case-by-case basis to prepare the individual student for their transition to high school. Planning meetings will be held prior to the student's

transition time. The student, parent/guardian, teacher, special education representative, counselor, and representative of the high school the student is transitioning to will meet. During this meeting, the attendees will review and discuss the student's IEP. Additionally, strategies and supports for the student will be identified to assist in the transition process. PCC will provide its staff members on going professional development opportunities in the areas of state and federal laws related to the identification, evaluation, and education of students with disabilities. Other areas of professional development will include, but are not limited to, best teaching practices for students with disabilities, the benefit of peer support in an inclusion classroom, and training on assistive technology/supplemental programs. The staff will attend training opportunities sponsored through the DDOE. The Coordinator will maintain an active role in the Charter School Network Special Education Group. Additional conferences and opportunities will be sought out for the benefit of the staff members and students. PCC is committed to supporting their teachers becoming dual certified. Ideally, all teaching staff will have a dual certification in special education and secondary education.

For those individual students' whose IEP necessitate more intensive services a certified special education teacher and resource room will be available for small group or one-on-one accommodations. 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 PCC. 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.

f. How the school will ensure staff are adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

PCC 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.

3. Explain how the school will meet the needs of English Language Learners (ELL), immigrant, migrant, or refugee students, including:

a. How the school will identify ELL students, including the use of a Home Language Survey and initial diagnostic test for inclusion in an English language instructional program. How the school

a. will screen for the identification of migrant students for coordination with the Title I, Part C Migrant Education Program.

PCC staff will participate in professional development in areas including, but not limited to incorporating cultural diversity into the classroom, cultural sensitivity training, adjustment techniques, and parental outreach initiatives. By having an educated staff in regard to these populations will decrease the number of referrals. ELL students will be provided the same opportunity for a rigorous academic experience.

As part of the registration process, a Home Language Survey will be included in the admissions packet. If English is not the first language of the student or as the primary language spoken at home the student will be required to take an English language proficiency assessment. The student will be administered the assessment by a qualified professional within 25 days after enrollment at PCC. The standards set forth by DDOE as it relates to listening; speaking, reading, and writing will encompass the areas that will be evaluated. If the scores are not proficient in any of the categories, as determined by the DDOE the student will be deemed eligible for ELL services and identified accordingly. Annually the student will be re administered the English language proficiency assessment. Once the student is deemed proficient in accordance with the cut off scores noted by the DDOE, the student will participate fulltime in the general education classroom and will be monitored for no less than two years to ensure that their academic performance remains stable. The initial screen for migrant students will occur through a review of eSchool Plus. If the student is not checked off as a migrant student and it is otherwise unclear if they are a migrant student PCC will make a referral to the state recruiter.

b. How the school will assess and monitor the progress and success of ELL students, including when/how the initial assessment will be conducted, when/how the annual assessment of English proficiency will be conducted, and when/how the ELL students who become Fluent-English Proficient (FEP) will be monitored for the two-year period. The specific research-based instructional programs, practices, and strategies the school will employ to ensure academic success and equitable access to the core academic program for ELL, immigrant, migrant, and refugee students, including ELL program models at each grade level, newcomer programs, parent resource centers, and activities to assist with cultural assimilation. How the school will provide qualified staffing for ELL students, including all certified teachers, paraprofessional staff, and tutors who demonstrate fluency in English.

PCC will administer a Home Language Survey to all students, which will be inserted on the registration form. Students that indicate that another language is spoken at home will be given an English Language Proficiency Assessment, the WIDA ACCESS Placement Test within 25 days of enrollment. PCC will contract out services to assess and monitor the progress and success of ELL students. The contracted services will assess students annually during the first two weeks of each school year. ELLs that become FEP will be monitored for two years based on their academic performance. Students that experience academic challenges during the two-year period will receive additional instructional services through the contracted company. The contracted services will support ELL students by providing Structured English Immersion in classes when necessary. In addition to student support, the contracted services will provide

workshops for parents, parent resources and after-school tutoring as necessary and appropriate. This will ensure academic success and equitable access to core content classes for ELL, immigrant, migrant and refugee students.

5. 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 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 PCC, 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.

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.

PCC 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.

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

The uniqueness of PCC's mission, vision, school culture, and academic program is one that will appeal to highly qualified teachers from DE and surrounding states. PCC will provide advanced classes. The teachers facilitating those classes will be responsible for the instruction/extra enrichment opportunities of the gifted and talented population. PCC 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.

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

1. State the maximum enrollment *school-wide* and *per grade level* you are setting to 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.

2. 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.

Yvonne Johnson, of the Delaware PTA will serve as the liaison on the school level for Delaware schools. Public Town Hall meetings, social media, as well as advertisements in stores, supermarkets, etc, will be utilized. Delaware's population enables word of mouth to aid in the recruitment process. The majority of our student population is expected to pull from a five-mile radius surrounding the school, which includes students of all races, financial classes, and performance levels. The application and acceptance of students to PCC does not discriminate against any group.

