

Charter School of New Castle



School-Wide Plan

Note: Charter School of New Castle was renewed for another 5 year term and information listed below were highlighted in our renewal document, our ESSA School Success Plan and our continuous improvement plans. We aim to closely monitor the goals listed as we receive our annual reports over the course of the next 5 years until our next renewal cycle.

2024 – 2029

Grades K – 8

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1. Describe your vision and mission for meeting academic, career, and personal needs of students.

- Our **Vision** is Charter School of New Castle is a K-8 institution serving 760+ students. We are dedicated to acknowledging the learning differences of each individual child and nurturing the uniqueness of each family structure. We offer rigorous instruction directly aligned to the Common Core State Standards. One of our distinctive features is a targeted focus on reading, math and character development. Within our daily structure, we have created routine systems which allow additional instructional time in these focus areas. Additionally, we have two counselors who monitor and oversee the social and emotional needs of all students. We are committed to ensuring that students receive both the academic and personal skills needed to be college and career ready. We believe that the key to success is establishing clear systems and routines. From arrival to dismissal, students are expected to maintain the expectations of a guiding structured environment.
- Our **Mission** is to acknowledge the learning differences of each individual child and nurture the uniqueness of each family structure.

2. a. List major needs you identified in your strategic planning.

2024 and on: Our strategic academically planning has been primarily designed for continuous tracking progress and monitoring. The instructional leadership team has looked closely at several key areas noted below and have created a plan to track progress across the course of 3-5 years and make adjustments accordingly. It is our goal the following plan will continue to demonstrate student progress and academic growth.

Academic Updates for Our 5 Year Renewal Plan

To recap, Charter School of New Castle submitted an action plan to the DDOE post Covid-19 reflected in the 2019-20 & 2023 annual report and many of the steps identified are still in progress. As we review the steps taken, the current plan in place will help us to meet expectations in the areas of academic progress and achievement. Each year the goal is to demonstrate growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Smarter Balanced Proficiency: (see grades noted above) As a charter school our mission is to provide a high quality education. We will achieve this goal by making steady gains each year in proficiency. In addition, we will work to decrease the number of students scoring in the well below range and focus on consistent academic gains to move more students towards proficiency. Reading/ELA: One important step in this continuous plan and process is to increase the number of students that are reading on grade level as measured by quality assessments for example like (Fountas and Pinnell, DIBELS, MAP/I-READY diagnostic and STAR Renaissance).

One of our internal goals is to see 10% growth of students on reading level each school year specifically in our foundational grades (K-3). In addition, we will continue to identify reading gaps in grades 3 - 8 by looking closely at standards not mastered and skill deficits listed in the assessments noted above. From there, we will continue to more tutoring support, small group interventions and additional targeted instruction. Ultimately, this will aid in improving the reading skills needed to be proficient on the state assessment; but also to become better readers, writers and learners.

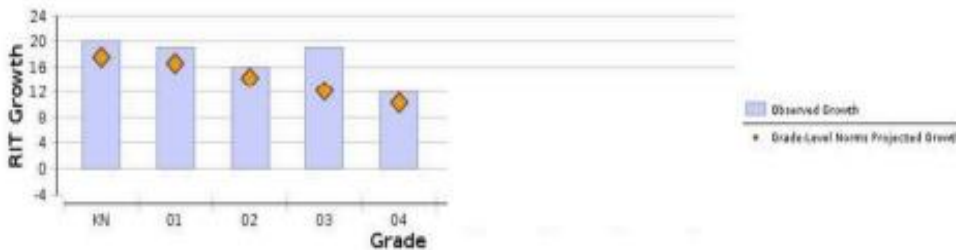
Lastly, all students in grades K-8 take the NWEA MAP assessment to ensure they are making adequate yearly progress. In addition, all of these assessments serve as a data point to place students in RTI/MTSS/WIN tiers. Data from these assessments are then used to drive instruction. As stated before, our curriculum is common core aligned (Eureka Math, I-READY, Amplify). The pacing chart and scope and sequence intentionally include the SBAC priority standards. During the PLC and weekly planning meetings, teachers alongside leaders are analyzing student acquisition of the standard mastery and creating response plans in order to ensure that students are regularly accessing and mastering the standards. Additionally, after students take the state-approved interim assessment (IABs), the data analysis cycle continues and we look for alignment across all these informative vehicles towards mastery of the standards. This process is also utilized for the Next Generation Science Standards and Social Studies.

All of the above will continue to remain part of the steady plan to shift approaching expectations to meet expectations.

Data Growth Summary - Math When comparing the achievement percentiles for NWEA/MAPS we have seen the following areas of growth for the 2023-2024 SY:

Charter School of New Castle																
Math: Math K-12																
Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth Evaluated Against								
		Fall 2023			Spring 2024			Growth		Grade Level Norms			Student Norms			
		Mean RIT Score	Standard Deviation	Achievement Percentile	Mean RIT Score	Standard Deviation	Achievement Percentile	Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
KH	41	138.0	10.1	44	168.5	9.1	61	20	1.3	17.6	0.84	80	31	31	91	63
01	73	163.6	10.3	14	172.2	12.1	26	19	1.3	16.5	0.83	80	73	44	60	66
02	79	167.6	13.4	19	185.7	15.4	18	16	1.1	14.3	0.78	78	79	47	59	58
03	89	189.2	13.6	8	199.9	12.6	38	19	0.8	12.2	3.12	99	89	71	80	81
04	72	186.7	13.4	3	196.4	14.6	5	12	1.1	19.3	0.78	78	72	35	49	44

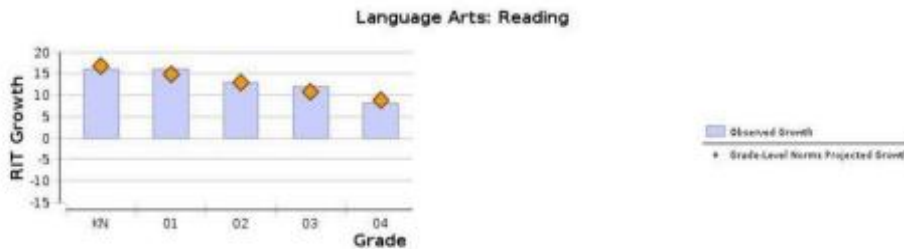
Math: Math K-12



Grades K - 4 observed growth ranging from 12-20 points in year 2023-24 SY. In the student norm section in Grades K - 4 the number of students with growth projections vs. the number of students who met their growth was above 45%. 3rd grade, which is a critical grade for student learning in the state of DE observed 80% of students meeting their growth target. Our goal will be to continue to encourage growth in each grade focusing on core skills and development. Previous years 2022-2023 SY the growth results was the following (Grades K - 4 observe growth of 5 - 19 pts on average). We have observed a successful rebound in 2023-2024 SY as noted above.

Data Growth Summary - Reading Grades K - 4 observed growth ranging from 2 - 16 points on average. In the student norm section the number of students with growth projections vs. the number of students who met their growth was over 45-50%. Grade 3, which is a critical year for students and a current focus in DE observed 57% of students meeting their growth projection and were acknowledged for their growth in Delaware assessment reports.

Charter School of New Castle																
Language Arts: Reading																
Grade (Spring 2024)	Total Number of Growth Events	Comparison Periods						Growth		Growth Evaluated Against						
		Fall 2023			Spring 2024			Observed Growth	Observed Growth SE	Projected School Growth	School Conditional Growth Index	School Conditional Growth Percentile	Number of Students With Growth Projections	Number of Students Who Met Their Growth Projection	Percentage of Students Who Met Growth Projection	Student Median Conditional Growth Percentile
K01	53	134.5	9.3	34	159.2	11.5	20	16	1.4	16.7	-4.48	35	53	25	47	43
01	94	147.9	13.3	7	154.3	14.0	13	16	1.2	14.7	5.02	74	66	35	33	54
02	83	164.7	15.8	12	177.8	14.9	14	13	1.0	13.0	5.04	52	38	39	49	40
03	89	156.2	14.8	19	191.8	15.9	23	12	1.0	16.5	6.38	65	89	51	57	54
04	87	156.0	17.9	5	193.0	18.9	5	8	1.5	8.8	-6.39	35	67	38	45	34



In previous years 2022-2023SY we observed 3 - 14 pts of growth on average in Grades K - 4. The percentage of students that have met their growth target in Grades K - 4 was between 20 - 41%. As noted above, we observed an immediate increase in students meeting their growth targets in SY 2023-2024 which (21 - 47%) and all grades above 41% this school year. (Note: growth for MS was above 60%; the Spring test only includes students who didn't meet their growth targets during the winter testing; not sure how you wanted to speak to this; we could just include a line about it)

Data-Growth: Grades 5-8 (I-Ready and MAP)

Alongside increasing student proficiency on the Smarter Balanced exam annually, we also aim for students to meet their individual growth targets on as student growth data is as important to track and respond to as the overall proficiency outcomes. Each year, it is our goal for at least 50% of students to meet or exceed their individual growth targets on the identified assessments, Map/NWEA and, more recently, I-Ready. In mindfulness of student testing stamina and the inundation that happens with middle school tested grades in the spring, students who meet their initial growth target during the winter administration of MAP/NWEA do not need to take the exam during the spring assessment. However, due to it's alignment with the Smarter Balanced, all students are administered the I-Ready assessment three times a year (Fall, Spring, Winter).

