



Pinecrest Impact Academy
Charter School Application
Colorado Charter School Institute
Opening Fall 2020

Executive Summary

The Executive Summary should be three to five pages long and outline the elements of the application and provide an overview of the proposed school. A thorough executive summary should include:

- Vision and mission statements including a brief explanation of how they were created
- The proposed school's name, grade levels to be served, proposed region/community served
- Student body to be served, such as key demographic data, targeted geographical area, etc.
- A description of the need for this school and the support garnered to date
- A short explanation of the key programmatic features the school will implement in order to accomplish its vision and mission
- Any other unique features, such as a non-traditional school year, longer school day, key partner organizations, multiple campuses, school culture, etc.

"If your district isn't having an "uh oh" moment around reading instruction, it probably should be. Educators across the country are experiencing a collective awakening about literacy instruction, thanks to a recent tsunami of national media attention. Alarm bells are ringing—as they should be—because we've gotten some big things wrong: Research has documented what works to get kids to read, yet those evidence-based reading practices appear to be missing from most classrooms.

Systemic failures have left educators overwhelmingly unaware of the research on how kids learn to read. [Many teacher-preparation programs lack effective reading training](#), something educators rightly lament once they get to the classroom. On personal blogs and social media, teachers often write of learning essential reading research years into their careers, with powerful expressions of dismay and betrayal that they weren't taught sooner. Others express anger.

*The lack of knowledge about the science of reading doesn't just affect teachers. It's perfectly possible to become a principal or even a district curriculum leader without first learning the key research."*¹

– EdWeek, March 7, 2019

Pinecrest Impact Academy Executive Summary

Pinecrest Impact Academy (PCIA) has a singular hope for all children, *literacy*. Everything children experience at PCIA, whether in the Science, Technology, Engineering, Arts, and Math (STEAM) curriculum enriched with differentiated, hands-on, interactive classes, or in extra-curricular activities serves the goal of bringing every student to literacy proficiency in every grade we serve, K-8.

Why? Children who cannot read cannot self-actuate. They cannot learn apace with their peers and are more likely to disengage with school as early as the third-grade.² However, children who are led to language acquisition through systematic and structured researched-based literacy instruction, that

¹ See <https://www.edweek.org/ew/articles/2019/03/07/we-have-a-national-reading-crisis.html?cmp=eml-enl-cm-news1-rm&M=58777085&U=2665475&UUID=734f13a13de5b106f4ce50ed03e6b5ba>. Lat retrieved March 17, 2019.

² Stanovich, K. E. (1986). Matthew effects in literacy: Some consequences of individual differences in the acquisition of literacy. *Literacy Research Quarterly*, 21(4), 360-406.

focuses on breaking the English language down to its component parts, can become grade-level readers with as little as one year of literacy intervention.³

Since the publication of *A Nation at Risk* 35 years ago, public education in the United States continues to fail to bring a majority of students to literacy proficiency.⁴ According to the National Assessment of Educational Progress (NAEP), in 2017 just 37% of the nation’s fourth graders could read proficiently. It is a staggering statistic. Disaggregated NAEP data indicates that Colorado results are comparatively disturbing. In 2017 only 40% of fourth-graders in our state could read proficiently.⁵

Colorado Department of Education data indicates more disturbing news (see Table 1.) In 2017, about 10% of Colorado’s kindergarten students were identified through standardized assessments as having a Significant Reading Deficiency (SRD).⁶ By the third grade, the number of students identified with an SRD shoots up to over 18%. *The longer a child in Colorado remains in public school, the more likely they are to be identified with a Significant Reading Disability.* Children who do not learn to read by the end of third grade are likely to remain poor readers for the rest of their lives, and they’re likely to fall behind in other academic areas, too.⁷

Table 1. Students identified as having an SRD by grade level in 2017

Grade	Number of Students Assessed	Number of Students Identified with SRD	Percentage of Students Identified with SRD
Half-day kindergarten	13,735	1,439	10.5%
Full-day kindergarten	48,349	4,930	10.2%
Grade 1	63,720	11,107	17.4%
Grade 2	65,615	10,806	16.5%
Grade 3	67,360	12,251	18.2%
Total	258,779	40,533	15.7%

Note: Reprinted from 2018 Annual Report of the Colorado READ Act. Colorado Department of Education. 2018

Do the interventions provided through Colorado’s READ Act improve student performance? Not really.⁸ Only 27% of K-2 students in 2017 graduated from a READ plan and had their prior year’s SRD designation removed.⁹

Identifying and remediating only students with reading challenges is the model in most schools and school districts. In Colorado, assessing for literacy proficiency is accomplished with early-literacy screeners such

³ National Institute of Child Health and Human Development. (2000). Report of the National Literacy Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on literacy and its implications for literacy instruction (NIH Publication No. 00-4769). Washington, DC: Government Printing Office.

⁴ United States. National Commission on Excellence in Education. (1983). *A nation at risk: the imperative for educational reform: a report to the Nation and the Secretary of Education, United States Department of Education.* Washington, D.C.

⁵ See <https://nces.ed.gov/nationsreportcard/subject/publications/stt2017/pdf/2018039CO4.pdf>. Last retrieved January 20, 2019.

⁶ See <https://www.cde.state.co.us/coloradoliteracy/coloradoreadactreport>. Last retrieved February 8, 2019.

⁷ Hernandez, D.J. *Double jeopardy: How third-grade reading skills and poverty influence high school Graduation*, MD: Annie E Casey Foundation. 2011

⁸ See <https://www.cde.state.co.us/coloradoliteracy/2018updatedcoloradoreadact>. Last retrieved February 8, 2019.

⁹ See <https://www.cde.state.co.us/coloradoliteracy/coloradoreadactreport>. Last retrieved February 8, 2019.

as i-Ready, Acadience (formerly Basic Early Literacy Skills® (DIBELS)), AIMSweb®, STAR Early Learning®, and Phonological Awareness Literacy Screening (PALS®).¹⁰ To be identified with an SRD and qualify for supplemental pass-through funding from CDE, students must score appallingly low on these screeners.¹¹

To the students' detriment, the remediation for low-readers is usually based in part on extensive phonics instruction, which is a component of, but not the complete pathway to, learning to read well. Children do well enough, and score high enough, on simple screeners in school through third-grade, when the dose of phonics they do receive hides the fact that they aren't really learning what we think they are learning. Additionally, children with literacy difficulties can often perform well on the assessments because they have developed compensating skills such as enhanced working and long-term memory, making spelling and 'decoding' assessments simple memory exercises. They also might not be learning what they are being taught due to neurologic processing differences in their brains, including a specific reading disability known as dyslexia.

We can do better than remediating low readers with intensive phonics after they have been identified with reading challenges. The data clearly tells us that method is not working to increase student achievement and the scientific research is absolutely clear, reading instruction must include five key areas: phonemic awareness, phonics, fluency, vocabulary, and comprehension.¹² At PCIA, we will begin the process of literacy acquisition with an intense focus on phonemic awareness and phonics with every student, *the whole class* will learn the phonemic foundation of our language together using a systematic, structured and multi-sensory approach. From phonemic awareness and phonics comes fluency and vocabulary, and from fluency and vocabulary comes comprehension.

PCIA is a movement. It is a replicable answer to the question plaguing our education system –

How do we teach every child to read?

¹⁰ See <https://www.cde.state.co.us/coloradoliteracy/readinterimassessments>. Last retrieved on January 20, 2019.

¹¹ See <https://www.cde.state.co.us/coloradoliteracy/dibelsnextgradelevelproficiencycores>. Last retrieved on January 20, 2019.

¹² National Institute of Child Health and Human Development. (2000). Report of the National Literacy Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on literacy and its implications for literacy instruction (NIH Publication No. 00-4769). Washington, DC: Government Printing Office.

Vision and Mission

Vision – Children deserve from their formal education one thing above all else, literacy. Pinecrest Impact Academy will equip students with the power of reading, so they can access whatever knowledge inspires them.

Mission – Pinecrest Impact Academy will afford students the essential skills necessary for reading and learning through a personalized, systematic, structured, and multi-sensory curriculum in science, technology, engineering, arts, and math.

Early Literacy Through Evidence-Based Reading Practices

In 2000, the National Reading Panel concluded through a meta-analysis of 52 scientifically-rigorous research studies that instruction of phonemic awareness and explicit, systematic phonics instruction are the most effective way to teach children to read. *Positive correlations between phonemic awareness and reading gains persisted across demographic subgroups.*¹³

Teachers by and large do not learn terms like phonograph, digraph, orthography, grapheme, and phoneme in their teacher preparation courses. The University of Northern Colorado offers the largest teacher preparation program in the state, and they now face strong criticism from state officials regarding their approach to training teachers to teach reading. It is no wonder our children continue to struggle with reading. There is a vast body of evidence-based knowledge on how to teach reading, but it isn't being given to teachers.¹⁴

As literacy interventionists and parents of children with literacy disabilities, PCIA's founding board members know first-hand the difficulties children face when learning to read, and in later years when reading to learn. In fact, reading disabilities are estimated to affect 20% of the total population and comprise at least 80% of all learning-disabilities.¹⁵

Children learn differently.¹⁶ Multi-sensory methods of teaching the phonemic structure of the English language with systematic, structured, and multi-sensory techniques have become known as Orton-Gillingham (OG) methods, named for two reading researchers, Samuel Orton and Anna Gillingham. Orton-Gillingham instruction is not in itself a curriculum, nor a school model. It is a teaching philosophy, an approach, and a content delivery method. The OG method delivers the phonological foundations of our language to students using Visual, Audible, Kinesthetic, and Tactile (VAKT) learning pathways so that all children can receive information through neural pathways unique to their learning habits. The emphasis is on conceptual understanding as opposed to rote learning.

OG methods = Explicit Phonemic Instruction + VAKT

PCIA has partnered with Orton-Gillingham International, based in Denver, to develop our educators' knowledge of how to teach OG using the Yoshimoto Orton-Gillingham technique (developed by Ron

¹³ Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development: 2009.

¹⁴ See <https://lincs.ed.gov/publications/pdf/PRFbooklet.pdf>. Last retrieved March 17, 2019.

¹⁵ Shaywitz S. The big picture, who is affected and what happens over time. In: Overcoming dyslexia. New York: Alfred A. Knopf; 2003:29.

¹⁶ Wurdinger, S., Haar, J., Hugg, R., and Bezon, J. (2007). A Qualitative Study Using Project-Based Learning in a Mainstream Middle School.

Yoshimoto) and provide them with the skills necessary to teach every child in their classroom to read proficiently.¹⁷ The Yoshimoto OG method has been adapted and training is offered through an intensive five-day course, a one-day advanced course, a two-day multi-sensory math course, and a two-day English Language Learners program. All PCIA teachers will attend the five-day intensive course before or during their first year of teaching.

STEAM Curriculum

We chose to overlay a STEAM (science, technology, engineering, arts, and math) model atop our school. STEM and STEAM school models have become increasingly popular offerings in school districts across the country largely because STEM fields outperform all other sectors of employment in both salary and job growth.¹⁸ In a 21st-Century economy citizens will have to be if not experts in, certainly conversant with, the STEM fields of study.

The goal of implementing a STEAM curriculum is to provide a holistic education that engages both sides of the brain, develops students' functional literacy across the curriculum, and promotes constructivism. Through STEAM, students are given the opportunity to explore concepts through real world activities that improves their strengths, and to overcome their weaknesses. Students' exposure to arts integration has the potential positively to affect their learning and memory, ability to collaborate, and problem-solving skills by providing deeper engagement in subject matter, promoting better retention of content and fostering emotional involvement in the learning process.¹⁹

Due to neurologic processing differences in their brains, students with reading disabilities may have natural giftedness in areas of abstract thinking, design, conceptual math, drawing and painting, and engineering. STEAM models include a robust arts curriculum, adding the creativity and abstract thinking skills necessary for the execution of art, design, and performance to the more mechanical and industrial components of STEM fields. Orton-Gillingham methods of instruction using VAKT strategies complement study in the STEAM fields the same way they complement literacy instruction.

Pinecrest Academy Network Affiliation

The founding committee chose to partner with Pinecrest Academy, Inc., a STEAM school network, for the planning and establishment of Pinecrest Impact Academy. Pinecrest Academy, Inc. is a non-profit charter management organization (CMO) and will provide our base school model, curriculum, and business services. PCIA chose to join the 15-school network because of its outstanding academic performance, financial success, and track record of replicating their model. Pinecrest Academy is recognized for excellence nationally by independent organizations, produces excellent results on state performance measures, and provides the dual focus of a STEAM curriculum with an emphasis on achieving literacy for all students. Pinecrest Academy maintains AdvancED District Accreditation. That designation extends to all of the schools in the network, including PCIA.

Pinecrest Academy Inc. contracts with Academica, a nationwide education support services provider (ESP) to provide replication assistance and business support services to all 15 Pinecrest Academy

¹⁷ Yoshimoto, R. Characteristics that make OG unique and effective.

¹⁸ See <http://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/>. Last retrieved January 20, 2019.

¹⁹ STEAM evidence basis. Long, Robert L. II and Davis, Stephen S. (2017) "Using STEAM to Increase Engagement and Literacy Across Disciplines," *eSTEAM Journal*: Vol. 3: Iss. 1, Article 7. DOI: 10.5642/steam.20170301.07.

schools. Academica provides services to more than 150 independent and networked charter schools in several states and is among the largest and most successful ESP's in the country.

Pinecrest Academy, Inc. will charge a reasonable and predictable fee to the school, which we have agreed will be zero dollars in Years 0-1. Neither Pinecrest Academy, Inc. nor Academica will back charge for Years 0-1; those services are free to the school. A reduced fee of \$50 per student is budgeted in Year 2 with enrollment expectations of 165 students, increasing to \$75 per student in Year 3 with 195 students, increasing to \$100 per student in Year 4 with 225 students, and reaching \$250 per student in Year 5 with 255 students. PCIA expects to pay the full \$550 per student when the enrollment reaches 400. If the enrollment increases to 400 students faster than projected, PCIA expects to pay the full \$550 per student at that time. This amount represents approximately 6% of total revenue per student, an amount equal to or lower than amounts paid by other networked schools in Colorado for similar services.

The choice to replicate a successful school system, instead of create an entire curriculum and school model, is responsive to the National Association of Charter School Authorizers' guidance.²⁰ Academic excellence and financial and organizational performance are the two leading indicators identified by NACSA for use by charter school authorizers in measuring the historical success of the charter school network proposed for replication and by extension the school applicant's potential success. The Pinecrest Academy network of schools answers these requirements sufficiently.

More information about the Pinecrest Academy network of schools, including a description of their unique and nationally recognized Hybrid Management Model is available as Addendum II: Education Management Provider, Collaborative, Network, Incubator. Also included in Addendum II is evidence-based information about the superior academic growth in reading and writing of charter management organizations that partner with Academica using the Hybrid Management Model.

Pinecrest Academy Median Growth Percentile Comparisons

The Pinecrest Academy network schools in Nevada provide a very close representation of our expected demographic, demonstrating that the network's success can be replicated here.²¹ The Nevada schools' largest minority demographic subgroup, Hispanic students (23%), closely matches PSD's largest minority subgroup, also Hispanic (18.5%). Nevada has fewer Free and Reduced Lunch (FRL) eligible students, 12% in Nevada vs. 24% in Poudre School District.

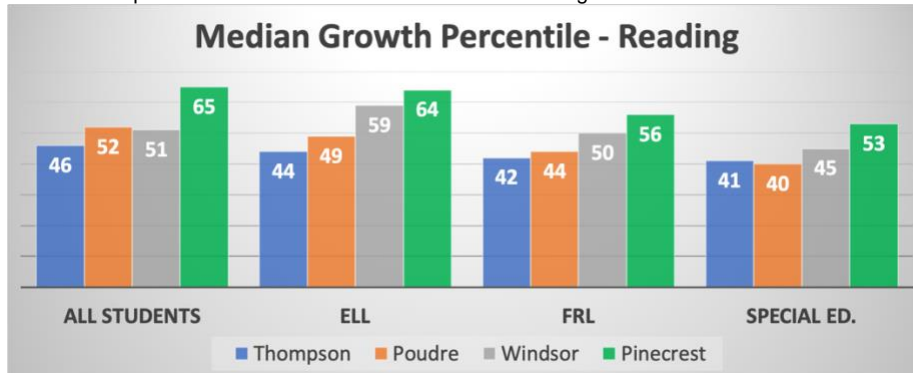
Both the Colorado and Nevada Departments of Education (and those departments in 40 other states) use the Student Growth Percentiles Model (formerly the Colorado Growth Model) to measure how student's progress in their education from one year to the next. We compared Median Growth Percentiles (MGP) from the 4000-student Pinecrest Academy Nevada schools and the average MGP of the three Northern Colorado school districts from where we expect to enroll students. MGP reports period to period student growth and is a valid tool for comparing schools and districts to one another across assessment measures.

²⁰ See https://www.qualitycharters.org/wp-content/uploads/2016/01/ReplicatingQuality_ExecutiveSummary.2014.01.pdf. Last retrieved January 23, 2019.

²¹ See <http://www.fldoe.org/accountability/accountability-reporting/school-grades/index.stml/>. Last retrieves January 23, 2019.

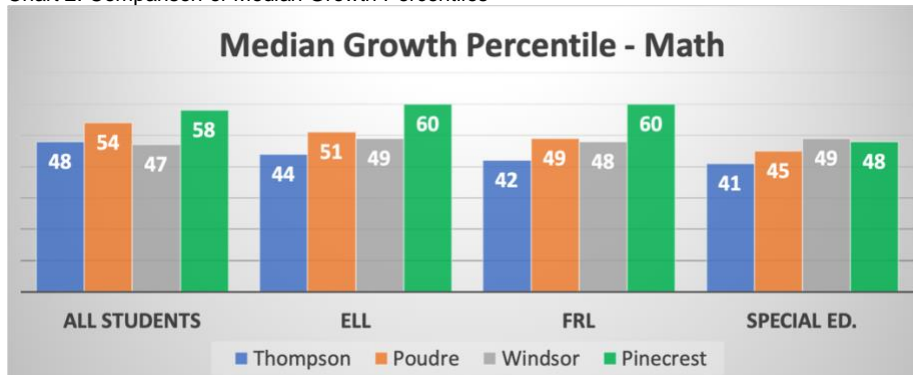
The below charts display the MGP for students in reading and math using mandatory standardized assessments reported by the states' departments of education (Colorado Measure of Academic Success (CMAS) in Colorado and Smarter Balanced® in Nevada). The Pinecrest Academy network schools in Nevada demonstrate higher rates of academic growth for all students in the aggregate and for all but one student demographic subgroup in one district.^{22, 23}

Chart 1. Comparison of Median Growth Percentiles - Reading



Note. Pinecrest Impact Academy

Chart 2. Comparison of Median Growth Percentiles



Note. Pinecrest Impact Academy

Strong Governing Board Oversight

Most charter school governing boards have the responsibility of supervising one employee, the school leader, along with the oversight responsibility of the school's financial obligations and organizational relationships. In addition to those duties, by choosing to affiliate with the Pinecrest network, we have the added responsibility of providing careful oversight of the school network and its financial commitments and organizational interactions with our school. We have trust and confidence both in Pinecrest Academy and their ESP, Academica; our sustained success is in all of our mutual interest and benefit.

To ensure our school's independence and retain strong local control, we have built a founding committee (and future governing board) with expertise specifically calibrated to provide the appropriate oversight and fulfill our fiduciary and contractual obligations to our students and authorizer. Our board members bring experience in special education law, classroom teaching, traditional and charter school administration,

²² Source: PSD data retrieved from: <https://www.cde.state.co.us/schoolview/coloradogrowthmodel>.

²³ Pinecrest Academy data retrieved from: <http://nevadareportcard.nv.gov>.

public accounting, school accountability committees (SAC), the Poudre School District Advisory Board (DAB), reading therapy and instruction, and pediatric healthcare.

Location

We believe the school will have the most positive impact on Northern Colorado families when located in the southeast quadrant of PSD, near I-25 and US Highway 392. The path of growth in Fort Collins is in the southeast part of the city, toward Windsor and Loveland. Public schools there are at or near capacity with an additional elementary school and another elementary school addition planned. Additionally, that area is at the convergence of three school districts, Windsor, Thompson (Loveland), and Poudre School District (PSD). There are a limited number of STEM schools in PSD and only one STEAM school.

When we are at full enrollment, we will have a two-track, 504-student elementary and middle school campus with a student teacher ratio of 28:1. We will serve a student body that closely resembles PSD as a whole except for in special education, where we expect to enroll more than double the percentage of students in special education, due to our intense focus on reading and recognition of reading disabilities.

School Dress Code

A respectable dress code has been part of Pinecrest Academy's culture since the school's doors were first opened in Miami in 2001. Founding Committee member and Pinecrest Academy Inspirada principal Michael O'Dowd says there is a palpable relationship between the school's dress code and learning. For example, students behave quite differently on "Free-Dress Days". Dressing down has a direct and undesirable impact on attitudes in school. The Pinecrest Academy dress code has a positive impact on how students treat one another, how well they show respect for their teachers, their punctuality, and how well they're maintaining focus on academic goals.

PCIA will expect our students to make clothing choices that show they are respectful of themselves and others. The school environment should be free from distractions like offensive or revealing clothing, creating opportunities for children to be recognized instead for their hard work and good character. Clothing can be an emblem of wealth and privilege, distinctions which are not appropriate in the public education setting. We will require students to maintain standards of dress that will minimize distractions and convey a sense of dignity and mutual respect.

A Palpable Culture of Cooperation, Respect, and Learning

Throughout the visioning process for this school, members of the founding committee have established a climate of respect and cooperation with the Colorado League of Charter Schools, the Charter School Institute, the Poudre School District, the community of reading therapists and practitioners, the recently-approved CSI school AXIS International Academy, more than 50 interested parents, and more than 100 local family-oriented businesses.

The founding committee's most important job between now and opening day in August of 2020 will be to identify our school principal. The principal will have the authority of the governing board and the privilege to actuate the school we have envisioned. If we are the designers, the principal is the product engineer. She will tirelessly communicate to all stakeholders our vision of placing literacy above all else, encourage and demonstrate the value of respecting oneself and others through words and deed, and empower

professional educators in their classrooms to add their techniques and personality to the well-established Pinecrest Academy curriculum.

Students will always begin their day learning about how their behavior affects others and how to manage their feelings when the behavior of others affects them. They will be ready to learn, knowing their daily schedule is stable and predictable, with multiple opportunities built-in throughout the day for support when facing difficult material, or enrichment when needing more challenge. They will be confident that the material will be presented in a way that complements their individual learning style. They will look forward to the rich variety of instruction ahead of them with daily doses of science, reading, math, and social studies, all taught through teacher-led discussions, group activity, and individual computer learning time. They know that twice weekly helpings of PE, art, and music offer even more variety in their schedule. Most of all though, they will feel safe and loved, in a school created just for them. They will be Pinecrest Impact Academy Explorers.

A. Vision and Mission

1. Include vision and mission statements that provide a clear, focused, and compelling purpose for the school that is measurable and focused on educational outcomes. The application, in its entirety, should reflect the vision and mission.

With the goal of attaining literacy through a STEAM education, after visiting multiple schools, and after meaningful committee discussion and debate, the refined vision and mission statements for our kindergarten through 8th grade school are:

Vision – Children deserve from their formal education one thing above all else, literacy. Pinecrest Impact Academy will equip students with the power of reading, so they can access whatever knowledge inspires them.

Mission – Pinecrest Impact Academy will afford students the essential skills necessary for reading and learning through a personalized, systematic, structured, and multi-sensory curriculum in science, technology, engineering, arts, and math.

Measuring the Mission Statement

There are five evidence-based skills necessary for reading – phonemic awareness, phonics, fluency, vocabulary, and comprehension.²⁴ Later research identifies specific instruction in spelling as an independent essential component of reading.²⁵ Therefore, we will measure our students' success in acquiring the essential skills of reading by assessing those six skills using a variety of assessments from across our curriculum. Acquiring the skills of reading and learning happens through our school's intentional use of OG methods (*personalized, systematic, structured*) and VAKT (*multi-sensory*) strategies. We do not specifically name Orton-Gillingham or STEAM in the vision and mission statements because we want to memorialize our philosophy of instruction, not a brand or acronym.

Strategic Planning Framework

Making the vision and mission become a reality and ensuring that the school avoids mission drift in the years to come requires a strategic planning framework (SPF). We have purposefully chosen a model that requires decision making to be vertically aligned with the vision and mission, and horizontally aligned to ensure program fidelity. The model is the school's roadmap to delivering the gift of literacy through a STEAM education.

The essential functions necessary to grow and maintain a healthy and successful school are broken down into five *domains*, broad categories of the school's operations. The domains are further broken down into the critical *components* of the school's operations. Components are further actualized by *elements*, discrete actions that accomplish the goals of the school.

The five strategic domains are Board Leadership, High Performing Systems, Learning Professionals, Healthy School Community, and Learning Students. The model provides a framework for categorizing initiatives and decision making, allowing for more effective leadership. The governing board will lead the

²⁴ Report of the National Reading Panel: Teaching children to read: An evidence-based assessment of the scientific research literature on reading and its implications for reading instruction. National Institute of Child Health and Human Development: 2009

²⁵ Ehri, L. (2000). Learning to read and learning to spell: Two sides of a coin. *Topics in Language Disorders*, 20(3), 19-49.

school at the domain level and through the components of the Board Leadership domain, which are: Training and Evaluation, Effective Leader, CMO Oversight, and Board Committees.

Within each domain are contained the critical components of our charter school, general areas that require broad oversight and alignment. All of the critical functions and responsibilities of the school are captured as components, such as Facilities, School Safety, and Academic Achievement. Components are high-level function areas and will change very little from year to year. The principal has the responsibility for ensuring the critical components of the school are functioning and the school is achieving excellent outcomes, operating in compliance with applicable law and authorizer requirements, and supporting and developing our professional educators.

The elements of the school’s program are the actions undertaken everyday by the school’s professional educators to achieve the vision and mission of the school. Elements are fluid and can change from time to time. For instance, several teachers may be selected to attend an advanced training, or two grade-level teams may reorder the scope and sequence of their history units to provide more logical scaffolding of the material.

Figure 1. Strategic Planning Framework

Strategic Planning Framework Category	Essential School Functions				
Domain (Board Level)	Effective Governance	High Performing Systems	Learning Professionals	Healthy School Community	Learning Students
Component (Principal Level)	Training and Self-evaluation, Effective Leader, EMP Oversight, Board Committees	Policies, Technology, Financial Health and Controls, Facilities, Calendar and Schedule	Staff Selection, Professional Training, Work Environment, Staff Committees	Social Emotional Learning, School Safety, Teacher and Student Well-Being	Curriculum, Academic Achievement and Growth, Learning Environment
Elements (Staff Level) Examples	Online Board Training, CSSI Review, Principal Evaluation	Effective Use of Classroom Technology, Efficient and Engaging Classrooms	Summer Institute, Data Days, PTA Representative	Homeroom SEL Instruction, All Hazards Plan	Differentiated Instruction, Progress Monitoring

Note. Source: Pinecrest Impact Academy

Inclusion over Exception

The word ‘dyslexia’ is not included in the vision or mission statements for several reasons, most important of which is that *we are not a boutique school for reading disabled or dyslexic students*. PCIA is a *mainstream public charter school* serving all students and families invested in our vision of giving the gift of literacy and our mission of providing a STEAM education.

Reading disabilities, reading proficiency, and literacy are not all assessed on the arc of dyslexia. Every student needs to be taught to read, and the barriers to reading are many. Our school will have excellent resources for students who have been diagnosed with, or who have characteristics of, dyslexia. But many

more students will reap tremendous benefit from our instructional model and overcome whatever roadblocks to reading they are encountering. The most influential thinkers like Elenn Steinberg, president of Orton-Gillingham International, and Ben Foss, creator of the Intel Reader and author of The Dyslexia Empowerment Plan, stress the importance of inclusion in helping dyslexics live with their disability. Dyslexia and many other brain-based reading disabilities are never cured and never go away. Because of that, students need to receive their primary education with mainstream peers, not through a boutique school for reading problems, a mainstream school that teaches every child to read properly from the beginning. An inclusive environment will also free many students with reading disabilities from ‘pull-out’ special education and leave them time to attend to courses that access their natural gifts in math and science, design, spatial awareness, and reasoning.

Social Emotional Learning

Not explicit in the language of a vision statement is the simple truth that we as a school community are responsible for ensuring that children develop respect for themselves and others. Our focus of promoting a Healthy School Community demands that we care for our student’s well-being while recognizing health of *the person* within the student. The violence witnessed by children in today’s world needs a balance of intentional, thoughtful, and loving encouragement of the child’s well-being, which will lead to their *well-doing* for others. Social Emotional Learning (SEL) will not be an artifact of the “Character Education” movement, with monthly reminders about Responsibility and Perseverance. At PCIA, a well-defined SEL curriculum is woven into the fabric of the school through advisory group discussions, school policies, disciplinary practices, and student leadership activities.²⁶

We must take it upon ourselves to inculcate positive internal and external beliefs, not supplanting a parent’s role, but supporting the positive messages occurring at home. And through advisory grouping (homeroom), emotional intelligence, maturity, and one’s regard for others can be tacitly assessed, and individual strategies can be deployed to fill the gaps.

Evidence of Fidelity and Alignment

Important to the Founding committee was holding ourselves accountable to the vision and mission of the school throughout our development of the program. We judge this Charter School Application to be the “Constitution” of our school. The document is meant to inform and endure changes to school policy, procedure, curriculum selection, school leader, or student composition. Because we believe in accountability, we held first ourselves accountable to our vision and mission in completing the school design. To the maximum extent possible, all of the concepts, programs, and activities that make up the school’s design were subjected to parametric evaluation through the SPF so that they are *vertically and horizontally aligned*.²⁷

An important image will guide the reader to an understanding of our efforts to both vertically and horizontally align this document from beginning to end.

²⁶ See <https://www.youtube.com/watch?v=qPhCCP0PyQ0>. Last retrieved March 18, 2019.

²⁷ Case, B. Horizontal and vertical alignment. Pearson Assessments: Policy Report, July 2009. Last retrieved February 7, 2019 from https://images.pearsonassessments.com/images/tmrs/tmrs_rg/HorizontalVerticalAlignment.pdf?WT.mc_id=TMRS_Horizontal_and_Vertical_Alignment
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Figure 2. Reference Graphic Denotes Example of Horizontal Alignment



This symbol identifies sections of the application where specific program domains, components, or elements are either vertically or horizontally aligned. For example, our selection of OG instruction and VAKT methods are vertically aligned with our mission of providing a systematic, structured, and multi-sensory education, and our i-Ready assessments are horizontally aligned with the i-Ready Reading standards-based curriculum so that students receive fair and predictable assessment.

Note. Source Pinecrest Impact Academy

B. Evidence of Need, Support, and Involvement

PSD serves a growing community. Projections as far out as 2022 indicate that the student population in Larimer County will continue to increase at a rate of more than 700 students per year.²⁸ Within the community though, students and families are opting to attend schools outside of PSD at an increasing rate of 43% over the past five years.²⁹

PCIA will serve kindergarten through 8th grade (K-8) students. Demographic data indicates 10-14-year-olds are the fastest growing population of school-age students in Larimer County and PSD growth trends mirror these numbers.³⁰ Serving students through 8th grade is a positive choice for many parents who desire to complete a student's elementary education through middle school without changing schools.

The need for a STEAM education has been demonstrated through ample research since President Obama invoked it in his 2011 State of the Union address, calling it our "Sputnik Moment."³¹ STEM jobs will grow by 13% between now and 2027, outpacing the growth of other job fields.³² Salaries in the STEM fields far outpace those of non-STEM fields, and those opportunities are available to high school graduates at higher rates than college-educated STEM professionals.^{33,34} That makes a high school graduate with a STEM focus truly college *and* career ready.