3. Provide, as Attachment 8, the school's Enrollment Policy, which should include the following:

- a. Any admission requirements, including explanation of the purpose of any pre-admission activities for students or parents
- b. Any admission preferences in accordance with 14 Del. C. § 506(b) and how they will be used, including how the school will identify founders and how the preference to children of the school's founders will be used, if applicable
- c. To the extent practicable, each charter school shall make the timetable for its application and admissions process identical to any such timetable set forth by this Code for the operation of a public school choice program. Lottery dates (tentative) and procedures
- d. A timeline and plan for student recruitment and enrollment
- e. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers
- f. Plans to maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year per 14 Del. C. § 506 (c)(3) **See Attachment 8**

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

1. Describe the school's planned approach to student discipline

PCC 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.

2. Describe how the school will ensure 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 the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

PCC 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 PCC 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 PCC 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.

3. Provide, as **Attachment 9**, a draft of the school's discipline policy or "Student Rights and Responsibilities Manual." Guidelines regarding the development of student rights and responsibilities policies can be found at:

http://www.doe.k12.de.us/infosuites/students_family/climate/files/GuidelinesSRR1988.pdf

The policies must be in accordance with 14 Del. C. § 512(11) and should include the following:

- a. Practices the school will use to promote good discipline in the school, including both penalties for infractions and incentives for positive behavior
- b. A preliminary list and definitions of the offenses for which students in the school must (where non-discretionary) and may (where discretionary) be suspended or expelled, respectively
- c. An explanation of how the school will take into account the rights of students with disabilities in disciplinary actions and proceedings
- d. Procedures for due process when a student is suspended or expelled as a result of a code of conduct violation including a description of the appeal process that the school will employ for students facing expulsion

Pike Creek Charter Middle School, Section 3, Education Plan

- e. A plan to ensure compliance with 14 DE Admin Code 601 and 14 Del. C. § 4112 regarding the reporting of school crimes
- f. A description of the school's attendance policies (as required under 14 DE Admin Code 615—School Attendance)
- g. A written policy implementing the Gun Free Schools Act [(20 USC 4141) (20 USC 7151)] and 11 Del. C. § 1457(j) or its successor statute. Refer to 14 DE Admin Code 603—Compliance with Gun Free Schools Act.
- h. A written policy regarding 14 DE Admin Code 612—Possession, Use, or Distribution of Drugs & Alcohol
- i. The model policy on bullying required by 14 Del. C. Sec. 4112D. **See Attachment 9**

4. Describe how parents will be informed of the school's discipline policy prior to students applying for enrollment at the school.

Parents will be informed of the schools' discipline policy prior to students applying for enrollment to PCC through the Parent and Student handbook. In order for a students' application to be processed the parent and student must sign to acknowledge and agree to the policies set forth in the Parent and Student handbook.

PERFORMANCE MANAGEMENT

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

The DDOE may evaluate every charter school's performance annually and for renewal purposes according to a set of academic, financial, and organizational performance standards that 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 fulfillment of the governing board's fiduciary obligations related to sound governance.

Applicants may propose to supplement the DDOE's performance standards with school-specific academic or organizational goals.

1. Describe any mission-specific **educational** goals and targets that the school will have, per 14 Del. C. § 512(4). State your goals clearly in terms of the measures or assessments you plan to use.

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

- Literacy Target 1.1: By the end of the third year of operation and for each year thereafter, 80% of students in grades 6-8 will achieve meets or exceeds on the Delaware Comprehensive Assessment System for reading.
- Literacy Target 1.2: Students at each grade level will demonstrate growth in writing through common core writing samples that will be scored using state recommend rubrics.

Students Performance Goal #2: Students will demonstrate mastery in math literacy and problem solving skills.

- Math Target 2.1: By the end of the third year of operation and for each year thereafter, 85% of students in grades 6-8 will achieve meets or exceeds on the Delaware Comprehensive Assessment System for math.

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

- 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 Delaware Comprehensive Assessment for Science.
- Science Target 3.2: All students will participate in creating a science project that will be presented each year at the science fair.

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

- 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 Delaware Comprehensive Assessment for Social Studies.
- Social Studies Target 4.2: All students will participate in creating a social studies project representing the culture of their choice.

Student Performance Goal #5: Students will demonstrate mastery in their understanding of Physical Education Concepts.

Student Performance Goal #6: Students will demonstrate mastery in their understanding of Health and Nutrition.

2. If you are proposing to serve students at risk of academic failure, then 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 pursuant to 14 DE Admin Code 275.4.2.1.5. Charter Performance Framework

<http://www.doe.k12.de.us/infosuites/schools/charterschools/files/CharterPerfFramework.pdf> **Not Applicable - PCC is not proposing to serve "at risk" students.**

3. Describe any mission-specific **organizational** goals and targets that the school will have. State your goals clearly in terms of the measures or assessments you plan to use.