As noted in the above image, we aim daily for over 50% of our students to meet their individual growth target in order to determine student success towards mastering concepts, students engage annually in three diagnostic assessments from I-Ready which cover the breadth of the standards as well as weekly/bi-weekly standard mastery assessments. Student performance on the standard mastery assessments are used to determine areas of mastery and needed areas of reteach. In order to control for over-testing with the middle school grades, the NWEA/MAP assessment is used as another data point but only issued twice in the school year. Students who meet their individual growth goal in the Winter assessment, do

not retake the assessments. Those who do not meet their goal, take the Spring assessment. ELL: We are still taking steps to participate in training with our DDOE partners and utilizing best practices or resources provided to support our ELL goals. We are still partnering with the Reading Assist program to support certain reading needs, we have a dedicated ELL instructor that uses the WIDA/ACCESS data to support students k-8.

The curriculum Imagine Learning has assisted in closing some known gaps and exposing students to new skills to support with reading. All of the above steps are also in place for our ELL students in addition to more targeted support as noted with our Imagine Learning program. Our ELL students also benefit from the strategic responses we have highlighted above to increase student growth and proficiency in ELA/Math.

SBAC Results 2018 - 2024

SBAC ELA	State	State	State	State	State
	2018-19	2019-2020	2021-2022	2022-202	2023-2024
3rd	31%	31%	Covid Data	21%	36%
4th	49%	49%	was not	29%	28%
5th	38%	38%	used -	21%	32%
6th	43%	43%	State had	25%	29%
7th	40%	40%	suspended	32%	39%
8th	40%	40%	data	28%	41%
Average	40%	40%	tracking	26%	34%
SBAC MATH					
	2018-19	2019-2020	2021-2022	2022-202	2023-2024
3rd	44%	46%	Covid Data	23%	48%
4th	60%	62%	was not	25%	15%
5th	38%	41%	used -	12%	9%
6th	24%	23%	State had	9%	19%
7th	28%	28%	suspended	11%	21%
8th	33%	34%	data	11%	11%
Average	38%	39%	tracking	15%	21%

Target Population: All

Needs: **Writing Focus**

- K-2 Text Based Responses (text based answers)
 - Is this the best answer with text evidence?
 - Paragraph Structure
- 3-4 Comprehension & Response (RACE)
- 5-8 Comprehension and Responses (RACE) for OEQ and essay development

Input Method (survey, focus group, program inventory, interviews, etc.): Student Work/SBAC Responses

<p>Root Causes: Student need more practice, “at bats” and exposure to strong curricular practices and quality of feedback to students. Teachers need to intentionally target essay components in regular instruction.</p> <p><i>The school continues to focus on elements of writing to address the root causes above. Feedback to student students regarding essays and writing structures should improve with consistent focus on writing.</i></p>
Data: Exit Tickets
Data Sources: Exit Tickets
<p>Desired Program Outcomes:</p> <p>K-4 Increase - in accurate responses on SBAC</p> <p>5-8 Increase in accurate responses on essay development</p>

Target Population: All
<p>Needs: Reading Comprehension</p> <ul style="list-style-type: none"> • K-4 Using text evidence and mastering the basic STORY elements with fidelity. • K-4 Responding to Error – Teachers recognizing that students are not providing a quality RETELL • K-8 Using Data in Moment to Remedy Errors and Student Mastery of Standards • 5-8 Weekly content meetings to review student data; responding to data in the moment
Input Method (survey, focus group, program inventory, interviews, etc.): Student Work/SBAC Responses
Root Causes: Lack of Consistent Academic Practices, Lesson Plan Deficiencies, Lack of Recording of Student Error (PE, C, L)
Data: Fountas & Pinnell (BAS system); Exit Ticket
Data Sources: Fountas & Pinnell (BAS system); Exit Ticket
<p>Desired Program Outcomes:</p> <p>K-4 We should see the errors addressed in the BAS system. Meet their component V goals. Increase of students reading on grade level and reaching their independent levels year to year</p> <p>5-8 ELA teachers consistently track and respond to data in a cyclical manner. In order to improve this process, we added a third action plan cycle to ensure that the practice of responding to interim assessments happens immediately in the beginning of the school year. In addition, teachers meet weekly with school leaders/coaches to ensure that lessons are aligned to the breadth of the standard and to respond to any learning gaps shown in the data.</p>

Target Population: Elementary School
<p>Needs: Reading Comprehension</p> <ul style="list-style-type: none"> • K-4 Using text evidence and mastering the basic STORY elements with fidelity. • K-4 Responding to Error – Teachers recognizing that students are not providing a quality RETELL
Input Method (survey, focus group, program inventory, interviews, etc.): Student Work/SBAC Responses
Root Causes: Lack of Consistent Academic Practices, Lesson Plan Deficiencies, Lack of Recording of Student Error (PE, C, L)
Data: Fountas & Pinnell (BAS system)
Data Sources: Fountas & Pinnell (BAS system)

Desired Program Outcomes:

K-4 We should see the errors addressed in the BAS system. Meet their component V goals. Increase of students reading on grade level and reaching their independent levels year to year.

Target Population: All

Needs: **MATH**

K-2 Increasing Math Fluency

K-8 Using Data in Moment to Remedy Errors and Student Mastery of Standards

K-8 Teachers will be using a clip board with power standards/scope and sequence –

K-4 PLC - Moving to another unit – did students master the standard before moving forward and it will be discussed at the PLC

5-8 Weekly meetings to review student data; responding to data in the moment

Input Method (survey, focus group, program inventory, interviews, etc.): Teacher feedback, student referrals, e-school and walk-through rubric

Root Causes: Consistent implementation of school system

Data: Walkthrough Data

Data Sources: MAP; Weekly Exit Tickets; Teachers creating an exemplar to test mastery

Desired Program Outcomes: Walkthrough Data (increase) MAP – Growth Targets & Student Data increases and exit ticket analysis.

Target Population: Tier 3 and Tier 2

Needs: **Response to Interevention**

K-4 **Tier movement and analyzing at every cycle.** Teachers need to own and identify which student Following F&P and IA – teachers will analyze students and move names based on data outcomes. Consistent group creating for small group pull out.

5-8 RTI groups will be restructured at the end of each cycle using data gathered from assessments

Input Method (survey, focus group, program inventory, interviews, etc.): EASY CBM

Root Causes: Accountability Structures/Holding Teachers Accountable to Following Schedule
Calendaring Analysis Days

Submit Groups to Leadership Team

Data: EASY CBM; Freckle/online program

Data Sources: MAP; Weekly Exit Tickets; Teachers creating an exemplar to test mastery

Desired Program Outcomes: 10-15% Fluid Movement from Tier 3 – Tier 2

- School Connectedness, Family Literacy, Family Engagement and Well-Being - Not currently an issue

Target Population: All

Needs: **School Connectedness, Family Literacy, Family Engagement and Well-Being** (identify specific areas, if possible): Increase Family Participating Throughout Year

- Reading Days/Read Aloud (Tri-mester)
- Math Nights (Tri-mester)
- Parent Days/Parent Breakfast
- Grade Team Activities & Community Meetings to Engage Students/Parents

Input Method (survey, focus group, program inventory, interviews, etc.): Survey
Root Causes: N/A
Data: Sign In Sheet
Data Sources: Sign In Sheet
Desired Program Outcomes: We will see a rotating number 40-75 of students per

2. b. Cite data used to identify the needs (Example: attendance data, race/ethnic, multicultural data, SES, drop-out suspension data, achievement data).

The following data sources were used to identify the student needs cited in the strategic plan:

2. b. Cite data used to identify the needs (Example: attendance data, race/ethnic, multicultural data, SES, drop-out suspension data, achievement data).