While the need is great, none of the seven charter schools in PSD, only three of the traditional public elementary schools, and two middle schools explicitly offer a schoolwide STEM curriculum.³⁵ Only one school in PSD provides an explicit STEAM model. Regarding the laser focus on identifying roadblocks to literacy, no school in the area can claim to have the level of services planned at PCIA.³²

Target Student Population

1. Please identify the projected number of students that will be enrolled at each grade level for each of the first five years of operation.

At buildout, PCIA will serve a student body of more than 500 students with a class ratio of 28:1. In the beginning years, that ratio will be 30:1 until economies of scale support reduced class sizes.

Table 3. Students Enrolled by Grade Levels

	Year 1	Year 2	Year 3	Year 4	Year 5
Two - 15 pupil half-day Kindergartens	30	30	30	30	30
1	30	30	30	30	30
2	30	30	30	30	30
3	25	30	30	30	30
4	20	25	30	30	30
5		20	25	30	30



Keeping kindergarten classes smaller allows for more *personalized* instruction, a mission-aligned goal.

²⁸ *Market Analysis: Poudre School District*. Colorado Charter School Institute. 2018.

²⁹ Ibid.

³⁰ Ibid.

³¹ See <https://obamawhitehouse.archives.gov/the-press-office/2011/01/25/remarks-president-state-union-address>. Last retrieved January 20, 2019.

³² See <http://vitalsigns.ecs.org/state/united-states/demand>. Last retrieved January 20, 2019.

³³ See <https://www.bls.gov/spotlight/2017/science-technology-engineering-and-mathematics-stem-occupations-past-present-and-future/pdf>. Last retrieved January 20, 2019.

³⁴ See <http://www.pewsocialtrends.org/2018/01/09/diversity-in-the-stem-workforce-varies-widely-across-jobs/>. Last retrieved January 20, 2019.

³⁵ See <https://www.psdschools.org/schools/schools-directory>. Last retrieved January 20, 2019.

6			20	25	30
7				20	25
8					20
TOTAL	135	165	195	225	255





Note: CSI Application New School Application Template, 2019

2. Please provide the rationale for how the projected enrollment and the matriculation plan were determined as well as the minimum enrollment the school could sustain without sacrificing its mission and program. Applicants should ensure projected enrollment is a reflection of community need (which may include use of intent to enroll, capacity of existing schools in the local community, etc.).

Meeting Growth Demands in Poudre School District

PCIA is first and foremost a public school, serving all students. We will provide a home for students and families who choose PCIA because it reflects their values, goals, and ideals. PCIA will be a convenient option for students and families in the rapidly growing southeastern part of Fort Collins and PSD. Fort Collins, Larimer County, Poudre School District, Windsor School District, and Thompson School District are all experiencing population growth. Additionally, CSI has seen tremendous growth in PSD due to new school authorizations.

Table 4. PSD Students Enrolled by Grade Levels

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	Trend	5-Year Percent Change
PK-5	13,799	14,179	14,333	14,345	14,380		4.2%
6-8	6,421	6,653	6,708	6,847	6,977		8.7%
9-12	8,210	8,221	8,486	8,490	8,662		5.5%
Total	28,430	29,053	29,527	29,682	30,019		5.6%

Note. Reprinted from Poudre School District Market Analysis. Colorado Charter School Institute. 2018

Table 5. Surrounding Districts Student Enrollment

School District Name	County Name	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	5-Year Percent Change
Schools authorized by CSI in Poudre	-	758	1,085	1,330	1,488	1,599	110.9%
Thompson	Larimer	16,210	16,133	16,043	16,280	16,278	0.4%
Ault-Highland	Weld	765	761	829	853	912	19.2%
Windsor	Weld	4,821	5,102	5,524	6,034	6,300	30.7%

Note. Reprinted from Poudre School District Market Analysis. Colorado Charter School Institute. 2018

To address the growth issues in PCIA's proposed area, PSD will build additional space onto nearby Zach Elementary School, to be completed in 2020. The school will be 98% enrolled after the expansion. In 2022, PSD will open a new elementary school in the PSD section of the Town of Windsor on the east side of I-25, to ease overcrowding there. That school will open nearly 60% enrolled on day one and is located east of I-25, a major geographical boundary from Fort Collins. Even after these bond-facilitated facility improvements, the two closest elementary schools to our proposed location (Bacon and Zach) will be at 89% and 98% capacity. There is a significant need for more quality elementary seats in the southeast quadrant of PSD.

Table 6. Projected Enrollment Based on Current Boundary Areas – SE Quadrant.

School	Projected Enrollments Based on Current Boundary Areas - SE Quadrant											
	Capacity		Current			Projected (2019-20)			2019-20 With Changes			
	Modified	Built	Enrollment	Utilization	Modulars	Enrollment	Utilization	Modulars	Capacity	Enrollment	Utilization	Modulars
Bacon Elementary	525	575	519	99%	0	532	101%	0	525	467	89%	0
Bethke Elementary	625	575	569	91%	2	659	105%	4	675	500	74%	4
Timnath Elementary	525	525	305	58%	2	368	70%	2	475	269	57%	0
Zach Elementary	700	575	666	95%	6	678	97%	8	-	-	-	-
Zach Elementary (w/ Addition)	695	695		0%			0%		695	678	98%	0-7
New ES (south east)	575	575		0%			0%		575	323	56%	0

Note. Retrieved on January 20, 2019, from <https://www.psdschools.org/your-district/growth-planning/long-term-growth-plan/supporting-data>

Near the southeastern PSD district boundary, the adjacent Thompson School District and Windsor School District are also experiencing growth. PCIA expects that students from these districts will comprise a portion of our enrollment due to proximity, as well as a result of the education model. In 2017, 221 PSD resident students enrolled in either Thomson or Windsor School District schools; in the same year, nearly 1000 non-PSD residents enrolled in PSD schools.³⁶ Growth rates, choice-in, and choice-out students provide our school opportunities to reach students.

Importantly, CSI recently authorized AXIS International Academy. We are excited for this school, enjoy a good working relationship with its founders, and support their school model. We do not believe the opening of their K-5 charter school will affect our student and family recruitment efforts to a significant degree for two reasons. First, the AXIS school model is significantly different than PCIA’s, with AXIS offering Core Knowledge and Language Immersion. Second, with AXIS moving into the now shuttered Global Village Academy building on the far west side of Fort Collins and welcoming many of those displaced families, the student enrollment there should not have a significant net impact on the need for high-quality elementary school seats in Northern Colorado or relieve enrollment pressure in the southeast part of Fort Collins, where we propose to locate.

Community Focus

PCIA is searching for suitable temporary and permanent locations in the southeast portion of PSD. The target location, which includes southeast Fort Collins, is in the path of growth for the city. Locating near the northwest border of the Windsor School District and the northeast border of the Thompson School District (Loveland), PCIA will be an excellent and convenient choice for students in those areas as well. Given the unique nature of the STEAM academic program and the availability of targeted literacy interventions, PCIA will draw students from a broad area.

PCIA will serve a demographic community similar to PSD. However, because of our dual focus on literacy and STEAM, we expect to see more Gifted and Talented students and also more students identified with literacy difficulties whether through a developed Individualized Education Plan (IEP), 504 Plan, or other special education accommodation.

³⁶ Market Analysis: Poudre School District. Colorado Charter School Institute. 2018.
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Alternative Enrollment Plan Year 1 through Year 5

Analysis of the growing enrolment trends in southeast Fort Collins (including the facility expansions planned for the area), the popularity and strong enrollment pressures on the existing STEAM school choice options, and the uniqueness of our literacy program, PCIA projects strong beginning enrollment for the school. We have identified two scenarios for enrollment, one a reflection of our measured optimism for healthy growth, the other a contingency budget reflecting more modest increases. While we believe our more optimistic enrollment assumptions from above will prevail, we submit the contingency enrollment projections and corresponding budget to the Institute for consideration.

Table 7. Contingency Enrollment Projections. 2020-2024.

	Year 1	Year 2	Year 3	Year 4	Year 5
Two - 15 pupil half-day Kindergartens	23	23	23	23	23
1	23	23	23	23	23
2	23	23	23	23	23
3	19	23	23	23	23
4	15	19	23	23	23
5		15	19	23	23
6			15	19	23
7				15	19
8					
TOTAL	103	126	149	172	195



Responsible contingency planning ensures *financial health*, a component of a high performing school.

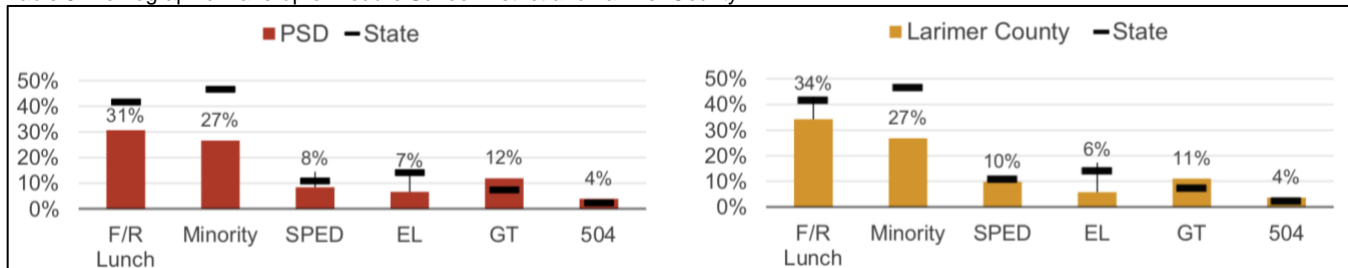
Note: CSI Application New School Application Template, 2019

3. Please describe the target student population you are proposing to serve by completing the following table. Please include the demographics of the district in which you are proposing to locate as a point of comparison and, if appropriate, nearby districts.

Plan for Outreach and Recruitment of Students Whose Demographics Reflect the Community

The school’s dual goals of literacy and the STEAM curriculum do not have a component that suggests a particular race, gender, or ethnicity will be disproportionately represented. Therefore, we will target a demographic make-up consistent with the seven other elementary schools in the southeast quadrant of PSD, which is in proportion with PSD and Larimer County as a whole.

Table 8. Demographic Make-up of Poudre School District and Larimer County



Note. Reprinted from Poudre School District Market Analysis. Colorado Charter School Institute. 2018

PCIA chose 15 Fort Collins schools (the Cohort) to establish our school’s racial, ethnic, achievement, and special education benchmarks (see the table below.) These schools were chosen based on two factors, proximity and school model. The 12 proximate schools selected included those campuses located in our

target location, south of Horsetooth Road (Larimer County Road 44) and east of College Avenue (State Highway 287) in Fort Collins. This area is generally considered to be in PSD's 'southeastern quadrant.'

Two of the proximate schools are CSI charter schools (The Academy of Arts and Knowledge Elementary School and Colorado Early College Fort Collins Middle School.) Eight of the proximate schools are neighborhood elementary schools (Bacon, Bethke, Kruse, Linton, Timnath (STEM model), Traut, Werner, and Zach.) Two of the proximate schools are neighborhood middle schools (Kinard and Preston (STEM model)). Three additional schools were selected from outside the proximate area and represent the remaining STEM or STEAM-focused schools available in Fort Collins (Shepardson Elementary (STEM model), Tavelli Elementary (STEAM model), and Blevins Middle School (STEM Model).

The below table lists the PCIA school Cohort with complete demographic, performance, and enrollment data for each. For the convenience of space, this table is referenced throughout this document.

Table 9. Demographic Make-up of Proximate and Model Schools (The Cohort)

Nearby traditional school demographics	Model	Total Students	Total minority	FRL	SPED	ELL	GT	504 Plan	2017 SPF	2017 Achievement/ Growth	Enrollment trending	5-year % change
		#	%	%	%	%	%	%				
Bacon Elementary	Traditional	500	19	19	15	4	4	0	Performance	Meets/ Exceeds		-0.6%
Bethke Elementary	Core Knowledge	633	15	4	6	0	11	0	Performance	Exceeds/ Meets		16.6%
Blevins Middle School	STEM	649	30	45	10	5	15	6	Performance	Approaching/ Approaching		19.1%
Colorado Early College Middle School	College Prep	283	24	18	2	2	5	6	Performance	Meets/ Meets		237.5%
Kinard Middle School	Core Knowledge	813	20	9	3	3	32	6	Performance	Exceeds/ Meets		5.0%
Kruse Elementary	Traditional	487	27	30	8	9	6	0	Performance	Exceeds/ Meets		-7.1%
Linton ES	Traditional	406	45	55	12	26	6	0	Performance	Approaching/ Approaching		-3.3%
Preston MS	Pre-AP/STEM	1146	17	12	5	2	28	8	Performance	Meets/ Approaching		8.3%
Shepardson Elementary	STEM	406	17	21	17	3	4	0	Performance	Meets/ Exceeds		15.7%
Tavelli Elementary	STEAM	589	27	42	9	6	4	0	Performance	Meets/ Meets		7.1%
Timnath Elementary	STEM	343	32	35	10	17	0	0	Performance	Meets/ Meets		14.7%
The Academy of Arts and Knowledge	Arts Intergration	230	27	32	0	0	7	0	Performance	Meets/ Approaching		-17.2%
Traut Elementary	Core Knowledge	448	25	11	7	10	11	0	Performance	Exceeds/ Exceeds		-0.2%
Werner Elementary	Traditional	525	19	18	6	6	11	0	Performance	Exceeds/ Exceeds		-5.4%
Zach Elementary	Core Knowledge	604	21	6	5	9	18	3	Performance	Exceeds/ Exceeds		-5.8%
PSD	not included in averages	30,019	27	31	7	7	13		Accredited	Meets/ Meets		5.6%
Average of area and model schools		537	24	24	8	7	11	2				
Impact Target Demographic Make-up	STEAM/ Literacy	504	24	24	17	8	12	6				

Note. Compiled from <https://www.psdschools.org>

PCIA will target a racial and ethnic demographic student population that represents the average of the 15 schools in the cohort. Consistent with these cohort-based projections, but in recognition of our anticipated higher-than-average special education enrollment, we are targeting 17% special education enrollment,

that being equal to the highest single percentage of the schools in the cohort, Shepardson Elementary (which is incidentally a high-performing STEM school.)

Table 10. Anticipated School Demographics

Year	% Minority	% Free or Reduced Lunch	% Special Education	% English Learner	% Gifted/Talented
Anticipated Demographics	24%	24%	17%	8%	11%
Average Demographics of Proximate and Model School (The Cohort)	24%	24%	8%	7%	11%
Demographics of the Geographic District	27%	31%	7%	7%	13%

Note: CSI Application New School Application Template, 2019

To recruit fairly all PSD students in the target area, we are using comprehensive outreach and marketing strategies to ensure that potentially interested students and parents have equal access to apply and enroll at the school. These include recruiting and marketing initiatives that target the entire community, provide information for economically disadvantaged students and families, those who may have limited English proficiency, special physical or academic needs, or may be at risk of academic failure.

Existing Performance & Educational Options

4. Please describe the educational options currently available to your target population.

In your description of existing options, applicants should:

- Consider all existing schools in the local community
- Consider programmatic offerings and other characteristics of local schools
- Describe the extent to which existing schools have capacity to serve additional students

Current Options for Families Desiring a STEAM-Focused School

PSD offers students and parents two elementary schools with an explicit STEM focus (Shepardson, Timnath) and just one school with a STEAM focus (Tavelli). Timnath Elementary is in the proximate area but east of the I-25 corridor, a significant geographic boundary from Fort Collins. Tavelli Elementary, in the far northern region of the city, is the only STEAM school in the district and is 8.2 miles from the proposed school location. Shepardson Elementary is 3.9 miles from the proposed school location. Shepardson, Tavelli, and Timnath are all experiencing substantial enrollment pressure as measured over the previous five years (15.7%, 7.1%, and 14.7% increases respectively).

Two middle schools have a STEM design, Blevins and Preston. Blevins is 7.5 miles from the proposed location and Preston is in the proximate area. Both of the middle schools in the Cohort that offer STEM programming are experiencing significant upward enrollment pressure as measured in the previous five years (16.6% and 8.3% respectively.)

5. Please describe the overall academic performance (including academic achievement, academic growth, and postsecondary and workforce readiness) of schools located near the proposed school and the geographic district overall.

This description should include:

- How existing options are performing, including a review of achievement, growth, postsecondary readiness (if applicable)*
- Overall school performance and the performance of subgroups (minority, free/reduced lunch eligible, English learners, special education, gifted/talented)*
- A focus on the specific geographic area, student population, and grade level(s) that the applicant proposes to serve*

Poudre School District students and families are fortunate to live in a high performing district, which sustains ‘Accredited’ status in the School Performance Framework model. All of the schools in the Cohort have a ‘Performance Plan’ school rating, meaning all of the schools meet or exceed statewide attainment on the performance indicators. The schools are more varied concerning the measures in their Growth and Achievement indicators. Specific to the STEM or STEAM model schools, the elementary schools all rated ‘Meets’ in both categories, except for Shepardson Elementary School which received an ‘Exceeds’ rating in the Growth indicator.

The STEM-focused middle schools have as well received the ‘Performance Plan’ designation. Both schools struggle in the Growth indicator, rated ‘Approaching.’ Blevins also received an ‘Approaching’ in the Achievement indicator, while Preston received a ‘meets’ rating in that category.

The popularity of the STEM and STEAM schools, and their positive SPF ratings, support their replication. Specific to PCIA’s chosen concentration on STEAM, we look to the success of Tavelli Elementary in Fort Collins. Tavelli boasts strong student retention rates and 5-year growth percentages, as well as scoring in the 88th-percentile in the Colorado Measure of Academic Readiness (CMAS) math portion and the 91st-percentile in reading. PSD district-wide averages are 87th-percentile in English and 84th-percentile in math. Given these numbers, it is clear that Tavelli’s STEAM program produces better CMAS results than PSD’s general population; slightly better in reading and much better in math.³⁷

6. Please describe the extent to which the school will provide an educational option that substantially differs from the educational opportunities provided by existing schools of the local community that have capacity to accommodate additional students.

Applicants should consider:

- Factors such as academic and non-academic programming, curriculum and instruction, academic performance, etc.*
- Capacity of existing schools to support the target population*

Current Options for Families Experiencing Literacy Challenges

Unique to our model is a recognition that students with delayed literacy acquisition are oftentimes underserved in the traditional public-school environment. The school’s founders and many of our partner individuals and organizations have experienced this neglect first-hand.

The nation’s collective education system, through state legislatures, is rapidly expanding efforts to recognize and require services for students who experience literacy difficulties. In 2013, just 22 states had laws requiring districts to address literacy challenges, including dyslexia. As of March 2018, 42 states,

³⁷ See <https://sites.google.com/a/psdschools.org/research-documents/home/unified-improvement-planning-tools>. Last retrieved December 28, 2019.

including Colorado, had these laws thanks in part to the 33 legislative bills introduced between January and March of 2018.³⁸

While this state and the nation are moving toward providing better literacy services, it is still left to individual schools and districts to define the path forward. The PCIA literacy instructional model is a synthesis of our combined and shared reading of research, our personal experiences, and the many schools visited by the founding committee, advisory committee, and other supporters. We found the way to provide instruction that serves struggling readers and mainstream readers with the same base of instruction using OG methods.

Because we have committed ourselves to bring every child to grade-level literacy proficiency, including those with dyslexia, we will attract and welcome a higher than average percentage of students that have either already been assigned an IEP, 504 Plan, some other accommodation, or who will qualify after appropriate screeners are administered upon their admission. Moreover, we will attract families who have experienced frustration in their school's response to their delayed literacy acquisition. Those families often have lost the fight for accommodations such as IEPs, 504 Plans, test time length adjustments, access to audible textbooks, or dictation assistance. These families are not measured in PSD's reported 7.41% of students enrolled in a special education program.

At PCIA, parents will not have to plead for interventions specific to their student's learning pathways or self-identify their student's struggles, the remediation for many children will be 'baked-in' to the school's curriculum and instruction philosophy. Paradoxically, we may identify *fewer* students for special education based on our whole-class approach to proper reading instruction.

Evidence of Support

7. Please describe the outreach conducted by the applicant to raise awareness about the proposed school within the local community and with families. *Within this description, please be sure to describe the school's existing outreach and recruitment of students whose race, gender, and ethnicity reflect the demographics of the community that the charter school intends to serve as well as future plans for outreach.*

Student and Family Recruitment

The Founding committee has been deliberate and patient in our school design process to ensure the best possible school opens to students and families in the fall of 2020. We chose to forgo the fall 2018 charter school application cycle while we continued to gather information and craft our school. Our student recruitment efforts have not fully matured and our Intents to Enroll (ITEs) are not adequate at this time to ensure financial stability. With the initial school design and application writing process now complete our immediate and urgent priority is student recruitment evidenced by ITEs.

PCIA applied for and received a planning grant from the Colorado League of Charter Schools. Feedback on our draft application indicated that at submission we should have demonstrated interest amounting to 50% of our contingency enrollment. Plainly, we do not. We do, however, have a robust plan and concrete goals to reach our target enrolment numbers.

³⁸ See <https://www.dyslexicadvantage.org/wp-content/uploads/2017/09/2018-Youman-Mather.pdf>. Last retrieved January 20, 2019.
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We have developed a matrix of goals for our ITEs that reflect 50% enrollment for the fall CSI application cycle, which starts August 1, 2019. This will give us the opportunity to aggressively market the school using the strategies outlined in the following sections. The below table identifies our proposed ITE milestone goals for our August 2020 opening grades.

Table 11. Intents to Enroll Targets and Benchmarks

Grades Offered During Year 1	Contingent enrolment	ITEs for Spring Cycle Submission	August 1, 2019	November 1, 2019	February 1, 2020	May 1, 2020	August 1, 2020
& of contingency enrollment		13%	50%	75%	90%	100%	115%
K	23	5	12	17	21	23	26
1	23	1	12	17	21	23	35
2	23	8	12	17	21	23	35
3	19	4	10	14	17	19	29
4	15	3	8	11	14	15	17
TOTAL	103	21	54	76	94	103	142

Note. Pinecrest Impact Academy

To accomplish our enrollment goals, we recruited a new board member. Jen Ryneer has extensive professional experience in branding and marketing. She was also a parent at a Pinecrest Academy school in Nevada (Inspirada), and she now lives in Fort Collins. Jen coordinated special events and social media for the Inspirada campus. We have tremendous confidence in Jen’s ability to tell the story of the school through advertising, marketing, and event promotion and attendance.

Jen is a ‘big thinker’. Her first thought when we explained our need to get the word out was to hold a large community event. She is spearheading the NoCo (Northern Colorado) Family Expo, presented by Pinecrest Impact Academy. This will be the largest marketing event we hold in 2019 and will be repeated in May 2020. The Expo will be a gathering of family-focused businesses, nonprofit organizations, childcare centers, and schools. The event will be held on May 11, 2019, in the First National Bank Exhibition Hall at The Ranch - Larimer County’s premier events complex, the largest and most accessible events venue in Northern Colorado.

PCIA is the title sponsor of the event. We will have several tables with informational flyers, prizes, and giveaways that promote PCIA. Both paper and online forms will be available for families to fill out ITEs. The event will be cross-marketed with every vendor and also through billboard, radio, print, and social media advertising.

In the 18,000 square-foot South Exhibition Hall, families will be immersed in the focus of the event – encouraging reading literacy and opening children’s eyes to the possibilities available to them in the STEAM fields. Hands-on demonstration tables will engage children and their families in science experiments, Lego Robotics, computer coding, and painting. There will also be activities that encourage active, healthy lifestyles through cheer, dance, and martial arts demonstrations.

More than 100 booths will showcase a wide variety of education and family-focused businesses and organizations. Spaces have already been secured by advocates for disabled students, after school childcare centers, literacy and math tutoring providers, family healthcare offices, healthy food companies, and more. The event is sold out with 110 vendors.

PCIA founders believe in providing quality choices for students and parents by leveraging market forces to our benefit; in our case, providing a unique dual STEAM and early literacy focus. While engagement strategies must be iterative and flexible, we have built our brand in the same way small business does, by defining our place and uniqueness.

PCIA adopted many of the marks and emblems of our STEAM affiliate and school model, Pinecrest Academy, including the Pinecrest shield. We created an individualized Pinecrest emblem, which is unique to our school colors. The school's emblems, logos, and mascot will appear consistently throughout the school's marketing portfolio. The founders chose our colors and mascot after reviewing the cohort schools' emblems and mascots to make sure we have unique and identifiable brand. The school's mascot is 'The Explorers' (generally in the theme of space exploration to highlight our STEAM focus).

Figure 3. Pinecrest Academy Emblem and PCIA Shields



Note. Source: Pinecrest Academy, Inc. and PCIA

The school's website, www.pinecrestimpact.org, includes information about our STEAM model with a strong literacy focus, the school's mission and vision, and enrollment procedures. The site has language translation options, curriculum examples, and school policies. School founders recognize the importance of communicating with young families using the most popular social media platforms and we have accounts on Twitter, Instagram, Snapchat, and Facebook. All of the social media accounts are reachable using the same handle, [@pinecrestimpact](https://twitter.com/pinecrestimpact). Digital and social media advertising are being used to reach a broad audience through clickable banner advertisements. PCIA's Facebook page and other social media platforms complement the website in offering up-to-date information about the school. All email accounts for the school's teachers, students, board, and advisory board members will originate from @pinecrestimpact.org. PCIA employs a professional website administrator, Educational Networks, and email service provider, Intellatek.

For print media, we have produced 1000 business cards with school information and 2000 tri-fold brochures that provide an in-depth look at the school. Those items and 2500 posters and handbills have been distributed at local community events and left in dozens of businesses, doctor's offices, and reading therapy centers. Print media is available in English and Spanish.

Going forward, economically disadvantaged families, or those who are otherwise inclined to avoid the digital community, will be sought out using more direct mail, and flyers posted in community facilities, churches, and family-focused businesses. The school will also use large format advertisements in the form of bus bench advertising in the proposed school area. Renting table or booth space at the many Northern Colorado community festivals and Farmer's Markets will reach a cultural and economic cross-section of Fort Collins and Northern Colorado families.

As the weather is warming, we have a very aggressive schedule of events to attend or host to get information about the school out to the public. Marketing and gathering ITEs for a school that will open more than a full school year hence is a challenge, considering many of the target families for the lower grade have three to four-year-old children and may not yet be thinking of their school choice. Our top priority is reaching those future school-going families through the advertising in the communication channels they are using for other information, such as city recreation program catalogs, parenting magazines and websites, and community events for young children and families.

Among those events in 2019 are:

- February 23 – Loveland Be Ready Family Fun and Preschool Fair
- March 7 – Just Between Friends Loveland 2018 Fall Kids' Consignment Sales
- March 9 – Macaroni Kid Preschool Fair
- March 16 – Sharin' of the Green 5K
- March 26 – Community Information Night
- April 9th – Free Cone Day – Old Town Fort Collins
- May 1 – NoCo Family Expo
- May 19 – Kids in the Park
- June 7-9 – The Taste of Fort Collins
- July 27 - The Human Race
- August 9-11 – New West Fest
- Throughout the summer – Centerra Promenade Kids Days

Reaching Families with Identified Reading Challenges

Reaching the population of students and families in Fort Collins that have experienced difficulty in overcoming obstacles to literacy can be challenging. Students experiencing a troubled road to literacy are sometimes called lazy, malingering, dense, or inattentive. These students may be enrolled in their traditional neighborhood school and placed in the 'low readers' group without any further evaluation or root-cause analysis. Other times, families may have already sought out alternative education models in charter schools or private or religious schools. Many parents will homeschool to provide enhanced literacy instruction. In most of these instances, the location of schooling is not what needs changing. It is the approach to literacy acquisition that needs to be adjusted to accommodate the various pathways to literacy students experience.

PCIA uses a strengths-based approach to identify students and families who may be experiencing delayed grade-level proficiency in literacy because many of these students often share characteristics of enhanced ability in compensatory or complementary skills. These students may become excellent artists, musicians, designers, engineers, or storytellers. They may have outstanding recall and can memorize staggering amounts of information. When trying to reach these students specifically, marketing materials will juxtapose the above strengths with common characteristics associated with dyslexia like the inability to spell the same word correctly twice in a row, transposition of the first letter sound in words, word order confusion, and more. Many times, when parents recognize this dichotomy, the light goes on for them that their student could be helped by instructional models that target these alternative neural pathways and learning styles. We hope that when these families engage with our team, it will compel them to action in

helping the school to achieve success. Using a strengths-based model of identification, the following activities will occur beginning in the summer of 2019 and again in the summer of 2020.

- Vision Screening – Founding Committee member Dr. Jacki DeHayes-Rice will deploy the screener she developed that aligns with the Colorado Department of Education’s (CDE) Guidelines for Vision Screening Programs for the school’s incoming students at festivals and community events in support of identifying eye-health related reading issues such as far-sightedness.³⁹ (Dr. DeHayes-Rice based the screener on the already approved CDE guidelines so that no additional permissions are required from parents when the screener is used in the school environment.)
- Dyslexia Simulation – Advisory Committee member Angela Bau-Madsen will help coordinate a Dyslexia Simulation. These very compelling workshops help adults (often teachers or parents) understand the types of struggles people with characteristics of dyslexia have.
- Dyslexia Screening – Formal dyslexia screening is very costly and time-consuming. Several of our Advisory Committee members are trained practitioners and can use rapid screeners to provide a glimpse into a child’s reading abilities.
- Living with Dyslexia – Advisory Committee member Michael Powers, an attorney specializing in special education and accommodations law (and who is profoundly dyslexic) will host talks for people wanting to understand how dyslexia does not prevent a person from accomplishing greatness.
- 2020 Summer Camp – Advisory Committee member Elenn Steinberg, president of Orton-Gillingham International, will bring her organization’s dyslexia summer camp to Fort Collins in 2020 to provide valuable training and self-esteem building to these children and families.

8. Please complete the table below to summarize the Letters of Intent to Enroll (LOI) received to date.

- *In the Grades Offered During Year 1 column, please place an “X” next to each grade level that will be offered in Year 1 of operation.*
- *In the LOIs Received to Date column, please include the number of LOI’s that have been received for each grade level for Year 1 of operation. The table below should include students who will be enrolled in the identified grade as of the proposed Year 1.*

We have received 32 total ITEs to date, most coming in since recently beginning our promotion of the NoCo Family Expo. Marketing the Expo is now our top priority. Every NoCo Expo marketing impression (digital image, radio spot, newspaper advertisement, ½-page flyer, poster, and magazine advertisement) includes a cross-promotion for PCIA. As demonstrated from the very small amount of Expo marketing we have done, we believe we will rapidly fill our grades leading up to and immediately after the May 11 event.

Table 2. Letters of Intent

	Grades Offered During Year 1	LOI Received to Date for Year 1
Pre-K		4
K	x	5
1	x	1
2	x	8
3	x	4

³⁹ See <https://www.cde.state.co.us/healthandwellness/guidelinesforschoolvisionscreeningprograms-k-122016pdf>. Last retrieved January 23, 2019.
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4	x	3
5		5
6		
7		2
8		
TOTAL		32

Note: CSI Application New School Application Template, 2019

9. If you have received additional LOI’s that are not included in the above table, provide a summary of other LOI’s here. *If all LOI’s received are included in the above table, you do not need to provide a response here.*

10. Please summarize the community support received to date. *If you have letters of support you would like to include, please include them as attachments to your application. The filename(s) should begin with “B_LetterofSupport_” and end with wording to help differentiate letters if you are submitting more than one file.*

Evidence of Community Involvement and Support

The founding and advisory committees of PCIA reflect a balance of expertise and experience from both the STEM/STEAM universe and from the literacy instruction and intervention community.



Utilizing STEAM and reading subject matter experts on our founding committees will help us stay aligned to our mission.