Goal:	Key Performance Measurement
Average daily attendance of students is at least 95%	eSchool attendance
95 % of students return year to year with the exception of 8 th grade graduates	Promotion rates
PCC will comply with all laws, rules, regulations and contract terms	Annual Report
PCC will be within 15% of full enrollment at the end of the school year	Enrollment
Parent satisfaction average will be rated at 7.5 or higher (out of 10)	Parent Satisfaction Survey
95 % of parents will meet or exceed their parent volunteer hours	PTA Annual Report
Teacher satisfaction average will be rated at 7.5 or higher (out of 10)	Teacher Satisfaction Survey
75 % or more of teachers will be retained (with the exception of teachers that retire or move to another state)	Annual Report
Student satisfaction average will be rated at 7.5 or higher (out of 10)	Students Satisfaction Survey
Annual Financial Audit will find no major findings (major finding are considered "deliberate act of wrong doing or reckless conduct that jeopardizes the operation of the school)	Annual Audit Final report
Each year the school will operate on a balanced budget (revenues equal or exceed expenditures creating a stable cash flow)	Financial Report

4. Describe the anticipated performance levels and academic needs of the students you intend to serve. Discuss how the school will assess all students upon enrollment.

PCC anticipates that students enrolling at the school will be performing at or near grade level. This assumption was based on the analysis of surrounding schools data. Prior to the start of school, all new students will be required to take a placement test that will determine their class levels. The placement test will consist of four sections highlighting each core content area of Math, English Language Arts, Science and Social Studies.

5. In addition to the mandatory Delaware Comprehensive Assessment System, identify the primary interim assessments the school will use to assess student learning needs and progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware and Common Core standards.

In order to assess student learning needs and progress throughout the year, students will take internally developed formative and summative assessments. These cumulative assessments will be given every 6 weeks. Interim assessments will be aligned with the specified schools' curriculum, student performance goals, the Delaware Content Standards and Common Core State Standards. Content area teams will use the scope and sequence, curriculum, Delaware Content Standards and Common Core State Standards to create assessments. Interim assessments will be turned in for approval to the Principal, who will check for alignment, one week prior to administration. Any revisions necessary will be made and finalized five days before administration.

6. Explain how the school will measure and evaluate 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.

A core practice of PCC will be using multiple sources of data to improve student achievement. PCC will use a combination of external standardized assessments and internally developed formative and summative assessments toward this aim. Assessments will be analyzed and used to evaluate student individual performance, student cohorts and the school as a whole. Student assessment data will be presented by cohort-to-cohort comparisons and value-added comparisons. Interim assessments will be analyzed once administered every 6 weeks and presented to the Board of Directors to demonstrate student progress and achievement. Individual content teachers will analyze and evaluate their class(s) assessments and present to their grade level team. Individual teachers will develop an instructional plan based on their student results. Included in these plans will be the strengths, weaknesses, re-teaching areas, enrichment areas and an outline on how the plan will be implemented. Presentations will be given to their grade level team whom will recommend revisions or best practices to utilize. Once each individual content teacher presents their data, the grade level team will collaborate to create a student achievement presentation that will be presented to the schools' administration. The grade level teams will work together to create a grade level strategic plan based on the student assessment data. Included in the grade level strategic plan will be the adjustments to intervention groups based on the student data.

Pike Creek Charter Middle School, Section 5, Performance Management

Assessment Type	Objective	How it is used	When/How Often?
Student Portfolio	Demonstrates students ownership of their own learning and meeting of academic and non academic goals	Students use to set goals. Teachers use to monitor progress.	Each Trimester
Curriculum Assessments	Provides formative & summative evaluations of students' mastery of DCS and the CCS. Assessments are aligned with the schools' identified curriculum.	Teachers & Principal use the results to identify where to re-teach, where to adapt/modify the curriculum to meet students' needs and where additional resources are needed	Several times each trimester
Projects in all content areas	Provides performance-based information on students' progress in meeting Delaware Content Standards and the Common Core Standards.	Teachers use information to identify students' progress towards standards as well as students' ability to apply skills across content areas. Students use information to reflect on their own learning and identify areas for additional practice	Several times a trimester
Classroom Pre & Post Tests	Provides formative and summative data to support the monitoring of student progress, the design of lesson plans, and remediation and enrichment activities where needed.	Principal uses information to monitor student progress. Teachers use the data to monitor student progress, design lessons, and evaluate the effectiveness of the curriculum. Additional supports are identified and implemented as needed. Parents use the reflections to identify where they can support their child's academic progress.	Throughout the year as standards are introduced and evaluated
Interim Assessments	Provides formative and summative data to monitor student progress in meeting Delaware Content Standards and Common Core Standards	Principal uses data to monitor student and school progress. Teachers use information to identify students' progress towards standards.	Every 6 weeks

PCC will send out a Data Newsletter that will highlight accomplishments, challenges and the schools' future goals. The newsletter will include the date of the open session board meeting where grade level team leads will present their specific grade level data. PCC student assessment scores will be analyzed by individual teachers, grade level teams and by the school leaders throughout the school year and longitudinally to identify trends. The Principal will ensure that staff members have the resources necessary to use data to plan/modify lesson plans to meet the needs of all students. Teachers and support specialists will collect and analyze informal and formal student assessments on a daily basis and meet weekly in grade level teams to discuss student progress.