The following data sources were used to identify the student needs cited in the strategic plan:

- Student Attendance- N/A (Will use Ed Insight)

School Year	Student Attendance (%)	
	Present	Absent
2015	93%	7%
2016	96%	4%
2017	96%	4%
2018	96%	4%
2019	94%	6%
2020	94%	6%
2021	93%	7%
2022	93%	7%
2023	93%	7%

Student Behavior- School Disciplinary from “16-18” school year

School Disciplinary Action	2017-18	2018-19	2019-20	2020-2021	2021-2022	2022-2023	2023-2024
Suspensions	264	153	?	28	33	2% dec	2%dec
Expulsions	0	1	0	0	0	0	0
School/DOE Crimes & Offenses	0	0	0	0	1	1	0

A most recent success for our student engagement and overall school climate and culture has been our work with the ACLU on building out our restorative practices and creating an inclusive school environment. ACLU rst partnered with the Charter School of New Castle due to the success that our former program already had with its use of restorative practice components. Throughout our partnership, this program expanded to include even more student voice and parent involvement. As a result, our suspension rates remained low and our overall student investment increased. Additionally, with our

transition to the MTSS framework from the traditional RTI framework as well as in response to the increased need we experienced following the pandemic, we have increased our intentionality with providing social emotional support to our full student body through our daily morning meetings, weekly SEL lessons, monthly community meetings and our social emotional learning elective course.

Exceptional Children/Students with Disabilities: Comprehensive Plan

The Charter School of New Castle works diligently to maintain compliance with all federal laws as they relate to the Individuals with Disabilities Education Act (IDEA 1975). We ensure that all teachers and staff that are utilizing the best practices within the classroom to support all students, but specifically students that have been identified as student with a disability.

The Charter School of New Castle has focused on improving our progress monitoring of the IEP goals of our student with disabilities. We have implemented a scientific-based, nationally-normed program to monitor our students IEP goals, called Aimsweb Plus. This program allows the teachers to monitor the student's progress in real time. It allows the teachers to analyze the data from the students and implement interventions as soon needed. Aimsweb Plus provides progress reports, on a quarterly basis, to be given to parents/guardians. Graphs can be printed and shared with parents/guardians. Statement from Aimsweb Plus: "Progress monitoring enables more frequent assessment to track individualized goal growth and documents each student's response to instructional changes. CBM measures are regularly delivered to provide continuous student progress data.

Key Principles:

- Brief, standardized, and reliable
- Sensitive to growth that occurs over relatively short intervals
- Available in multiple equivalent forms to reduce practice effects on retesting
- Easy to administer and score, allowing it to be used accurately by a wide range of education professionals"

We are also continuing to utilize a language-based program for our Multilingual Learners. This program is called Imagine Learning.

Key Principles:

- personalized learning program that accelerates both language and literacy skills development
- direct, explicit, and systematic instruction and practice
- ensures students learn critical skills in four language domains
- adapts automatically to maximize engagement and progress, accelerating to match a cognitive leap or adjusting when a student needs extra scaffolding and support

The Charter School of New Castle has implemented a Target Team/MTSS process for the Elementary and Middle School buildings. The teams meet monthly with all stake holders involved, which include the Director of Special Education, Executive Directors, Principals, Assistant Principals, School Counselors, School Nurses, and Special Education Teacher. The Charter School of New Castle has a multi-tiered intervention system. Students are placed in different tiers of small group support within the classroom. If the students are still demonstrating difficulty with the instruction, they are placed into tier

two and tier three small groups with the reading specialist and/or with the Reading Assist team that comes into our building. If a student is continuing to demonstrate difficulty, then they are placed on a 'watchlist' and brought up to the MTSS/Target Team for possible further evaluation.

The Charter School of New Castle provides services and supports to all students with disabilities that require outside therapies, such as speech and language support, occupational therapy, and physical therapy. We contract with outside agencies to provide supports and services for these students. There is consistent communication between the outside therapists, the Director of Special Education, the general education teachers, and the special education teachers to maintain a continuity of care for all of the students that are identified as having any therapeutic needs.

The special education teachers maintain progress monitoring schedules weekly to ensure that all students are making meaningful progress towards their goals. The Director of Special Education diligently checks that the progress monitoring is being completed with diligently on a bi-weekly or monthly basis.

Professional Development – Outcomes (Teacher Coaching)

School Wide Data	17-18	18-19	19-20 COVID 19	2022-2024	Growth	TEF Cumulative Score	TEF Component V Rating (Satisfactory /Unsatisfactory)
Math	54%	79%	N/A	staff coaching	+ 25%	2.5-3.0	Satisfactory
ELA	38%	73%	N/A	growth resulting in positive student growth SBAC growth	+ 35%	2.5-3.0	Satisfactory

Our current teacher evaluation program is called Teacher Excellence Framework and it has been approved as an alternative evaluation tool for teachers. In the last 3 years, one important way that our evaluation has evolved is through our participation in the states pilot program with the RBT program. We had an opportunity to learn from the experts of Research for Better Teaching (RBT) and utilized some key components of the suggested rubric edits to enhance our own teaching practices. RBT’s cornerstone program for building teachers’ capacity, the knowledge and skills as well as the courage and conviction to promote students’ motivation, learning, and increased achievement is through their skilled teacher course.

With that training and completing a yearlong course, we were able to evolve our evaluation follow up with better decision-making. Our teachers improved their engagement, data analysis, study, and collegial sharing about what works best for their students. The reflective dialogue also helped our educators feel confident in the goal of experimentation in the classroom to support learning.

3. Describe staff and school needs that have been identified through your strategic planning efforts. Please reference data used to identify needs.

Pre-COVID19

Charter School of New Castle has shown an increase in academic achievement and academic growth. In addition to outright proficiency, school success is also measured by student growth. Component V of the state metric for teacher accountability acknowledges the importance of student growth. Each student receives a performance target number that he or she must achieve, which represents appropriate academic growth for the academic school year. Charter School of New Castle continues to demonstrate student growth through multiple data, such as students meeting their growth targets on the state test as well as students meeting and exceeding growth targets on other assessments, such as MAP. During the 16-17, 17-18 and 18-19 school year Charter School of New Castle was ranked in the top 10 in both Math (5th) and Literacy (9th) growth with respect to the percentage of students who met their annual growth targets. In the 2018-19 school year, over 50% of the students achieved or exceeded their Component V target goals in SBAC and over 70% of the students met or exceeded their individual MAP growth targets. We anticipate receiving an overall rating of at least “approaching standards” with a continuous aim of achieving an overall rating of “meets” or “exceeds.”

Per the DeSSA platform, ELA proficiency was 40% which was 13% less than the State average (53%). Math proficiency was 39% which was slightly lower than the State average (44%). We have found that in addition to students entering the school levels below their peers, other root causes of student performance can be attributed to overall teacher candidate quality (teacher preparation programs and culturally-responsive approaches), as well as instructional data-capturing, such as stream-lining how data is captured within the lesson and norming how teachers respond to the data in the moment.

4. List your strategic goals that are related to your student and staff/school needs.

1. PD: Elementary Goals

- Data Tracking
 - Capturing in the moment information regarding mastery of concept.
- Measured - % of students listed weekly on tracker demonstrating a skill deficit
 - The above is aligned to student receiving Tier 3 RTI support
 - The goal is to see shifts in students moving from Tier 3 to Tier 2.
- Phonics/Phonemic Awareness/Vocabulary
 - Students will move 1-2 reading levels per trimester
 - Measured - % of students’ growth on F&P per trimester progress monitoring testing.
- 80% Utilizing RAACE during writing instruction
 - Restate & Answer Question
 - Cite Evidence & Explain in writing and while reading
- 80% Utilizing RAACE during math instruction
 - Students demonstrating increase of mastery on word problems based on state ICA/Interim Assessment.

Middle Goals

- 60% of students demonstrate mastery of standards on interim assessments; 60% of students meet SBAC growth target by the end of the school year
 - Teachers come to meetings prepared to accurately analyze data resulting in either creating or refining an action plan geared to close student gaps
 - Measured -
- 70% of students will meet MAP growth targets by the end of the school year
 - The above is aligned to student receiving Tier 3 RTI support

- The goal is to see shifts in students moving from Tier 3 to Tier 2.
- Coaching Support
 - New intensive coaching program - instructional coach will pilot an intensive coaching cycle for teachers who need targeted support in executing foundational teaching strategies. Each cycle will last for 6-8 weeks and target a specific action step.