Table 13. Founding and Advisory Committees

Founding Committee	Founding Advisory Committee
<p>Trish Kifer- Trish is the Chairperson of the committee. Trish is a licensed teacher and is active in the PTA. Trish and her two children have characteristics of dyslexia.</p> <p>Kristi Gebhart, Vice Chair – Kristi is an atmospheric scientist working for the National Parks Service. She has been active in school governance for many years through school accountability committees. Kristi served on the Poudre School District Accountability Committee.</p> <p>Kayla Nelson, Secretary – Kayla, a licensed teacher, lives in Fort Collins and is currently teaching in Greeley, Colorado.</p>	<p>Kim Ash – Kim is the principal of Littleton Preparatory Charter School outside of Denver. Her charter school deploys the OGI method taught by Elenn Steinberg and has offered additional professional development to our staff.</p> <p>Angela Bau-Madsen – Angela is the president of the Northern Colorado Reading Initiative.</p> <p>Jill Zonnefled – Jill is the original inspiration for this school. She is a reading interventionist working in the public-school system.</p> <p>Kim Laue – Kim is the founder and owner of Colorado Reading Solutions.</p> <p>Mary Little – Mary is a reading therapist and works in the public-school system.</p> <p>Twyla Dennis – Twyla is a program manager in Fort Collins. She has expertise in data</p>

Dr. Jacki DeHayes-Rice, Co-Treasurer – Jacki is a Fort Collins optometrist with experience in pediatric eye evaluation and health.

Michael Powers, Co-Treasurer – Michael is an attorney in Fort Collins practicing in special education law and accommodations. Michael lives with profound dyslexia.

Michael O’Dowd – Michael is the principal of Pinecrest Academy Inspirada in Nevada and directs the STEAM programs for all of the Nevada schools, where he lives. Michael is a Colorado native and has a sister living in Fort Collins.

Jen Ryneer – Jen is a former Pinecrest Academy Inspirada parent from Nevada who now lives in Fort Collins. Jen was the Special Events Coordinator and Athletic Director for the Inspirada campus. Jen’s daughter was in a special education reading program at Inspirada.

management in will oversee development of global student assessment portfolios.

Rico Devlin – Rico is a commercial real-estate broker in Fort Collins working tirelessly to secure a temporary and permanent location for the school.

JayIn Webb – JayIn is an adjunct professor of theater and voice at the University of Northern Colorado, a professional actor, and acting coach. She taught in Fort Collins at Washington Core Elementary School (an early charter school prototype) where she developed core knowledge curriculum and was asked to present her lesson plans at the National Core Knowledge Convention. JayIn is the owner of Divabee Productions and The Academy of Divabee.

Note. Source: Pinecrest Academy

PCIA has developed a strong advisory committee. The advisory committee has several purposes, the foremost of which is to provide expert advice to the founding committee (and eventual governing board) on the design and operation of the school program. Membership in advisory and other committees (such as the School Accountability Committee, Finance Committee, and Parent Teacher Organization) will provide parents and community members multiple avenues to engage with the school. The governing board will use committees to identify thoughtful and engaged parents who could be recruited to the school’s governing board. School committee membership will always require an affirmation of the school’s mission and vision as a prerequisite to involvement. In that way, committees prepare members to advocate for the school and speak with authority in support of the school.

PCIA has key strategic partners identified and more affinity organizations offering a strong support network and consequent foundation for the school. Pinecrest Academy (described in depth below) is our basal school model, chosen for its outstanding success in student achievement and full implementation of the STEAM curriculum. Orton-Gillingham International, a Colorado-based teacher training and support organization, will provide the core of our professional development in systematic literacy instruction because of their commitment to whole-class OG instruction methods, and local resources. Formal

agreements will be developed after charter approval. First-Choice After School Care (ASK) will partner with us to develop in-school fee-based pre-school, and before and after school childcare using our school's STEAM theme. Divabee Productions has agreed to host their summer theatre academies at our location and develop after-school theatre and arts programs for our students.

In support of these key partnerships board members from PCIA have personally visited the following schools:

- Littleton Preparatory Charter School, Principal Kim Ash. Principal Kim Ash deploys Yoshimoto Orton-Gillingham International whole-class instruction in her charter school. Principal Ash also employs a unique Social Emotional Learning construct (discussed below) that will serve as a foundation for PCIA's model.
- Pinecrest Academy schools in Florida – Pinecrest Cove Preparatory Academy, Pinecrest Academy South, and Pinecrest Glades.
- Pinecrest Academy schools in Nevada – Pinecrest St. Rose, Pinecrest Sloan Canyon, and Pinecrest Cadence.

Informal partnerships (agreements to develop programs) have been fostered with:

- The EQ Institute, Aaron Wiemeier, author of the Building Emotional Intelligence curriculum – Professional development during Year 1 for SEL curriculum
- The Northern Colorado Reading Initiative
- After School Kare – Developing a STEAM themed in-school childcare and after school program
- Divabee Productions – Summer arts and theater programming

Other supports have been utilized and future collaborations may be pursued with:

- The NOCO Dyslexia Center
- AXIS International Academy, Director Kari Calarco
- Academy (ALLIES), Director Rebecca Thompson. ALLIES is a literacy-focused K-4 intervention program offered as a choice option in one of District 49's innovation zones. Dr. Thompson sees students with a wide variety of reading challenges, including many with dyslexia
- Dyslexia Resource Group

Education Professionals Endorse Pinecrest Impact Academy

We have introduced the program to and asked for assistance from many great schools and school leaders. In addition to Principal Kim Ash from Littleton Preparatory Charter School being on our advisory committee, we have received letters of support from:

- Ernest Muh, Principal, Helemano Elementary School
- Rebecca Thompson, Principal, Academy for Literacy, Learning & Innovation Excellence
- Kari Calarco, Founder/Director, AXIS International Academy
- Casey Churchill, Principal, Liberty Common School
- Bob Schaffer, Headmaster, Liberty Common School



Replicating successful school models and their operations answers NAPCSA's guidance

PCIA will receive direct support from Academica employee Craig Horton, who has been with PCIA from the beginning. Craig is a lifelong resident of Fort Collins and has many years of experience in local charter

schools. He was on the governing board of Liberty Common School (Fort Collins) for seven years (2003-2010) and is a founder of Liberty Common High School, the most successful high school in the state's history (as measured by SAT scores). He will continue to provide direct support to the school after charter approval.

Opportunities for Parent/Community Involvement

11. Describe the expectations and plans for ongoing parent and community involvement in the school, including plans for parental involvement in governance and operations.

Ongoing Parent Involvement

PCIA will encourage parents to be active participants in their children's education. We will reach out to parents and community members through the school's website, monthly newsletters, and event calendars. The school will host workshops, committee meetings, open houses, and use these platforms to inform parents of involvement opportunities throughout the school year, such as chaperoning field trips, assisting with class projects, helping in the library or office, or speaking during at school assemblies.

PCIA will encourage parental and community involvement through:

- Parent Volunteer Agreements – We will ask all parents to volunteer with their child's teacher and be involved in school activities. Where that is not a possibility for parents, classroom projects can be sent home for preparation, parents can be asked to make phone calls, or assist with evening events at the school.
- First Quarter Conferences – Parents and teachers can discuss topics that affect their children's educational progress.
- Open houses, school assemblies – Events will be held yearly to recruit new students and maintain communication and involvement between the school and the community.
- PTO – A Parent Teacher Organization committee of the governing board will be the primary volunteer coordination mechanism for the school. They will assist in coordinating classroom volunteers, extra-curricular events, and fundraising efforts.
- School committees including Accountability and Finance.

The school will continually seek out opportunities to educate parents and community members about the school's vision and mission, instructional philosophy, governance, school performance, and student assessment criteria. PCIA will issue a parent satisfaction survey at least once a year. The results of this survey will help PCIA's governing board determine actions needed to address categories averaging less than 70% satisfaction, with the goals of achieving at least 85% satisfaction on average across the survey.

C. Education Program

Curriculum

1. Please describe the school's educational program and curriculum.

This description should include:

- A rationale for selecting the chosen model, curriculum, including evidence-based evidence that supports the effectiveness of the selected model with the target population.*
- How the curriculum is either already aligned to the state model content standards or will be aligned within the first year of operation. If the former, please provide details of this in the description. If the latter, include a timeline, benchmarks, or process for monitoring progress and save the attachment with a filename of "C_CurriculumAlignment."*
- How the curriculum objectives, content, and skills are/will be aligned horizontally and vertically.*
- Plans for supplemental programming (ex: electives or special courses, summer school, extracurricular activities, social/emotional programming, remediation and intervention).*
- For Applicants proposing to offer a middle or high school, detail the plans for meeting the state's graduation requirements, including implementation of the Individual Career and Academic Plan (ICAP).*

If the curriculum has yet to be developed, this description should also include details regarding the following: position(s) responsible for development the curriculum, the timeline for development, and the necessary resources (financial and otherwise).

The Pinecrest Instructional Model

Pinecrest Academy maintains AdvancED District Accreditation. That designation extends to all of the schools in the network, including PCIA. With the designation comes our responsibility to faithfully deploy the major elements of the Pinecrest Instructional Model (Pinecrest Model).

The Pinecrest Model is very well defined, thoroughly documented, and available for review as Attachment C_Pinecrest_Instructional_Model. The document provides a standard for what good instruction looks like in a classroom. The major elements of the Pinecrest Model include the network's focus on STEAM education and Project Lead The Way curriculum, described below, the basal math and reading curriculum, the use of the blended learning and assessments within i-Ready modules, using Infinite Campus for our Student Information System, the Power Hour schedule configuration, the use of Common Boards, a school dress code, and maintaining a collaborative dialogue among the principals and staff within the network.

Other key philosophical elements include:

- School-wide vision of putting students first in all decision making.
- Collaborating with stakeholders.
- Placing a focus on school climate and morale through classroom management, safety, and problem solving.
- Communicating among campuses to ensure best practices.
- Participating in reflective practices, a practice designed for reflection and professional growth.
- Ensuring all instruction is standards-based for all core content and elective courses.
- Including blended learning opportunities for variety and differentiated instruction.
- Tracking behavioral and academic data for any struggling student.

The founding committee (our future governing board) has autonomy in designing our program and refining elements of the Pinecrest Model that do not provide the school experience we envision. For instance, we have a vision and mission unique to our school's purpose. The Pinecrest Model does not include a specific SEL curriculum, which we believe to be important. We have chosen to use Aaron Wiemeier's Building Behavioral Intelligence curriculum, which is described below. In English Language Arts, we are choosing to supplement the phonics instruction in i-Ready Reading with the Yoshimoto OG phonics approach and stress VAKT strategies across our school's program. We are also reviewing the Jane Schaffer writing method and have found fewer resources available than the Writing with Structure and Style Method developed by Andrew Pudewa and the Institute for Excellence in Writing (IEW).⁴⁰

For math, the Pinecrest Nevada schools are gradually transitioning away from the basal Everyday Math curriculum to i-Ready Math. We will deploy i-Ready Math from the beginning and later supplement that instruction with VAKT strategies from Yoshimoto OG Multisensory Math training, which is designed within the framework for teaching mathematics by National Council of Teachers of Mathematics (NCTM) and the National Math Advisory Panel.^{41,42}

Colorado Academic Standards Alignment

During Year 0 and throughout Year 1, we will document our school model and the curriculum selections that are unique to our site, ensuring compliance with State Board of Education mandates, and completing an alignment process with the Colorado Academic Standards, 2020 Edition (CAS2020). By the end of Year 1, PCIA will have a documented instructional model similar to the established Pinecrest Model. The curriculum outlined herein reflects a synthesis of the Pinecrest Model and the infusions of programs aligned to our school's vision and mission. Further alignment of the Pinecrest Model with our vision and mission is the joint responsibility of the governing board and the principal in Year 0 and that of the principal and his staff in Year 1.

Complementing the Pinecrest Model is a scope and sequence for each grade. These documents are updated yearly prior to the beginning of school. The weekly plans include unit descriptions, material resources, references to standards-alignment, coordination of basal and supplemental curriculum, and days of instruction. The principal and teachers will adapt the scope and sequence documents to fit our school's unique vision and mission, curriculum selections, and CAS2020. Our partnership with Pinecrest Academy allows us access to the Pinecrest Model and the scope and sequence documents. Lesson plans (especially in Year 1) will be shared between grade-level teachers at PCIA and Pinecrest Academy schools in Florida and Nevada.



PCIA has *structured* lesson plans, *structured* units, and *structured* scope and sequence plans.

The Nevada version of the Pinecrest Model is aligned to Nevada Academic Content Standards, which are derived from the Common Core State Standards (CCSS).⁴³ Because both Colorado and Nevada's academic standards are based on CCSS, we believe aligning the Pinecrest Model to CAS2020 is possible in Year 0 with refinement throughout Year 1.

⁴⁰ See <https://iew.com/schools/about/working-iew-materials/how-does-iew-work>. Last retrieved February 11, 2019.

⁴¹ See <https://www.nctm.org/Standards-and-Positions/Principles-and-Standards/>. Last retrieved February 13, 2019.

⁴² See <https://www2.ed.gov/about/bdscomm/list/mathpanel/report/final-report.pdf>. Last retrieved February 13, 2019.

⁴³ See http://www.doe.nv.gov/Standards_Instructional_Support/Nevada_Academic_Content_Standards/. Last retrieved February 11, 2019.

Below is an example of the 5th grade scope and sequence from the Pinecrest Model for weeks 22-31 in 5th grade English Language Arts. The text highlighted in yellow represents our confirmation that the Pinecrest Model is aligned to Colorado, with the appropriate citation from CAS2020. The timeline and benchmarks for completion will be set by the principal, but each lesson plan will be aligned to CAS2020 prior to delivery of content. The alignment exercise was completed by Kayla Nelson, a 5th-grade teacher and the secretary of the founding committee.

When the principal is identified, this responsibility will be given to her. Ms. Nelson will work with the principal beginning in the spring of 2020 to finalize the first quarter of the curricular alignments, which will be completed prior to the start of school in Year 1. The principal will have the responsibility to ensure and maintain curricular alignment with CAS2020. It will be left to her judgement whether and how to apportion this work to her staff as the school adds grades. See Attachment C_StartupTimeline for further information about the timeline for alignment.

Figure 4. Example Scope and Sequence for 5th grade ELA, Weeks 22-31

Week	Important Info	Reading	i-Ready Lessons	Alignment with CAS2020
Week 22 & 23 5 days 1/28-2/1 23 5 days 2/4-2/8		Wonders Unit 4, Week 3 Literature Anthology: Rosa EQ: What can people do to bring about positive change? Strategy: Summarize Skill: Author's POV Genre: Biography Grammar: Pronoun-Verb Agreement	2: Summarizing Informational Texts (RI.5.2) 14: Analyzing Accounts of the Same Topic (RI.5.6) 18: Finding Information from Multiple Sources (RI.5.7)	Standard 2. Prepared Graduates 4. Grade Level Expectation 2. Evidence Outcomes a, b, c. Standard 2. Prepared Graduates 1. Grade Level Expectation 1. Evidence Outcomes b.
Week 24 & 25 4 ½ days 2/11-2/15 Week 25 4 days 2/19-2/22	Data Day (2/15) President's Day (2/18)	Wonders Unit 4, Week 4 Literature Anthology: One Well EQ: Why are natural resources valuable? Strategy: Summarize Skill: Author's POV Genre: Expository Text Grammar: Possessive Nouns	1. Finding Main Idea and Key Details 2: Summarizing Informational Texts (RI.5.2) 14: Analyzing Accounts of the Same Topic (RI.5.6) 19: Understanding Supporting Evidence (RI.5.8)	Standard 2. Prepared Graduates 4. Grade Level Expectation 2. Evidence Outcomes a, b, c. Standard 2. Prepared Graduates 1. Grade Level Expectation 1. Evidence Outcomes b.
Week 26 & 27 5 days 2/25-3/1 27 4 days 3/4-3/7	No School (3/8)	Wonders Unit 4, Week 5 Literature Anthology: Words Free as Confetti; Dreams EQ: How do you express that something is important to you? Strategy: Stanza and Meter Skill: Theme Genre: Lyric and Free Verse Grammar: Pronouns and Homophones	8: Finding the Theme of a Poem (RL.5.2) 9: Summarizing Literary Texts (RL.5.2) REVIEW 2: Summarizing Informational Texts (RI.5.2) 16. Understanding Literary Structure (RL.5.5)	Standard 2. Prepared Graduates 3. Grade Level Expectation 1. Evidence Outcomes b. Standard 2. Prepared Graduates 1. Grade Level Expectation 1. Evidence Outcomes b.
Week 28 & 29 5 days 3/11- 3/15 Week 29 4 ½ days 3/18-3/22	End 3rd Quarter - 3/15 (46 days) Data Day (3/22)	Wonders Unit 5, Week 2 Literature Anthology: Bud Not Buddy EQ: How do shared experiences help people adapt to change? Strategy: Predicting Skill: Compare/Contrast Genre: Historical Fiction Grammar: Complex Sentences	5: Comparing and Contrasting Characters in Drama (RL.5.3) 6. Comparing and Contrasting Settings and Events 10: Using Details to Support Inferences in Literary Texts (RL.5.1) 22: Comparing and Contrasting Stories in the Same Genre (RL.5.9)	Standard 2. Prepared Graduates 3. Grade Level Expectation 1. Evidence Outcomes b.

<p>Week 30 & 31 5 days 3/25-3/29</p> <p>Week 31 4 days 4/1-4/5</p>		<p>Wonders Unit 5, Week 3 Literature Anthology: Global Warming</p> <p>EQ: What changes in the environment affect living things? Strategy: Ask and Answer Questions Skill: Cause and Effect Genre: Expository Text Grammar: Negatives</p>	<p>3: Using Details to Support Inferences (RI.5.1) 12: Comparing Text Structures, Part 1: Chronology, Problem-Solution, (RI.5.5) 20: Using Multiple Sources for Writing and Speaking (RI.5.9)</p>	<p>Standard 2. Prepared Graduates 4. Grade Level Expectation 2. Evidence Outcomes a, b.</p> <p>Standard 2. Prepared Graduates 1. Grade Level Expectation 1. Evidence Outcomes b.</p>
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Note. Source: Pinecrest Academy

Orton-Gillingham Instruction

Orton-Gillingham instructional methods focus on teaching kids to read (and later to write) at the phonemic level, the smallest component of the spoken English language. The approach starts with the recognition that the English language is made up of 44 individual sounds, called phonemes (24 consonant sounds and 20 vowel sounds). The 44 sounds are written using 71 graphemes. Together, there are 118 phoneme/grapheme combinations used to write most of the sounds spoken in English. This "working set" of component knowledge will encode a majority of the speech required of the average fourth-grade native English speaker.⁴⁴



Orton-Gillingham methods provide a systematic, structured, and multisensory learning environment.

OG methods uses multiple pathways to help kids learn, the VAKT strategies discussed above. During basic instruction, the students might assemble at the carpet as the teacher leads them through a phonogram flashcard lesson. They would SEE each letter or grapheme on a flash card, they HEAR their teacher say the sound or sounds (phonemes). They SAY the sounds aloud and WRITE the form of the corresponding letters by tracing them in the air. Students might also be holding a mirror and watching their mouths make the sounds, or putting their hands on their cheek, throat, or lips to feel their mouths make the sounds.

OG instructional methods teach phonology and phonemic awareness, sound-symbol association, syllable instruction, morphology, syntax, and semantics. It incorporates the following skills in the educational process that have a positive impact on the students' ability to learn how to read, write, and spell:

- Studying sounds and how their mouths make the sounds
- Learning the sounds of the English language and their correspondence to letters that represent those sounds
- Understanding morphemes (the smallest units of meaning in language)
- Studying base words, roots, prefixes, and suffixes
- Understanding the principles that dictate the sequence and function of words to convey meaning (grammar, sentence variation, and mechanics of language)

Below is an example flashcard from the Riggs Institute[®], publisher of a popular phonics instruction program that uses OG methods.

Figure 5. Image of teacher side of the "/a-a-ah-aw/" phoneme flashcard.

⁴⁴ See <http://www.riggsinst.org/HelpingChildren.aspx>. Last retrieved February 8, 2019.
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a 1.

SOUND KEY FOR TEACHERS:
[do not teach key words to students]

a t - t a p e - w a n t - t a l k

TEACHER SHOWS CARD AND SAYS:
[then forms the letter, while saying]

'ă' - 'ā' - 'ah' - 'aw'

/a/ is a short clock letter; start at '2 on the clock'; go up to touch the dots and round toward the circle hand; touch 10, and go down past 8 to set your letter on the base line; curve up past 4 to 2 and, without lifting your pencil, pull a line down to the base line.

TEACHER WROTE: [now erases it, and says] **"Say with me, 'ă' - 'ā' - 'ah' - 'aw'."**
[and repeats above instructions]

STUDENTS SAY: **'ă' - 'ā' - 'ah' - 'aw'** [listen, and write the phonogram from dictation]

Note: The vowel **a** has four 'voiced' sounds. The first sound is short within a closed syllable [*bat*]; the second is long at the end of an open syllable [*ba by*] and with **silent final e** patterns [*name*]. The third sound, 'ah,' is the same as the first sound of the /*ol*/ phonogram, and is used in many primary words [*want, soda, tuna, idea, banana*]; 'aw' is now *Webster's* preferred pronunciation for words like: *all, talk, balk, ball, tall*, etc. We use a staccato rhythm.

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Note. Reprinted from <http://www.riggsinst.org/Phonetics.aspx>. Last retrieved February 18, 2019

While holding up this flashcard, the teacher would guide this question and response:

Teacher: What letter?

Class response: "a!"

Teacher: "What are the four sounds the letter /a/ makes?"

Class: "a{as in at}--a{as in tape}--ah{as in want}--aw{as in talk}"

Next the teacher would read the red letters on the flashcard to guide students in learning to write the letter a, using a clock face as a guide. In the Yoshimoto method, students would also draw the letter /a/ in the air with their dominant hand while they recited the sound it makes. At their desks, they might have mirrors that they will use to watch their mouths make the word sounds or place their fingers on their lips while they speak it.

The National Reading Panel's (NRP) 2000 report, *Teaching Children to Read*, supported these methods of direct, systematic phonics instruction. The Panel listed the following facts to support their position:⁴⁵

- Meta-analysis indicates systematic phonics instruction enhances children's success in reading more than a program with little or no phonics.
- Systematic phonics instruction produces success and benefits students in grades kindergarten through 6.
- Systematic phonics instruction has positive and significant effects on learning for disabled readers, on improving children's alphabetic knowledge, and on word reading skills.
- There is solid support that direct systematic phonics contributes far more in student reading growth than programs without phonics.
- Systematic phonics are far more effective than non-phonetic instruction in preventing reading problems in at-risk students and for remediating disabled readers.

⁴⁵National Institute of Child Health and Human Development. (2000). *Report of the National Literacy Panel. Teaching children to read: An evidence-based assessment of the scientific research literature on literacy and its implications for literacy instruction* (NIH Publication No. 00-4769). Washington, DC: Government Printing Office.

- Growth in word-reading skills enhanced by systematic phonics in kindergarten and 1st grade as well as for older struggling readers is more effective than non-phonics instruction.
- Comprehension is enhanced as well when systematic phonics is used in instruction for younger students and reading-disabled students.

The NRP found all the presented findings through a comprehensive, formal, evidence-based analysis of the research literature. Evidence-based analysis clearly shows that a direct systematic phonics program is the most effective method of delivering an accurate foundation of phonological decoding for higher level reading skills.

Orton-Gillingham and VAKT instructional strategies are an *approach* to instruction, not a program of instruction. There are many reading intervention programs that incorporate OG methods, such as Wilson Foundations®, the Barton Reading Program®, and others. We have thoughtfully chosen the Yoshimoto Orton-Gillingham program because of the company's Colorado location, availability of multiple training classes across the state throughout the year, the proximity of our model charter, our personal experience with the program through in-seat training, and the collaboration with the company's president, Elenn Steinberg, and lead instructor, Leslie Kesson, in the foundational design of our program.

AT PCIA, OG strategies inform what we do throughout the school's program. Our basal reading curriculum, Wonders is not described as an OG program, the OG and VAKT paradigm will *inform* our instruction of the Wonders curriculum at the classroom level daily. Orton-Gillingham International is a Colorado Department of Education approved Professional Development Provider to the levels mandated by the Colorado READ Act.

At PCIA, and more and more schools across the state and nation, every child will learn to read using OG techniques.⁴⁶ The greatest benefits of using OG methods in the whole-class environment will be realized by students who have progressed past their classmates in reading ability, and for those who have fallen behind. In a typical classroom, an advanced reader is placed into the "high" reading group, given more challenging texts, and writing assignments that promote deeper comprehension strategies. Low readers are often grouped or pulled-out to a separate classroom and introduced for the first time to a comprehensive phonics program, which can eventually bring them up to grade-level reading with their peers.

In a whole-class OG environment, in addition to more challenging texts, advanced readers work with their more advanced peers on memorizing, reciting, and recombining two, three, and four-letter graphemes into more and more complex words (increasing their vocabulary) and learning about how prefixes and suffixes work at the whole-word level to make words in the same way individual phonemes make up smaller words. All the while, they are using the same VAKT techniques learned when they were taught the basic sounds of the language.

When struggling readers are identified, they are not introduced to a new phonics curriculum that is unfamiliar them. They receive more intensive OG instruction, usually in small groups within the classroom and sometimes individually, in the format they are used to, using the same VAKT strategies. The teacher

⁴⁶ See <https://journal.orton-gillingham.com/orton-gillingham-in-the-general-education-classroom>. Last retrieved February 8, 2019.
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can closely monitor which of the VAKT learning pathways are more pronounced with the individual students and personalize the remediation, focusing on their strengths.

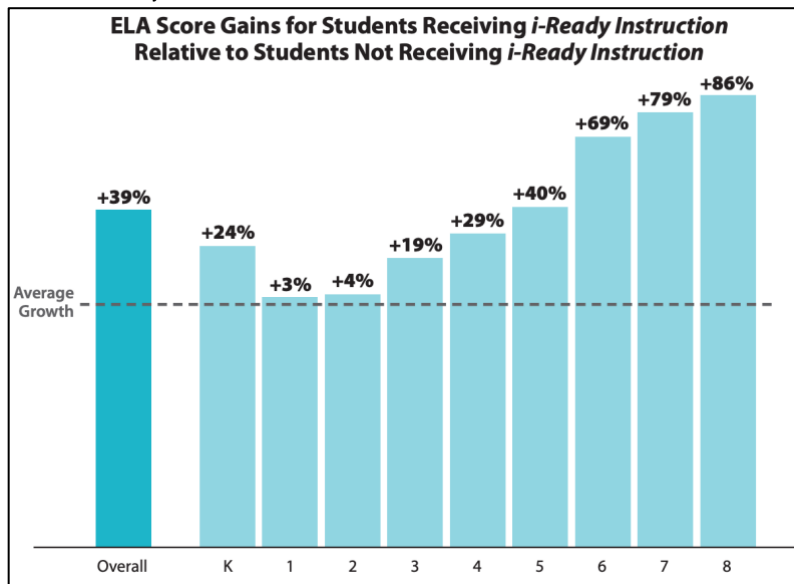
i-Ready Blended Learning

Like the other Pinecrest Academy schools, PCIA will deploy i-Ready instruction school-wide. i-Ready has proven effective at Pinecrest, as shown above as measured by MGP. Empirically, in a large (four-million student) report, i-Ready was shown to have a statistically significant effect on ELA and math scores for all learners. In ELA, students receiving i-Ready instruction experienced score gains 39% greater than those not receiving i-Ready instruction. Across all grades, students receiving i-Ready instruction experienced score gains 3% to 86% greater than those who did not receive i-Ready instruction.

In mathematics, students receiving i-Ready instruction experienced score gains 38% greater than those not receiving i-Ready instruction. Across all grades, students receiving i-Ready instruction experienced score gains 25% to 61% greater than those who did not receive i-Ready instruction.⁴⁷ The referenced report is vendor-produced, and we regard the data with healthy skepticism. However, the positive correlations in reading and math growth data are consistent with the disaggregated data specific to the Pinecrest Academy school data presented earlier. The gains were also consistent when disaggregated by subgroup.

As important as the evidence base is the understanding that to have a school focused in large part on technology, blended learning must be a necessary component of the curriculum. Weekly exposure to blended learning opportunities in i-Ready will provide a framework for all of the future learning children will experience in the 21st Century economy.

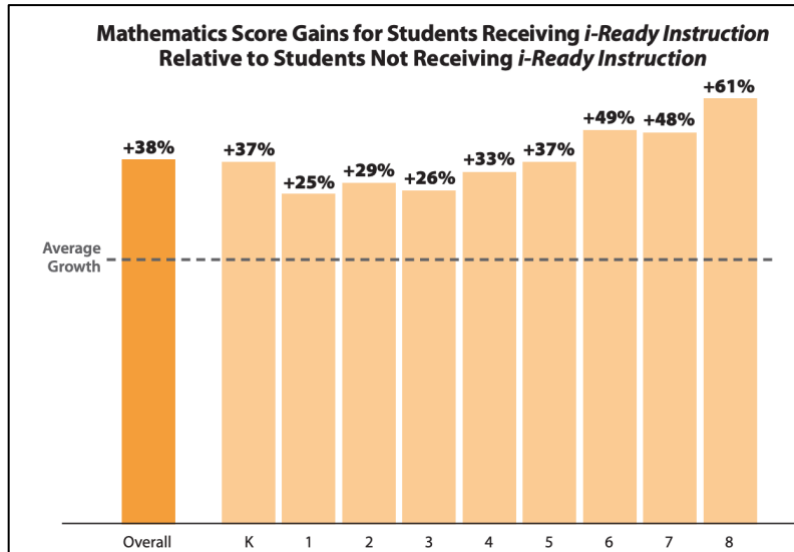
Chart 3. i-Ready ELA scores



Note. Reprinted from <https://www.curriculumassociates.com/Research-and-Efficacy>

⁴⁷ See <https://www.curriculumassociates.com/-/media/Curriculum-Associates/Files/i-Ready/Brochures/iready-essa-research-brochure.pdf?la=en&hash=499E658FD178A098543E7ECC056CE2E0806F7DD0>. Last retrieved February 13, 2019.

Chart 4. i-Ready Math scores



Note. Reprinted from <https://www.curriculumassociates.com/Research-and-Efficacy>

Power Hour

According to Judy Marty, the chairperson of the Pinecrest Academy school network, the key to student success in the network is Power Hour. The scheduled reading and math blocks of instruction at the school provide students exposure to a full block of *grade-level* instruction with their peers, which is necessary so that every student can be assessed on grade-level material in standardized tests.

The Power Hour is scheduled to provide supplemental time for students to learn reading and math at their *readiness level*. Pinecrest schools make a huge commitment to the Power Hour concept. Each of the four 45-minute blocks (grade-level reading and math, and Power Hour reading and math) are scheduled at the same time every day in grades 1-6 (grades 1-5 after the school adds a full middle school schedule). The Power Hour schedule configuration provides an excellent infrastructure for providing differentiated learning (interventions (below grade level), supplements (at grade level), and extensions (above grade level)) as well as support for ELL students. Students learn grade-level material during the classroom block, and then are ability grouped during the Power Hour block. This can mean moving within a classroom into smaller reading groups with individualized instruction or moving into an entirely different classroom.

Social Emotional Learning

At PCIA we are unapologetic in our belief that we should as a school community help supplement our parents' efforts to develop the character of their children. Children spend the majority of the waking hours in school throughout the week, and we relish the opportunity to help shape positively their inward and outward human perspective.