7. Describe the information system the school will use to manage student performance data. Identify the staff member(s) who will be responsible for warehousing the data,

interpreting the data for classroom teachers, and leading or coordinating professional development to improve student achievement.

PCC will use Data Service Center (DSC) to manage student performance data.

Through DSC, teachers will have access to applications such as iTracker Pro and eSchool Plus Assessment data such as DCAS, MAP and internal assessments can be tracked through this program. Along with teacher access, parents will have access to eSchool Plus through the Home Access Center. Parents will be able to check student progress on assignments, quizzes, etc. The Home Access Center is a tool that opens communication between PCC parents, students and staff.

Teachers will enter student grades into eSchool plus within 48 hours of the assignment due date. Each classroom teacher will receive professional development on eSchool Plus. Internal assessments will be entered into DSC by the instructional staff every 6-weeks.

8. Explain the training and support that school leadership and teachers will receive in analyzing, interpreting, and using performance data to improve student learning.

PCC staff will receive ongoing training in analyzing, interpreting and using performance data to improve student learning. Teachers will participate in weekly 45-minute PLCs led by the team lead and/or the Principal that will focus on student performance data. Teachers and school leaders will use the TADa framework to analyze interpret and implement plans of data drive instruction. All teachers will have access to guides and toolkits for Phases 1-6 and will be trained prior to school opening.

9. 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.

PCC 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 Principal and school success team who will look for trends and develop an action plan to meet essential goals. The action plan will include 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 Principal and specific classroom teacher to implement corrective action at the classroom level. The Principal, 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), Principal and CREW mentor. The student will be placed in a Response to Intervention group and be required to attend after school tutoring at the discretion of the principal.

STAFFING

14 Del. C. § 512 (6)

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

1. Provide, as **Attachment 10**, a complete staffing chart for the proposed school. The staffing chart and accompanying notes or roster should identify:

- Year 1 positions with position descriptions, as well as any additional proposed positions to be added in future years
- Administrative, instructional, and non-instructional personnel
- The number of classroom teachers, paraprofessionals, and any specialty teachers
- Operational and support staff
- An organizational chart denoting the reporting structure for the proposed school

See Attachment 10

2. Based on the organizational chart provided, describe the administrative and staff structure planned for the school, including the number and types of positions and the areas of responsibility for staff members who supervise staff and programs. Explain how the relationship between the school's senior administrative team and the rest of the staff will be managed. Note the teacher-student ratio, as well as the ratio of adults to students for the school.

During the first year of operation, the PCC staff will consist of 18 positions that are listed on the organizational chart. Included in the 18 positions are 10 content teachers, a special education coordinator, and Principal, Assistant Principal, Director of Finance, Business Manager, Administrative Assistant, Nurse and Maintenance personnel. The second year of operation another administrator and 5 teaching positions will be added. The third year of operation one teaching position will be added which will put the PCC staff at full capacity. The principal will oversee content teachers, special education coordinator, assistant principal and the administrative assistant. The Assistant Principal will oversee the Physical Education and specialist teachers, nurse and content teachers. The Director of Finance will oversee the Business Manager, Administrative Assistant and the Maintenance personnel. The Principal and Assistant Principal will oversee all educational programs including but not limited to instruction, curriculum, assessments, observations and the after school programs. The Director of Finance will oversee all financial transactions including but not limited to human resources and contracts. During the first year of operation, PCC will have a 25:1 student to teacher ratio and 14:1 adult to student ratio. The second year of operation and beyond PCC will have 22:1 student to teacher ratio and a 16:1 student to adult ratio.

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. Provide, as **Attachment 11**, any personnel policies or an employee manual, if developed.

PCC will hire employees based on an at-will contract. PCC employees will sign a contract acknowledging that they are at-will employees. Along with a clause in the

handbook in **Attachment 11**.

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 teachers.

Salaries were taken from 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 PCC mission and small class sizes. Salaries will range from \$38,936 and \$70,314 based off our assumptions and Red Clay pay scale with above criteria. The school's strategy for retaining high-performing teachers is to provide teachers with manageable class sizes, a supportive administration, competitive pay, mentoring program for new teachers, dismissal of low-performing teachers and an incentive based program based off of a set criteria which may include attendance, student performance, teacher performance etc.

3. Describe your strategy, plans, and timeline for recruiting and selecting the teaching staff, including identified sources of talent and the school's plan for meeting the teacher certification requirements of the Delaware charter law, 14 Del. C. § 507, including ensuring that non-certified teachers are participating in an alternative certification program, if available. Explain other key selection criteria and any special considerations relevant to your school recruitment and selection design, including any pre-service training or onboarding procedures that prepare new teachers while providing an additional staff screening period for the school's leadership. Pike Creek Charter has developed a strategic plan for the recruitment and selection of the teaching staff. The PCC Founding Board and School Leader will begin recruitment in January 2014 using several resources such as websites, newspaper ads, and word of mouth to recruit high quality teacher candidates. The application will remain open to candidates until all positions are filled.