Climate (Student Behavior) - Elementary Goals

- 80% utilize choral response and rule of thirds in classroom an engagement best practice
- 80% will utilize show call to assist with students demonstrating proficiency with solving problems.
 - Weekly Walkthrough Data
 - 75% proficiency on above each tri-mester based rubric categories
 - Staff will retain professional development materials for PD and reference during PLC. Topics of PLC will be derived from binder contents.
- Discipline infractions range
 - Level 1.5 – decrease by 5 -10% each school year
 - Level 2/3 – Maintain the same level of referrals from 2018 (within 10-15%)
 - 90-95% teacher retention into (2024-2025 school year)
 - Same goal from the last 5 years.
 - 90-95% Grade wide student retention/enrollment
- Routines and systems are approved by leadership team to supporting our academic initiatives.
 - Teachers will submit classroom systems guide which will be a part of the sub plans

Middle Goals

- 80% of students will meet classroom expectations (on task, follow classroom routines, in uniform, in compliance with electronic policy
- 80% of transitions and dismissals will be quick, quiet and orderly
- 10% decrease in total Level 2 referrals

2. Student Achievement (Both Schools Below)

Elementary Goals	Middle School Goals
(INPUT) <ul style="list-style-type: none"> ▪ 90-100% will teach and eliminate down-time ▪ 75% of staff will be rated “effective” in Component 1 of TEF rubric (OUTCOME) <ul style="list-style-type: none"> ▪ 65% of Students are growing 15+ points on ICA State approved IA (2-4) ▪ 60% of students are performing proficiently on SBAC in ELA and Math (3-4) ▪ 60% of K proficient on end of year DOE grade goals. 	(INPUT) <ul style="list-style-type: none"> • 90-100% of teachers bring sufficient data to weekly data meetings • 80% of teachers will reinforce classroom expectations (OUTCOME) <ul style="list-style-type: none"> • 60% will meet growth target on SBAC • 70% will meet growth target on NWEA MAP

3. Technology Focus

Learn to Type is an extensive digital literacy curriculum that offers the following:

- comprehensive keyboarding
 - engaging lessons, tests and games
 - Robust reporting
 - Full school & district administration tools
 - Customizable lessons
- computer basics & tech literacy
- online behavior & safety
- coding fundamentals
- career prep

5. Describe your strategic planning process.

In order to meet the above goals, the leadership and academic support teams will use a combination of actual data from student assessments, rubrics and walkthroughs. Walkthroughs and environmental scan provide a big picture view of our academic culture and school wide culture. Following the walkthrough, the leadership team will then identify the gaps and compare those to actual data (referrals, student scores) to see if there is a correlation that needs to be addressed. As a team, we meet to discuss data (leadership and teachers, climate) to create goals/target areas. Once plan is finalized we review the plan with teachers, staff and parents to get their feedback and implement, if needed.

Update: The above is the set process followed at the Charter School of New Castle.

Successes: Our progress monitoring tools such as I-READY, MAP NWEA, STAR confirmed that students were making progress toward meeting their goals. We are most excited to report that this past year, we implemented an even more targeted data response system driven by our instructional team which included regularly responding to consistent standards mastery assessments. As a result, we saw our student proficiency grow 7 percentage points in Math and 9 percentage points in ELA. This is the highest growth we have experienced across the board in a single school year. We are confident that consistent implementation of this high leverage data-driven system will continue to result in academic growth for our students. Challenges/Root Cause Analysis: although we are shifting back to normalcy post pandemic days the research is still confirming the continuous aspects of COVID 19 on Grades 3 - 8 that missed critical reading or math instruction. As noted in the virtual space, it was difficult for students to retain and internalize. ELA in particular for example in the formative grades presented some challenges with small group instruction such as guided reading or Math RTI. Additionally, the teaching of brand new challenging math concepts did not translate online in the same way as it does in person.

This gap in learning has had a significant impact on math learning as this instruction is dependent on building blocks assumed from the prior grade.

Continuous Areas of Focus: NAEP Long-Term Trend Assessment Results 2022-2024 for Reading and Mathematics as shared previously; have reported record lows in 4th/8th grade as it relates to ELA and MATH. Students are still working hard to close the skills lost during this time which is one of the main reasons why our academic achievement is below expectations. We are aware of those challenges and are focusing on RTI interventions, SEL Supports and high dosage tutoring to mitigate these continuous challenges. To continue, across the nation, average scores for age 9 students in 2022 declined 5 points in reading and 7 points in mathematics compared to 2020. In reading, however, the average score for 9-yearold students who attended city schools was about the same compared to 2020. In mathematics, the 13-point score decrease among Black students compared to the 5-point decrease among White students resulted in a widening of the White–Black score gap from 25 points in 2020 to 33 points in 2024. Addressing: In addition to some of the steps listed above, we will work to target learning deficits instructionally real time; assign additional assignments for practice and acceleration and most partner with other learning organizations to assist us with tracking student progress/strategically responding to those learning needs like INNOVARE, a customized dashboard that allows us to review all of our student disaggregated data.

6. Describe your parent involvement policy and family compact. Attach a copy of the documents to this plan.

See attached. (Appendix A and B)

7. Describe the staff development planned for staff:

The Charter School of New Castle has had some successes and challenges with implementing no different than any public/LEA at this time. The State of Delaware is facing a large teacher shortage and has taken measures to address this challenge by providing funding for PARA support, grow your own programming, ARTC programs etc. which we hope to benefit from in the future.

Our process has remained the same as we have some steady results. We work to recruit and retain the best people for our students. To that end, we monitor sta attrition regularly and discuss each departure within the leadership team. We have had some success with guest teachers/long term substitute teachers to ll vacancies and many have joined ARTC programs or completed necessary steps for certification. This most recent year proved to be more difficult with teacher retention than in the past years. There was no singular reason for this shift this year that can contribute to the decreased attrition number as each case was specific. However, trending data shows that we saw a number of teachers shift from our school community to roles that included less teaching and more administrative or school support. As a single school that has maintained it's leadership for almost a decade, we do not have as many opportunities for teachers to shift out of the classroom into an administrative role but we are being more thoughtful about including more stretch opportunities for teachers to grow skills beyond traditional teaching roles and responsibilities.

During mid-year meetings and close out transitions, we ask our staff and their reasoning's for leaving and many have shifted for new opportunities, career change, and promotion and or out of state. There are also times where we as a school decide that a staff person should not continue employment at our school. This can be due to a lack of professionalism, in the interest of child safety or due to unsatisfactory

performance. Before we get to that point, we give feedback through our evaluation systems as well as in our weekly meetings.

Over the course of the last 2-3 years our school's professional development has evolved with a few key areas in mind that support the evolution of our support plans for both teachers and school leadership. Keeping Guskey's rules for professional learning at the forefront of our professional learning culture, we know that professional learning is not a one-time event, but rather it is an ongoing process of learning, applying learning, getting feedback on use of new practices and then reflecting on and deepening understanding of the new knowledge and skills (Guskey).

The following are core questions we keep in mind:

1. What the school needs to move to the next level of success academically and culturally?
2. What does our staff need to be as successful professionally and ways to develop their teaching practices? How are these items aligning to strong student outcomes and parent partnership?
3. Are we tracking the impact of our professional learning as it relates to:
4. Change in classroom practice
 - a. Change in student learning
 - b. Change in teacher's attitudes and beliefs Are our methods still effective and if not what data supports a pivot or shift?

Next step: develop a new action plan with teacher or student input if applicable to see better results and progress. Most recently, this evolution has included partnering with external agencies such as Jounce Partners and When Brown Girls Lead, to support the work of providing specific expertise to our staff in terms of leadership development, coaching structures, student systems and ELA/Math instructional pedagogy and effective goal-setting. These partnerships allow us to stay current on best practices that support the core questions we've listed above and to receive support from agencies that may be obtaining results in other learning environments that mirror the Charter School of New Castle.

8. Describe how your strategic plan will be evaluated and reported to families and other audiences.

The school will notify families of the board meeting data and when the results of the strategic plan will be shared. Families are welcome to attend or may request a time to speak with school leadership about specific aspects of the plan. To a degree of when the activities are planned for the year we will engage in quick parent feedback. We will send out an "EOY" survey.