How will this be done? Our friends at Littleton Preparatory Charter School have developed a promising solution. There, Principal Kim Ash hired Aaron Wiemeier, a licensed professional counselor experienced in adolescent mental health and counseling. However, he is not filling the traditional role of a school psychologist, but the role of Dean of Students. Mr. Wiemeier is responsible for, and has developed a curriculum specifically giving instruction in, Social Emotional Learning. All aspects of behavior and student

discipline are approached through the lens of intentional introspection of self and understanding of how a child's actions affect others. Mr. Wiemeier's K-6 curriculum, Building Emotional Intelligence, contains 46 skill-based lessons and reinforcing activities that will help improve student's coping skills, and social and academic success.⁴⁸ Mr. Wiemeier has agreed to train our staff during pre-service training and we will deploy this curriculum starting in Year 1. Additionally, when our enrollment allows, we will select a Dean of Students that has a similar perspective as Mr. Wiemeier.

Like the Pinecrest Academy network being replicated, the school will implement the Positive Behavior Interventions and Support (PBIS) model. PBIS is a team based, systematic approach to teaching behavioral expectations throughout the school.

The PBIS program will complement the SEL curriculum described above and will reinforce and recognize students who are able to model these behaviors, and has systems in place to support students who have a difficult time or may present with more challenging issues. The goal of PBIS is to build effective, positive school environments, enhance school climate and safety, prevent problem behaviors from occurring, teach and reinforce appropriate behaviors, increase instructional time and academic performance, enhance teacher capacity to effectively address problem behavior, and create meaningful and durable behavior and lifestyle outcomes.

Following Claire

Throughout the remainder of the document we will check in on Clair, a 5th-grade student in Mrs. Nelson's class. Claire is a bright student who came to PCIA one year ago from another public school. Her parents work in the high-tech industry in Fort Collins and like the STEAM focus of the school. Before leaving their old school, they had noticed Claire's reading grades were lower than the grades she got in other courses, and the gap was growing every year. Claire's mom and uncle both have dyslexia. Her parents know that dyslexia is hereditary, so they are quick to ask for supports when Claire has trouble in school. Like most students who have mild reading disabilities, Claire was always placed in the 'low readers' group during reading centers. She was frustrated at school and starting to act out. The traditional public school she was attending did not have anyone on staff with training in brain-based reading disabilities, and it didn't matter anyway, because Claire's scores were far above the cutoffs for student services. Her parents heard about Pinecrest Impact Academy and the dual literacy and STEAM focus and enrolled Claire.

Claire's day begins, like it does for every student at PCIA, in homeroom. Homeroom is a 15-minute check-in at the beginning of the school day where teachers and students can talk about the day ahead, important school events, and once per week do a quick lesson from Building Emotional Intelligence (BEI). Claire has enjoyed the last few lessons on how the brain works with emotions.

Today, Claire's class is studying lesson 17, "My Lizard Brain." It happens that Claire is very strong in science classes, particularly biology, and the model of the brain her teacher is passing around is exciting. She learns about the different brain structure, today the lizard (reptilian), or limbic structures at the base of the brain. She



Every subject can present an opportunity for cross-curricular connections. Here the SEL curriculum can support human biology.

⁴⁸ See <https://youthlight.com/product.php?id=3290>. Last retrieved February 8, 2019.
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learns this is the area where emotions that are hard to control come from. She learns that sometimes our body is wired to respond to certain experiences with fear or negative emotions as a way to protect our safety, and that while we can't initially control the responses, we can learn to recognize them and take steps to calm down and assess a situation. Claire shares such an experience with a desk partner before putting her BEI workbook away and getting ready for her core reading class.

Last week, Claire was given a Successful Mission Log (SML). Mrs. Nelson noticed that during math class Claire had been reaching out to other students who were not understanding a unit on estimating weights and measures. Those kinds of abstract skills are a strength of Claire's and she was happy to help her peers. When Mrs. Nelson noticed Claire, she pulled her aside quietly, explained the great behavior she had witnessed and how important those kinds of actions are. Mrs. Nelson said she would write an email to Claire's parents about the great character she was displaying.

The coupon she received is about the size of a dollar bill and has a picture of an astronaut walking in space. Claire gets to turn that into the school Snack Shack for a healthy snack at the end of the day or save up several and trade them for a notebook or new multi-colored pen.

Pinecrest Academy Instructional Model for Elementary

Elementary Curriculum – Reading

The basal K-5 reading curriculum is the Reading Wonders Series. Wonders is used uniformly across all Pinecrest campuses.⁴⁹ The Colorado Department of Education designates this evidence-based program as an Approved Comprehensive Core Program.⁵⁰ Core Program instruction is defined as, "Instruction provided to all students in the class, and it is usually guided by a comprehensive core reading program. Part of the core instruction is usually provided to the class as a whole, and part is provided during the small group, differentiated instruction period. Although instruction is differentiated by student need during the small group period, materials and lesson procedures from the core program can frequently be used to provide reteaching, or additional teaching to students according to their needs."

In her 5th grade core reading class, Claire enjoys Reading Wonders. The structure of the units (she is working with her class in Unit 4) is predictable, but there are always new activities and stories to keep class exciting. Claire learned last year in Wonders that there are different genres of writing. This year, in Unit 4, she is studying biographies and Claire has read about some interesting people, including Frederick Douglas and Ghandi.

Today, Mrs. Nelson uncovers a graphic on the white board called a mind map or mind organizer which helps Claire understand how the lesson will begin. Mrs. Nelson has written 'TAKE ACTION!' in the center circle of the mind map. Claire knows that it has

⁴⁹ Reading Wonders evidence basis. Retrieved January 17, 2019, from <https://s3.amazonaws.com/ecommerce-prod.mheducation.com/unitas/school/explore/sites/reading-wonders/wonders-research-evidence-compendium.pdf>.

⁵⁰ See <https://www.cde.state.co.us/coloradoliteracy/approvedcomprehensivecoreprograms>. Last retrieved February 11, 2019.

something to do with the ‘EQ’ or Essential Question of the Wonders unit they are working on which is, “What can people do to bring about positive change?”

Claire has to excuse herself from class for a moment to go to the water fountain down the hall. She is interested to hear that in every classroom she passes, they are using some of the same words to talk about making changes and taking action. That’s because Wonders is vertically aligned, or scaffolded, from year-to-year (learning what genre is in 4th grade, then studying different genres in 5th grade) and also horizontally aligned so that each grade-level in the school is learning similar concepts at the same time.

Mrs. Nelson begins by asking students to talk with their desk mate about what it means to take action. After sharing a few thoughts together, Claire shares one example for the class and Mrs. Nelson writes it on the board, and with other examples, fills in the mind map with interesting ways to take action. Then Mrs. Nelson reads aloud a story about Rosa Parks. While she is reading, she is also showing pictures on a SMARTBoard that she is using from the McGraw-Hill Wonders resources website. Claire follows the story while studying the pictures. Next, Claire gets out her Reading and Writing Workshop text from Wonders that stays in her desk all year. Mrs. Nelson guides a key-word outline exercise based on the story just read.

During this time, Mrs. Nelson uses the supplemental material in her Reading Wonders teacher’s guide to help one of her ELL students. The supplements offer Mrs. Nelson suggestions for how to check for comprehension with that student using less advanced language and sentence structure, in addition to word pictures. What’s more, some of Claire’s classmates are very good readers. Mrs. Nelson goes to their desks with ACT (Access to Complex Text) tips from her teacher’s manual. Mrs. Nelson spends a minute or two with these advanced students going over a special exercise just for them.



Choosing a reading curriculum that is rich in differentiated resources helps us provide a *personalized* education for PCIA students

Before the end of the 45-minute core reading block, eight new vocabulary words are introduced. Mrs. Nelson reads the word and definition, pointing out where they are in the students’ books. Then she holds up vocabulary cards and after the class reads the word, she picks individual students to define the word, or use it in a sentence, checking their answer against the information printed on the back of the card.

Assessment for Kindergarten

The basal curriculum and associated assessments in kindergarten will be supplemented with Educational Software for Guiding Instruction (ESGI) computer-based assessment to track students’ progress and generate charts to communicate student strengths and deficits with parents.⁵¹ Pinecrest Academy schools in Nevada are assessing whether ESGI would benefit instruction in other grades. Kindergarten teachers will collaborate on the assessments used across the system from ESGI. They will create and share assessments from the program. ESGI real-time data will be used to:

⁵¹ See <https://www.esgisoftware.com/>. Last retrieved February 11, 2019.
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- Collect raw scores and track detailed student progress over time
- Create differentiated reading groups
- Guide whole-class instruction
- Inform parents & provide them with materials to assist their child

Reading Power Hour

In addition to 45 minutes of exposure to whole-class, grade-level instruction, we will schedule 45 additional minutes for reading instruction. This second reading block is Power Hour and was built on the premise that all students deserve differentiated instruction at their readiness level.



The Power Hour in reading and math allow teachers to use VAKT strategies with students.

During Reading Power Hour, low students will be grouped by readiness and ability and given targeted instruction or other interventions that will bring their achievement up to the level of their peer group. Power Hour also provides advanced readers the opportunity to stretch their learning with more challenging materials. Power Hour is scheduled at the same time in every class in the elementary school schedule allowing teachers to identify discrete learning groups and move students between grade-level classrooms or ability groups. OG phonics instruction and small group activities from the Wonders Literacy Series will be the starting point for instruction within each group. Power Hour will be the time to administer i-Ready Reading assessments (ESGI in kindergarten) and i-Ready modules.

Claire experiences OG methods and techniques in all of her classrooms, but nowhere more than in Reading Power Hour, where every day starts with systematic OG instruction in phonemic awareness and phonics. Claire groups with the on-level fourth-grade readers during Power Hour because she is behind her 5th grade peers in reading achievement. (More about how the decision was made to place Claire in the 4th grade group is provided below in Section D. Student Support.)

Claire switches rooms for Reading Power Hour, which she at first thought was going to bother her, but she saw that lots of kids go back and forth between classrooms or to different tables within their room for this time. Besides, later during Math Power Hour, she moves up to 6th grade!

The Reading Power Hour always starts with phonogram flashcards. Each one has a saying, most of which she can recite in her sleep. Sometimes she can't believe that she has already learned all of the phonemes and graphemes that make up most of the English language. She struggles with blending four-letter graphemes (quadgraphs) like /eigh/ as in height and weight, and /ough/ as in thought. The extra practice she gets with the 4th graders when blending trigraphs and quadgraphs has helped in her grade-level reading comprehension.

After class flashcard time, Claire takes out her own flashcard set. She makes a new complete set every two weeks. For this set, students are writing a new set of sight words. She gets to draw a very small picture next to each word to help her remember what the word is, as well as the definition. The picture has to be small enough that Mrs. Nelson's

thumb can cover it up, only revealing it if Claire needs some help. The words for this set come from science and either do not follow the rules of English or have unusual phoneme blends and are appropriate for the sight word process. She copies down /glacier/, /niche/, and /seismic/, among others.

Before the end of Power Hour, Claire sits down with a Chrome Book and takes an i-Ready assessment and sees that her scores in phonemic awareness and phonics are gradually climbing!

Resources and Strategies for Ability Grouping During Reading Power Hour

Below grade level -

- Yoshimoto OG
- i-Ready and Ready Reading⁵²
- Leveled AR readers⁵³
- Fast ForWord and Reading Assistant⁵⁴

On grade level –

- Yoshimoto OG
- i-Ready and Ready Reading
- Additional Wonders lessons
- Leveled AR readers
- Novels and chapter books
- Close Read lessons using articles

Above grade level -

- Yoshimoto OG
- i-Ready and Ready Reading
- Leveled AR Readers
- Close Reading lessons using articles⁵⁵
- Extended project-based learning from PLTW units
- Novels, chapter books, and literacy circles

Power Hour Grading

Power Hour provides extensions (above grade-level), supplements (at grade-level), and interventions (below grade-level) for students depending on their readiness. In order to provide fair, uniform, and accurate assessment of student performance on grade-level material, grades are taken from instruction presented during whole-class, grade-level instruction. Grades are not taken during Power Hour, where the material is meant to meet the student at their readiness level.

⁵² i-Ready and Ready Reading research basis. Retrieved January 20, 2019, from <https://www.curriculumassociates.com/Research-and-Efficacy>.

⁵³ AR Readers evidence basis. Retrieved January 17, 2019, from <http://doc.renlearn.com/KMNet/R0057375D0FDD7A8.pdf>.

⁵⁴ Scientific Learning evidence basis. Retrieved January 17, 2019, from <https://www.scilearn.com/sites/default/files/imported/alldocs/cp/scientific-learning-research-highlights.pdf>.

⁵⁵ See https://nieonline.com/tbtimes/downloads/CCSS_reading.pdf. Last retrieved February 11, 2019.

Elementary Curriculum – Mathematics

Basal curriculum

The basal K-5 math curriculum in elementary is i-Ready & Ready Math. In Ready Math, the teacher provides whole-class instruction to the group. Students follow along in their workbooks and complete fill-in or worksheet pages for practice. Homework assignments are also assigned from this material. In addition to the whole-class instruction, students have to complete two i-Ready blended-learning (computer-based) modules per week. The requirement of two modules was changed from the suggestion of 45 minutes per week from Curriculum Associates, the publisher of i-Ready. This was because at Pinecrest Academy schools in Nevada, students would either not complete the necessary number of modules (parking on just one lesson for 45 minutes) or cram in two or three hours of modules in a weekend and then not do any more modules for one or two weeks. The requirement of two modules per week has eliminated those issues and provides yet another example of the value gained by replicating an existing school model that has worked out the kinks of a particular curriculum.

Kindergarten through second grade teachers use the morning calendar review to establish repetitive practice of essential math skills and demonstrate real world math application.

Math Power Hour

In addition to 45 minutes of exposure to whole-class, grade-level instruction, we will schedule 45 additional minutes for math instruction. This second math block is also called Power Hour and was built on the premise that all students deserve differentiated instruction at their readiness level. This structure is derived from student need coupled with teacher strengths to meet the diverse range of learners within a grade level.

Just as in Reading Power Hour, math students will be grouped by readiness and ability and given targeted instruction providing challenge to advanced students or interventions that will bring lagging students up to the level of their peer group.

Resources and Strategies for Ability Grouping During Math Power Hour

Below grade level -

- Yoshimoto Multisensory OG for Mathematics
- Further i-Ready modules⁵⁶
- Reflex Math: (2-5). Practice in math fact fluency.⁵⁷



Yoshimoto OG Multisensory math instruction has many of the same structures and techniques as their reading method

On grade level –

- Yoshimoto Multisensory OG for Mathematics
- Further i-Ready modules

Above grade level -

- Yoshimoto Multisensory OG for Mathematics
- Further i-Ready modules

⁵⁶ i-Ready and Ready Reading research basis. Retrieved January 20, 2019, from <https://www.curriculumassociates.com/Research-and-Efficacy>.

⁵⁷ Reflex Math evidence basis. Retrieved January 17, 2019, from <https://www.reflexmath.com/casestudy2to5>.

- Extended project-based learning from PLTW units
- ST Math- Practice in math skills in a visual and conceptual computer module.⁵⁸

Power Hour Grading

Grades are also not taken during Math Power Hour, where the material is meant to meet the student at their readiness level. At Pinecrest Academy schools, grades are meant to reflect a student’s abilities on grade-level material.

Elementary Curriculum – Writing

The basal K-5 writing curriculum was developed by teachers and staff at Pinecrest Academy and is named Pinecrest Writer. The program is derived from the Jane Schaffer formulaic writing strategies with supplemented components from the Reading Wonders Series and Ready Writing from Curriculum Associates⁵⁹. The Jane Schaffer writing strategy is an instructional formula that was developed to improve students’ writing skills across all disciplines. The “Schaffer Paragraph” has four to five sentences, a topic or introduction sentence, a concrete detail sentence, one or two commentary sentences, and a concluding sentence. Pinecrest Academy established its system-wide norms by adding to the Jane Schaffer essential elements.



Writing assignments are an essential cross-curricular component. All subject areas and specials classes will include written work.

Pinecrest Academy teachers established school-wide writing norms, common terminology, and horizontally and vertically aligned writing expectations. The Pinecrest Writer program norms were initiated to increase the consistency of writing instruction across campuses and to improve students’ writing proficiency. The program is painstakingly documented in the Pinecrest Model attached for reference. The Pinecrest Writer program is heavy on affective writing with less use of copy work than we would prefer in the early grades. Though affective writing prompts and essays seem still to be preferred by standardized tests authors. For instance, this prompt from the ACT website, “Given the accelerating variety and prevalence of intelligent machines, it is worth examining the implications and meaning of their presence in our lives.”⁶⁰

Elementary Curriculum – Handwriting & Keyboarding

Handwriting

The basal K-5 handwriting curriculum is Zaner-Bloser Handwriting. Aside from believing that a good education should still produce students that can effectively communicate the written form of our language without the use of a keyboard, explicit handwriting instruction is one of the essential VAKT strategies for learning to read. When writing letters by hand, children are accessing the same neuropathways as they do when they read. Focusing their minds on the fine motor skills necessary to write letters on the page slows children’s thinking process down and helps them solidify the connections between the sounds a word makes (combinations of phonemes) and the graphemes (letters) we use to represent the sounds on paper.⁶¹

⁵⁸ ST Math evidence basis. Retrieved January 17, 2019, from <https://www.wested.org/resources/cross-state-evaluation-of-mind-research-institutes-spatial-temporal-math/>.

⁵⁹ See <https://www.curriculumassociates.com/Products/Ready/Writing>. Last retrieved February 13, 2019.

⁶⁰ See <http://www.act.org/content/act/en/products-and-services/the-act/test-preparation/writing-sample-essays.html?page=0&chapter=0>. Last retrieved February 13, 2019.

⁶¹ See https://www.zaner-bloser.com/products/pdfs/Handwriting_in%20Early_Childhood.pdf. Last retrieved February 13, 2019.

- Grades K-1 - Teach and reinforce appropriate printing techniques
- Grade 2 - Introduce cursive handwriting
- Grade 3 - Cursive handwriting teaching for mastery
- Grade 4-5 - Provide students with opportunities for independent cursive practice on a regular basis



Assessment of handwriting is appropriate in all subject areas and is a foundational cross-curricular subject.

Keyboarding

PCIA is committed to developing students that are prepared to perform using both handwritten and digital methods of communication. Our students must be offered the opportunity to prepare for computer-based testing expectations. For this reason, we will introduce opportunities to practice keyboarding skills in kindergarten. We have not selected the basal curriculum at this time, but we do like the multi-grade program developed by Learning Without Tears[®].⁶²

Elementary Curriculum – Science

The basal K-5 science curriculum is Project Lead The Way (PLTW) Launch.⁶³ PLTW Launch's 28 interdisciplinary modules lead students to adopt a design-thinking mindset through activities, projects, and problems that scaffold throughout the course. Students engage in hands-on activities in computer science, engineering, biomedical science using creativity and learning problem solving techniques. PLTW is aligned to the CCSS and Next Generation Science Standards (NGSS). Two Pinecrest Academy teachers are PLTW trainers.

PLTW lessons will be supplemented in with Science A-Z™ Science Kits and Building Blocks of Science.^{64,65} The kits are aligned with the Full Option Science System. Developed by the University of California, FOSS is informed by The National Research Council (NRC) in the Framework for K–12 Science Education, the NGSS, and the American Association for the Advancement of Science (AAAS) in Benchmarks for Scientific Literacy.⁶⁶

The school will order what FOSS science kits we can afford with the limited Year 1 enrollment-driven budget, assemble others (many of the kits include basic household items like batteries, tongue depressors, sand paper, light bulbs, etc.)

Like many kids who have characteristics of dyslexia, Claire has an excellent memory, understands abstract concepts better than her peers, and enjoys designing things with her hands, whether it's clay sculpture or electronic circuit boards. In her science class they are finishing a Project Lead The Way unit, this time they studied mechanical forces. Some of the kids think it is a little bit corny, but Claire likes the main characters in the instructional videos, Angelina, Mylo, and Suzi. This unit was on force and leverage. Today they will finally have a competition to see whose catapult design will launch a ping pong ball the farthest. Before the competition though, Claire gets back the handwritten rough draft of her unit report that documents how she used the scientific method in her experiment. She will type that up and turn it in next week along with the results of today's competition.

⁶² See <https://www.lwtears.com/kwt/details>. Last retrieved February 13, 2019.

⁶³ See <https://www.pltw.org/our-programs/pltw-launch-curriculum>. Last retrieved February 11, 2019.

⁶⁴ See <https://www.science-a-z.com/main/FossCorrelations>. Last retrieved January 21, 2019.

⁶⁵ See <http://www.buildingblocksofscience.com/>. Last retrieved January 21, 2019.

⁶⁶ See <https://www.fossweb.com/delegate/ssi-wdf-ucm-webContent?dDocName=G4302845>. Last retrieved February 13, 2019.

Elementary Curriculum – Social Studies

The basal K-5 social studies curriculum is the Wonders Literacy Series supplemented with a weekly news magazine called Studies Weekly, a blended learning approach to social studies in the elementary grades.^{67,68} Studying from Wonders in both reading and social studies allows teachers to expand the learning base and build background knowledge in the subject areas.

Elementary Curriculum – Specials

Students in grades 1-5 participate in art, music, and PE two times per week. Students will visit the library with their class during ELA time or as directed by their teacher. Half-time kindergarten students visit each specials class one time per week.

The Pinecrest Academy Instructional Model for Middle School

PCIA plans to offer a variety of supplemental middle school courses – some of which are required and some are electives provided based on student interest and building or staffing capacity. PCIA does not expect to have middle school students until 2022. While the extra time is a luxury, we have already begun the process of adapting the Pinecrest Model for our middle school students. The basal reading and math curricula are well established, and the respective publishers have Colorado Academic Standards 2020 edition (CAS2020) standards-aligned versions. Elective courses in the beginning years will be dependent on enrollment. The first electives to be integrated into the program will be the STEM and design arts courses defined below, followed by musical arts, and foreign language. Additional electives will come online as we scale up. A sampling of the electives is included as an indication of our intention to provide a STEAM-focused middle school curriculum.

Because of our small scale, the 6th grade will initially conform to the K-5 schedule. Four elective courses are scheduled for Year 3. In Year 4, we plan to reconfigure the middle school program to have its own bell schedule, allowing for more electives. While not required by the CDE in 8th grade, PCIA will introduce the Individual Career and Academic Plan (ICAP) beginning with the first class in 2024.

Middle School Curriculum – Reading

The basal middle school reading curriculum is SpringBoard English Language Arts (ELA), which is used consistently across all Pinecrest Academies in Nevada. Beginning in grade 6, SpringBoard ELA students develop and refine skills in critical thinking, close reading, writing in various genres, and doing research. Throughout the program, they read and analyze a wide range of texts in genres including poetry, novels, plays, biographies, nonfiction narratives, speeches, and films. They also learn to write in forms including essays, personal stories, argumentative texts such as editorials, and research papers.

Course 1 (Grade 6)

- Read works by Langston Hughes, John Steinbeck, and Shakespeare.
- Write narrative, explanatory, and argumentative texts.
- Learn specific strategies for planning, drafting, revising, and editing their writing.

⁶⁷ See <https://www.mheducation.com/prek-12/program/microsites/MKTSP-BGA04M0/products-wonders-balanced-literacy.html>. Last retrieved January 21, 2019.

⁶⁸ See <https://www.studiesweekly.com/>. Last retrieved January 21, 2019.

- Explore the fundamentals of research, such as citations and how to evaluate the credibility of sources.
- Deepen their understanding of topics using film.

Course 2 (Grade 7)

- Read works by Nelson Mandela, Robert Frost, Sojourner Truth, and Shakespeare.
- Expand Close Reading strategies to discover the explicit and implicit content of texts.
- Write in argumentative, explanatory, and narrative modes.
- Examine how print texts are portrayed in a film.

Course 3 (Grade 8)

- Read works by Ray Bradbury and Walt Whitman as well as an essay about Civil War heroes, narratives about the Holocaust, and Elie Wiesel's Nobel Prize acceptance speech.
- Learn about the hero archetype and the hero's journey narrative in literature.
- Write narrative, explanatory, argumentative, and other texts.
- Research an issue in current events and create a multimedia presentation about it.
- Read scenes from Shakespeare's A Midsummer Night's Dream, watch these scenes in films, and analyze how the adaptation differs from the source.

Novels

The middle school will use non-fiction reading material and novel sets (see Table xx. below) that align with the SpringBoard curriculum and sequence.

Table 13. Middle school novels

Teacher Choice Novels 6-8*		
6 th	7 th	8 th
Walk Two Moons Out of My Mind A Long Walk to Water Yellow Star Counting by 7's Golden Goblet Maniac Magee Treasure Island City of Ember Among the Hidden	When You Reach Me A Wrinkle in Time The Outsiders Face on the Milk Carton Call of the Wild Something Wicked This Way Comes Tangerine Tulsa Burning Adventures of Tom Sawyer	The Giver The Maze Runner The Hunger Games Artemis Fowl Red Queen Prisoner B-307 Librarian of Auschwitz The Boy in the Striped Pajamas Night The Devil's Arithmetic Fahrenheit 451

Note. Pinecrest Academy

*Accommodations such as Learning Ally will be provided for qualifying readers.

Middle School Curriculum – Math

The basal middle school math curriculum is SpringBoard Math. The program is used consistently and uniformly across all Pinecrest Nevada campuses. The system-wide use of the same math curriculum also provides teachers with access to dozens of colleagues who are using the same materials as PCIA at the same pacing. SpringBoard, a product of the College Board, is an evidence-based, blended curriculum that is scaffolded over several courses and provides coordinated online resources for teachers and students. SpringBoard organizes each course into 6–7 coherent units that each focus on a mathematical concept. The courses follow the same design as Advanced Placement courses, preparing students for

future success. Every unit contains multiple activities, and each activity is made up of one or more class-length lessons.

Grade 6

Course 1 - Students learn to:

- Model functions in numerical, symbolic (equation), table, and graphical forms.
- Communicate mathematics verbally and in writing, justifying answers and clearly labeling charts and graphs.
- Explore and represent data in a variety of forms.
- Use multiple representations to communicate their understanding of a math concept.

Grade 7

Course 2 - Students continue to:

- Acquire an understanding of functions—in the context of algebra and graphs.
- Write, solve, and graph linear equations; recognize and verbalize patterns; and model slope as a rate of change.
- Communicate problem-solving methods and interpret results clearly.
- Investigate concepts presented visually and verbally.

Grade 8

Course - 3 Students extend their knowledge by:

- Writing algebraic models from a variety of physical, numeric, and verbal descriptions.
- Solving equations using a variety of methods.
- Justifying answers using precise mathematical language.
- Relating constant rate of change to verbal, physical, and algebraic models.
- Using technology to solve problems.
- Reinforcing and extending the vocabulary of probability and statistics.

Math Intervention (6-8) – Yearlong Elective Course

- This intervention course in mathematics will be designed for students who need additional traditional instruction and support to master necessary middle school mathematics concepts. This course provides additional instruction in conjunction with the students' required mathematics course of study in grades 6, 7, and 8. The use of manipulatives, mathematical tools and technology including calculators and computer software, will be an integral part of this course. This course is similar to the Math Power Hour in elementary school and does not fulfill the middle school mathematics requirement for promotion. Students may be required to enroll in this course at the direction of the principal.

Middle School Curriculum – Writing

Middle School students continue to practice the Jane Schaffer writing formula and Pinecrest Writer curriculum. We are also considering Andrew Pudewa's Writing with Structure and Style for the middle school grades as well due to the richness of the source texts and thoughtful arrangement of the mechanics and grammar instruction.

Handwriting and keyboarding instruction and evaluation in middle school is integrated into the curriculum. In 6th grade, students take computer literacy, which will include keyboarding to mastery. In all of middle school, writing strategies will be incorporated into reading, social studies, and STEAM projects. Throughout middle school students will receive grades for keyboarding and handwriting.

Middle School Curriculum – Science

The basal curriculum for middle school science is Pearson Elevate Science.⁶⁹ Elevate is a blended-learning curriculum emphasizing real-world or phenomena-based learning. Phenomena-based learning uses inquiry to engage students in “doing” science. The program starts with real-world, observable phenomena like weather, robots, and space travel. Elevate prompts students to question, problem solve, and engineer solutions through inquiry and evidence.⁷⁰

CK-12 Next Generation Science Standards (NGSS) Flexbooks[®] are developed to extend or elaborate concepts or units in a blended-learning environment.⁷¹ These high-quality resources are free to use online and are aligned to units of instruction that follow NGSS.

Middle School Curriculum – Social Studies

The basal curriculum for middle school social studies is from TCI™ - Teachers and Textbook Publishing Company. The History Alive series is again a blended-learning curriculum.

- Grade 6 – History Alive 1 – Ancient World – Colorado Edition
 - History Alive – Western Civilizations introduces students to the beginnings of the human story in the Western Hemisphere and explores the legacy of civilizations from the Americas. Students discover how geographic and economic factors of the past continue to influence the modern world.
- Grade 7 – History Alive 2 – U.S. History – Colorado Edition
 - History Alive – The United States Through Industrialism immerses students in a powerful journey through the history of the United States from its earliest foundations to the age of industrialism.
- Grade 8 – Geography Alive 1 – Colorado Edition
 - Created in partnership with scholars from the National Council for Geographic Education, Geography Alive – Regions and People is a stimulating, case-study approach to geography.

Additional Middle School Courses

Physical Education & Health (6) – Mandatory

Yearlong

- Students will be introduced to a regular routine of physical activity and health education. Students will learn basic athletic skills in a variety of sports-related activities in addition to developing proper athletic form while exercising. Students will build an appropriate athletic and health vocabulary and will be able to articulate and demonstrate proper techniques for avoiding injury, improving athletic skill, and understanding the value of teamwork and cooperative play. The health portion of this

⁶⁹ See <https://www.pearsonschool.com/index.cfm?locator=PS337q>. Last retrieved January 21, 2019.

⁷⁰ See https://assets.pearsonschool.com/asset_mgr/current/201750/ElevateScience-DisciplinaryCoreIdeas-Course1-3.pdf?_ga=2.134105166.1164601685.1550117173-44160528.1548105075. Last retrieved February 13, 2019.

⁷¹ See <https://www.ck12.org/student/>. Last retrieved January 21, 2019.

course will focus on building and maintaining a personalized health plan for each student and recognizing the need for a physical fitness and nutrition plan during each stage of life. Students will understand the basic relationship between genetics, habits, and environmental influences on a person's health and lifestyle choices to include the damaging and long-lasting effects of drug and alcohol abuse and improper diet. This course includes sex and sexual health education. Students will complete this class with a solid foundation on which to build a healthy lifestyle that will improve performance in both their personal and professional lives.

Introduction to STEM (6)– Mandatory

Yearlong

- Introduction to STEM will be based on the idea of educating students with an interdisciplinary and applied approach. Through this content integration, students will engage in hands-on activities that will foster their 21st-century skills, such as critical thinking, creative problem solving, teamwork and effective communication. They will work together to seek innovative design solutions as they delve into the world of engineering, particularly focusing on robotics. Learning for students in this manner will become more connected, consequently promoting a more meaningful experience.

Computer Literacy (6) – Mandatory

1 Semester

- Students will work with software programs that are both new and familiar. This course is designed to build upon and refine skills within familiar programs while introducing students to new software that will improve and enhance their technology-based curriculum. Students will be exposed to basic office computing functions including word processing, spreadsheet, and slide presentation.

Computer Coding (6) – Mandatory, or Art 101

1 Semester

- This exploratory course will challenge students to think critically and problem solve while gaining first-hand experiences with digital citizenship, programming, and robotics.

Art 101 (6) – Mandatory, or Computer Coding

1 Semester

- Art 101 will offer students the opportunity to engage in a variety of art projects while exploring the design elements of art and using various mediums. Students will be introduced to drawing, paint, clay, oil pastels, and sculpture.