The timeline for hiring:

When	What
August 2013	Review final plans for hiring
Jan-March 2014	Recruiting activities for teachers
April- June 2014	Hiring of teachers for 2014-2015 School Year

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 special education prior to the school opening in September 2014. Teachers will be required to attend a full week of on boarding professional development the week prior to school opening.

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

Hiring Procedure:

Stage	Process
Stage 1	Screening, review of credentials (which includes dual certification in special education), background, experience, and references checks.

Stage 2	Interview among a panel of PCC Board Members and the Principal
Stage 3	Mock Lesson
Stage 4	Final Interview

In stage 1, all potential school personnel will provide a criminal background check clearance and child abuse clearance with the submission of their application. Potential candidate applications will be marked incomplete if any paperwork is missing and therefore will be unable to proceed to stage 2.

Dismissal Procedure:

All PCC school personnel are considered at-will employees, which mean the Principal has the authority to terminate an employees' contract at anytime with or without reason. The School Leader is responsible for providing communication and documentation to the Board of Trustees of the termination prior to ending the employees' contract. School employees that are terminated will receive a letter via certified mail and/or the Principal will personally deliver the letter of termination and will obtain signature of receipt.

4. Describe how the school will secure appropriate Delaware Performance Appraisal System (DPAS II) training for administrators and teachers and how it will assure fidelity of implementing this state-mandated appraisal system.

School Administrators and teachers will be properly trained and informed of their role in the Delaware Performance Appraisal System (DPAS II). An administrator whose responsibility is to evaluate teachers must complete and pass all training requirements before evaluating. Novice evaluators will be required to shadow five observations with the Principal before conducting observations. Teachers will be required to participate in DPAS II training in order for them to understand the process and components of their evaluation. Teachers will also be required to attend a school wide question and answer forum on DPAS II conducted by the principal to assure fidelity and understanding of implementing the state mandated appraisal system.

5. Explain how the Principal/School Leader and teachers will be evaluated each school year in accordance with the Delaware Performance Appraisal System (DPAS II), and how the evaluation will be used by the board and/or leadership. Provide, in **Attachment 12**, any leadership and/or teacher evaluation tools that you may use in addition to the DPAS II, if applicable.

The principal will be evaluated each year by the President and Vice President of the Board of Trustees using the Delaware Performance Appraisal System (DPASII). 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 Delaware Performance Appraisal System (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 Principal 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, PCC will conduct one announced and unannounced observation along with a summative evaluation.

7. Explain how the school would handle unsatisfactory leadership or teacher performance, as well as leadership/teacher changes and turnover.

PCC 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 Principal 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. PCC's administration will begin immediately pulling from their virtual bench of teachers in the event of a teacher termination. One of PCC's administrators will step into the leader's position for the interim until the board hires a replacement.

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

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, and should include the following:

1. Provide 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 teachers 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. Further professional development offerings will include the study of focused instruction that targets all learners (i.e. RTI), selected curricular programs (i.e. Pearson), technology integration and workshops on kinesthetic movement in the classroom. These offerings will be led by knowledgeable school leaders and/or external providers as appropriate.

Date:	Name of PD	Explanation
Aug	PCC Culture	Exploration of PCC Culture, what it looks & sounds like.
Aug	Kinesthetics	Implementation strategies and studies.

Aug	Curriculum	Hands on exploration of the curriculum
Aug	eSchoolPLUS	Technical walkthrough/application workshop
Aug	Data Service Center	Technical walkthrough/application workshop
Aug	Special Education	Laws, procedures, and instructional strategies
Aug	Smart Board/Smart Responder	Function/use of the smart board and smart responder. Effective implementation strategies.
Aug	Crew	Defining, and role playing the CREW objective
Aug	Professional Learning Communities	Structure, expectations, and measurable outcomes
Aug	Positive Behavior System (PBS)	Introduction and development.

2. Include the expected number of days/hours for professional development throughout the school year, and explain how the school's calendar, daily schedule, and staffing plan will be structured to accommodate this plan. Note when teachers 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 2:30-3:40. 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 45 minutes of PLC once a week. Common planning will be used for collaboration across content areas, analyzing student data and discussion about current grade level challenges.

3. Explain how professional development will be aligned with the interim (e.g. classroom, diagnostic, formative) assessment 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.

4. Explain how the professional development program will be evaluated to assess its effectiveness and success.

Professional development will be evaluated to assess its effectiveness and success through a four-tier model. The first tier is reaction, where teachers are reacting through participation in the session. The second tier is understands, the teachers are reacting and understanding the information so that they are able to interact, participate and answer questions. The third tier is implementation. The fourth tier is results; teachers are seeing results from the implementation of the concept introduced in professional development. The fourth tier, results, will be a goal for PCC professional development.