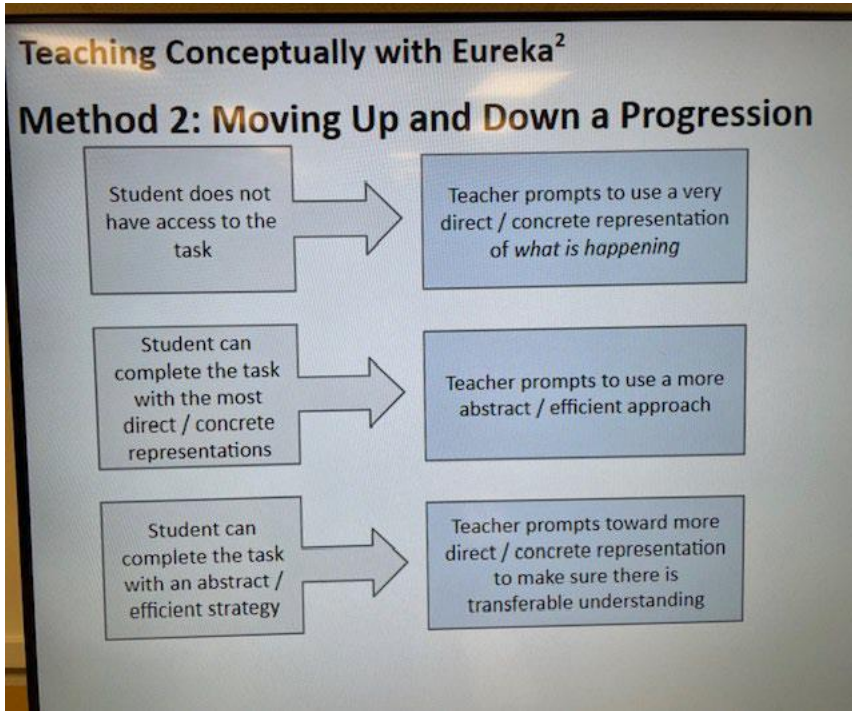
The following data will be presented at the end of year board meeting and all families and staff will be invited to attend. Families may request a meeting with leadership to review the data if they cannot attend this meeting.

- Description of the procedure that will be used to communicate student assessment results to families.
- Description of how data will be disaggregated and displayed for ease of understanding.
- Description of how statistically sound results will be attained and the manner in which this data will be communicated to the public so that it may be easily understood.
- The method of reporting evaluations of our plan to parents and other audiences.

Update: (Please see attachments below)

Strategic Plan Goal 1: Professional Development (Elementary School)

Jounce School Wide Goals:



Relationships, Routines, Habits	Every Student Thinks	Data Collection and Feedback	Pacing and Fidelity	
<ul style="list-style-type: none"> -Students are in class -Students are on-task, as a matter of habit -Students have positive relationships with their teachers -Students engage in routines, procedures, and transitions that are habitual, efficient, and smooth 	Students think and participate when questions are posed	Students complete tasks within parameters of the task and improve/revise during the task	Teacher is progressing through lessons with reasonably close adherence to the pacing guide	Teacher is teaching all components of the lesson with reasonably close adherence to time stamps
Almost Always	Sometimes	Often	Often	Often

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds

<p><u>Data Tracker & Data Driven Instruction</u></p> <ul style="list-style-type: none"> • Capturing in the moment information regarding mastery of concept. 	<ul style="list-style-type: none"> • Measured - % of students listed weekly on tracker demonstrating a skill deficit • The above is aligned to student receiving Tier 3 RTI support <p>The goal is to see shifts in students moving from Tier 3 to Tier 2.</p>	K-4	<ul style="list-style-type: none"> • Each teacher will have a PD with specific goals set to support coaching • 60% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes. <p>Online Learning: In case on online distant learning: the goals above will be adjusted.</p>	<ul style="list-style-type: none"> • Each teacher will have a PD with specific goals set to support coaching • 90-100% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes. <p>Online Learning: In case on online videos will be reviewed and targeted PD will be provided.</p>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
<p><u>Small Group Reading</u></p> <ul style="list-style-type: none"> • Students will move 1-2 reading levels per trimester 	Measured - % of students' growth on F&P per trimester progress monitoring testing	K-2 & RTI (3 rd Gr.)	<p>Each teacher will have a PD with specific goals set to support coaching</p> <ul style="list-style-type: none"> • 60% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes. <p>Online Learning: In case on online distant learning: the goals above will be adjusted.</p>	<p>Each teacher will have a PD with specific goals set to support coaching</p> <ul style="list-style-type: none"> • 90-100% of teachers will receive bi-weekly observation of instructional blocks with feedback around the content the tracker and outcomes. <p>Online Learning: In case on online videos will be reviewed and targeted PD will be provided.</p>	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
<p><u>80% Utilizing RAACE during writing instruction</u></p> <ul style="list-style-type: none"> • Restate & Answer Question • Cite Evidence & Explain in writing and while reading 	Measured each trimester and student data outcomes on open ended responses. Based on the rubric "Fall" scores would show a 30% increase in higher rubric scores.	K-4 School Wide	<p>80% Utilizing RAACE during writing instruction</p> <ul style="list-style-type: none"> - Restate & Answer Question - Cite Evidence & Explain 	<p>80% Utilizing RAACE during writing instruction</p> <ul style="list-style-type: none"> - Restate & Answer Question - Cite Evidence & Explain 	Please see above
<p><u>80% Utilizing RAACE during math instruction</u></p> <ul style="list-style-type: none"> • Students demonstrating increase of mastery on word problems based on state ICA/Interim Assessment. 	Measured each trimester and student data outcomes on completion of problem solving and standard that is aligned to the word problems. Based on the rubric "Fall" scores would show a 30% increase in higher rubric scores.	K-4 School Wide	<p>Based on the rubric "Fall" scores would show a 20% increase in higher rubric scores.</p> <p>Online Learning: In case on online distant learning: the goals above will be adjusted.</p>	Based on the rubric "Fall" scores would show a 30% increase in higher rubric scores.	Please see above.

Strategic Plan Goal 1: Professional Development (Middle School)

2024-2025 Middle School Strategic Priorities

Although we made gains in the 2023/2024 school year, we have room to grow

We are focusing on 3 specific areas that can hinder us from making progress: Separation of teaching and analysis

Ineffective follow-up

Not making time for data

Beliefs → Attitudes → Actions → Results

Increasing ELA & Math proficiency

Capture, Inspire, & Teach

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<p><u>Data Driven Instruction</u></p> <ul style="list-style-type: none"> Capturing in the moment information regarding mastery of concept. 	<ul style="list-style-type: none"> 100% of teachers bring 100% of sufficient data to weekly planning/data meetings as denoted by the preparation checklist 60% of students meet SBAC growth target 70% of students meet MAP growth target The goal is to see shifts in students moving from Tier 3 to Tier 2. 	5-8	<ul style="list-style-type: none"> Every teacher receives at least 3 observations and subsequent coaching sessions Every Math and ELA teacher participates in a weekly coaching/planning meeting <p>Online Learning: In case on online distant learning: staff data meetings will take place with some adjustments.</p>	<ul style="list-style-type: none"> Every teacher receives at least 3 observations and subsequent coaching sessions (6 total) Every Math and ELA teacher participates in a weekly coaching/planning meeting 60% of students meet SBAC growth target on the ICA 	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

<p><u>Coaching Support</u></p> <ul style="list-style-type: none"> New intensive coaching program - instructional coach will pilot an intensive coaching cycle for teachers who need targeted support in executing foundational teaching strategies. 	<ul style="list-style-type: none"> Each cycle will last for 6-8 weeks and target a specific action step. 	<p>New Teachers and Developing Teachers</p>	<p>40-50% of teachers will receive intensive coaching with a specific action step.</p>	<p>50-75% of teachers will receive intensive coaching with a specific action step.</p>	<p>Local/State: No additional cost outside of salaries for leaders providing support and teachers.</p>
<p><u>School-Wide Professional Development</u></p>	<ul style="list-style-type: none"> 100% of teachers participate in meaningful professional development 	<p>Grades 5-8 instructors</p>	<ul style="list-style-type: none"> Every teacher receives at least 3 observations and subsequent coaching sessions During every professional development day (4-6 per year), every core teacher will engage in <ul style="list-style-type: none"> School-Wide “where are we headed” pd to discuss progress towards goals and school-wide trends Breakout subject-specific PD to discuss best practices for core content Culture PD focused on the key school areas: Culturally responsive instruction or Instructional PD responding to focus trends identified in weekly walkthroughs 	<ul style="list-style-type: none"> Every teacher receives at least 3 observations and subsequent coaching sessions During every professional development day (4-6 per year), every core teacher will engage in <ul style="list-style-type: none"> School-Wide “where are we headed” pd to discuss progress towards goals and school-wide trends Breakout subject-specific PD to discuss best practices for core content Culture PD focused on the key school areas: Culturally responsive instruction or Instructional PD responding to focus trends identified in weekly walkthroughs 	