Study Skills and Reading/Math Intervention (6-8)

(Either one or both of these courses may be required at the discretion of the principal)

1 Semester

- Students will complete homework, work on upcoming assignments, extend blended learning, etc. The study skills and reading/math intervention courses will be designed to help students become academically organized and utilize their agendas, timelines for projects, and academic tools and technology effectively. Similar to Power Hour in the elementary grades, these electives will allow for intervention, supplement, or extension time as needed.

Middle School Curriculum – Electives

In Year 3 (2022-2023) we will not have the student enrollment to support a free-standing, elective rich schedule in the 6th grade. We will, however, begin transitioning those students from having just one classroom teacher to classes taught by specialists, preparing them for the middle school schedule to come. In the 6th grade classroom, the PTLW Launch curriculum is replaced with Pearson Elevate Science (described above) and taught by a math/science specialist teacher. That teacher also teaches STEM 101 and computer literacy, both required in 6th grade, and helps with Math Power Hour. Those students are also given the choice between computer coding or Art 101 in their second semester.



The middle school program is rich with STEAM electives, starting first with a science strand, then art.

With the small student population enrollment for Year 3 and 4 in the middle school, we are only projecting a single strand of electives, which are the continuation of the mandatory STEM 101 course. The next strand of elective to be added when middle school enrolment increases will be a continuation of the mandatory Art 101 strand and then a music strand. All of the below listed courses can be offered within the Year 3 and 4 budgeted staffing levels.

STEM 102: Design and Modeling & App Creators (7-8)

1 Semester

- This course will focus on two different “Project Lead the Way” units of STEM study. Each unit will last nine weeks.
 - Design and Modeling: Students discover the design process and develop an understanding of the influence of creativity and innovation in their lives. They will be challenged and empowered to use and apply what they’ve learned throughout the unit to design a therapeutic toy for a child who has cerebral palsy.
 - App Creators: This unit will expose students to computer science by computationally analyzing and developing solutions to authentic problems through mobile app development and convey the positive impact of the application of computer science to other disciplines and to society. Students will customize their experience by choosing a problem that interests them from the areas of health, environment, emergency preparedness, education, community service, and school culture. Because problems in the real world involve more than one discipline, the unit will introduce students to biomedical science concepts as they work on solutions for the specific problems they choose to tackle.

STEM 103: Magic of Electrons & Green Architecture (7-8)

1 Semester

- This course will focus on two different “Project Lead the Way” units of STEM study. Each unit will last nine weeks.
 - Magic of Electrons: Through hands-on projects, students explore electricity, the behavior and parts of atoms, and sensing devices. They learn knowledge and skills in basic circuitry design and examine the impact of electricity on the world around them.
 - Green Architecture: Today’s students have grown up in an age of “green” choices. In this unit, students learn how to apply this concept to the fields of architecture and construction by exploring dimensioning, measuring, and architectural sustainability as they design affordable housing units using Autodesk’s® 3D architectural design software.

Competitive Robotics - First Tech Challenge (7-8)

Yearlong

- Students will work hands-on with engineering software and tools to develop, plan, and build robotic creations. Students will be presented with a ‘need’ or ‘problem’ and will be tasked with developing a robotic model as a solution. Students will work on a team of up to 15 students to come up with creative problem-solving ideas, make critical design and function decisions, and build a robot for competition. Students will compete in “First Tech Challenge” at the school, regional, state, and national level (depending on how far students progress through competitions).⁷²

Instruction

2. Please describe the school’s teaching and instructional philosophy. Describe the process and methods that will be used to differentiate instruction based on identified student needs.

This description should include:

- *A rationale for the chosen teaching and instructional philosophy, including any evidence-based evidence that support the effectiveness of the selected instructional model with the target population.*

The Pinecrest Academy Instructional Philosophy

The educational philosophy of PCIA is grounded upon increasing learning opportunities, raising academic achievement, and promoting civic responsibility. The educational program will draw upon Dr. TheodoreSizer’s Coalition of Essential Schools and its ten principles.⁷³

A sampling of the integration of the ten principles into the PCIA educational philosophy includes:

- Principle 1. Learning to use one’s mind well. PCIA will focus on helping its students learn to use their minds well.
- Principle 2. Less is more, depth over coverage. The PCIA faculty will use the Colorado Academic Standards, 2020 edition (CAS2020) to focus on each student mastering a limited number of essential skills and areas of knowledge. Curricular decisions will be guided by the aim of thorough student mastery and achievement rather than by an effort to merely cover content.
- Principle 3. Goals apply to all students. While the goals of each student may vary, PCIA will strive for each student to maximize his or her fullest potential.
- Principle 4. Personalization. Teaching and learning will be personalized at every level. The school principal and faculty will provide input into the decisions about the details of the course of study, the use of students’ and teachers’ time, and the choice of teaching materials and specific pedagogies.
- Principle 5. Student-as-worker, teacher-as-coach. Woven into the school program will be opportunities to stretch students’ individual learning habits. The PCIA faculty’s will balance direct instruction with problem-based learning opportunities to provoke students to be independent learners.
- Principle 6. Demonstration of mastery. Teaching and learning at PCIA will be documented and assessed with tools based on student performance of real tasks. Students not at appropriate levels of competence will be provided with intervention and support to assist them to meet grade level standards. Multiple forms of evidence, ranging from ongoing observation of the learner, to

⁷² See <http://coloradofirst.org/COFIRST/>. Last retrieved January 20, 2019.

⁷³ See <http://essentialschools.org/common-principles/>. Last retrieved January 21, 2019.

completion of specific projects will be incorporated to better understand the learner's strengths and needs. Students will also be recognized for their mastery through various award assemblies and activities.

- Principle 7. A tone of decency and trust. The tone of PCIA will explicitly and self-consciously stress values of unanxious expectation, trust, and decency. Incentives appropriate for students and teachers will be emphasized. Parents will be key collaborators and vital members of the school community.
- Principle 8. Commitment to the entire school. The PCIA principal and teachers will perceive themselves as generalists first (teachers and scholars in general education) and specialists (experts in a particular discipline) second. Staff should expect multiple obligations (teacher-counselor-manager) and a sense of commitment to the entire school's philosophies.
- Principle 9. Resources dedicated to teaching and learning. The PCIA budget will provide for student schedules that promote personalization, time for collective planning by teachers, and competitive salaries for staff.
- Principle 10. Democracy and equity. PCIA will demonstrate nondiscriminatory and inclusive policies, practices, and pedagogies. It will model democratic practices that involve all the school's stakeholders. PCIA will honor diversity and build on the strength of its community.

PCIA will maintain Pinecrest Academy's underlying purpose, which is academic excellence. The emphasis in the Pinecrest Model is a "push and pull" method of preparing students to maximize upon their potential, wherein all students are pushed together with the most challenging academic program they can handle, while students who are struggling can be pulled together for remediation through supportive learning strategies that extend the classroom learning experience instead of replacing it with remedial material. As a result, students will be better prepared for success in middle and high school (and subsequently college) coursework. These and other Pinecrest best practices (described through this application) are established pillars of the Pinecrest Academy and derived from eighteen years of experience with innovative board members, parents, and educators working together for a common purpose.

Pinecrest schools meet high standards of student achievement through the delivery of a rigorous and relevant curriculum with emphasis on mastery of benchmarks aligned to the Common Core State Standards (CCSS). The Pinecrest Model has already been adapted to both the Florida and Nevada State Standards frameworks. Accordingly, PCIA will combine the best practices developed by the Pinecrest network in translating the CCSS standards in those states when making the adjustments necessary to align the Pinecrest Model with the CAS2020. The standards encompass all content areas, including science, social studies, music, visual arts, health, physical education, and computer and technology. These standards provide a consistent, clear understanding of what students are expected to learn at each grade level. The framework is structured to prepare students for college, the workforce, and to be lifelong learners and responsible citizens.

PCIA will provide all students with a core curriculum of ELA, math, social studies, science, and a rich array of special and elective courses in fine arts, health, physical education, languages, and technical curricula, including PLTW. Teachers and other support staff will use data from all available assessments to develop and target instruction to meet the needs of all students so that each child can realize his or her

highest potential. Units of instruction within and across all grade levels will provide a vertically articulated curriculum framework that scaffolds the skills and knowledge required for success and concomitantly provides teachers with continuous feedback on student progress. Students who are struggling or are below grade-level will be identified; remediation courses, as well as prescriptive classroom-based strategies, will target gaps. Teachers and other support staff, from all available sources, will drive targeted instruction. The goal of the academic program is to holistically meet the needs of all students, maximizing each child's talents and potential and remediating individual deficiencies.

The Pinecrest Model will provide a solid academic foundation for students to have success at subsequent levels. Cognitive science research in mathematics and reading underscores the emphasis on meaning and understanding, beginning in the early elementary grades. Thus, much of the curriculum is centered on this approach as well as remediation when necessary. Instruction will emphasize developmental learning while providing differentiated strategies (supports and interventions for struggling students and students with special needs as well as enrichment for advanced learners).

The faculty of the school will adapt the Pinecrest Model scope and sequence for each course (example below). This tool serves as the basis for lesson plan development to ensure that all benchmarks are addressed in a timely manner.

Instructional Planning Expectations

Data-Driven Personalized Support for all Students

All Pinecrest Academy schools in Florida and Nevada use i-Ready, which is a blended learning program. Most of the material is taught by a teacher in the classroom, but the classroom instruction is supported with computer-based instruction and assessments. Students are required to complete two i-Ready computer-delivered modules per week in both English and math. Each module includes a lesson and an assessment. The lessons are sequenced and aligned with the instruction used in the classroom. i-Ready assessments are adaptive and provide precise information about each student's abilities in reading and math.

Teachers will begin the school year with a thorough review of their students' previous achievement, seeking parental input, and administering pre-test assessments for reading and math using i-Ready diagnostic assessments during the first week of school. This will allow the school to gather the most current data in order to determine areas of students' strengths and weakness, to make accurate placement decisions, and to provide differentiated instruction and appropriate extensions, supplements, and interventions. During time when their students are at specials and in other planning time, teachers will examine data available from i-Ready and other computerized assessments to understand more about where each student has strengths and weaknesses.

Once per month on a Friday, students are released before lunch, and staff remains for Data Day which is the same day across all Pinecrest campuses. These are multi-functional days where staff has dedicated time to meet with grade-level teams, and grade-groups (K-2, 4-6, specials, etc.) to discuss student performance across the program, as well as successful strategies for individual students. Because all Pinecrest Academy schools use i-Ready, anonymized data is compared with other network schools and tools and techniques can be shared among teachers to increase student achievement. Each PCIA teacher will have a same-grade mentor assigned from Pinecrest Academy Inspirada. The teachers will

coordinate time on Data Days to video-conference (Skype, Facetime, Zoom, etc.) to share lesson plans, teaching tips and classroom strategies. Monthly professional development is also programmed into Data Days. This training can be site-based or coordinated with other Pinecrest Academy network schools.

Cross-Curricular Teaching

Data Day is also an opportunity to focus on cross-curricular teaching when teachers from different subject areas can discuss how to reinforce (and where possible align) thematic units. For instance, in 6th grade, while learning about the Roman civilizations in the History Alive curriculum, students may be painting frescos on plaster board in Art 101 and building models of aqueducts in STEM 101 while learning about the origins of our language (Latin) and the beauty of its order in their writing instruction.

To effectively incorporate this into instruction teachers will be expected to:

- Work to consistently combine two or more academic content areas into instruction (e.g., a writing component included in a science assignment).
- Incorporate cross-curricular teaching, specifically integrating the content areas of reading and writing into other subjects.
- Align expectations and scoring standards for writing skills (organization, conventions, etc.) across subject areas (e.g., science and math teachers will hold students accountable for grade-level writing expectations, although grades will be weighted toward subject-matter content).
- Effectively communicate within their grade level all areas of opportunity for cross-curricular teaching. If the teacher planning writing is doing a unit on informative writing, they will discuss this at their weekly team meeting allowing the opportunity for the teacher planning science to incorporate this skill into a science activity or assignment.
- Collaborate with STEM teacher to organize pre and post-lessons that relate to concepts students are exposed to in the STEM classroom and embed at least two STEM correlated lessons per week in the regular education classroom.

Long-Range and Weekly Planning Guidelines

We will plan cross-curricular instruction and integrate STEAM into the school's instructional plan using a wide lens. When we zoom out, we can assess the year in full and look for gaps or excess in any particular unit organization, maximizing while balancing the integration of STEAM into all aspects of the curriculum. The purpose of long-range planning is to integrate curriculum by combining two or more content areas to establish authentic connections.



Planning and consistency are a focus of the Pinecrest Model. Our teachers have access to proven training and materials.

Daily and Weekly Plans

Daily lesson plans will be provided by Pinecrest Academy for the first month of school, giving PCIA teachers time to get their classroom routines established. Moving forward, developing daily lesson plans while following the scope and sequence documents provided by Pinecrest Academy will be a crucial learning opportunity for our teachers.

Pinecrest Academy uses shared cloud storage to facilitate collaboration among the teaching staff across campuses and to allow administration opportunities for review. Lesson plans will be completed and shared in the common grade-level lesson plan folder in a shared drive.

Common Board Configuration

Teachers will implement Common Boards in every classroom and update the information daily. A Common Board provides a uniformly structured itinerary located near the door in each classroom. Common Boards help students understand the general outline of the day's goals and structure; they also give other teachers and administrators a predictable reference for the information being covered in class. All teachers will be expected to keep updated Common Boards for reading, math, and science. Teachers will review the Common Board with students every day to ensure learners of all levels receive the information. A Common Board includes Bellwork, the Measurable Objective, the Essential Question, Vocabulary, and Home Learning.

Figure 6. Common Board Example

Date	October 1, 2019
Bellwork	A short, meaningful assignment that must be started at the bell
Objective	Kid-friendly (clear and measurable)
Essential Question	A question that points to the "big idea" of a subject
Vocabulary	Words and concepts that characterize the content
Home Learning	Homework which reinforces the skill

Note. Pinecrest Academy Inspirada

Staffing

3. Include a description of the school's organizational structure and staffing plan that allows for full implementation of the curriculum, including details about staff qualifications and in-field requirements, and the school's operations. *The Applicant is required to submit an organizational chart as part of the application submission as detailed below. The description provided below should clearly align to and reference the submitted organizational chart.*

The Charter School Institute has the ultimate authority over the institution's initial and continuing authorization. From a legal and policy compliance framework, the governing board answers to CSI, and that board's bylaws, policies, and procedures. The governing board will select, evaluate, and make retention decisions for one employee, the school's principal, all of whom will be 'at-will' employees of the school. With the board's guidance, the principal in turn selects, evaluates, and makes retention decisions for all other school employees. At least one board member will join the principal and other staff during the selection of our professional staff. 'At-will' employees retain no property rights to their job other than those afforded them by law or regulation.

Attachment C_OrgChart provides information about our school's conservative staffing model. The organizational chart is synced with the six-year budget found in Attachment F_Budget and also with the student schedule found in Attachment C_StudentSchedule.

In Year 1 we will have just 10 employees. The principal will have a salary commensurate with the very difficult job of starting a school. Five grade-level teachers K-4 will be assisted by a full-time Special Education Coordinator, a full-time music and art teacher, and a half-time PE teacher. The office manager position will be filled with a full-time staff person from the outset and hired with the principal prior to school Year 1 with grant funding.

The Year 1 staffing model is complete and adequate to deploy two ½-day kindergarten classes (Monday, Wednesday, and Friday mornings and Tuesday, Thursday, and Friday afternoons), and grades 1-4. Kindergartners will have exposure to music, art, and PE every week. Staffing allows for students in grades 1-4 to have those courses twice per week. Students in grades 1-4 will also have social studies four days per week. Every student has daily exposure to reading, writing, handwriting, keyboarding, math, and science.

In Year 3 we will have a robust staff of 15 educators serving 195 students K-6. The 6th grade will stay with the lower school schedule for Year 3. The school will have added two classroom teachers, brought the PE teacher to full time and hired an additional half-time art and music teacher as well as a full-time floating teacher assistant. The student schedule in grades K-5 remains the same through Year 3. With the additional staff, the 6th grade students will have STEM and Art courses. The Year 4 and 5 student schedules are yet to be determined, however the staffing is set to increase with four additional teachers for the middle school and an additional teacher's assistant for the elementary school. That will allow for six teachers in the lower school in classroom settings and five departmentalized teachers in the middle school, grade 6-8. Beginning in Year 5, when the student enrollment is expected to be 255, all middle school students will conform to the middle school schedule.

4. Provide a detailed description of staff recruitment, selection, and orientation timeline and process. Please be sure to describe the employee/employer relationship (at-will vs. contract).

Teacher Requirement & Qualifications

“Concerned about reading instruction, state cracks down on teacher prep programs, starting with Colorado’s largest [University of Northern Colorado] ... The reading courses at Colorado’s largest educator preparation program don’t match up with research on literacy instruction, and many of the professors have philosophies that contradict state standards, according to a scathing new critique by state evaluators.”⁷⁴ – Chalkbeat, March 14, 2019

Teacher preparation programs do not prepare teachers to understand the basic foundations of the English language or strategies for the explicit instruction of English, and consequently in how to teach literacy. *We assume that no teacher applicant, without explicit training in OG methods will have the experience necessary to systematic, structured, and multi-sensory methods, have no real understanding of graphology or orthography, and little ability to break apart the written language into its component phonemic parts.* Therefore, we will train all of our classroom teachers, specials teachers, and teaching assistants in OG methods, through the intensive 5-day course offered during Summer Institute. Educators with prior OG experience, or who have been trained in Greek or Latin (languages that share the foundational components and structure of the English language) will have a leg-up on those that do not.

We choose to follow as closely as possible the guidance from the National Association of Public Charter Schools (NAPCS) regarding teacher recruitment and selection, which is informed in part from the Denver Public Schools model.⁷⁵ The model process is rigorous, specific, and based on industry best-practices.

⁷⁴ See <https://chalkbeat.org/posts/co/2019/03/14/concerned-about-reading-instruction-state-cracks-down-on-teacher-prep-programs-starting-with-colorados-largest/> . Last retrieved March 17, 2019.

⁷⁵ See http://www.publiccharters.org/sites/default/files/migrated/wp-content/uploads/2016/11/National-Best-Practices_Teacher-Recruitment-and-Pipelines.pdf . Last retrieved March 17, 2019.

Our process includes three phases: Recruitment Planning, Recruitment Tactics, and Hiring. The principal will define the specifics of the final component, teacher hiring, because it is the last component of the teacher recruitment model. We have already begun the hiring 'process' by understanding our needs and creating a calendar with timelines for recruiting, available as Attachment C_StartupTimeline.

We will seek first excellent teachers and then train them in our school model. Recruitment efforts will take many forms: posting on online educational recruitment sites, various digital platforms, and the school's website; recruiting at community information nights; distributing fliers at local colleges and universities; and attending state and national job fairs in the Denver Metro area, Fort Collins, Greeley, Colorado Springs, and other states. When we have found our legs, PCIA will coordinate efforts with post-secondary institutions to host practicum teachers whenever possible. We will organize other efforts to attract in-field expert teachers in the various disciplines that require higher levels of certification or academic content delivery. PCIA will provide equal employment opportunities for all candidates as outlined in our employment policies.

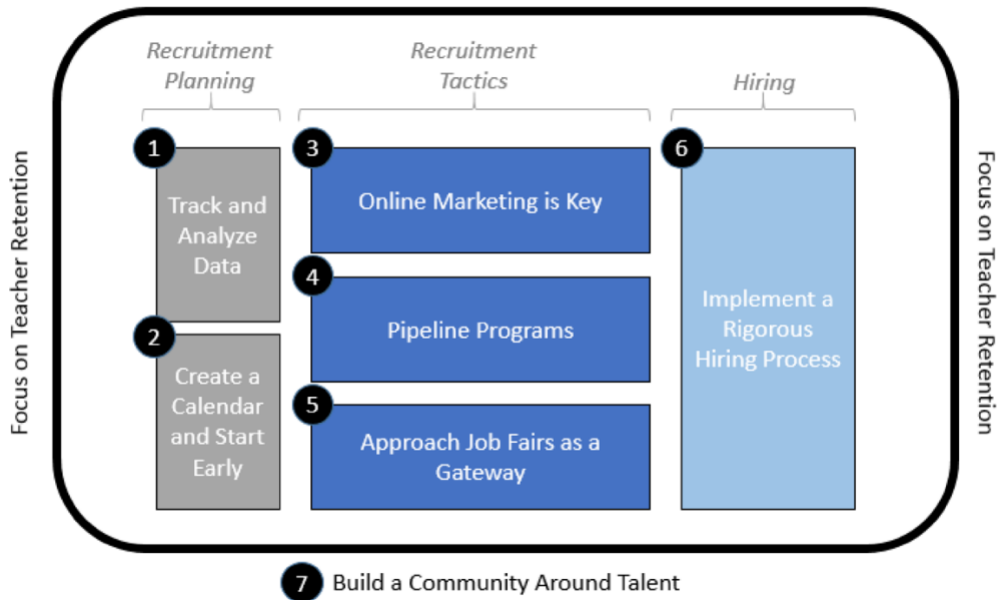
The school will select teachers who meet 'in-field' competency requirements as required by the Colorado Department of Education.⁷⁶ 'In-field' teachers are those teachers which hold at least one of the following: endorsement on a Colorado teaching license in their assigned subject area, a college degree (B.A. or higher), 36 semester credit hours, or a passing score on a State Board of Education approved content exam.⁷⁷ The 'in-field' requirements will be different for some of the different teaching disciplines, e.g., elementary teachers, middle school teachers, music, and PE, etc. In Year 3 we will have our first 6th grade class and will be more deliberate about the individual requirements for teachers of middle school social studies, science, math, etc.

Education documents, standard references, mock teaching lessons, in-person interviews, and oral competency assessments will be part of the interview process. Rubrics and at least one blind evaluation will be used for evaluating candidates to ensure fairness. We plan to use industry best-practices in every component of the hiring process. For example, a sample mock-lesson evaluation rubric from The New Teachers Project (TNTP) is included for reference in Attachment E_TNTPMockLessonEval.

⁷⁶ See. https://www.cde.state.co.us/fedprograms/tii/a_hqt. Last retrieved on January 23, 2019.

⁷⁷ Ibid.

Figure 7. NAPCS Teacher Recruitment and Retention Model.



Note. Source. National Alliance for Public Charter Schools. 2016.

In order to attract and retain staff, PCIA will develop and manage staff compensation, paid time off, and benefit packages which are competitive to area schools. We will attempt to maintain a starting classroom teacher salary higher than the Poudre School District (\$37,953) and have budgeted for that amount, about \$40,000 plus benefits.⁷⁸

In the unlikely event that PCIA is unable to recruit a sufficient number of teachers to meet staffing demands, PCIA administration will adjust class schedules and other primary duties to support teachers by covering classes recruit substitute teachers. Those teachers will first be recruited from our advisory board, which currently has four members who are certified OG method practitioners. Those members all have collegial relationships with the community of reading practitioners in Northern Colorado. That network will be recruited both for substitute and also permanent teaching positions.

PCIA believes that teacher mentoring is one key to student achievement as well as teacher recruitment and retention. Mentoring will be provided to teachers new to the profession as well as new to the campus. Mentors provide beginning teachers with practical information, guide teachers as they develop instructional skills, and offer feedback and opportunities for reflection. Areas of focus within the mentoring program include: literacy instruction, curriculum, student assessment, data disaggregation, classroom management, instructional strategies, communicating with parents, assisting students with special needs, and professional responsibilities such as maintaining gradebooks and required paperwork.

The school is developing specific personnel policies to support its goals and to ensure fairness and compliance with state and federal law. Teacher satisfaction is a primary concern in our new school and we will endeavor to retain 85% of staff each year.

⁷⁸ https://www.psdschools.org/sites/default/files/PSD/human_resources/Salary%20Schedules/18-19%20T%20Salary%20Schedule%20and%20Position%20List.pdf
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The outline for Summer Institute during July and August of 2020 is presented below in Section E. The training schedule for the principal is more fluid at this time and will include joint professional development with some board members. The board is exploring options to hire a principal as soon as possible. The funding restrictions from the CSP grant and state fiscal cycles will frustrate our ability to hire a principal as early as we would like. The onboarding program from the Charter School Institute will inform much of our schedule in 2020. A detailed list of Year 0 board and principal responsibilities is being developed.

5. Describe the plan for selecting professional development activities during Year 0 and Year 1 to ensure staff can fully implement the proposed plan and achieve the school’s goals.

Core Training

PCIA has defined our Core Training program. All training and professional development opportunities must answer to one of the components of the Strategic Planning Framework. Training requirements will evolve as the school community learns and grows.

Table 14. Strategic Planning Framework

Strategic Planning Framework Category	Essential School Functions				
Domain (Board Level)	Effective Governance	High Performing Systems	Learning Professionals	Healthy School Community	Learning Students
Component (Principal Level)	Training and Self-evaluation, Effective Leader, EMP Oversight, Board Committees	Policies, Technology, Financial Health and Controls, Facilities, Calendar and Schedule	Staff Selection, Professional Training, Work Environment, Staff Committees	Social Emotional Learning, School Safety, Teacher and Student Well-Being	Curriculum, Academic Achievement and Growth, Learning Environment
Example Elements (Staff Level)	Online Board Training, CSSI Review, Principal Evaluation	Effective Use of Classroom Technology, Efficient and Engaging Classrooms	Summer Institute, Data Days, PTA Representative	Homeroom SEL Instruction, All Hazards Plan	Differentiated Instruction, Progress Monitoring

Note: Pinecrest Impact Academy

Core Training - Founding Committee and Governing Board Training

An emphasis on professional development is one of the mission-driven priorities in year zero and year one. This priority is broken into three phases, Founding Committee and Founding Advisory Committee training, Summer Institute, and ongoing inservice training. This logical framework follows with our strategic progression. In the first case, the board has agreed on basal texts for its own education and alignment. These texts include:

- Overcoming Dyslexia by Sally Shawitz
- The Dyslexic Advantage by Fernette Eide
- The Dyslexia Empowerment Plan by Ben Foss
- Excellence Through Equity by Alan Blankstein

Optional reading includes:

- Climbing Parnassas by Tracy Lee Simmons
- Proust and the Squid by Maryanne Wolf

The first three texts provide the most currently accepted, although contrasting, views of the identification and management of persons who have the characteristics of dyslexia. Advisory Committee members have as well embraced these texts, most of them had read this list prior to joining the school effort.

The founding committee has also completed the following webinar training hosted by the Colorado League of Charter Schools:

- Writing a Charter School Application
- Writing SMART Goals
- Developing a Performance Management Plan
- Community Outreach and Marketing Your School
- Revising Your App Based on Feedback

Three of the founding committee members attended the Colorado League of Charter Schools Annual Conference (2019). Our Founding Member, Jill Zonnefeld, attended the conference in 2018 and several members will attend the entire Charter School Boot Camp in April, or sections relevant to their roles on the committee. Additionally, the committee is aware of the importance of seeking opportunities for expansion of our knowledge base through the various online and in-person workshops offered by the League and other sources. As our weaknesses become apparent through the application process and review, through the first years of school launch we are committed to continuous and adaptive improvement.

Each year starting in Year 1, the board meeting coinciding with the Summer Institute will be designated as a board retreat. The retreat will be a time to analyze CMAS and other assessment data from the prior year; set a board calendar and training schedule for the upcoming year that includes continued online board training modules from CLCS and CSI onboarding activities; completing board self-evaluation following guidance from CLCS; and setting measurable performance goals for the principal based upon her last year's performance review, student achievement and growth, school system health, and leadership. The board's Year 1 accountability strategy will align with the Colorado Charter Schools Support Initiative (CSSI) grant evaluation rubric.

Core Training – Summer Institute

A two-week Summer Institute will be scheduled every year. For year one, given the importance of our endeavor, we will increase the Institute to more than three weeks. During the Year 1 Summer Institute, which will run from July 27 (July 26 for the governing board) through August 18, 2020 (assuming an August 19th school open), our staff will be trained in the most important aspects of PCIA's school model.

- July 26, 2020 – Board Retreat with Pinecrest Academy President Judith Marty.
- July 27-July 31, 2020 – Pinecrest Academy Instructional Model – Judith Marty, President and Chair, Pinecrest Academy (and staff from Florida and Nevada Pinecrest schools).



The Learning Professionals domain is a priority. The 3-week Summer Institute demonstrates our commitment to our staff.

- This five-day training presented by current Pinecrest Academy instructional and administrative staff will focus on the Pinecrest Instructional Model, provide classroom-level scope and sequence instruction including individual lesson plan materials for the classroom including: basal curriculum, MTSS structures, PBIS, and special education processes and requirements (including teaching ELL and GATE learners.)
 - Budget – \$0 – New school training provided by Pinecrest Academy, Inc.
- August 3-7, 2020 – Yoshimoto Orton Gillingham Instruction (YOG-A) 40-hour Training – Elenn Steinberg, President, Orton-Gillingham International
 - Upon completing this course, teachers will have acquired the skills necessary to implement entirely data-driven solutions for teaching literacy to all students. The course will cover the three levels of decoding and spelling: sound, syllable, and morphological. With the latter, introductory morphology, the emphasis will be on increasing the vocabulary for all children.
 - Budget – \$16,500 (may be offset by offering seats to outside organizations.)
- August 10-11, 2020 – Nuts and Bolts of PCIA – School Principal
 - Team building exercises, classroom assignments, HR policies and procedures, and Infinite Campus.
 - Budget – \$0 – Pinecrest Academy, Inc. and staff time.
- August 12-13, 2020 – Project Lead The Way (PLTW) Launch Classroom Teacher Training Experience – Michael O’Dowd
 - This two-day collaborative experience prepares teachers to facilitate and deliver a transformative learning experience in their classrooms. During PLTW Launch Classroom Teacher Training, teachers develop an understanding of the activity, project, problem-based instructional approach at the core of all 28 PLTW Launch modules. They embrace their role as facilitators of learning as they gain familiarity with grade-level modules and experience how to plan and implement PLTW Launch modules in the classroom.
 - Budget – \$0 – Pinecrest Impact Board Member Michael O’Dowd is a PLTW trainer.
- August 14, 2020 – Building Emotional Intelligence – Mr. Aaron Wiemeier
 - This course will cover the BEI curriculum, recognizing ADHD, and introduce staff to self-care and emotional intelligence concepts for adults.
 - Budget - \$2,180 – This includes one dozen curriculum workbooks and two feedback sessions during Data Days in the fall and spring.
- August 17-18, 2020 – Training mop-up, classroom preparations, and lesson planning – Principal
 - The principal will identify training as needed and allow time for classroom prep and lesson planning. This would be an appropriate time to introduce classroom technology.
 - Budget – \$0 – Staff time.
- August 19, 2020 – First day of school.

The total budget for the 2019 Summer Institute is \$18,680. \$20,000 is budgeted to cover incidentals.

Additional training and options will be added for Summer Institute in 2021 and beyond. For example, while new staff will attend training similar to above, returning staff will have access to additional training in PLTW and Yoshimoto OG instructional methods, including:

- Yoshimoto OG Advanced Training
- Yoshimoto OG Multi-Sensory Math

- Yoshimoto OG for English Language Learners Program
- The PLTW Launch – Lead Teacher Training Experience

Future Summer Institutes will not need to include building-wide, whole-staff YOG-A since the core teachers will already have that training, eliminating the \$16,500 on-site fee from Year 1. All new teaching staff will have to attend the program, which PCIA may host, or to which teachers may travel. \$20,000 is budgeted each year for Summer Institute after Year 1.

Core Training – Ongoing Professional Development

The primary venue for ongoing professional development will be weekly staff meetings on Wednesdays from 3:15 - 4:00 pm. Planning inservice training will be the responsibility of the principal based primarily on student achievement data (which can be measured through i-Ready assessments and easily accessed there and from Infinite Campus student information modules) and behavioral management issues.