GOVERNANCE & MANAGEMENT

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

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

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation in **Attachment 13**. 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 teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs, and educationally related programs offered outside the traditional school year. Attach any board policies that have been developed in **Attachment 13** as well. Provide, as **Attachment 14**, the completed and signed Statement of Assurances.

See Attachment 13 and Attachment 14

The Organizing Corporation is the Pike Creek Charter, Incorporated ("PCC"). PCC 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

Organizational Chart [14 Del. C. § 512 (1), (2) and (6)] Provide, as **Attachment 15**, organization charts that show the school governance, management, and staffing structure in: a) Year 1; and b) at full expansion. **See Attachment 15**

The organization 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/teacher councils), and any external organizations that will play a role in managing the school. The organization charts should also present clear lines of authority and reporting within the school. 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 school administration will be managed.

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 the Pike Creek Charter ("Governing Board") supports a governance philosophy where the Governing Board makes broad policy decisions based on the school's mission and goals. The Governing Board has an advisory role, focusing on productivity and results. Each Governing Board member brings value to PCC through active participation and works to sustain cooperation and harmony between School Management and the Governing Board. The Governing Board will focus on accountability; they will always know where we are presently in meeting our

goals, where we need to be to meet our goals and the best strategy to meet our goals. The Governing Board's success in part, depends on building a trusting and supportive organizational culture, which is results oriented. Lastly, we recognize that the success of the PCC lies in part in our ability to govern with skill and commitment to PCC's purpose and involvement in the student's education.

2. Structure, Roles, Composition. Describe the governance structure of the proposed school, including the primary roles of the governing board and how it will interact with the school Principal/School Leader and any advisory bodies. 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. Describe how the board will ensure representation by a teacher 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). List all currently-identified board members and their intended roles, and summarize their interests in and qualifications for serving on the school's board. Explain how this governance structure and composition will help ensure that: (a) the school will be an educational and operational success; and (b) there will be active and effective representation of key stakeholders. In **Attachment 16**, provide a completed and signed Board Member Information Sheet for each proposed Board member.

PCCS will operate with a Governing Board of not less than seven (7) and not more than ten (10) voting members, including a Community and parent representative of potential PCC student.

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 Principal and oversee the Principal in carrying out the school's mission;
- To set and oversee policies for academics, finance and operations that support the goals that the proposed school has set forth for its students and community;
- To steward private and other investors necessary to meet the revenue targets of the school; and
- To foster meaningful relationships and partnerships that will support the schools' students, school leadership and integrate the school within the surrounding community;
- To oversee finances: set budget, compensation strategy and internal controls, policies and procedures; and
- To develop and initiate strategic planning initiatives.

The School Leader and Director of Finance 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 school leader annually based on set criteria.

PCC's Governing Board includes:

- Twelve individuals with diverse professional experience in education, professional development, fundraising, finance, social service, strategic planning, community engagement and public education administration.
- The powers and duties of the Governing Board are to operate the PCC and to conduct all permissible activities necessary to create, establish, and operate the PCC to provide 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 the PCC. The Governing Board may delegate such powers, as it deems necessary.
- The Governing Board will also include a grade level team leader as the teacher representative of the Governing Board. The grade level team leader will be selected by the Principal prior to the start of the school year and will serve a two-year term.
- The Governing Board will also include a parent representative from one of the PCC students. The President of the Parent Leadership Council will be the parent representative on the Governing Board.

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 Governing Board will ensure representation by a teacher from at least one of the charter schools operated by the Governing Board as set forth in PCC's Bylaws. In addition, the Governing Board will have at least one parent of a student enrolled in PCC as set forth in the PCC's Bylaws. Currently, we have a potential teacher and potential student's parent on the Governing Board.

The following individuals from the founding board have been identified for PCC's Governing Board of Director's upon the school's first year of operation:

Michael Smith	Eric Pugh	Steven Taylor	Alfred Sowden
Thomas Hearn	Renee Zak	Katherine Sookhoo	Brooke Balan

See Attachment 1 and 16 for the individuals' interests, qualifications and intended roles.

The attached governance structure and composition will ensure that the school is educational and operational through the checks and balance system of the board of directors, sub-committees and school's leadership/management team. The hierarchy level 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 and wellness collaboration to the whole school and community. Also, through their neighborhood associations, the above

proposed governing board members will be able to address the concerns of the community.

3. Board Continuity. 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 Governing Board, or Initial Directors as set forth in PCC's Bylaws, will serve until the first annual meeting at which time the Directors shall be selected by the members. The Governing Board will have a strict screening process to ensure that the successor members support the goals and purposes of PCC. At the first annual 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 year 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 fill PCC's agenda. 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 certified teacher at the PCC and a parent of a current student.

4. 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 Governing Board members have been 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, diversity issues, 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.