Strategic Plan Goal 2: Climate/Student Behavior (Elementary School)

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<p><u>Elementary Goals Engagement</u></p> <ul style="list-style-type: none"> 80% utilize choral response and rule of thirds in classroom an engagement best practice 80% will utilize show call to assist with students demonstrating proficiency with solving problems. <p><u>Weekly Walkthrough Data</u></p> <ul style="list-style-type: none"> 75% proficiency on above each tri-mester based rubric categories Staff will retain professional development materials for PD and reference during PLC. Topics of PLC will be derived from binder contents. Discipline infractions range 	<ul style="list-style-type: none"> 80% utilize choral response and rule of thirds in classroom an engagement best practice 80% will utilize show call to assist with students demonstrating proficiency with solving problems. 	All Students	<ul style="list-style-type: none"> 80% utilize choral response and rule of thirds in classroom an engagement best practice 80% will utilize show call to assist with students demonstrating proficiency with solving problems. <p>Online Learning: In case on online distant learning; the goals above will be adjusted.</p>	<ul style="list-style-type: none"> 80% utilize choral response and rule of thirds in classroom an engagement best practice 80% will utilize show call to assist with students demonstrating proficiency with solving problems. 	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
<p>School Culture and Overall Maintenance of Discipline Data</p>	<ul style="list-style-type: none"> Level 1.5 – decrease 15% for 19-20 school year Level 2/3 – Maintain the same level of referrals from 2018 (within 10-15%) 90-95% teacher retention into (2018-19) school year <i>Same goal from 17-18</i> 	All students	Level 1.5 – decrease 5% T1	Level 1.5 decrease 5% T2/T3	

<p>Enrollment Initiatives</p>	<p>90-95% Grade wide student retention/enrollment Routines and systems are approved by leadership team to supporting our academic initiatives. Teachers will submit classroom systems guide which will be a part of the sub plans</p>		<p>N/A</p>	<p>Enrollment “Intent to Return” starting off in April (with 80%) and then moving toward goal of 90%</p>	
<p>Staff Professional Development and Use of Resources Throughout the Year as it relates to the above goals.</p>	<p>80% will support school wide goals:</p>	<p>Staff</p>	<p><u>Professional Development</u> • 80% will support school wide goals: - School Culture & Student Culture - Staff Culture: Targeted PLC & Data Driven Instruction - Instruction: Urgency/Pacing – Joy & Rigor • 80% will receive PD binder with resources for the year • 80% of staff will participate in PD “all in” <u>Weekly Professional Development</u> – PLC • 85-90% Team Leaders will follow protocol for weekly PLC topics and expectations • Weekly Protocol to Identify misconceptions & errors • 90% of staff will utilize Tier 1 strategies as identified during summer PD related to “Strong Voice” <u>Staff Responsibilities & Expectations</u> • 85% of teachers will sign and adhere to staff Code of Conduct,</p>	<p><u>Professional Development</u> • 90% will support school wide goals: - School Culture & Student Culture - Staff Culture: Targeted PLC & Data Driven Instruction - Instruction: Urgency/Pacing – Joy & Rigor • 90% will receive PD binder with resources for the year • 90% of staff will participate in PD “all in” <u>Weekly Professional Development – PLC</u> • 85-90% Team Leaders will follow protocol for weekly PLC topics and expectations • Weekly Protocol to Identify misconceptions & errors • 90% of staff will utilize Tier 1 strategies as identified during summer PD related to “Strong Voice” <u>Staff Responsibilities & Expectations</u> • 85% of teachers will sign and adhere to staff Code of Conduct,</p>	<p>Local/State: No additional cost outside of salaries for leaders providing support and teachers.</p>

			<p>Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication</p> <ul style="list-style-type: none"> • All staff will have a copy on non-instructional daily calendars • 100% of parents will have orientation around Code of Conduct and “Day in the Life” expectations • 100% of students will participate in a “school wide boot camp” to review school routines & expectations, Behavior Matrix and ROAR Expectations and PBIS program 	<p>Teaching Roles and Responsibilities, Parent Interaction, and School-Wide Communication</p> <ul style="list-style-type: none"> • All staff will have a copy on non-instructional daily calendars • 90% of parents will participate in quarterly report card meetings. • 90-95% will adhere to the school routines & expectations, Behavior Matrix and ROAR Expectations and PBIS program <p>Online Learning: In case on online videos will be reviewed and targeted PD will be provided.</p>	
<p>School Culture: Positive Behavior/Character Count System</p>	<ul style="list-style-type: none"> • Discipline infractions range <ul style="list-style-type: none"> - Level 1.5 – decrease 15% - Level 2/3 – decrease 15% • 95-100% teacher retention into • 90-95% Grade wide retention enrollment 	Students/Staff	<ul style="list-style-type: none"> • System (PBIS) across school <ul style="list-style-type: none"> - 70% of students will attend Habits Celebration - Discipline infractions will decrease 10% from Aug. to Nov. • Process for each time there’s a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher <p>Morning Meeting</p> <ul style="list-style-type: none"> • 70% of student master morning meeting expectations 	<ul style="list-style-type: none"> • Implementation of Habits System (PBIS) across school <ul style="list-style-type: none"> - 80% of students will attend Habits Celebration - Discipline infractions will decrease 10% from Nov. to Feb. • Process for each time there’s a discipline infraction or persistent issue will be implemented by Culture team and communicated back to the homeroom teacher <p>Morning Meeting</p> <ul style="list-style-type: none"> • 80% of student master morning meeting expectations 	<p>Title 1: Salaries of Culture Staff \$145K – 150K</p>

Strategic Plan Goal 2: Climate/Student Behavior (Middle School)

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
<u>School Systems</u>	80% of transitions and dismissals are quick, quiet and orderly	Culture Team	60% -70% of transitions and dismissals are quick, quiet and orderly	70% - 80% of transitions and dismissals are quick, quiet and orderly	Title 1: Salaries of Culture Staff approx. 250-300k
<u>School Incentive System</u>	80% of students meet ROAR expectations daily	Culture Team	60% -70% of students meet expectations daily	70 - 80% of students meet expectations daily	Same as above
<u>School Behavior</u>	Student Behavior Decrease level 2 referrals by 10%	Culture Team	Compared to 2018-2019 baseline T1 – 50 referrals less T2 – 40 referrals less T3 – 40 referrals less	Compared to 2018-2019 baseline T1 – 50 referrals less T2 – 40 referrals less T3 – 40 referrals less	Same as above
<u>Enrollment</u>	90-95% Grade wide student retention/enrollment Routines and systems are approved by leadership team to supporting our academic initiatives. Teachers will submit classroom systems guide which will be a part of the sub plans	Operations Team	NA	Enrollment “Intent to Return” starting off in April (with 80%) and then moving toward goal of 90%	

Strategic Plan Goal 3: Student Achievement (Elementary School)

Objective (Focus Area)	End of Year Measures	Target Group	Aug. – Jan.	Feb. - June	Source and Amount of Funds
Focused Instructional Blocks: Standard/Student Mastery <u>INPUT PLAN</u>	<ul style="list-style-type: none"> 90-100% will teach and eliminate down-time <u>OUTCOME</u> 75% of staff will be rated “effective” in Component 1 of TEF rubric 65% of Students are growing 15+ points on ICA State approved IA (2-4) 60% of students are performing proficiently on SBAC in ELA and 	Instructional Staff/Students	<ul style="list-style-type: none"> All teachers will be provided a common lesson plan template. <ul style="list-style-type: none"> - Feedback provided weekly All staff will use a data tracker for daily lesson data captured. Model lessons will be uploaded onto the school Google Drive to support struggling planners 	<ul style="list-style-type: none"> All teachers will be provided a common lesson plan template. <ul style="list-style-type: none"> - Feedback provided weekly. All staff will use a data tracker for daily lesson data captured. Model lessons will be uploaded onto the school Google Drive to support struggling planners 	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

	Math (3-8)60% of K proficient on end of year DOE grade goals.				
Focused Instructional Blocks: Standard/Student Mastery <u>INPUT PLAN</u>	(INPUT) <ul style="list-style-type: none"> 75% of teachers will develop targeted CFU's that align with the above & standard within unit. Teams meet in their subject planning meetings to discuss the objectives and review learning gaps. 75% of teachers will score proficient on walkthrough form; this form provides data on teaching excellence framework. (OUTCOME)65% will meet growth target on SBAC 65% will meet growth target on NWEA MAP 	Instructional Staff/Students	<ul style="list-style-type: none"> 100% of classrooms will collect daily assessment (exit ticket, work sample, observation notes) aligning to CCSS and/or interim assessment Assessment data will be used to support small group instruction structure and planning Evaluation and reflection on assessments will be done: <ul style="list-style-type: none"> Bi-Weekly in Grade Team Meetings Bi-Weekly in Coaching Sessions 	<ul style="list-style-type: none"> 100% of classrooms will collect daily assessment (exit ticket, work sample, observation notes) aligning to CCSS and/or interim assessment Assessment data will be used to support small group instruction structure and planning Evaluation and reflection on assessments will be done: <ul style="list-style-type: none"> Bi-Weekly in Grade Team Meetings Bi-Weekly in Coaching Sessions 	Local/State: No additional cost outside of salaries for leaders providing support and teachers.