Secondarily, inservice training will provide opportunities to introduce or reinforce concepts taught in Summer Institute. Teachers with unique experience (reading therapy, special education, etc.) will be asked to lead inservice training when appropriate. Ongoing training topics will include the following:

- Infinite Campus and other Student Information Systems
- Managing IEP and 504 students and records
- State Performance Framework
- AdvancED Accreditation
- CMAS Administration Training
- Data reviews
- Maximizing i-Ready

Teacher Evaluation

PCIA's principal will evaluate all teachers, campus administrators, and other staff on an annual basis. The school will retain high-performing teachers and administrators by applying the performance-based compensation framework. Under this method, high-performing teachers and administrators have the opportunity to obtain annual awards based on their skills and expertise in teaching and increasing student learning.

Administration and teaching staff will work closely together during the evaluation process to set and obtain professional development goals in order to improve teacher effectiveness and increase student achievement overall. The school's governing board will leave the implementation and frequency and type of observations (such as mentor observations) up to the principal but will ensure that all teaching staff receive at least one formal observation annually as per SB 10-191. Informal observations will be woven into the fabric of the school. We will expect our principal to be primarily an instructional leader and will emphasize to her the importance of mentorship through informal evaluations as a priority over management through formal observation and evaluation.

PCIA will use a multi-faceted strategy to ensure it recruits and retains a high-quality faculty. As a recruitment and retention tool, PCIA will use both their own evaluation tool called the Pinecrest Impact Academy Faculty Evaluation and a Pay-for-Performance model. The evaluation tool is based on both the

Colorado Senate Bill 10-191, the Pinecrest Academy evaluation model, and the IMPACT Assessment System, developed by the D.C. Public School System under Chancellor Kaya Henderson in 2014.⁷⁹

In alignment with S.B. 10-191, PCIA's Faculty Evaluation will also include the following requirements⁸⁰:

- Annual evaluations for all teachers
- Evaluation in alignment with quality standards defining an effective teacher
 - The professional practice quality standards account for half of an educator's annual evaluation
- At least 50% of an educator's annual evaluation is based on Measures of Student Learning, including:
 - Student Achievement: Grade level proficiency and content mastery, and
 - Student Growth: Student growth percentile is used to compare student growth to their academic peers

Teacher evaluations will include the following six components:

- Planning rigorous academic lessons
- Delivering rigorous academic lessons
- Classroom environment expectations
- Professional responsibilities & leadership
- Blended learning
- Assessment of student instructional needs

The evaluation will be used to determine professional development needs and areas for improvement. Teachers who receive underperforming evaluations will be prioritized for professional development to help them improve their skills and increase student achievement.

For more information regarding the Pinecrest Impact Academy Faculty Evaluation please see Attachment C_StaffEvaluation_Teachers.

⁷⁹ See <https://dcps.dc.gov/node/976262>. Last retrieved March 19, 2019.

⁸⁰ Colorado Department of Education. Senate Bill 10-191. URL: <https://www.cde.state.co.us/educatoreffectiveness/overviewofsb191>. Last retrieved February 4, 2019.

6. Include the following as attachments. Please use the naming conventions below to save each of these documents.

Required Attachments	Notes of what should be included in each attachment	Naming Convention for Saving Each Attachment
Organizational Chart	If there is a plan for organizational growth after the first year of operation, include charts for the first and fifth years of operation	C_OrgChart
Staff Evaluation Process	Include the process the school will use for staff evaluation that aligns with the intent of SB 10-191.	C_StaffEvaluation

Calendar and Schedule

7. Include the following as attachments. Please use the naming conventions below to save each of these documents.

Required Attachments	Notes of what should be included in each attachment	Naming Convention for Saving Each Attachment
School Calendar	Provide a draft annual calendar identifying number of school days, ensuring compliance with statutory requirements .	C_SchoolCalendar
Sample Schedule	Provide a sample student schedule or master schedule that shows daily activities (lunch, class periods)	C_StudentSchedule

Maximizing the PCIA Calendar and Schedule

We have scheduled a robust 175 student contact days for Year 1. The yearly school calendar, student daily schedule, and teacher daily schedules are all designed for the purpose of maximizing student contact hours, particularly in reading and math.

While difficult to schedule, one benefit to the uniform Power Hour instruction times is that the specials teachers have no students during all four reading and math instruction blocks. Those teachers are assigned planning time during the classroom block portion and assigned to a Power Hour classroom where needed during the Peding Power Hour block. The ‘all hands on deck’ utilization of the classroom teachers, classroom teaching assistants, and specials teachers in this way provides for more differentiation of learning opportunities and confirms our school-wide commitment to literacy above all else.

Also important in the schedule design is professional development. In Year 1 we have scheduled three full weeks of pre-service training as described in the Core Training and Summer Institute sections above. In addition to their regular planning time, teachers will have one dedicated Data Day (student early-release) per month for school-wide data sharing, professional development, and collaboration. Data Days coincide with Pinecrest Nevada schools for further collaboration, and mentoring. To further maximize contact

hours, only one parent-teacher conference is scheduled (at the end of first quarter). Regularly quarterly report cards will be issued. Parents will have access to student academic profiles through i-Ready at their convenience. For parents who do not have convenient access online, teachers can prepare progress reports if requested. Teachers and parents can also arrange meetings as needed to discuss student concerns.

D. Student Services

1. **Include the comprehensive whole school plan for a Multi-Tiered System of Support or child study process that includes a data driven pre-referral prevention-based framework process.**

MTSS as a School Culture

PCIA developed our MTSS program within the intersection of Learning Professionals, Healthy Community, and Learning Student in the SPF. PCIA has an unwavering commitment to caring for who a child will become – academically and socially. Colorado’s Multi-Tiered System of Supports (CO-MTSS) framework complements our mission to provide our students with a personalized, systematic, structured, and multi-sensory education. MTSS is not a separate system of instruction or stand-alone model. MTSS incorporates, but is different than, the Response to Intervention (Rtl) model and Positive Behavioral Interventions and Supports (PBIS) systems within the school. In Colorado, a Multi-Tiered System of Supports (MTSS) is defined as, “a prevention-based framework of team-driven data-based problem solving for improving the outcomes of every student through family, school, and community partnering and a layered continuum of evidence-based practices applied at the classroom, school, district, region, and state level.”⁸¹ Instead of being a ‘special education’ program, the CO-MTSS framework will affect every teacher and student in the school.



A solid MTSS plan will support our expected 17% special education student population.

Because it is prevention-based and team-driven, the MTSS philosophy aligns with our vision to develop literate, empowered, and engaged student citizens. The five essential components of the CO-MTSS framework are interwoven into our strategic domains throughout the school. These components, aligned with CSI policy, state, and federal law will inform the totality of the school experience, especially in the realm of special education.

This document and the board’s future direction guide the principal in the systems approach to PCIA’s MTSS framework. Our policy is to consider the administration of the entire school through the lens of MTSS. The principal will model data-driven decision making, using the best evidence available, and considering the entire school community to make sustainable decisions. This model applies to hiring and professional development, purchasing, developing school culture, and targeting struggling students with interventions that work.

The implementation in the MTSS process will vary depending on the desired goals. A PBIS student behavior support will require different structures and supports than an Rtl Tier 3 academic intervention. The MTSS Team will include the student’s classroom teacher, any interventionists, and a parent or guardian. Special Education coordinators, whether on staff or contracted, will have to be present or have a delegate as well for meetings required by law, such as an IEP meeting. MTSS teams administering formal plans such as IEPs will have an administrator or their designee involved

PCIA will build competency and capacity within the staff through a standing STAT team. A STAT team is similar to a Built Leadership Team (BLT)⁸² in the CO-MTSS model and members will define the culture of MTSS prevention, assessment, and support for the school. An administrator, educators from the

⁸¹ Definition of Colorado MTSS Framework. Retrieved January 4, 2019, from <https://www.cde.state.co.us/mtss>.

⁸² Built Leadership Team. Retrieved January 4, 2019, from <https://www.cde.state.co.us/mtss/mtss-schoolself-assessmentevaluationtool>

classrooms and specials courses, and the special education coordinator make up STAT and will meet regularly to review student portfolios referred to them by classroom teachers. The recommendations of this team can either suggest the formation of an MTSS team around the student or supplement the work being done by an existing MTSS team. Again, the critical difference in the STAT team and the MTSS team is the involvement of the parent or guardian.

- 2. Detail how the school will accommodate different learning styles and the needs of all students. Provide plans and procedures that describe how the school will ensure all students will progress adequately. This should include information related to student identification, programming, assessment, progress monitoring, redesignation/exiting, service model delivery and the continuum of supports the school will have in place to serve students and should demonstrate a general understanding of legal requirements. Please respond to these items for each subgroup identified below (a-e). Clearly describe what a day in the life of a student receiving these services will look like.**

Special Education within MTSS

PCIA anticipates 17% of our students will come in or need to have developed IEPs, 8% will come from homes where English is not their primary language, and 11% will be identified as Gifted and Talented. The STAT team will review and set in place strategies to comply with the letter and spirit of any formal 504, Advanced Learning Plan (ALP), English Language Learning (ELL), Colorado Reading to Ensure Academic Development Act (READ Act), or IEP plan in place for incoming students. The principal will ensure that an MTSS team is formed around each student with existing education plans, which is a mission-aligned goal of guaranteeing a personalized education.

PCIA will employ a special education coordinator who aligns with our vision and mission, specifically in their commitment to creating a personalized, systematic, structured, and multi-sensory education. VAKT strategies will be woven into all education interventions and accommodations. The special education coordinator will be responsible for coordinating the school-wide approach to the prevention, identification, layered support and assessment of students requiring atypical education services, within the MTSS framework, ensuring a Free and Appropriate Public Education for all PCIA students.

PCIA's commitment to whole-class instruction of the Orton-Gillingham literacy method goes far beyond the instruction of language arts and transcends the entire school model. To the maximum extent possible, students on all types of education plans, or requiring other interventions or accommodations, will be provided services alongside their grade-level peers, in the classroom. Differentiation will occur in the classroom, guided by the classroom teacher for students with RtI Tier 1 and 2 plans (either behavior or academic) and by the special education coordinator for students on RtI Tier 3 plans or other formal special education plans.

Students with individualized education plans will be provided appropriate services based upon the goals, minutes of intervention, and delivery described in the IEP. These interventions will be documented and monitored using the appropriate progress monitoring platform.

RtI Process for Academics within MTSS

Beginning of year testing and historical performance will guide the initial placement of a student into the appropriate grade and supportive structures required. Some students, whose student portfolio require 504

or IEP plans will have many supports already built into their school day. Their formal, written education and accommodations plans will guide their initial placement and level of service. Other students though will have promoted with their peers from grade to grade and performed adequately on formative and summative assessments. They will arrive in their age-appropriate classroom at the beginning of the year ready to learn. They will face challenging material from our well-trained teachers. They will be encouraged in their efforts, supported in their understanding, and assessed regularly for comprehension as they progress through the years' curriculum. These encouragements, supports, and assessments personalize each student's classroom experience.

Some students will do very well, performing well above the benchmark levels for their age and grade. Others will demonstrate excellent mastery of the subject areas, perform well within the normal ranges, and progress through the year without difficulty. Still other students may fall behind in one or more areas. These students may need some additional assistance or may need significant interventions, in order to achieve and progress, behaviorally and academically, with their peers. We will use the Rtl system to make sure we have appropriate and timely identification of students who are performing either well above or below expectations and that we provide the support them with the learning experiences they need to demonstrate continuous growth and thrive at school. The formal framework of Rtl exists in a three-tiered format, described below.

Rtl Tier 1: High-Quality Classroom Instruction, Screening, and Group Interventions

Tier 1 is the product of a student's experience in the classroom and specials classes with their peers. At PCIA, all students will receive the Pinecrest Model instruction and the research-proven Orton-Gillingham method of literacy acquisition. Students are evaluated on an ongoing basis in both classroom test and quiz environments as well as digital diagnostic indicators like i-Ready and Accelerated Reader (AR) testing. Teachers will identify students performing above or below standard cut-scores for the tests taken. This supports our mission-aligned goal of personalizing the MTSS process. Students identified as being "at risk" or "above-average" will receive supplemental instruction during the school day and in the regular classroom. These strategies are referred to as Tier 1 interventions, which are classroom based personalizations of the curriculum specific to a targeted goal. These students are supported and closely monitored for signs of frustration, boredom, lack of interaction with, or disinterest in the school experience.

The length of time for Rtl Tier 1 interventions can vary but will not exceed one quarter for any one targeted intervention. Throughout the intervention, student progress is closely monitored. Students who were struggling, but who have caught up to age and grade-level achievement will return to receiving programs along with their classroom peers. Low students not showing adequate progress are moved to Rtl Tier 2. Progress monitoring for Rtl Tier 1 is satisfactorily completed with classroom assignment grades, standardized classroom assessments, report card comments, and notes from parent conferences. High performing students that continue to have success with more challenging materials will be considered for Gifted and Talented programming and an Advanced Learning Plan (ALP). Information about identifying and providing a quality education for gifted students is summarized below.

Rtl Tier 2: Targeted Interventions

Students not making adequate progress in the regular classroom and on Tier 1 interventions will be provided with increasingly intensive instruction matched to their needs on the basis of levels of

performance and rates of progress. Classroom teachers have several variables to adjust when crafting a response plan for a student on Rtl Tier 2 interventions. The size of a student's learning group, frequency of instruction, duration of intervention, and the person working with the student are all decisions the classroom teacher, asking for assistance when needed, will make. These interventions can be provided individually or in small-group settings, in addition to instruction in the general curriculum. Progress for a student on Rtl Tier 2 interventions will be recorded in narrative form in Infinite Campus in an area specifically designed for Progress Monitoring. Classroom teachers will notify both the STAT team and the parent when a student is afforded Rtl Tier 2 interventions. Either the STAT team or the parent can ask for the formation of an MTSS Team for a Rtl Tier 2 student. Tier 2 Rtl may last as long as one semester. Lack of response to the interventions or inadequate growth will require the classroom teacher to refer the student's portfolio to the STAT team. The STAT Team may accept the student for services on Rtl Tier 3 or suggest continued or different Tier 2 interventions.

For Claire, reading doesn't come as easily to her as other subjects. In her old school, she was called disruptive at times and held in from recess. The truth is she was just frustrated with learning most things very easily and having difficulty with reading. Claire knew her year-end CMAS scores in reading weren't great, and she didn't do well on another test when school started, it was called NWEA MAP. Her parents told her they would be meeting with her teacher and some other people at the school to talk about how to get through the help she needs to progress with her peers. They asked her if she wanted to come along but she was happy to stay home. At school, Claire's parents learned about the MTSS process and were invited on to Claire's MTSS team. There were some forms to sign and then lots of tests to look at. Despite the extra work Claire's teacher was giving her in reading and Power Hour, Claire wasn't making adequate progress with her peers. From the many assessments, the MTSS team identified specific skill deficiencies in Claire's reading that needed to be addressed. Together the team decided that the best course of action would be to move Claire to the 4th grade Reading Power Hour, increase the frequency of formative assessments, and hone-in on blending longer and unfamiliar words. The team wrote everything into a plan. The Special Education Coordinator asked Claire's parents about special education options like 504 Plans and IEP designations. Because the school was being so proactive about Claire's reading issues, they were happy to wait on a formal plan and see if the Tier 2 interventions were helpful before pursuing further testing or modifications.

Rtl Tier 3: Intensive Interventions and Comprehensive Evaluation

On Rtl Tier 3 supports, students will receive individualized, intensive interventions that target their skill deficits. All students receiving this level of support will have an MTSS team in place and the team will include the classroom teacher, the special education coordinator, an administrator, and parent. Interventions at this level include formal written plans with clearly stated evidence-based deficiencies, evidence-based interventions, and realistic achievement and growth goals that evince the clear understanding that the student will return to the grade-appropriate learning classroom, on track with her peers. Students who do not achieve the desired level of progress in response to these targeted interventions will be referred for a comprehensive evaluation and considered for eligibility for special education services under the Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004). The data collected during Tiers 1, 2, and 3 interventions are included as an input to the eligibility

decision. Progress monitoring in Rtl Tier 3 will be accomplished using formal memorandum or a unique module of the SIS designed for that purpose.

Positive Behavior Interventions and Support within MTSS

We will intentionally instruct our students in acceptable behavior through the lens of caring for ourselves and others. When a student exhibits behavior that shows kindness to another person or themselves, they will receive a coupon for the school store. Following the theme of our mascot, The Explorer, students will receive a Successful Mission Log (SML) with a short description of the behavior and its effect. Students can turn SMLs into the school store for healthy snacks or into the classroom for classroom teacher defined rewards. Students who are not displaying good behavior, through the lens of how their behavior affects themselves or others, may receive Unsuccessful Mission Logs (UMLs). UMLs are sent home with a description of the behavior and also noted in the students report card.



PBIS is woven into and through our SEL curriculum and our MTSS process.

Age and grade appropriate behavior interventions can be escalated in a tiered process as well. If a student is displaying repeated behaviors that are negatively affecting themselves or others, and that behavior has not been remedied through informal teacher counseling or UMLs (which equate to classroom-based Tier 1 interventions), they may be placed on a Tier 2 Behavior Plan. In these plans, the classroom teacher will write specific reasons for the plan, the expected behaviors, any remediation or restoration activities that should happen as a result of the behavior, and the path to exiting the Tier 2 plan. The classroom teacher will notify a parent when a student is placed on a Tier 2 Behavior Plan. Progress monitoring for Tier 2 plans will be accomplished in Infinite Campus in a specifically designated module.

Students who do not respond to the interventions laid out by the teacher in this plan may be referred to the STAT team for a Tier 3 Behavior Plan. A Tier 3 plan will require a formal MTSS team consisting of the classroom teacher, special education coordinator, administrator, and parent. Interventions at this level include formal written plans with clearly stated evidence-based deficiencies, evidence-based interventions, and realistic behavior goals that evince the clear understanding that the student will return to the grade appropriate learning environment, on track with her peers. Students who do not achieve the desired level of progress in response to these targeted interventions will be referred for a comprehensive evaluation and considered for eligibility for special education services. The data collected during Tier 1, 2, and 3 interventions are included as an input to the eligibility decision. Progress monitoring for Tier 3 Behavior Plans will be accomplished using formal memorandum or unique module of Infinite Campus designed for that purpose.

Least Restrictive Environment within MTSS

PCIA's founding parents and reading therapists believe that OG is the best method for teaching literacy acquisition to all learners. The philosophy of whole-class instruction aligns with the spirit of a key aspect and requirement of the Individuals with Disabilities Education Act (IDEA 2004) by supporting struggling learners, whenever possible, in a manner that does not single them out from their peers. Teaching OG methods in a whole-class environment is an intentional approach to providing struggling readers with instruction and support in the least restrictive environment (LRE) possible.

In the same way, a student receiving educational or behavioral supports through the wrap-around MTSS process will receive support inside and outside the classroom in the least restrictive manner possible. The table below lists what typical interventions for students may include, by category.

Table 15. MTSS scaled interventions

MTSS Interventions	LRE	Behavior	Literacy	Math
Tier 1		Monitoring of behavior in general education classroom through the use of class-wide management strategies, UMLs and SMLs.	Whole-class Instruction; Differentiated Instruction in the regular education classroom using core curriculum.	Whole Class Instruction; Differentiated Instruction in the regular education classroom using core curriculum.
Tier 2		Targeted interventions provided to identified students based on de-escalation, motivation, self-monitoring, etc. Daily progress monitoring	Power Hour (Hour 2) Small group interventions to target specific deficiencies in groups of 4 – 6 students. These interventions may be provided by classroom teacher or paraprofessional and focus on phonemic awareness, phonics, comprehension, decoding, and/or fluency. Progress monitored bi-weekly.	Power Hour (Hour 2) Small group interventions to target specific deficiencies in groups of 4 – 6 students targeting skills based on numbers and base 10 operations, measurement, data, and/or geometry. These interventions may be provided by classroom teacher or paraprofessional. Progress monitored bi-weekly.
Tier 3		One-on-one intervention strategies. Role playing and de-escalation strategies. Hour by hour progress monitoring.	Pull-out interventions provided outside of reading block to target specific deficiencies in groups of 2-3. Progress monitored weekly.	Pull-out interventions provided outside of math block to target specific deficiencies in groups of 2-3. Progress monitored weekly.

Note. Pinecrest Impact Academy

At-Risk or Educationally Disadvantaged Students within MTSS

In the MTSS framework, high-quality instruction, provided by exceptional teachers, using preventative measures or layered supports when necessary, is provided to all students. This instruction includes differentiating teaching for students that may have learning pathways dissimilar from their peers, preventing academic or behavioral issues before they start. Also, within the whole-class setting, the classroom teacher may provide layered student supports such as additional instruction and practice for students struggling with certain subjects.

PCIA will provide the appropriate support and interventions with the goal of bringing every student to grade-level academic and behavioral expectations. At-risk students will be identified through beginning of year baseline screenings, classroom teacher evaluation and assessment, or through existing education plans. Unexpected student performance is not always a function of academic or behavioral challenges. Students may have social circumstances that do not prepare them for success in school. Attendance and food and housing security are issues that should be explored if a student is not succeeding in school. When at-risk students are identified, these issues should be explored. Providing supplemental food from the school pantry or helping parents identify available wrap-around services for before and after school care may help students arrive at school rested and prepared for success. PCIA's STAT team, MTSS

teams, and classroom teachers will provide at-risk students with evidence-based interventions to support improved academic or behavioral performance.

If a student is identified as facing transportation, housing, or food security issues as defined by the McKinney-Vento Act, PCIA will assist the student and family in connecting with community resources.⁸³ Beginning of year student record reviews and parent/student questionnaires will help us in identifying students facing housing insecurity. Additionally, all students identified with housing or food security issues, or those who are FRL eligible will have student fees waived.

Individualized Education Programs within MTSS

In situations where students have been identified with significant physical or emotional challenges that present barriers to acquiring an appropriate education, they may be afforded an Individual Education Plan (IEP). These plans are a requirement of the IDEA. Superseding all the legal requirements of IDEA are two important principals: 1) that all children, including those with disabilities, deserve a Free and Appropriate Public Education (FAPE), and 2) that parents have a voice in their child's education. IDEA requires schools to find and evaluate students suspected of having disabilities, at no cost to parents. Once students are identified as having a disability, schools must provide them with special education and related services to meet their unique needs. The goal is to help students make progress in school and to the maximum extent possible, with their grade-level peers.⁸⁴

PCIA is required to provide FAPE to all students with a disability. While our intended focus is on children with reading disabilities, our school is first and foremost a public institution of learning and we will welcome students with disabilities of every kind. Consequently, PCIA will not turn away any student enrolling with an IEP or other disability.

There are three reasons why a PCIA student may have an IEP. The student may enroll in school having already been properly evaluated, following specific procedures established by the IDEA. Also, throughout the school year, our professional staff, through the MTSS process, may provide an increasing level of services, beginning with the least restrictive, and find that a student is still not making the appropriate academic or behavioral gains necessary to keep them achieving with their grade-level peers, which is always the goal. These instances provide the second path to which PCIA might have the responsibility to work with an IEP student. Finally, a student's parents may ask for their child to be evaluated for an IEP.

The IEP Process

IDEA provides specific guidance for a school and parents to help predictably navigate the IEP process. Our approach to complying with our responsibilities and ensuring parents and students receive all of the services required, will rely on close cooperation with CSI and with the assistance of the Core Procedures Manual and our Comprehensive/504 Program Plan. The board, and in the best circumstance, our school leader, will attend the appropriate training during Year 0. Subject to ongoing legal and policy modification, and the procedures dictated by CSI, the following plan represents our approach to IEP readiness.

⁸³ See <https://www.cde.state.co.us/communications/mckinney-ventofactsheet>. Last retrieved February 19, 2019.

⁸⁴ The Purpose of IDEA. Retrieved January 19, 2019, from <https://www.understood.org/en/school-learning/your-childs-rights/basics-about-childs-rights/individuals-with-disabilities-education-act-idea-what-you-need-to-know>
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The special education coordinator will be primarily responsible for the administration of our IEP processes for all students, starting with those who enroll in the school with a plan already in place.

Students may not achieve academic or behavioral achievement or growth despite interventions enacted by their classroom teacher. In these cases, the MTSS team and STAT team will meet to review prior interventions, accommodations, and modifications. Upon a parent's request for a special education assessment, the special education coordinator and STAT team will review and discuss the request in light of student records, acquired data, and student performance to agree or deny the request for assessment. If the STAT team determines that assessment for special education eligibility is not warranted, prior written notice must be given to the parent with a clear rationale for such refusal within 15 days of the request. Procedural safeguards, which are specifically identified in the IDEA, will be reviewed with parents during each convening or communication with parents regarding the IEP process.

Whether because the STAT team has identified the need for evaluation for disabilities, or because of a parent's request for evaluation, the following process will apply. Initial referrals for evaluation for special education services will be informed by interventions using the Rtl model approach and documented through progress monitoring. If it is in the best interest of the student and where required by law, PCIA may form an IEP team individualized to the student. The IEP team will include a parent or guardian, classroom teacher, designated interventionists, the special education coordinator, school psychologist and a school administrator with decision-making authority. The special education coordinator will oversee the process by making sure all timelines and paperwork are documented and collected according to federal and state standards. All components of an initial assessment will follow mandates as required by IDEA and state regulations.

The IEP team will develop an assessment plan describing the types of standardized assessments used to determine the eligibility of students for special education instruction. A variety of standardized assessments will be conducted, within IDEA federal timelines, after receiving the parents' written consent. For identification purposes, initial evaluations will be comprehensive using validated, standardized assessments to prevent misidentification and include evaluation of many areas (cognitive, academic, behavioral, health and development, adaptive, and emotional) as determined by the STAT team or mandated by law for the eligibility area. All assessments will be given or overseen by a licensed school psychologist.

Following an initial evaluation, the IEP team will meet, ensuring the required team members are present, to discuss results, determine eligibility, and make decisions regarding special education services, related services, goals, accommodations, and placement as part of the IEP program. When eligible, the IEP team will develop a formal IEP document, following a specific and predictable format, that will become the formal record of the evaluation process, and include the diagnosis of a disability that is preventing access to educational progress, the stated goals of intervention, the interventions, and the ongoing progress monitoring notes.

Even when eligible for a formal IEP, the school will endeavor to provide a student with the LRE possible while providing the most effective accommodations. The IEP continuum of services begins with services provided in the classroom and ends with the maximum amount of time away from the classroom required. LRE includes special education staff providing services in the classroom environment. The special

education teacher or an instructional aide under the special education teacher's guidance may provide small group or individualized instruction based upon student's IEP goals. Providing services in the LRE will afford the student access to core curriculum with typical peers and academic interventions within the general education setting. If a student fails to progress academically, more interventions may be provided outside of the classroom up to 70% of the student's total school day.

Information will be consistently entered by special education staff. PCIA will maintain all required special education documentation including Prior Written Notices, standardized assessments, and curriculum-based measures. PCIA will participate in the required assurance processes for special education (i.e., verification reviews, coordinated compliance self-reviews, complaints monitoring, procedural safeguards, etc.)

PCIA will ensure that classroom teachers and other persons who provide services and accommodations to students with disabilities are knowledgeable of the content of the students' IEPs. Discipline procedures will include positive behavioral interventions. All personnel who provide required special education services to students with disabilities will meet licensure or certification requirements. If necessary, the school will contract appropriately certified and licensed interventionists. Where applicable, the principal and special education coordinator will oversee and manage contracted personnel.

IEP teams meet annually to review and revise the IEP and triennially to reevaluate the student's eligibility for special education. Additionally, IEP meetings can be held as requested by an IEP team member following all federal and state regulations. Parents have the right to revoke special education services according to IDEA mandates.

504 Plans within MTSS

PCIA will comply with the requirements of Section 504 of the Americans with Disabilities Act. Section 504 prohibits discrimination based on disability. Section 504 is an anti-discrimination, civil rights statute that requires schools to provide students with and without disabilities equal access to FAPE. Any child that has a "mental or physical impairment that substantially limits one or more of the person's major life activities," has a record of that impairment, or is regarded as having that impairment, may qualify for a 504 Plan. A 504 Plan will provide accommodations to provide access to the general education learning environment. A 504 process aligns with the IEP process, beginning with Prior Written Notice for the parent to meet, explanation of Procedural Safeguards, review of medical records, parental concerns, and the disability basis of a 504. When required, the 504 Plan is written by the STAT team which includes the parent, classroom teacher, an administrator, and the special education coordinator. The plan will include information about the disability and the accommodations, services, and supports required or agreed upon by the MTSS team. The 504 Plan will be reviewed and updated at least once annually. Copies of all 504 Plans are provided to the classroom teachers, who will be responsible for implementing accommodations specified in the plan. The special education teacher will supervise the implementation of the 504 Plan with classroom teachers.

The Colorado READ Act within MTSS

There is no more mission-aligned goal at PCIA than to provide every child access to literacy, including those who will qualify for Colorado



Many of our dyslexic students will come to us with a 504 or READ Plan. These are the student we are hoping to attract!

Reading to Ensure Academic Development Act interventions.⁸⁵ The READ Act focuses on early literacy development for all students and especially for students at risk of not achieving reading proficiency by grade three. The READ Act creates a guideline for schools to assess literacy and increase literacy development in grades K-3 and develop READ Plans for students who have an SRD. PCIA will assess the literacy development of K-3 students utilizing one of the recommended diagnostic, interim, and summative assessments such as Acadience (formerly DIBELS Next) and NWEA MAP. Students with an SRD will benefit from an MTSS team which will include their parent. The MTSS team will create a READ Plan to ensure the effectiveness of intervention strategies. Throughout the READ Plan implementation decisions will be made collaboratively with the school team and the parents. Parents will receive regular, ongoing-updates from the student's teacher concerning the results of the intervention instruction and the student's progress in achieving reading competency. The READ plan will be reviewed at least annually and updated as appropriate to the student's progress in demonstrating reading competency.

English Language Learners within MTSS

Supporting the educational needs of English Language Learners is a mission-aligned goal of PCIA, accomplishing a personalized education. "English language learner" is derived from the English Language Proficiency Act CRS 22-24-103 (4) and is defined as "a student who is linguistically diverse and who is identified pursuant to section CRS 22-24-105(2) as having a level of English Language Proficiency that requires language support to achieve standard in grade-level content in English." Before the beginning of Year 1, PCIA will complete a English Language Learner Program Plan with assistance from CSI and the CDE's Culturally and Linguistically Diverse website.⁸⁶

PCIA will give preference in hiring to teachers with a Culturally and Linguistically Diverse (CLD), or the legacy Linguistically Diverse Education (LDE), endorsement from the CDE and offer teachers stipends for acquiring or continuing endorsement. One teacher with a CLD endorsement will be designated the CLD coordinator and will be responsible for assisting classroom teachers, ELL MTSS teams, and the STAT team with providing compliant ELL programming. The CLD coordinator will provide professional development for school staff to ensure the implementation of an evidence-based ELL program. If the occasion arises where we do not have a staff member qualified to provide necessary services, we will seek assistance from CSI.

PCIA will identify the primary language of students upon enrollment using the following process:

- All enrolled students are provided a Home Language Survey as part of the enrollment and registration process. Based on the answers provided to the questions in the survey, the school will identify students who need language proficiency screening.
- Students will be screened within the first 30 days of school using the World-Class Instructional Design and Assessment's (WIDA) Assessing Comprehension and Communication in English State to State for English Language Learners (ACCESS).⁸⁷ Students will receive an English Language Proficiency Level on a scale of 1-6 (1-Entering, 2-Emerging, 3-Developing, 4-Expanding, 5-Bridging, 6- Reaching).
- PCIA will endeavor to obtain records for students who were tested in the previous school year with the same or similar screeners.