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

5. 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 17**

6. Board Expansion. Explain the plan for increasing the capacity of the governing board. How, and on what timeline, will new members be recruited and added? What kinds of orientation or training will new board members receive? 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 increase its capacity by recruiting new members to assist in the formation of PCC by constantly networking and attending community events to find those individuals who are qualified and willing to assist with the formation of the PCC board. PCC would like the Governing Board to reflect a true representation of the community we serve. All Governing Board members will receive training through DDOE. All board members will comply with any statutory and regulatory requirements related to their training and will verify compliance with the appropriate agency and Governing Board. Successors will also receive an orientation from the Governing Board to ensure that they understand the roles, responsibilities, and goals of PCC.

7. Board Improvement Describe how the board will evaluate itself and what steps it will take to continually improve its capacity to govern.

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 Principal to evaluate the Board Members and the overall work of the Governing Board, rooting their analysis in the PCC's 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 chair and/or 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 PCC and achieve its mission at the highest possible level.

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

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 teachers (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

The Governing Board will consist of six committees that will be commissioned by and accountable to the Governing Board. The following committees will be established: **1. Finance Committee:** will work with the School Leader and 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 School Leader and Director of Finance and Operations shall

assist the Finance Committee. The Finance Committee will consist of the treasurer of the board, School Leader, Director of Finance and Operations, and additional 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 Chair of the Board and other board members that are appointed.

3. Development Committee: will assume the primary responsibility for raising non grant funds to support the Charter School's mission. The Development Committee (including the chair of this committee) shall be appointed by the Chair of the Board.

4. Academic Accountability Committee: will assume the primary responsibility for working with the school leader 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 measures to monitor these goals. The Academic Accountability Committee will consist of the school leader, 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 PCC 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 PCC parents, students, board member(s), School Nurse, Physical Education/Health Education Teacher and an administrator.

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

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.

Describe the types of corporate or school documents that will be available to parents free of charge and how those will be made available. **See Attachment 25**

PARENT & COMMUNITY INVOLVEMENT

14 Del. C. §§ 512 (1) and (6)

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, Pike Creek Charter has also reached out to community members through a town hall meeting and coffee mixers. We have empowered parents and community members to be involved by attending these events and voicing their questions and concerns. Parents and community members submitted questions prior to the town hall meeting that were used in the creation of the meeting's presentation.

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 a town hall meeting at our proposed location, a website for a web based platform, a Facebook page and an petition. Promoting the town hall meetings have come from social media, literature drops, an email campaign and exposure in the News Journal and Hockessin Community News. For the post-approval community engagement, PCC anticipates hosting regularly scheduled town hall meetings as well as maintaining an up-to-date website to keep the 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 PCC.

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 the school will seek or offer to parents.

PCC will inform parents of required volunteer hours during the application process. The Board believes that parental involvement will enhance the success of the School. PCC will have a Parent Leadership Council and 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 school leader and Board of Directors. The Parent Leadership Council will engage the community in events led by PCC 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.

4. 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. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student learning opportunities. Provide, as **Attachment 18**, 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.

Below is a list of current partnerships and resources for students and parents that PCC 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. **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. 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.
- 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.
- d. **Enduro Fitness:** We are partnering with Enduro Fitness which has offered to provide community boot camps once a month, monitor student nutrition plans and offer complimentary training for club sports.
- e. **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.
- f. **Delaware High Schools:** We will partner with all Delaware High Schools as part of our eighth graduation requirement. PCC will host a high school fair at our school to provide students with options that best fit their educational goals. **See Attachment 18**

START-UP & OPERATIONS

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

1. Start-Up Plan. Provide, as **Attachment 19**, a detailed start-up plan for the school, specifying tasks, timelines, and responsible individuals. Also complete the Start-Up (Year 0) Budget in the Budget Sheets (**be sure to complete all pages in the Budget Sheets, and provide as Attachment 21**). **See Attachment 19 and Attachment 21**

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, and provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide transportation, or a combination thereof). In addition to daily transportation needs, describe how the school plans to meet transportation needs for field trips and athletic events.

PCC will provide bus transportation for students that live more than one mile from the school and are located in the 5 mile radius. Once approved, PCC will accept bids from local bus companies to contract for transportation needs. The PCC 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. PCC will provide transportation for field trips and athletic events using the contracted school bus company. PCC 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.

3. 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. **See Attachment 26**

4. Lunch/Breakfast. Describe the plan for providing meals to students, including homeless students and other students eligible for free and reduced lunch. If the school plans to

participate in the National School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services to be provided. PCC will provide students with healthy and nutritional breakfast and lunch options daily. The Wellness Committee will oversee the monthly menu that students will choose as part of their health class. Each month, one health class will be given the opportunity to make healthy choices by choosing the menu items for the following month for the school. Homeless students will be eligible for free breakfast and lunch through homeless funds set aside in the LEA grant. Title I students will be eligible for free and reduced lunch and will provide proper paperwork in advance. PCC will participate in the National School Breakfast/Lunch program and will contract with Revolution Foods. Along with providing meals, Revolution Foods has offered to lead a monthly assembly that will educate our students on nutritional values and the importance of healthy options. In addition to food service and nutrition assemblies, Revolution Foods will provide assistance in obtaining a salad bar and school garden through their grant programs.