Strategic Plan Goal 3: Student Achievement (Middle) Teacher Accountability Tool

Execution/Assessment	70% of students will hit their MAP growth target	Instructional Team	MAP Growth Targets T1 – baseline; T2 – 60%; T3 – 70%	MAP Growth Targets T1 – baseline; T2 – 60%; T3 – 70%	Local/State: No additional cost outside of salaries for leaders providing support and teachers.
Execution/Assessment	Math/ELA Teachers : 60% of students will hit the their SBAC growth target 100% of teachers will bring sufficient target data to 100% of meetings	Instructional Team	Interim Assessment #2 – 45% of students will be proficient/advanced Exit Ticket Mastery – 75% of students will demonstrate content mastery on assigned standard Preparation Checklist – T1- 60%; T2 – 80%; T3 – 100%	Interim Assessment #2 – 45% of students will be proficient/advanced Exit Ticket Mastery – 75% of students will demonstrate content mastery on assigned standard Preparation Checklist – T1- 60%; T2 – 80%; T3 – 100%	
Execution/Assessment	Science/Social Studies/Special Teachers: 60% of students will demonstrate 15% of growth from the pre to post test on Performance Plus for SCI and SS 50% of students will double their baseline score on the Performance Plus test for Specials	Instructional Team	Exit Ticket/Assessment Mastery – 75% of students will demonstrate content mastery on assigned standard	Exit Ticket/Assessment Mastery – 75% of students will demonstrate content mastery on assigned standard	

EXHIBIT A: Parental Involvement Policy

Parent Involvement Policy

Goal

We are dedicated to supporting the academic and social development of our students and aim to involve their families and our community in the learning process of each of our students. We believe that parent investment and involvement with our school is paramount to the success of our school and the growth of our students. We aim to involve our parents in a meaningful way through a productive partnership that promotes the best possible education for our students.

Parent involvement activities are integrated into our school model. CSNC some of those core elements are explained below.

Regular Communication with Parents

In order to build consistent and effective communication between the home and the school and to communicate effectively and in a timely manner with parents, regular communication will include the following:

Academic Calendar	Weekly Parent Bulletins
Special Event/Reminder Notices	Interim Progress Reports and Report Cards
2 required Parent-Teacher Conferences	Family Academic Nights
School Assemblies (Parents Invited)	Vision Contracts
Annual Title 1 Meeting	
Individualized phone calls and invitations from teachers to parents	

Additionally, parents will be involved in annually reviewing the Parental Involvement Policy, the School Parent Compact, and other parent notices through our parent groups and their meetings. All associated materials are distributed to parents and made available through our main office.

In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, CSNC will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents

Title 1 Parent Meetings

CSNC will hold an annual Title I meeting with parents to inform them of the school's participation in the program and to explain its requirements and parents' right to be involved. Parents will be notified via school bulletin and school blasts. The meeting will be held after school in an attempt to accommodate work schedules of our families. Parents will be encouraged to help organize, plan, and review the Title I programs for improvement purposes consistent with section 1118 of the Elementary and Secondary Education Act (ESEA).

If the school's plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of CSNC the school will submit any parent comments with the plan when the school submits the plan to the Delaware Department of Education.

The school will conduct an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the school including identifying barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). CSNC will use the findings of the evaluation to design strategies for more effective parental involvement. If necessary, the school will revise the parent policy based on these evaluations. The review of the parental involvement plan will be accomplished through the following:

- Parent group meetings
- Distribution of the school's parental involvement plan for comment via parent bulletin
 - Copies will be made available at the school upon request and will be offered in languages that are suitable for our population (if necessary).
- Annual Title 1 meeting where parents will be given the opportunity to provide feedback

Parent Meetings

These are opportunities to help parents understand how to support their children's academic efforts & social development. They provide parents with techniques and strategies that they may utilize to improve their child's academic success and to assist their children in learning at home. The school will offer flexible meeting times for parents in order to accommodate schedules of all families.

Charter School of New Castle (CSNC) will provide professional development to assist the teachers, staff and leadership team on how to communicate with, and work with parents as equal partners.

Homework

Homework is assigned to every student (4 -5 times per week) including short and long holiday breaks. Homework serves a number of purposes: to practice and extend classroom learning, to develop responsibility and work habits, and to provide parents and opportunity to interact with their children and their education. Parents can support the school and their child's success by helping with homework in the following ways:

- Provide a consistent, silent, and uninterrupted environment (free from TV, phone family noise, games, etc.) for your child to complete his/her homework each night.
- Make sure your child completes their homework every night checking for completion not accuracy, and encouraging your child to ask for help, then providing such support in an appropriate way.
- Help your child get organized. Remind him/her to bring home the necessary materials: binder, pencils, paper, etc.
- Show genuine interest in what your child does at school.
- Contact the teacher if your child has difficulty understanding an assignment.

Citizenship and Student Behavior

- Students are to display good character in the cafeteria, on the playground, on the bus, and in the classroom.
- Staff and parents should work together to help children understand the meaning and importance of good character. Specific rights, rules and responsibilities regarding student behavior are detailed in the Student Code of Conduct. Each student is provided a link to the student handbook online or may request a physical copy.

Visitations

Our school welcomes any parent who wishes to visit our school to volunteer or support following the guidelines as listed below:

- Schedule your visit with a school leader and classroom teacher at least 24 hours in advance
- The day you visit, stop by the office to sign in as a visitor and receive a visitor's badge.
- Accept the escort of a member of the leadership and/or climate team during your visit
- When in the classroom, do not engage the teacher in conversation that would prevent her/him from supervising and interacting with the students.

Parent Participation

Parents are urged to get involved with the parent working group (PWG), to help volunteer in school activities and support school events.

Notices about meetings and of the activities listed below will be sent home regularly. Parents wishing to participate may contact the school office to volunteer or can normally just show up at the announced time and place.

- Board Member, Parent Representative
- PWG
- Success Plan Team: Meet with leaders and teachers to help devise annual school improvement plan
- Family Academic Nights
- Winter & Spring Programs
- Art Fair/Talent Show
- School Site Activities
- School/Classroom Volunteer

Telephone Communication

We encourage communication between parents and teachers. However, because of their teaching responsibilities, teachers will not be available to answer calls during instructional hours; Elementary (8:00 am – 3:30 pm), Middle School (7:45 am – 2:20 pm). If you would like to talk with the teacher about your child, we will connect you to their voicemail, and you will receive a callback from the teacher when his/her teaching responsibilities are concluded. Parents are also encouraged to e-mail teachers at: first initial of teacher's first name, teacher's last name followed by @csnc.k12.de.us (example: alex.smith@csnc.k12.de.us)

Appendix B: Parent Compact

TEACHER'S COMMITMENT:

I fully commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will arrive at CSNC every day by 7:30 MS and 8:30 am ES.
- 2.) I will remain at CSNC until the end of each school day.
- 3.) I will always teach in the best way I know how and I will do **whatever it takes** for my students to learn. This means I will prepare incredible lessons and assessments in advance, give feedback in a timely manner, and work productively with my team.
- 4.) I will always make myself available to students, parents, and any concerns they might have during school hours and I will return all correspondence within one school day.
- 5.) I will always do my best to make sure my students and parents feel valued and respected.
- 6.) I will always think highly of my students, speak to them in a positive way and give feedback in a constructive manner.
- 7.) I will always protect the safety, interests, and rights of all individuals in my classroom.
- 8.) I will always act, behave and think in the best manner to ensure that my students can accomplish their vision.