⁸⁵ The Colorado READ Act -H.B. 12-1238

⁸⁶ See http://www.cde.state.co.us/cde_english/identification-placement. Last retrieved January 21, 2019.

⁸⁷ See <https://wida.wisc.edu/assess/access>. Last retrieved January 21, 2019.

ELL students will be progress monitored regularly to monitor their academic gains. ELL students will take the WIDA ACCESS each year for reclassification. The ACCESS assesses the pupil's proficiency to comprehend, speak, read, and write English. The pupil obtains a score on the examination that is based on a score for a person who is fluent in speaking, reading and writing English. Once a student meets language proficiency, PCIA will continue to monitor these students for a minimum of two years.

For students already classified as NEP, LEP, or classified as such based upon the results of the initial assessment, the school will notify the parent that their student qualifies for ELL services. Upon receipt of the letter, the parent may choose to access ELL instructional services for their child. If the parent or guardian refuses ELL instructional services, the school will meet with the parent or guardian to ensure that the parent understands what is being waived. If the parent accepts the interventions, an MTSS team will be formed around the student and will write an ELL plan. That plan will include provisions for communicating with the student and parents about school activities and other opportunities at the school in a language they understand. Students who are eligible for ELL services will receive these services until it is determined that they possess adequate English language and academic skills to allow them to perform satisfactorily in their classrooms without interventions.

PCIA will use an English content-based instruction model for ELL students to develop English language skills alongside other students.⁸⁸ In tandem with OG techniques, the program will help ELL students achieve comprehension, speaking, reading, and writing competence in the English language; enable students to achieve and maintain grade level status; and enable students to progress with their peers at grade-level.

The goal of the content-based approach is the acquisition of English and grade-level academics so that the ELL student can succeed in an English-only classroom. In this approach, all instruction is done in English, with supporting curricular material published in their home language when available; English is taught through reading, language arts, math, science, and social studies; the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks while gradually acquiring the necessary language skills to succeed academically and become lifelong learners.

The reading and math Power Hour blocks will provide excellent opportunities to group students with similar English-acquisition profiles. The school may need to provide instruction in the students' native language during Power Hours to aid with cultural assimilation and language comprehension. Ready Reading from i-Ready has built in ELL modules in each section that can be delivered by the classroom teacher or during Reading Power Hour. Teachers will also support non-native English-speaking students by introducing the richness their language and culture brings to the classroom. Ethnically and culturally diverse students will be welcomed and celebrated.

Orton-Gillingham International provides Yoshimoto OG for English Language Learners Program. The Yoshimoto OG Program for English Language Learners includes:

- Phonological Awareness
- Multisensory/structured procedures for introducing sounds and rules

⁸⁸ Content-Based and Sheltered Instruction. Retrieved January 19, 2019, from <http://www.k12.wa.us/MigrantBilingual/Webinar/CBIShelteredInstruction3-13-15.pdf>.

- Multisensory procedures for teaching decoding and spelling
- Nurturing oral expression skills
- Developing oral and writing vocabulary
- Multisensory grammar

This course will be priority supplemental learning for teachers who have completed the five-day intensive course.

Gifted and Talented Students within MTSS

A pupil who is gifted and talented is eligible for special services and programs of instruction when the student demonstrates remarkable intellectual ability or aptitude. When this giftedness becomes apparent, an MTSS team will form around the student to provide instruction that challenges and engages the student. The school will endeavor to hire a teacher with a Gifted Endorsement from the CDE at either the Core, Specialist, or Director level. One teacher will be designated the Gifted and Talented Education (GATE) coordinator and will be responsible for assisting classroom teachers, MTSS teams, and the STAT team with programming compliant GATE programming.

PCIA will identify the needs of gifted and talented students as required by the Exceptional Children's Educational Act (ECEA) through guidance set forth by the CDE's Office of Gifted Education and through the development of our Gifted Education Program Plan with the assistance of CSI Special Education Services.

Students can be referred for testing by teachers, parents, and administrators who review a list of characteristics often seen in GATE learners. Referred students will be provided the state-recommended assessment. PCIA's GATE Coordinator will coordinate all testing and develop a body of evidence that demonstrates the student's giftedness and share results with each family to discuss eligibility for GATE services. When a student is identified as deserving GATE programming, the MTSS team will develop an Advanced Learning Plan (ALP) in the form similar to the Colorado Standards-Based ALP provided as a resource by CSI.⁸⁹

The plan will designate a range of services personalized for the student. The plan will include a statement of the student's present levels of performance and the student's strengths and interests; the student's needs beyond the general curriculum; results of the student's performance on state and district assessments; and results from a GATE evaluation administered by a school psychologist. The ALP will include SMART goals, including benchmarks or short-term objectives; a statement of the specially designed instruction to be provided to the student; meaningful assessment criteria, and the specific requirements for application of the services including location, frequency, and duration. The plan will provide at least 150 minutes of differentiated educational activities each week.

Gifted students will have many opportunities to stretch their learning and work with peers at their readiness level. The reading and math Power Hour configuration will provide ample opportunity to receive challenging programming. Ready Reading and Ready Math have modules built in for advanced learners

⁸⁹ See http://resources.csi.state.co.us/wp-content/uploads/2018/12/Elementary_ALP_Alpine.pdf. Last retrieved January 21, 2019.
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that can be assigned during grade-level instruction and during Power Hour. Project Lead The Way provides students with project-based learning opportunities from kindergarten through the 8th grade.

- 3. Detail plans to provide adequate numbers of qualified, in-field staff to meet the needs of exceptional students in alignment with state requirements. Include information about the proposed contract model to employ staff, any secured agreements or MOUs, and describe the onboarding process for any contract staff. If applicable, please attach any secured agreements or MOUs to the application. Please save the file as "D_ServiceProviderAgreements."**

The school's special education program will utilize both on-staff certified special education teachers as well as contracted special education services as needed to serve the school's exceptional students. PCIA plans to hire one special education coordinator employee during the first year of operation. The role of the special education coordinator will be to meet the needs of the students in their classroom. The target ratio of special education students is 22:1. Student needs will dictate the special education services that are obtained. The school will employ service providers who meet all licensure and certification requirements that apply to the related services. Speech-language, occupational, and physical therapy will be contracted services that the school may provide for students who qualify for those services. All personnel who provide related services to students will meet all required licensure and certification requirements pertaining to their area of related service.

- 4. Detail how the budget will align with required resources to support special populations. The description should include:**

- The student plan management system to house student plans,*
- Curricula and instructional materials, and*
- Necessary staffing and training needed to serve special populations.*

Please also note that the Applicant is required to submit a budget as part of the application submission as detailed in the CSI Budget Template. The description provided below should clearly align to and reference the submitted CSI Budget Template line items.

PCIA's budget reflects the staffing needs listed above. PCIA has budgeted 100% of the CSI pass-through funds received (ECEA, ELPA, Gifted, READ Act, IDEA, etc.) as Consultant Services expenses to ensure that the budget stays fiscally conservative. As reflected in the budget, PCIA anticipates receiving \$38,349 in IDEA funding and \$29,353 in ECEA funding for a total of \$68,203 in ECEA/IDEA funding in Year 1. A count of READ Act students enrolled at PCIA will be taken each school year, and the school will receive funding the following year based on that number to provide services required for those students.

Without knowing the actual needs of the students enrolling, we will use the experience of Liberty Common Elementary School in Fort Collins, a fully-subscribed 600 student K-6 charter school. Liberty estimated their special education contracted services based on percentages of fully-salaried and benefited PSD resources. The cost schedule provided by PSD is shown below.

Table 16. Liberty Common School Contracted Special Education Service Estimates

Special Education Direct Services (amounts based on 1.000 FTE; to calculate estimated cost, multiply amount times portion of contract time spent at charter school, i.e., 20% (.200) of a Psychologist's contract would be $\$78,166 \times 20\% = \$15,633.20$)

___	Teacher, Special Education	\$68,631	x	___	FTE
___	Teacher, Deaf and Hard of Hearing	\$67,291	x	___	FTE
___	Teacher, Vision Impaired	\$56,355	x	___	FTE
<u>X</u>	Occupational Therapist	\$69,603	x	<u>.05</u>	FTE
___	Physical Therapist	\$72,861	x	___	FTE
<u>X</u>	Psychologist	\$78,166	x	<u>.2</u>	FTE
___	Social Worker	\$71,528	x	___	FTE
<u>X</u>	Speech/Language Specialist	\$74,627	x	<u>.2</u>	FTE

Note. Liberty Common Elementary School

Using the most conservative approach, based on the above cost model, we estimated 20% of the time of four contracted specialists (these estimates from PSD include benefits that we would not pay):

Special Education Teacher -	\$13,726.20
Occupational Therapist -	\$13,920.60
Speech/Language Specialist -	\$14,625.40
Psychologist -	<u>\$15,633.20</u>
Total -	\$57,905.40

PCIA will use the approximately \$10,000 of additional pass-through funding allocated for books and periodicals to purchase any curricula and materials needed by the special education department.

5. Describe the plan for how your school will support and address student health including the process and procedures for immunizations, record keeping, vision and hearing screenings, health care plans, medication administration, and student illnesses. If applicable, please attach any secured agreements or MOUs to the application. Please save the file as "D_ServiceProviderAgreements."

Baselining Students

Ensuring a school experience is successful begins with establishing baselines. The incoming student onboarding process will include a thorough review of student records from any prior formal education experience, parent interviews, or school-administered assessments.



Developing new student and new school year screeners help to ensure a healthy school community.

PCIA will measure children's school readiness and address deficiencies in compliance with Colorado's Achievement Plan for Kids (CAPK) standards. Our internal assessment of readiness will include short exercises that establish: how many letters and letters sounds they know (AimsWeb), identification of basic shapes and colors, identifying written numbers to ten, counting to 100. We will also use ESGI[®] assessments to baseline and watch the growth of kindergarten students, making sure they are ready for school. Through the MTSS process, learning plans will be written for any students not on target to meet school readiness standards by the end of kindergarten.

We will require our families to comply with the Colorado Board of Health rules regarding required immunizations prior to matriculation. Prescribed medications will be administered by qualified personnel following policy informed by law and best-practice. Voluntary questionnaires that address food and

housing security will be offered to families. Interventions and services will be offered where required or allowed by law. These may include coordinating with social service organizations, providing transportation for homeless students, and addressing wrap-around nutrition services.

Enhanced Universal Vision and Literacy Screening

Our focus on a Healthy School Community obliges us to gather as much information from required health screenings as possible and not settle for doing the bare minimum. Colorado requires students in grades K, 1, 2, 3, 5, 7, and 9 to participate in vision screening.⁹⁰ However, to meet the minimum requirement for passing, a student needs only to stand five feet away from an eye chart and read the symbols correctly. There can be much more wrong with a child's eye-brain health than nearsightedness. Convergence, saccades, pursuit, and general eye health can all play a factor in a child's ability to access written materials. The same is true of visual processing skills such as visual-motor integration, visualization, visual perception, visual figure ground skills, and visual memory. If a child is going to face roadblocks to reading because of their visual health, the parents will be notified so that their child can be referred for professional evaluation.

When a student first comes to PCIA, they will be evaluated more intentionally than may have been their experience in other schools. Instead of standing five-feet from an eye chart and announcing the letters, they are given a very specific assessment of their eye health. The eye screener takes 5-10 minutes to administer and assess issues general eye health and acuity. Eye health issues, if gone undetected, could find a student struggling to read and not understanding why.

Importantly, many in the community of reading therapy practitioners have seen children who were referred, with unsuccessful results, for vision therapy as an intervention for dyslexia and we are aware of conflict within the reading therapy universe around eye screening, vision-therapy, and dyslexia therapy. PCIA is not conducting comprehensive eye screenings to avoid or prevent the need for reading therapies. Visual ability will be addressed because a student who cannot clearly see and visually process the written page cannot read the words on it.

The State of Colorado mandates vision screening as noted above and provides guidance for the screenings. Most schools accomplish the bare minimum of the guidance provided by the Colorado Department of Education (CDE) in Guidelines for Vision Screening Programs: Kindergarten Through Grade 12. Administering the complete battery of screenings may help better identify children who are at risk of difficulty in school because of their eye health. The more comprehensive screening includes five evaluations: Ocular Mobility, Binocular Vision, Near Vision and Fine Motor Skill Abnormalities, Visual Form Perception, and, Refractive Status. Families with children who perform atypically on these screenings will be given information regarding the need to consult with eyecare professionals in accordance with state guidance. As is our practice, we will use the diagnostic evidence to guide the effective implementation of our instruction.

Students will also receive very intentional literacy assessments that evaluate through reading and other skills the more profound neuroprocessing functions of the brain. Specific to reading disabilities and dyslexia, phonological awareness is assessed to determine the student's rate of phonological processing

⁹⁰ See C.R.S. 22-1-116 School Children – sight and hearing tests.
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and their ability to read typically. Knowing that a student encodes words into his memory, and then decodes those words through recall differently than a typical reader is an essential step into understanding their natural reading style.

We plan to use the Colorado Department of Education (CDE) Guidelines for Childhood & Youth Hearing Screening Programs, 2017 Edition and its full battery of evaluations for hearing tests each year. We have also inquired of an audiologist about the impact if undetected hearing deficiencies on reading and learning. Specifically, whether there are more robust assessments available than the sound booth and earphones hearing exam currently administered.

The PCIA founding committee has not determined which assessment we will use to evaluate a student's social skills upon admission to the school. Our desire is an instrument that has a short assessment time and assesses essential school readiness factors. We are also looking for an instrument that evaluates in a meaningful and measurable way the maturity and health of a student's regard for herself and others. For the purposes of this application, we have selected the BASC-3 Behavioral and Emotional Screening System (BASC-3) from Pearson Clinical. The assessment takes between five and 10 minutes, is validated and normed, and is available in Spanish. The assessment is valid for ages 3-18.

The BASC-3 offers a reliable, quick, and systematic way to determine behavioral and emotional strengths and weaknesses of children and adolescents in preschool through high school. This comprehensive screening system consists of brief forms that can be completed by teachers, parents, or students, providing one of the most comprehensive and efficient tools available today. Careful consideration of parental permissions and student privacy will accompany our investigation of SEL assessments.

E. Goals, Objectives, and Pupil Evaluation

In this section, the applicant should describe its plan for an appropriate, consistent, clear, and measurable accountability system

1. Please summarize the school's goals.

Goal Development

After creating the Strategic Performance Framework, we wrote SMART (Specific, Measurable, Attainable, Relevant, and Timebound) goals for each domain that will drive our most important functional work in years 0 through 2. Although all of the domain components have to be performed, we believe the functions most important to the successful transmission of our vision into reality deserve to be explicitly stated and measured. Grouped by strategic domain, our primary internal and external goals for PCIA follow.

High Performing Systems

HPS.1 School Leader (Internal goal) – By May 1, 2020, PCIA will have identified the most talented person available in the United States willing and able to accomplish the vision and mission of PCIA.

HPS.2 Regulatory (Internal goal) – By the beginning of year 20/21, PCIA will hire a Special Education Coordinator to oversee our special education program and author the CSI Special Education/504 Program Plan to provide adequate service to our anticipated population of students with exceptional needs.⁹¹

HPS.3 Growth (Internal goal) – By the beginning of year 21/22, PCIA will retain 85% of our enrolled students, welcome 25 new kindergarten students and grow school-wide enrollment by 20%.

HPS.4 Financial (External goal) – From application approval forward, PCIA will account for CCSP, state, federal, and philanthropic revenue and expenditures following CSI Financial Performance Framework and Colorado Department of Education guidance, and maintain the required TABOR reserves, leading to a 'Performance' rating on our first CARS evaluation in July of 2021.^{92,93}

Learning Professionals

LP.1 Summer Institute (External goal) – Before the beginning of years 20/21 and 21/22, PCIA will have hired the appropriate number of teachers for our enrolled population and completed Summer Training Institute, which will last 3 weeks and include training in our core mission-aligned training: the Pinecrest Academy curriculum, SEL/PBIS, PLTW Launch, and Yoshimoto Orton-Gillingham instruction.

LP.2 Inservice Training (External goal) – Starting at the beginning of year 20/21 and ongoing, the principal will coordinate and document monthly Data Days for data-mining and evaluation, professional development, and cross-campus mentoring.

Healthy School Community

HSC.1 Social Skills Evaluation (Internal goal) – Before the end of year 20/21, 100% of incoming students will have completed a behavioral and social skills screener (e.g., The BASC-3 Behavioral

⁹¹ See <https://resources.csi.state.co.us/wp-content/uploads/2018/08/SPED-504-Program-Plan-Template.pdf>. Last retrieved January 20, 2019.

⁹² See <https://www.cde.state.co.us/cdefinance/fpphandbook>. Last retrieved January 20, 2019.

⁹³ See <http://resources.csi.state.co.us/wp-content/uploads/2018/07/CARS-Handbook-2017-1.pdf>. Last retrieved January 20, 2019.

and Emotional Screening System (BASC-3 BESS) from Pearson Clinical) in support of their personalized SEL/PBIS learning portfolio.

HSC.2 SEL/PBIS (Internal goal) – Before the end of Q2-20/21, 100% of students will have individual SEL/PBIS education plans which have attainable goals for students and which are the focus of homeroom/advisory grouping.

HSC. 3 Safe Environment (External goal) – By the beginning of Year 1 all staff members will have the ability to communicate with the front office and also the entire school by voice and receive training in the school safety plan.

Learning Students

LS.1 Achievement (External goal) – By the end of the year 20/21, PCIA students in aggregate will receive a mean scale score of 756 in English Language Arts and 751 in math on the CMAS assessments. Student scores disaggregated by sub-group will be equivalent to the aggregated sub-group peers in PSD.

LS.2 Growth – (External goal) By the end of the year 20/21, PCIA students in aggregate will achieve Median Student Growth Percentile scores of 55 in English Language Arts and 58 in math on the CMAS assessments. Student scores disaggregated by sub-group will be equivalent to the aggregated sub-group peers in PSD.

LS.3 Phonemic Awareness (External goal) – By the end of the year 20/21, identified students with Tier 2 RTI interventions anytime throughout the year will have improved 20 percentile from their beginning of year score on the phonemic awareness portion of the i-Ready Assessment, or have been offered more intensive services through the Rtl process.

Setting Learning Student Goals

Establishing baseline scores and performance goals for a future student population is difficult. For consistency within this application, we have chosen to use our Cohort model from above to make assumptions about our base student population and incoming performance. In this way, we can continue to use known parameters to model our student body as a whole and population sub-groups. For baselining and goal setting, the middle schools and Charter School Institute schools were removed from the grouping, leaving in the group nine traditional public elementary schools either in the proximate area or having the desired (STEM or STEAM) education model.

The culled list of eight proximate traditional public elementary schools consists of Bacon, Bethke, Kruse, Linton, Timnath (STEM), Traut, Werner, and Zach. The additional two schools have the desired curricular model outside of the geographic area, Shepardson (STEM) and Tavelli (STEAM) bringing the total to 10 schools with 4,500 students from which to draw our assumed student demographic population and growth baseline statistics. These schools are the 'Assessment Cohort'.

Aside from the parameters assigned to the above list of culled schools, current and historic growth and achievement data were available on the PSD website for the following indicators: Colorado Measures of Academic Success (CMAS) reading and math assessments, Acadience (formerly DIBELS Next) for reading, and NWEA MAP for reading and math, those were the benchmark assessments chosen for

comparison and goal setting. Since CSI did not have all of the same measures recorded for the two Fort Collins CSI schools in the Assessment Cohort, those schools were excluded.

Year 1 and Year 2 goals for the above measures were developed uniformly. First-year charter schools often produce student achievement scores slightly below those of schools in their area with similar demographics. This is due to the new school developing staff, learning the model curriculum, adjusting staffing for the incoming student population, etc. We humble ourselves in understanding that PCIA may have the same experience. We are confident however that our immediate focus on phonics and STEAM will target directly the important reading and math skills assessed by the state. We have accounted for this potential new school effect for our goals in Year 1.⁹⁴ For Year 1 achievement and growth goals, the average of all PSD students taking assessments in the noted grade-levels was calculated and then reduced by 5% to be used as the baseline for our end of Year 1 goal setting. Because the Assessment Cohort schools perform universally better than the PSD schools as a whole, we have chosen to set our Year 2 goals consistent with the average of the 4,500 students in the Assessment Cohort.

Grading Guidelines

Teachers will be responsible for keeping an accurate, up-to-date gradebook in Infinite Campus. Grades must be an accurate reflection of the student's mastery of content standards and overall ability level on the objectives at the expected grade-level. To avoid an inaccurate representation of a student's ability levels and provide opportunities for a fair demonstration of knowledge, PCIA will train and practice consistent grading guidelines. PCIA will develop a formal board policy on grading to give clarity to parents, students, and staff about our expectations. The principal will be responsible for administering the grading guidelines and adhering to the spirit and letter of the policy, which will include, at a minimum:

- Timelines for prompt entry of grading information.
- Discrete grades for classwork, homework, and formative and summative assessments.
- Subject standards in reading, writing, and math will be assessed a minimum of three times a year.
- Categories such as "Participation" will not be permitted in the grade book as it does not align with any content standards and counteracts grades which accurately depict the student's ability level.

Grading Guidelines: Scales

Table 17. Grading scales

Overall Grades	
A	90% - 100%
B	80% - 89%
C	70% - 79%
D	60% - 69%
F	59% and below

Note: Pinecrest Impact Academy

⁹⁴ See https://my.vanderbilt.edu/marisacannata/files/2013/10/Starting_Strong_final.pdf. Last retrieved January 21, 2019.
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2. Please use the CSI Baseline Targets Template below to identify the student performance targets the school expects to achieve, interim assessments used to monitor progress, and any other progress monitoring strategies.

For accountability purposes, schools are expected to set their own annual targets for academic achievement, academic growth, academic growth gaps and postsecondary and workforce readiness. Targets for all state-required assessments are required to be included in this form. If you have mission-specific measures that you wish to incorporate within these standard indicators (such as measures of postsecondary readiness above and beyond those evaluated by the State). Be sure to include or attach a definition of each additional measure, as well as the methodology used to evaluate, document and determine metrics for each measure.

- *For each assessment identified in **Assessment Template Matrix** above, please include a target in this form.*
- *Under the **Measure** column, please identify the measure or interim assessment(s) that is being proposed.*
- *Under the **Metric** column, please identify what you will be measuring (% at/above benchmark, scale score, etc.)*
- *Under the **Annual Performance Targets** columns, please set a 1-year and 2-year target for each measure. Because the measure and metric have already been defined in other columns, these columns may just have a numeric value (ex: for the Grad Rate target, a 90 in the Year 1 and 95 in the Year 2 targets would mean that the school is targeting 90% and 95% graduation rates in Years 1 and 2, respectively).*
- *In the **Interim Measures during Year 1** column, identify what interim assessment(s) will be used at least quarterly to monitor progress towards reaching the Year 1 target.*
- *In the **Progress Monitoring Strategies** column, identify any strategies that will be used to help the school meet the target.*

Table 17. Baseline targets template

Indicators	Measure	Metric	Student Group	Annual Performance Targets		Interim Measures during Year 1	Progress Monitoring Strategies
				Year 1	Year 2		
Academic Achievement	CMAS English Language Arts	Mean Scale Score	All Students	756	765	MAP Reading i-Ready Diagnostic Acadience Wonders Curriculum Base Measure (CBM)	Acadience Wonders CBM i-Ready modules Acadience Wonders CBM
			English Learners	731	735	WIDA Access	
			Free/Reduced-Price Lunch Eligible	735	741	MAP Reading i-Ready Diagnostic Acadience Wonders Curriculum Base Measure (CBM)	
			Minority Students	741	754		
			Students with Disabilities	701	718	Gains as defined by IEP plan	IEP goals and objectives
	CMAS Mathematics	Mean Scale Score	All Students	751	759	i-Ready Diagnostic Acadience Ready Math Curriculum Base Measure (CBM)	Acadience Ready Math CBM i-Ready modules
			English Learners	731	735		
			Free/Reduced-Price Lunch Eligible	731	737		
			Minority Students	737	749		
			Students with Disabilities	705	721	Gains as defined by IEP plan	IEP goals and objectives
	ACCESS for ELL	ACCESS Baseline score		K: 0% 1-2: 10% 3-5: 40%	K: 1% 1-2: 12% 3-5: 45%	Benchmark assessments based on Language Proficiency Standards	Informal assessments based on Language Proficiency Standards
	READ Act	# of students with SRD		25%	20%	i-Ready Acadience (Reading) Benchmark Assessments	Acadience (Reading) Progress Monitoring Assessments
	Acadience Reading & Math	% of students at benchmark		75%	80%	Acadience Benchmark Assessments	Acadience Progress Monitoring Assessments

Academic Growth	CMAS English Language Arts	Median Student Growth Percentile	All Students	55	57	i-Ready Diagnostic Acadience Wonders Curriculum Base Measure (CBM)	Acadience Informal Standards Based Assessments
			English Learners	52	56		
			Free/Reduced-Price Lunch Eligible	51	52		
			Minority Students	53	56		
			Students with Disabilities	40	43		
	CMAS Mathematics	Median Student Growth Percentile	All Students	58	58	i-Ready Diagnostic Acadience Ready Math Curriculum Base Measure (CBM)	Acadience Informal Standards Based Assessments
			English Learners	58	62		
			Free/Reduced-Price Lunch Eligible	56	60		
			Minority Students	56	58		
			Students with Disabilities	49	57		
	ACCESS for ELLs	Median Student Growth Percentile	% of students with at least one year's growth	80%	82%	i-Ready Diagnostic Acadience (Literacy)	Informal assessments based on Language Proficiency Standards Acadience (Literacy) Progress Monitoring Assessments
	Optional Mission-Specific Measures	BASC-3 Behavioral and Emotional Screening System (BASC-3)	Administered Yes/No	All Students			Parent/Teacher conferences SEL Curriculum engagement

Note. Charter School Institute Application 2019.

3. Complete the Assessment Matrix below, documenting all school-selected and state-required diagnostic, formative, and summative assessments that will be administered at the school in order to measure student progress towards the above stated goals.

Table 18. Assessment matrix

Assessment Name	Content Areas (ex: Math, Early Literacy)	Purpose (Provide a rationale for the selection of this assessment, including alignment with curriculum and instruction.)	Type (Diagnostic, Interim, Summative)	Frequency (ex: Annual, 2/year)	Administration Calendar (ex: Jan-Feb)
W-APT (Kindergarten)	English	Identify language proficiency of students with a home language other than English	Diagnostic	Upon enrollment /	Within 30 days of enrollment
WIDA Online Screener (Gr 1 - 8)	English	Identify language proficiency of students with a home language other than English	Diagnostic	Upon enrollment /	Within 30 days of enrollment
ACCESS for ELLs	English	Monitor progress of language proficiency of students with a home language other than English	Summative	Annual	Jan. - Feb.
CMAS	Math, ELA, Science, Soc Stud	Assess mastery toward Colorado Academic Standards	Summative	Annual	April
CoAlt: DLM	ELA, Math	Assess mastery toward Colorado Academic Standards for students with significant cognitive disabilities (when identified in IEP)	Summative	Annual	April
I-Ready	ELA, Math	Determine baseline and proficiency levels	Interim	3/yr	Aug, Dec, Apr
NWEA MAP	Reading	Determine baseline and proficiency levels	Interim	3/yr	Sept, Jan, May

Note. Charter School Institute Application 2019.

4. Provide a description of the procedures for taking corrective action in the event that pupil performance falls below the goals and objectives. The description should include:

- The school's plan for identifying and reducing the academic achievement gaps among its student populations*
- How data will be used to inform areas such as professional development, instruction, and teacher evaluations*
- A corrective action timeline, the responsible person, and possible changes to be considered as appropriate*

School Performance, Pupil Performance, and Targeted Interventions

The governing board has the ultimate responsibility for the academic success of our students. We grant the authority to achieve our goals to the principal, but we do not transfer accountability for the end results. When we are measured to have fallen short we will seek guidance and support from both the Pinecrest Academy network and also CSI staff to implement decisive interventions in our program or staffing. We believe that authorizing through CSI, an organization dedicated to *supporting* charter schools, and having access to their professional staff of education professionals will benefit a school that has a specific focus on educating disabled students.

At the school level, the principal will meet the goals we have set for ourselves and our students through tenacious disaggregation of achievement and growth data to better understand how our performance measures up to various scales: school district, network, school, classroom, and student. For instance, through NWEA MAP scores we can measure ourselves against schools across the network and country, with CMAS we can do so across the state, and with i-Ready we can benchmark our reading and math progress grade-by-grade and lesson-by-lesson with all of the Pinecrest Academy schools that follow the same scope and sequence.

When the principal sees classroom-based *formative* assessments are not meeting network standards, she can collaborate with her peer principals to understand the issue and immediately implement instructional interventions that have been successful. When she encounters low scores *within the school year* from tri-annual NWEA MAP Reading scores, she can also reach across the country to Pinecrest Academies (and 100 more schools supported by Academica) to diagnose the root of our program's deficiency in ELA. If *summative* standardized assessments do not show adequate achievement and growth *at the end of the school year* she can coordinate school-wide analysis of the curriculum and instructional model, rooting out the weak links. In every case, principal, faculty, and staff will work to create targeted action plans that have specific and measurable goals and outcomes.

At the classroom level, the principal is responsible for identifying whether specific teachers or other staff are contributing to unexpected low performance and who need additional support. She will provide targeted professional development, administrative or peer mentoring, and additional structures like a Personnel Development Plan to remediate the performance. In such instances, an assessment plan for the teacher that is student achievement-based would be implemented, documented thoroughly, and account for more than half of a teacher's evaluation and any retention decision.

Failing to meet performance objectives will be most often and most effectively addressed by competently delivering proven curriculum and interventions at the sub-group and individual student-level. All students who are at significant risk of failure will be given intensive intervention as soon as that risk is identified, in order to avoid retention. The reading and math Power Hour are the primary platform for interventions in those subjects. MTSS teams will support classroom teachers in identifying supplemental instruction for struggling students. Using real-time data from frequent assessment results, the MTSS teams will provide teachers with strategies for, or direct support in, academic or behavioral intervention programs. Strategies may include pull-out or pull-aside supports, academic coaching, study skills modeling, and intensive computer-based intervention and assessment programs. Teachers will inform their instruction and adjust

interventions through the MTSS process. Classroom teachers and MTSS teams are responsible for bringing all students to grade-level proficiency.

According to the Colorado READ initiative, a student in grade K-3 who has significant reading deficiencies will receive a READ plan that will include targeted, scientifically-based instruction to remediate the students diagnosed reading deficiencies. The plan will be shared with parents to communicate the student's reading deficiencies, the goals and benchmarks needed to attain proficiency, and the type of interventions the student will receive, in addition to suggestions for how the parents can assist as well. Forty-five days before the end of the year, school personnel will meet with the parents of students with significant reading deficiencies to discuss promotion to the next grade.

Student Achievement, Promotion, and Retention

We will maintain an academic and behavioral portfolio for each student. The portfolio will tell the story of where a student has been (past performance), where they are (current performance), and what goals have been set for the student by her teachers, her parents, and herself (future performance). The school will comply with student privacy issues regarding student records as defined in the Federal Education Rights and Privacy Act (FERPA) and CDE guidance when defining the exact nature and form of the student portfolio. Student portfolios will be a combined product of the i-Ready data and other assessments gathered throughout a student's elementary and middle school career including course and grade history, interventions history, health assessments history, and demographic information as required by law or CSI policy. Portfolios will be archived in Infinite Campus. Portfolios are used primarily to track student achievement and growth.

Founding committee member and special education attorney Michael Powers owns Set for Success, a company providing advocacy for students with disabilities who require accommodations. One of Michael's specialties is helping students manage their student portfolio in special education, which will follow them through their school career – including college. Special education portfolios are especially important to help students receive accommodations without having to repeat expensive professional evaluations or special education testing again and again. Mr. Powers' experience will guide the formation of the special education portfolio process, specifically whether the standard Infinite Campus portfolio is an adequate platform for these unique bodies of evidence.