5. Insurance Coverage. Provide, as **Attachment 20**, 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 for further information on liability protection for public schools in Delaware.

See Attachment 20

6. 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). PCC 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 PCC 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 developments each year. Additional professional development may be provided throughout the year if necessary for full implementation.

FACILITIES

14 Del. C. § 512 (8) and (12)

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

The proposed school location will need outfitting based off its current layout. Currently, the location is a swim and fitness center. The rooms will need to be configured into classrooms. We will be keeping the pool as part of the education and fitness plan. In terms of floor plans, the building won't require a large outfit. The classrooms will be each be 18ft. by 34ft. with reinforced walls put up in between them with doors. The current owner is already replacing all old efficiency equipment before rental terms begin. The anticipated outfitting will start during year 0 and will continue until max capacity in year 3. We will be keeping the gymnasium, as it is an iatrical part of our mission and education plan. There is piece of land right behind the proposed location that we intend on asking New Castle County to use in exchange for taking over all maintenance costs. We'll be able to outfit the building with classrooms on the first and second floor and will eventually be able to outfit a lunchroom once enrollment is at full capacity. We feel that the lunchroom is an important part of our school due to the mission of promoting healthy eating habits to link with the physical activity.

2. If the applicants have identified a facility, identify where the school will be located (including county location and any other location specifics) and provide either floor plans or a description including, at a minimum, the number and size of the classrooms, common areas, administrative areas, recreational space, any community facilities, and any residential facilities. Explain how the facility will meet the needs of students and provide an assurance that it will be accessible to students with physical disabilities. **See Attachment 29**

The building will be located at 4905 Mermaid Blvd., Wilmington, DE 19808. This is currently Pike Creek Swim and Fitness. They plan to move to another Pike Creek location and rent the building to us with the intent to purchase in the second five-year plan for the charter. As mentioned above, the classrooms will be 18 by 34. There will be a total of 15 classrooms. Classrooms will be located on the first and second floor. Please see attached floor plans for additional dimensions for the pool, gymnasium, locker room, offices and common areas. The facility is built to meet the needs of students through its accessibility of two separate stairways and an area zoned for an elevator. The zoning area for the elevator will allow PCC to have an elevator put in to assist students with disabilities. The building is ideal for a school with our mission. The building can be utilized to fulfill our mission and give students the opportunity to achieve satisfaction educationally and physically.

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

The school has held early preliminary lease to purchase terms based off approval from the DDOE. The current owner has agreed to implement rental terms that grow as the

student population grows. We base our cost for rent off of 15% of total expenditures. We negotiated these terms based off conversations with Jed Desmond of Wilmington Charter and Greg Meece of Newark Charter agreeing that rent should account for 15% of the total budget each operating year. The current owner has agreed to structure lease terms so that rent will grow based off 15% of our total revenues each year until we reach full capacity then pay the additional amount to make up for year 0 and 1 during low student years.

4. To the extent that the facility will require renovation or 'build out,' describe those plans, including anticipated timing and cost. Ensure that all costs are included in the budget. Upon approval we will start renovations June 2013. The current owner will begin moving out of part of the building as the build out continues. The build out will be scheduled to stagger as the school grows in size and capacity. We anticipate the majority of the building happening from day 1. We have contacted Emory Hill, Whiting Turner and Bancroft for outfitting costs. Based off initial findings, the building won't require a large build out. The majority of the build out will entail putting up walls, doors, paint and updating building per school permits. We anticipate total cost of renovations being \$600,000 with half of that coming in year 0 right after approval.

5. Describe the organization's capacity and experience in managing facility acquisition and build-out and/or renovations, as applicable.

A member of our founding board will be able to handle all responsibilities through his experience as Business Manager/Site Manager for Modular Home Construction Company. His day-to-day activities encompass all components needed to manage facility acquisition, build-out, and/or renovations.

1. If a facility has not been selected, 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. **Not Applicable- PCC has a proposed location.**

2. 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. PCC will provide a Certificate of Occupancy to the Delaware Department of Education on or before June 15, 2014.

BUDGET & FINANCE

(No limit to budget narrative; include as a separate document)

14 Del. C. §§ 512 (8) and (9)

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 and payroll through the designated Director of Finance and Operations. There will be an independent audit that will be done by a 3rd party that we allotted \$25,000 a year.

1. **Budget Sheets.** Submit the Charter Application Budget Form in the Budget Sheets (provide the completed Budget Sheets as **Attachment 21**, **be sure to complete all pages in the Budget Sheets**). Please submit two budgets –

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

See Attachment 21

2. **Budget Narrative** (provide as **Attachment 22**):

- 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.
- b. **Anticipated 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?
- 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 22

3. **Audits.** Describe the financial controls 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 Title 29, Chapter 69. 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.

PCC will follow the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures. Funds will be deposited into the school's state account by direct deposit and be managed by the Director of Finance and Operations. Pike Creek Charter's financial reports will be posted on the school's website on a monthly basis, following board approval. The Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education.

