

DELAWARE CHARTER SCHOOL

RENEWAL APPLICATION:

Response Report

November 15, 2018



KUUMBA ACADEMY

1200 North French Street,

Wilmington, DE 19801

Phone: (302) 660-4750

www.kuumbaacademy.org

Overview

Thank you for the opportunity to formally respond to the items discussed with the Charter School Accountability Committee on October 24, 2018 in response to our request for a 5 year renewal to continue to serve 700 students in grades K - 8. As a result of the discussion and subsequent report received on November 1, 2018, KACS has prepared a formal written response to address the remaining inquiries from the Charter School Accountability Committee.

Organizational Performance

1. Educational Program: Submit the Body Safety Curriculum; where is the school in selecting this curriculum and when the school will approve this curriculum.

School level response: *KACS will review the 4 available curriculum recommendations from Mr. Brian Moore for the Body Safety Committee. By Spring 2019, the Instructional Leadership team under the direction of the director of instruction and school principal will make a formal recommendation for the Body Safety Curriculum in preparation for implementation in September 2019 for students in grades K-6.*

2. Educational Program: See Appendix 1 for review notes from DOE's Curriculum, Instruction and Professional Development workgroup.

School level response: *KACS has reviewed and responded to DOE's recommendations and expectations in ELA and Math. Please find detailed information on page 2 and 3 of the response report.*

3. Students with Disabilities: Plans on modifying the curriculum in Setting B

School level response: *KACS currently provides setting B support for qualifying SPED students in grades k -8. As required by law, setting B includes access to the same curriculum as our general education students which include EL curriculum for ELA and Eureka math curriculum for mathematics. Setting B teachers build in additional scaffolding to support our students in accessing the same high-quality rigorous curriculum as their general education peers. KACS has updated the language in our original charter application submitted on 10/1 to include the correct description of our existing setting B program which includes scaffolding for all students. The corrected language is included in Appendix 1 attached to this report.*

Financial Performance

NOTE: For both the 100% and 80% Budget: reflecting inflationary factors, enrollment projections, increasing cost for rent/lease, etc.

4. Resubmit the revised 100% Budget with any changes or additions

School level response: *KACS has updated the budget sheets as requested.*

5. 80% budget projections:

School level response: *KACS has updated the budget sheets as requested.*

English/Language Arts:

Overall Evaluation:(select one by highlighting yellow)

- Meets expectations
- Partially meets expectations
- Does not meet expectations

Commendations:

- The school has adopted the Expeditionary Learning curriculum resources. This resource is rated highly aligned to state English Language Arts/Literacy standards.

Recommendations:

- Send a representative to monthly Literacy Cadre and/or Literacy Coalition Meetings
- When planning – layer questioning routines and practices on to reading routines to maximize the impact of text dependent questions.
- Support professional development regarding the design of an effective independent/choice reading program that promotes reading for enjoyment. The implementation of classroom libraries will assist in this endeavor.

Expectations:

- Ensure teachers plan and deliver lessons around Tier 2 high utility words.
- Engage students in supported reading structures during reading in class. Reading routines such as reading guides, partnered reading, and reciprocal teaching can provide comprehension support while still asking students to do the reading themselves.
- Ensure students are writing every day in every content area for a variety of purposes, tasks, and audiences. Lessons often have students engaged in writing centered around text. Be sure students are also engaged in larger writing tasks that encompass the full depth and breadth of the writing standards.

School level response to Recommendations/Expectations:

- KACS currently sends a staff member to both literacy cadre and literacy coalition meetings to stay abreast of critical information at the state level
- KACS conducted professional development around deeper instruction practices as it relates to literacy. Specifically, around pre-reading strategies, questioning during reading, and post reading, writing connections.
- KACS provided all staff members with book resources to build classroom libraries. New teachers were provided PD on how to organize classroom libraries. K-8 students participate in accountable independent reading daily in order to build reading volume as outlined in CCSS. KACS now implements weekly school wide DEAR to promote reading for enjoyment.

- The EL curriculum intentionally builds in Tier II high utility words. Teachers unpack learning targets with students in all grades and subject areas to ensure students have an understanding of high utility words
- KACS has outlined expectations for literacy instruction which includes: reading routines such as reading guides, partnered reading, and reciprocal teaching can provide comprehension support while still asking students to do the reading themselves. Additional information on this can be found in the Curriculum and Instruction Manual **Appendix 2a** from our 10/1 application.
- The EL curriculum fully teaches all writing standards as outlined in the Common Core. The third unit of all ELA modules is dedicated to the writing process: students are guided to the production of a high-quality piece of writing: including, but not limited to narratives, opinions, informational text, analytical essays and arguments.

Math:

Overall Evaluation:(select one by highlighting yellow)

- **Meets expectations**
- Partially meets expectations
- Does not meet expectations

Commendations:

- The school has adopted Eureka Math, which is a highly rated resource per Ed Reports and aligned to Delaware State Standards.

Recommendations:

- Send a representative to monthly Math Cadre meetings. In addition, attend any statewide Eureka trainings for continued growth in working with the Eureka program.
- There is a curriculum map included in the Eureka resource. It outlines units by standard and provides a suggested number of days (170-180). Construct grade level pacing guides to guide teachers by incorporating some "flex days" where teachers are able to reteach or extend concepts. The Eureka schedule does not allow for much flexibility.
- Include Tier 2 and Tier 3 resources in a curriculum guidance document. As per Ed Reports, Eureka provides limited scaffolding and strategies for clarifying misconceptions or for reteaching. Consider using the CRA (concrete-representational-abstract) approach to support conceptual understanding (noted in DDOE site visit report.)
- Note that usability for Grades 6-8 is rated yellow in Ed Reports. Areas such as questioning, use of technology, scaffolding concepts, and formative/summative assessments should be addressed in a curriculum guidance document to support teachers.

Expectations:

- Provide guidance documents for bringing the Standards for Mathematical Practice "to life." Eureka has these practices embedded in the program, however, as noted in the DDOE site visit report, teachers need to make these practices visible.

School level response to Recommendations/Expectations:

- KACS currently sends a staff member to math cadre meetings to stay abreast of critical information at the state level
- KACS has pacing guides established for every grade level which include flex days to address student needs
- KACS uses a google file to store and share Tier II and Tier III resources.
- Teachers meet in weekly data meetings in order to determine misconceptions and necessary reteaching lessons in grade level teams.
- Professional development has been created for deeper instruction practices in math, including questioning and scaffolding higher level concepts. This PD will be held full staff in December.
- KACS has an established instructional leadership team who is charged with planning and prioritizing professional development for teachers in ELA and Math. This team has developed expertise in use of technology, scaffolding and bringing the mathematical practices “to life”. This will be codified and added to the instruction and assessment manual in the form of a guidance document in 2019.