X _____

SCHOOL'S COMMITMENT:

In addition to the teacher's commitments, as the school leader I also commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will coach, support and train our teachers in the best way I know how and I will do **whatever it takes** to make them the best educators possible. I will work with them to ensure lessons and instruction are high quality for all students, regardless of their level.
- 2.) I will ensure that the learning environment in our school is conducive to all students' academic achievement.

X _____

PARENTS'/GUARDIANS' COMMITMENT:

I fully commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will make sure my child arrives at CSNC or their bus stop in time to be in his/her classroom seat by 8AM MS and 8:30 am ES.
- 2.) I will make arrangements so my child can remain at CSNC for the full school day.
- 3.) I will always help my child in the best way I know how and I will do **whatever it takes** for him/her to learn.
- 4.) I will always make myself available to my child, the school, and any concerns they might have.
- 5.) I will allow and encourage my child to go on CSNC field trips.
- 6.) I will make sure my child comes to school in uniform every day and follows the student code of conduct. If my child is going to be absent, I will call the main office in the morning.
- 7.) I will attend three Vision Plan meetings during the school year with my child's advisor. I will take ownership for my child's data by looking at E-School regularly, and reaching out proactively to teachers when I have questions or concerns. I will also make arrangements to attend all individual or small group meetings that the school requests of me.
- 8.) I understand that my child must follow the CSNC rules so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. I, not the school, am responsible for the behavior and actions of my child.
- 9.) I will always act, behave and think in the best manner so that my child can accomplish their vision.

X _____

STUDENT'S COMMITMENT:

I fully commit to Charter School of New Castle (CSNC) in the following ways:

- 1.) I will be in my classroom seat every day by 8AM MS and 8:30 am ES. I will be in all of my classes throughout the day on time, be fully engaged and ready to learn.
- 2.) I will remain at CSNC for the full school day and I will reach out if I need extra help.
- 3.) I will always work, think, and behave in the best way I know how and I will do **whatever it takes** for me and my fellow students to learn. This also means that I will complete all my homework every night, I will raise my hand and ask questions in class if I do not understand something.
- 4.) I will always make myself available to my parents, teachers, and peers and any concerns they might have. If I make a mistake, this means I will tell the truth and accept responsibility for my actions.
- 5.) I will always behave so as to protect the safety, interests, and rights of all individuals in the classroom, school bus and on any school activity. This also means that I will accept feedback and give everyone my respect.
- 6.) I will come to school in uniform every day and follow the student code of conduct.
- 7.) I am responsible for my own behavior and I will follow all the teachers' directions.
- 8.) I will always act, behave and think in the best manner so as to accomplish my vision.

X _____

Note: The commitments above drive the success of students at the Charter School of New Castle. Our mission/vision establishes a platform for parent partnership. Your adherence to the above makes a difference in the overall outcomes for all students. Failure to support the above initiatives may impact overall student outcomes.

**Charter School of New Castle
Elementary School Faculty Summer Orientation 2024-2025**

ALL ELEMENTARY STAFF ORIENTATION SCHEDULE				
Monday - Aug 19th	Tuesday – Aug 20th	Wednesday – Aug 21st	Thursday – Aug 22nd	Friday – Aug 23rd
<p style="text-align: center;"><i>Foundations</i> 170 Lukens Café</p> <p><u>Morning</u> 8:00-8:30 Staff Arrival</p> <p>8:30 – 9:30 Jounce Overview/Kick Off</p> <ul style="list-style-type: none"> Sequence Practice <p>9:30-11:00</p> <p>Task Planning- Major Routines</p> <p>11:00-11:15</p> <p><i>(15min break)</i></p> <p>11:15-12:00</p> <ul style="list-style-type: none"> Foundational Moves Practice <p style="background-color: yellow;">12:00-1:00PM Lunch Break</p> <p><u>Afternoon</u> 1:00-3:00PM</p> <ul style="list-style-type: none"> Classroom Routines Practice Team Meetings 	<p style="text-align: center;"><i>School Culture</i> 170 Lukens Cafeteria (in building)</p> <p><u>Morning</u> 8:30 Staff Arrival</p> <p>8:30-8:45- Ice Breaker</p> <p>8:45-10:45</p> <ul style="list-style-type: none"> School Culture Updates at CSNC Internal Handbook Review/Climate & School Climate <p>10:45-11:00 <i>(15min break)</i></p> <p>11:00-12:00 Science PD</p> <p style="background-color: yellow;">12:00-1:00PM Lunch Break</p> <p><u>Afternoon</u></p> <ul style="list-style-type: none"> 1:00-3PM Ops & Tech Dept. PD 	<p style="text-align: center;"><i>Academic - Math</i> 170 Lukens Cafeteria (in building) Math</p> <p><u>Morning</u> 8:30 Staff Arrival</p> <p>Introduction to Eureka Squared Module 1 Overview</p> <p style="background-color: yellow;">12:00-1:00PM Lunch Break</p> <p><u>Afternoon</u> 1:00 – 3:00PM</p> <p><u>Lesson Internalization Practice</u> <u>Eureka Squared</u></p>	<p style="text-align: center;"><i>Academic - ELA</i> 170 Lukens Cafeteria (in building) ELA</p> <p><u>Morning</u> 8:30 Staff Arrival</p> <ul style="list-style-type: none"> EL and Bookworms Deep dive and the connection to the Reading Rope <p style="background-color: yellow;">12:00-1:00PM Lunch Break</p> <p>1:00-3:00PM Lesson Internalization Practice- EL and Bookworms</p>	<p style="text-align: center;"><i>Practice & Preparation</i> 170 Lukens(classrooms and small meeting space) (in building)</p> <p><u>Morning</u> 8:30 Staff Arrival</p> <p>8:30 – 10AM Social Studies PD</p> <p>10:00-12:00</p> <p>Lesson Internalization-Practice Week 1 Lessons</p> <p>12:00-1:00- Lunch</p> <p>1:00-3:00</p> <p>Final Day of Work Time</p> <ul style="list-style-type: none"> Grab transportation info and or pertinent about the student. <p style="text-align: center;">Transportation Info (provide link)</p> <p>Practice Routines!</p>

Leadership Team Yearly Work Plan

Role/Title	Key Management Areas
Executive Director	<ul style="list-style-type: none"> • School vision-setting and goal management (overall school growth) and School marketing • Management/support all School Departments <ul style="list-style-type: none"> ○ Instruction (data cycle; science/social studies collaboration) ○ Climate (escalated concerns – see below) ○ Spec Ed (ensuring compliance and department growth) ○ Mental Health Team ○ Operations • Board Liaison Business Management <ul style="list-style-type: none"> ○ Finance/HR/Technology/Talent Recruitment • Escalated instruction, management concerns and discipline concerns (principal hearings, expulsion, police department involvement, etc.) • DOE reporting
Principals <ul style="list-style-type: none"> • Substitutes/Data Service Management • Testing/Tech and Ops Support • Mentorship Program (?) Report Card/Progress Report and gradebook management	<ul style="list-style-type: none"> • School vision-setting and goal management (overall school growth) • Climate & Culture Department <ul style="list-style-type: none"> ○ School Wide Systems & Routines (as related to Culture) <ul style="list-style-type: none"> ▪ Suspension and Referral Management ▪ Character Development Program & JAG ○ Parent Engagement & Events (as related to Culture) ○ Grades K-1 – Team Lead Management; accelerated discipline concerns (K-4) (discipline hearings, etc) ○ School-wide Culture & Climate Systems • Instruction <ul style="list-style-type: none"> ○ ELA and Math Data Cycle & RTI & Full School ELA Support • DOE Reporting & Grant Management (21 C Report Management/Coordinator) • School vision-setting and goal management (overall school growth) • Academic Department <ul style="list-style-type: none"> ○ School Wide Systems & Routines (as related to Academic) <ul style="list-style-type: none"> ▪ Failures & Grade Book ▪ Team Leader Support & Professional Learning Community (DATA program Lead) ○ Parent Engagement & Events (as it relates to K-4 ELA/MATH) ○ Grades 2-4 – Team Lead Management; accelerated discipline concerns (discipline hearings, etc) ○ School-wide Academic Systems • Instruction <ul style="list-style-type: none"> ○ ELA and Math Data Cycle & RTI & Full School ELA Support • DOE Reporting (AP Development & Support of other APs)
Dean of Students	<ul style="list-style-type: none"> • Climate Team Goal Tracking & Behavior Specialist Management <ul style="list-style-type: none"> ○ ISS Program - JAG/Mentorship program • Phase I and II of Behavior Concerns not requiring escalation • Transportation concerns/response