Interim reports of student performance will be delivered to students and parents through quarterly report cards generated from the Infinite Campus system. At the end of the first quarter of each school year, all parents will be asked to come to the school and meet with their child's teacher for a conference. The first quarter conference will provide an opportunity for the teacher to reinforce the school's grading systems and academic and behavioral expectations. Parents with students already on or who are candidates for interventions through the MTSS process will be introduced to the MTSS system and the MTSS Team structure and invited to participate. This is the only conference planned for the year. Other conferences will be convened at the request of a parent and requested by the teacher when necessary to discuss academic or behavioral performance.

Student promotion is based on grade-level academic proficiency as measured throughout the year on formative and summative assessments. At years' end, students with at least a C- average or better in academic studies (ELA, math, science, and social studies) who are maturing behaviorally with their peers

are expected to promote to the next grade level. Students with a D+ average or lower, or those students who are not maturing behaviorally with their peers, may be considered for retention. These students will have been identified through their low scores and already be on tiered interventions. Parents are involved in the MTSS process from the onset as described above, and discussions with them about retention will be straightforward and documented. Retention decisions are made by the principal based on a body of evidence including maturity, grades, MTSS team recommendation, parental input, and consultation with Light's Retention Scale, Revised Edition. The governing board will be generally disinclined to encourage retention as a valid intervention for low performance, given the body of evidence suggesting the harmful effects of retention on a student's emotional well-being.

F. Budget and Finance

1. Provide details of how the 6-year budget aligns with the proposed execution of the school's mission. Please discuss staffing, curriculum, professional development, and technology.

PCIA's budget is mission-aligned in all aspects and touches on each of the domains in the SPF. While providing for reasonable and prudent financial stability, PCIA will deliver a safe and nurturing educational environment that maximizes student achievement and fosters respect for all. PCIA will utilize ongoing assessments, engaging activities, the creation of a strong community environment, and regular parent involvement to achieve student success. PCIA will adopt a Fiscal Policies and Procedures Handbook to ensure the most effective use of funds to support the school's mission, and to ensure that funds are budgeted, accounted for, expended, and maintained properly.

(0100) – Salaries of Regular Employees:

PCIA will begin in Year 1 with a total staff of 10, including 7.5 total teachers and 2.5 total administrative and support staff; with a starting enrollment of 135 students. By Year 5, PCIA will expand to a total staff of 20 and a total student enrollment of 255; adding throughout Years 2-5, 7.5 teachers and 0.5 administrative and support staff. Below are the anticipated staffing positions including the starting salary of each position:

- Principal - \$90,000/year
- Classroom Teachers (Core) - \$40,000/year
- Classroom Teachers (Special) - \$40,000/year
- Special Ed. Teachers - \$48,500/year
- Office Manager - \$46,000/year
- Teacher Assistants - \$21,280/year
- Office/Admin. Assistant/Receptionist - \$21,280/year

Below are the anticipated staffing needs each year; including the anticipated student enrollment and the anticipated total staffing cost each year:

Table 19. Salary assumptions

			Year 1	Year 2	Year 3	Year 4	Year 5
	Anticipated Enrollment:		135	165	195	225	255
Position	Starting Salary	Year 0	Year 1	Year 2	Year 3	Year 4	Year 5
Principal	\$90,000/year	0.25	1	1	1	1	1
Teachers: Classroom	\$40,000/year	0	5	6	7	9	11
Teachers: Special	\$40,000/year	0	1.5	2.5	3	3	3
SPED Interventionist	\$48,500/year	0	1	1	1	1	1
Office Manager	\$46,000/year	0.25	1	1	1	1	1
Office/Admin. Assistant	\$21,280/year	0	0.5	0.5	1	1	1
Teacher Aid(s)	\$21,280/year	0	0	1	1	2	2
	Total Staffing Costs:	\$ 36,601	\$ 468,794	\$ 589,805	\$ 683,495	\$ 815,741	\$ 929,591

Note. Pinecrest Impact Academy

PCIA does not maintain a salary schedule, salary lanes, or any other artifact of the traditional teacher salary model. The total salary budget for all positions will be increased or decreased in relation to the annual school appropriation (PPR). From that increased (or decreased) amount, additional allotments to the salary budget will be made and the principal will be free to allot additional amounts to teachers

as a function of their merit and performance as described in the Teacher Evaluation section above. The governing board will monitor the variance between teachers of like experience and tenure and provide oversight of the principal's overall compensation philosophy.

(0640/0733/0735) – Books and Periodicals/Furniture and Fixtures/Non-capital Equipment (Curriculum/Instructional Equipment/Technology):

FFE Lease: Instructional Materials / Computers / Furniture / Fixtures - Utilizing Pinecrest Academy's relationship with the lending institution Vectra Bank Colorado will allow PCIA to secure a lease for all of our instructional materials, furniture, fixtures, and equipment in the first year of the school, over a 48-month period. The lease will include a 5% residual purchase option at the end of 48 months or an early purchase option in the 45th month for a 6% residual. PCIA will enter into this lease agreement in our first year of operation. PCIA budgets \$1,000 per student to outfit the entire school in its first year at a 5% interest rate over 4 years. Items purchased with the FFE lease are owned by Vectra Bank until the purchase option is exercised by the school.

These projected totals are divided into three categories: Books & Periodicals, Furniture & Fixtures, and Non-Capital Equipment. Instructional items will also be purchased using the funds from the lease and that portion is budgeted under the Books & Periodicals line item. PCIA believes the equipment costs listed above are adequate and viable to account for the anticipated student enrollment each year. Below is a yearly breakdown of the anticipated FFE cost over the first 5 years, including the anticipated total borrowed amounts and lease payments each year (please refer to the 'Equipment' tab on the Excel version of the budget (Attachment B_Budget) for a more detailed overview of the lease payments):

Table 20. Fixtures, Furniture, and Equipment Lease

	Year 1	Year 2	Year 3	Year 4	Year 5	
Planned Enrollment:	135	165	195	225	255	
Borrowed Amount:	\$ 135,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	\$ 30,000.00	
	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Year 1	\$ 24,871.60					\$ 24,871.60
Year 2	\$ 37,307.40	\$ 5,527.04				\$ 42,834.44
Year 3	\$ 37,307.40	\$ 8,290.56	\$ 5,527.04			\$ 51,125.00
Year 4	\$ 37,307.40	\$ 8,290.56	\$ 8,290.56	\$ 5,527.04		\$ 59,415.56
Year 5	\$ 12,435.80	\$ 8,290.56	\$ 8,290.56	\$ 8,290.56	\$ 5,527.04	\$ 42,834.52
Year 6		\$ 2,763.52	\$ 8,290.56	\$ 8,290.56	\$ 8,290.56	\$ 27,635.20
Year 7			\$ 2,763.52	\$ 8,290.56	\$ 8,290.56	\$ 19,344.64
Year 6		\$ -	\$ -	\$ 2,763.52	\$ 8,290.56	\$ 11,054.08
Year 7			\$ -	\$ -	\$ 2,763.52	\$ 2,763.52

Note. Pinecrest Impact Academy

(0640) – Books and Periodicals (Curriculum):

PCIA will provide all students with a core curriculum of ELA, math, social studies, science, and a rich array of special and elective courses in fine arts, health, physical education, and technical curricula, including Project Lead the Way (PLTW).

PCIA estimates the total cost of the curricular materials, based on the average spending per pupil at Pinecrest Academy Inspirada to be approximately \$68,000 in Year 1. We have budgeted \$16,500.00 in Year 0 for curriculum to be funded through the Colorado Charter School Program (CCSP) Grant. The remaining \$51,500 is incorporated into a Furniture, Fixtures, and Equipment (FFE) Lease.

The \$68,000 includes purchasing curriculum for 135 students in Year 1 and includes the i-Ready Suite (online assessments, Toolkit, Ready Reading, and Ready Math), Wonders text books and leveled readers sets, Accelerated Reader subscription, ST-Math, ESGI subscription for kindergarten, Science A-Z kits, and Infinite Campus.

In Year 3 when we have our first 6th grade class, and for the following two years, we will have an additional large expenditure of capital. This expense is estimated at \$13,710 per year and includes Springboard ELA and Math curriculum, Elevate Science texts and lab materials, the TCI social studies texts, and one team registration and one classroom kit (Lego EV2 Core Set) for FIRST Robotics. The proposed budget includes the necessary amounts to cover these costs without further grant allocations.

PCIA has budgeted \$90 per student per year in ongoing money for Books & Periodicals; this includes consumable items that can't be used more than once or by multiple students (i.e., workbooks). Except for the first year of operation where most of the materials are incorporated into the FFE Lease.

(0580) – Travel, Registration, entrance (Professional Development):

PCIA is committed to, and will emphasize the importance of, professional development for staff. PCIA has budgeted \$500 per staff each year to go toward yearly trainings and professional development opportunities. The principal, with the oversight of the board, will be responsible for how these funds are used and how they align with the overall mission and vision of PCIA.

2. Provide details regarding finance staff and financial policies and procedures that will ensure best practices in budget preparation, cash receipts, purchasing, accounts payable, adjusting entries, and contracts.

PCIA's treasurer and governing board will oversee all aspects of the fiscal management of the school. Pinecrest Academy, Inc., through the Hybrid Management Model with Academica earlier described, is responsible for many of the back-office services to include all routine bookkeeping, payroll, and accounting services. Pinecrest Academy, Inc. will provide continuous support in analyzing, reconciling, and adjusting the budget and cash flow projections and account balances to ensure the records are maintained in accordance with Governmental Accounting Standards Board (GASB). The governing board will work together with Pinecrest Academy to develop financial policies and practices that will secure PCIA's financial future. The principal will be responsible for overseeing discretionary funding. Pinecrest Academy and Academica will prepare reports as requested for the governing board for regular meetings of the board in a form acceptable to the board. The treasurer, principal, and board will review formal budget documents and reports each month.

PCIA currently has designated two co-treasurers, Jacki DeHayes-Rice and Michael Powers. This was done to maximize our financial oversight of, and relationship with, Pinecrest Academy and Academica. Ms. DeHayes-Rice has interest in becoming the board's long-term treasurer but lacks the necessary experience to fulfill the board's fiduciary responsibilities. In addition to his Juris Doctorate, co-treasurer Mr. Powers has a degree in Accounting from Baylor University. Mr. Powers has the needed experience to fulfill the duties of treasurer but is studying now for his Certified Public Accounting exam in addition to running his special education law and advocacy company and cannot make a long-term commitment to the role of treasurer.

Mr. Powers and Ms. DeHayes-Rice agree that working together with Pinecrest Academy and Academica to develop the charter application budget, and see the school through its opening, was in the best interest of the board and the school. Therefore, Mr. Powers will assist Ms. DeHayes-Rice and continue to backstop her efforts as the school progresses. At some time during Year 1 when Ms. DeHayes-Rice is prepared, Mr. Powers will step down from the co-treasurer position.

The office manager, under the direction of the principal, will be the primary point of contact between Pinecrest Academy and Academica personnel on matters of finance and accounting. In addition to the governance oversight provided by the governing board through the treasurer position, the office manager will be responsible for daily interaction with the financial systems and obligations of the school. The office manager will prepare quotes, purchase orders, checks, and other financial responsibilities necessary to coordinate with and provide daily oversight of Pinecrest Academy and Academica on matters of finance and accounting. The office manager will also be the primary point of contact for school personnel for human resource matters and will coordinate with Pinecrest Academy and Academica as appropriate to make certain insurance, payroll, tax withholding, and leave time are all accurately and professionally managed.

PCIA will have a system of checks and balances for financial management of school funds. PCIA will adopt a Purchase Order (PO) system in which unique orders will be created for school purchases. The school will require two authorized signatures for any school purchase of over \$2,500. Authorized signers for school purchases will include the board chair, vice chair, treasurer, principal, office manager, and board-approved accounting personnel. For purchases over \$25,000, the board chair and principal are the only authorized signers, and both are required to sign the check. PCIA will comply with Generally Accepted Accounting Principles (GAAP) and applicable Colorado law as demonstrated in this section and concretely detailed in the forthcoming Financial Policy. Which will be submitted to CSI for review and approval.

The school's purchasing process exists to maintain absolute transparency and accountability in the expenditure of public funds. The purchasing process will serve the educational program by providing the necessary supplies, equipment, and services. The principal will be the purchasing agent for the school and will be responsible for administering the school's purchasing program. No obligation may be incurred by any employee of the school unless that expenditure has been authorized in the budget by the principal within parameters set by the school's fiscal policies, or by board action. In all cases, except payroll, requiring the expenditure of school monies, a policy-driven requisition and purchase order system will be used. Unless authorized by the principal, no non-discretionary purchases will be authorized unless covered by an approved purchase order. No bills will be approved for payment unless purchases were made on approved orders. The principal is authorized to enter in and approve payment on contracts obligating school funds, but not more than \$10,000, for products, materials, supplies, capital outlay, and services that are within current budget appropriations. Larger expenditures will require board resolution.

The board treasurer will have oversight responsibility and keep and maintain, or cause to be kept and maintained, adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with safeguarding the assets of school and he or she will sign financial documents in accordance with the

established policies. The treasurer will coordinate with employees of Pinecrest Academy and Academica in preparing monthly financial reports for board meetings. Anytime the board treasurer has concerns about the financial position of the school or any action or in action by employees of Pinecrest Academy or Academica he will immediately inform the governing board and work with the parties to resolve the concern. The board may at its discretion, engage an independent financial consultant or the board attorney, or both to resolve concerns.

No governing board member, officer, employee, or agent of the school will use or attempt to use her official position to obtain financial gain or for avoidance of financial detriment for herself, a relative, or for any business with which that member, or their relative, is associated. Acceptance of any gratuities, financial or otherwise, from any supplier of materials or services to the charter school by any board member or school employee is prohibited.

3. Describe how the school will comply with financial reporting requirements including the Financial Transparency Act (C.R.S. §22-44-301-304) and the annual independent audit.

PCIA will post the necessary financial transparency information on our school's website and make such materials available upon request at the school. PCIA will contract with an independent audit firm to conduct the school's annual financial audit. The governing board will receive multiple bids from qualified accounting firms and select a candidate determined by experience, track record, and price. Preference will be given to firms who have experience conducting audits for charter schools in Colorado. Neither Pinecrest Academy nor Academica will participate in the audit except to provide the necessary documents requested by the independent audit firm. PCIA will provide information required for the annual audits in accordance with reporting deadlines required by CSI, law, or regulation. The audit report will be presented to the governing board for final approval and the governing board will adopt recommended changes, if any, from the audit report to ensure proper financial and programmatic operations of the school. Exceptions noted by the auditor will be considered during the annual review of performance of the principal and Pinecrest Academy, Inc.

PCIA will comply with deadlines as set by CDE and CSI and will submit drafts and final copies of the audit report to CSI by the established deadlines. The school will prepare quarterly financial reports in compliance with C.R.S. 22-45-102(l)(b), and post to the website required reports pursuant to the Financial Transparency Act (C.R.S. 22-44-301-304).

4. Discuss the school's plan for regularly reviewing budget versus actual activity and expenditures against the school's mission and vision over time.

The governing board, through the board treasurer, will receive and accept quarterly financial reports that include monthly bank statement reconciliations, estimates of expenditures for the general fund in comparison to budget appropriations, actual receipts in comparison to budget estimates, and the charter school's overall cash condition. Supplementary reports on other funds or accounts will be furnished upon request of the governing board or administrator. Staff members from Academica will be available at any governing board meeting as a regular course of business or upon the governing board's request, to respond to questions and to present current financial information. The principal will notify the governing board of substantial deviations in the anticipated budget, revenues, and expenditures. As mentioned

above, PCIA will adopt a Fiscal Policies and Procedures Handbook to ensure the most effective use of funds to support the school's mission, and to ensure that funds are budgeted, accounted for, expended, and maintained properly.

5. Provide detailed assumptions for all donations, private grants, student fees, and foundation revenue.

PCIA has presented a fiscally conservative budget, only revenue sources which could be relied upon are included. The following are the revenue sources PCIA expects to receive:

- Per Pupil Revenue (PPR)
- Student Fees
- Capital Construction
- Exceptional Children's Ed Act (ECEA)
- English Language Proficiency Act (ELPA)
- Gifted & Talented
- Read Act
- Mill Levy Equalization Funds
- Special Ed (IDEA)
- Title II
- Title III
- Colorado Charter School Program (CCSP) Grant

(5710) – Per Pupil Funding (PPR Revenue):

The budget created for PCIA includes the per-pupil revenue assumption of \$7,843 for the first fiscal year of operation (2020-2021), with an estimated 1.5% increase each subsequent year thereafter. Assumption of \$7,843 was based upon a 1.5% increase from the \$7,728 per-pupil revenue currently being funded during the 19-20 school year.

(1740) – Student Fees:

PCIA will assume Student Fees at \$100 per student; the budget only reflects receiving 80% of the Student Fee funds, which allows for a conservative cushion assuming some Student Fees are not received, or enrollment falls short. Student fees may be charged by the school so long as in accordance with applicable Colorado law including but not limited to the provisions of CRS 22-32-110(1)(o) & (p) and 22-32-117.

(3113) – Capital Construction:

Pursuant to C.R.S. 22-54-124, each year the State Education Fund and a percentage of the marijuana excise tax provides an appropriation for Charter School Capital Construction. The purpose of this funding is to promote a safe and healthy learning environment. The funding can be used to pay for school construction, renovation, maintenance, and financing; or the purchasing, or leasing of facilities. PCIA will look to submit an eligibility questionnaire for access to these funds. The state historically requests the "Charter School Capital Construction Funding Eligibility Questionnaire" after the October 1 pupil counts. The funds are distributed on a per pupil basis bases.

(3113) – Mill Levy Equalization Funds:

PCIA will look to secure the “District mill levy equalization payment”. As of FY 2018-19, allocation is estimated at \$311.47 per funded pupil count, which is subject to change each year.

(3113) – Colorado Charter School Program (CCSP) Grant:

The PCIA governing board will look to secure the Colorado Charter School (CCSP) Grant. The budget assumes an award amount of \$150,000.00 for each of the award years (3 years total) which is very conservative, as the award amounts this year were much higher. The governing board is well aware of the deadline as it pertains to this grant application and will look to apply for this grant in Fall of 2019.

Other Revenue Sources:

PCIA intends to pursue other revenue sources that may not have been assumed in the budget in order to better assist all students to become equally successful as lifelong learners while spreading the Pinecrest mission and vision.

6. Provide detailed assumptions for professional, technical, and consulting services expenditures.

(0320) – Professional-education services

Pinecrest Academy, Inc. has agreed to charge PCIA zero service fees in Year 0 and Year 1 of the school’s operation. A reduced fee of \$50 per student is budgeted in Year 2 with enrollment expectations of 165 students, increasing to \$75 per student in Year 3 with 195 students, increasing to \$100 per student in Year 4 with 225 students, and reaching \$250 per student in Year 5 with 255 students. PCIA expects to pay the full \$550 per student when the enrollment reaches 400. If the enrollment increases to 400 students faster than projected, PCIA expects to pay the full \$550 per student at that time.

(0331) – Legal Services

PCIA will contract with one or more legal firms to provide legal expertise as need may arise during the school’s operation. PCIA has budgeted \$10,000 in Year 0 as the majority of the legal fees are assumed to incur at start-up. Legal fees are assumed to decrease to \$5,500 in Year 1 & Year 2; decreasing to \$5,000 in Year 3, increasing by 3% each year thereafter. The EMP contract between PCIA and Pinecrest Academy will be reviewed by PCIA’s self-selected legal firm.

(0332) – Audit & Accounting Services

An accounting firm that is familiar with federal and state accounting practices and is familiar with school audits (preferably charter schools) will provide PCIA’s annual audit. PCIA will search for a firm familiar with Colorado charter schools, but based pricing on the rates given by Binder Dijker Ote (BDO), an accounting firm who has and is currently serving charter schools similar in size to our proposed charter. The auditing services provided, which include the auditing of school finances for annual reporting, IRS reporting, and legal compliance, are priced at \$10,000 per year, starting in Year 2 (as the first fiscal year’s audit will occur in Year 2).

(0334) – Consultant Services

The school’s special education program will utilize both on-staff certified special education teachers as well as contracted special education services as needed to serve the school’s students with disabilities. PCIA plans to hire one Special Education Coordinator in the first year of operation. The role of the Special Education Coordinator will be to meet the needs of the students in our classroom. Several special education services may need to be provided by contracted providers. Student needs will dictate the

special education services that are obtained. PCIA will employ or contract with service providers who meet all licensure and certification requirements that apply to the related services area. Speech, language, occupational, and physical therapy services will be contracted for students who qualify. Similarly, all personnel who provide related services (e.g., psychologist, social worker, or mental health professional) to students will meet all required licensure and certification requirements pertaining to our area of related service. Service providers will be evaluated based on:

- Demonstrated commitment to, belief in, and alignment with the school’s mission and vision
- Colorado Special Education certificate
- Colorado fingerprint submission and background clearance
- Referrals from other schools
- Expertise in federal and state special education compliance
- Affordability
- Colorado charter school experience

PCIA has budgeted 100% of the CSI pass-through funds received (ECEA, ELPA, Gifted, Read Act, IDEA, etc.) as Consultant Services expenses to ensure that the budget stays fiscally conservative. This allows PCIA to not rely on these funds until we get a better understanding of our student & special education population.

Using the most conservative approach, based on the cost model of Liberty Common School, a fully-enrolled 600-student elementary charter school, we estimated 20% of the time of four contacted specialists (these estimates from PSD include benefits that we would not pay) which are:

Special Education Teacher -	\$13,726.20
Occupational Therapist -	\$13,920.60
Speech/Language Specialist -	\$14,625.40
Psychologist -	<u>\$15,633.20</u>
Total anticipated -	\$57,905.40
Total Consultant Services budget -	\$68,203.00

(0340) – Technical Services

PCIA plans to contract with an IT service provider similar to Intellatek (IT service provider based in Nevada). Expenses for IT services are based on Intellatek pricing. IT services will include set-up and continual maintenance/monitoring of computers, server, network, firewall and other technology related hardware. For continual maintenance and monitoring of technology related hardware for the school, a fee of \$3.50 per month per student is necessary to ensure quality work (\$42.00 per year per student). PCIA plans to contract with a similar IT service provider that can provide equal or better services at an equal or similarly affordable price insuring the qualification the school requires are being met. The IT services PCIA will look to acquire will include, but may not be limited to, the following:

- Setting up, monitoring, and supporting the intranet network, network services, wiring, closets, patch panels, desktop and printers
- Creating and deleting user accounts
- Setting up and maintaining off-site backups
- Providing helpdesk support
- Providing support for devices owned by students when they are used on campus for class work;

- Additional support required to maintain IT related materials such as software updates, licensing, and warranties.

(0120) – Salaries of temporary employees (Substitute Teaching Services):

PCIA will identify a list of capable substitute teachers that are currently working in other charter and private schools in Fort Collins and elsewhere in Northern Colorado. Pricing is based on the rates given by Kelly Educational Staffing, an experienced provider of substitute teachers nationwide. The substitute teacher services provided, which include educational staffing and placement needs, are conservatively priced at \$140 per day, for 10 days per teacher. Substitute teachers with the necessary training in OG methods will be recruited from our established network of reading therapists.

7. Provide detailed assumptions for liability, property, and other applicable insurance coverage. *The description should address:*

- Coverage, which should include, at a minimum, workers' compensation, liability insurance, and insurance for the school's facility and its contents.**
- Rates for said coverage**

Academica provides services to another school network, Doral Academy, which has a school in Westminster. Insurance estimates are consistent with those paid by Doral. PCIA has calculated our insurance based on the following rates:

- Workers' Compensation - 2.00% of total salaries
- Unemployment Insurance - 0.30% of total salaries
- Other Insurance Costs - \$128 per student

8. Provide an explanation of how restricted grant funding will be spent.

PCIA has not relied upon any additional restricted grant funding aside from the CCSP Grant, CSI pass-through funds, & Capital Construction. The CCSP Grant monies are accounted for variously in the narrative section and budget spreadsheet.

9. Provide detailed revenue and expenditure assumptions behind facility acquisition, facility improvements, and ongoing facility costs, including total square footage and cost per square foot.

(0410) – Utility Expense:

Utilities are assumed at \$1.00 per sq. ft. for the first few years, as PCIA is assumed to not utilize the total space available until the student count begins to ramp up.

(0423) – Custodial Services:

PCIA has allocated \$45,000 per year, increasing by 3% annually, for custodial services. This includes a contracted custodian, lawn service, and snow removal. PCIA will make every effort to negotiate these services in our lease agreement to be included in the monthly rental lease payments.

(0430) – Repairs & Maintenance:

PCIA has allocated \$5,000.00 for repairs & maintenance during its first year of operation, increasing incrementally each year thereafter as enrollment increases. This budget assumes the school will enter into a facility that requires minimal repairs & maintenance during its first few years of operation.

(0441) – Rental of Land & Buildings:

Scheduled Lease Payment (rent) – PCIA estimates and budgets for eventually entering into facility that’s around 40,000 sq. ft., We have estimated annual lease payments at 15% of total revenue which will allow for leasing 10,0000 sq. ft. at market rates in Years 1-3. PCIA has not entered into a facility agreement for the occupancy of a proposed site. PCIA will submit such documentation for review and approval prior to the acquisition of any facility in compliance with Colorado law. Tennant improvements will likely be required of the school. We will seek to have some or all of the improvements folded into a lease. Otherwise we will explore borrowing to pay for improvements.

10. If planning to secure the Charter School Program grant or other reimbursable grants in the implementation year (i.e. the year before the school opens), provide a plan to acquire cash in the spring prior to opening.

As mentioned above, the PCIA governing board will look to secure the Colorado Charter School (CCSP) Grant. The budget assumes an award amount of \$150,000.00 for each of the award years (3 years total) which is very conservative, as the award amounts this year were much higher. The governing board is well aware of the deadline as it pertains to this grant application and will look to apply for this grant in Fall of 2019. Below you will find PCIA’s projected grant-spending breakdown:

Table 21. CSP Grant budget

CDE START-UP GRANT	Year 0	Year 1	Year 2
TOTAL REVENUE	150,000	150,000	150,000
Relocation Stipend - Principal (3 months)	1,200		
Salary - Principal (3 months)	22,500	-	-
Benefits - Principal (3 months)	2,215	-	-
Salary - Office Manager (3 months)	11,500	-	-
Benefits - Office Manager (3 months)	1,168	-	-
Financial Consultant (establishing financial systems)	-	-	-
Legal Services	10,000	5,500	5,500
IT services (establishing infrastructure)	30,000	20,670	16,930
Marketing/Advertising - student & staff recruitment (ads+events)	8,500	5,000	-
Professional Development	2,000	5,000	6,500
Curriculum	16,500	-	-
Staff furniture	10,517	27,000	10,750
Student furniture	-	-	67,500
Telephone	900	12,580	12,600
Staff laptops	3,000	13,500	4,500
Student laptops/iPads	-	60,750	13,500
Server + network peripherals	30,000	-	-
CCSP visit / review	-	-	12,220
TOTAL EXPENSES:	150,000	150,000	150,000
Balance of funds	-	-	-

Note. Pinecrest Impact Academy

11. Provide a contingency plan to mitigate the impact of decreased funding or increased expenditures.

PCIA has presented a fiscally conservative budget with conservative enrollment numbers. However, we has created a contingency budget in case enrollment numbers are lower than anticipated. The contingency budget assumes student enrollment at 75% of the anticipated enrollment presented on the original budget. The staffing plan was slightly scaled down to match up with the decreased enrollment. Other budgeted items that are also affected with the decrease of enrollment include: rent, student supplies, IT fees, teacher training and travel, and other miscellaneous expenses. Please refer to the

contingency budget for a more detailed overview of the expense changes due to the decrease in enrollment.

12. Complete the [CSI Budget Template](#) and include as an attachment. Save the attachment as an Excel file saved as “F_Budget.”

Refer to Attachments F_Budget, and F_Budget_Contingency.

G. Governance & Leadership

Governance

1. Complete the Board Membership Matrix

Applicants are required to have a governing board in place and to submit the Board Membership Matrix as part of the New School Application. Information regarding terms and positions below should align with the board membership information included in your bylaws. Resumes for board members are required to be submitted as described in Section H8.

- In the **Board Member Name** row, please identify all board members by name. If there are any vacant seats, please identify them by typing "Vacant" in the cell. This form has room for 11 board members. Please only use as many cells as you need based on the range for the number of board members identified in your bylaws.
- In the **Term** row, please identify each board member's term (ex: June 2016-June 2017)
- In the **Board Position** row, please identify each board member's current role (Chair, Secretary, Treasurer, etc.)
- In the **Competency** column, please list the competencies you are seeking for the school board. "Finance" and "legal" competencies have been listed as a starting point; applicants are expected to include additional competencies as appropriate.
- Place an X in the box to identify which competencies each of the board members fill. For any vacant positions, place an X in the box to identify which competencies you are seeking in the vacant position.

2. Provide a description of how and when the existing governing board was formed and how members were identified. Please be sure to address:

- The nature and extent of parental, teacher, and community involvement in the governance and operation of the proposed school.

	1	2	3	4	5	6	7
Board Member Name →	Trish Kifer	Kristi Gebhart	Kayla Nelson	Dr. Jacki DeHayes-Rice	Jennifer Ryneer	Dr. Michael O'Dowd	Michael Powers, Esq.
Competency ↓							
Term →							
Board Position →	Chair	Vice Chair	Secretary	Treasurer	Member	Member	Member
Accounting/Finance					X		X
Legal							X
Human Resources						X	
Teacher	X		X			X	
Science		X		X		X	
Parent	X				X		
Governance		X				X	
Real Estate							
School Administration			X		X	X	

The PCIA journey began in late 2017 at a Panera Bread restaurant in Fort Collins. Jill Zonnefeld and Mary Little (both advisory committee members) and (then) Orton-Gillingham practitioners in training, met with colleagues to discuss the possibility of creating a charter school for dyslexic kids. Their experience in public schools suggested that school districts nationally simply did not have the wherewithal to successfully identify or provide services to children who have characteristics of dyslexia. The community of teachers, parents, and practitioners who labor in this oftentimes lonely arena are at best loosely affiliated. This is in large part due to the lack of societal (especially in the education sector) understanding of the true scope of the reading disability spectrum defined generally as dyslexia, which is present in 20% of the population.

Joy Short from the NOCO Dyslexia Center offered her support and conference room to host an informational meeting. Trish Kifer (current board chair) attended that initial gathering of about 25 people in late January 2018. Trish, a dyslexic adult, has two children, one of whom is dyslexic as well and will need accommodations in school when he starts in 2020. Trish's efforts at her children's public school led the principal there to adopt whole-class Orton-Gillingham instructional practices using the Wilson Reading method. Since that time, interested parents, community members, and practitioners have aligned their vision to create the PCIA charter school application.

After the need for a school focusing on the underserved population of students with reading disabilities was firmly established, the involved parents chose to develop the school's curriculum around areas that dyslexic students excel. Either because their subconscious brains are compensating for their lack of ability to process language efficiently, or through more basic neurologic processing differences, students having the characteristics of dyslexia usually have unusual strength in one or more of the following areas: entrepreneurship, science, public speaking, math, acting, design art, computer programming, and other disciplines that access the spatial and abstract thinking portions of their minds. The STEAM school model is the perfect complement for a program built to attract students with dyslexia, and once that emphasis was decided upon, the opportunities for outreach expanded greatly and the original board was founded with a balance of members representing the reading disabilities community and the STEAM community.

Our board make-up was informed by the best practices published by the Colorado League of Charter Schools. The board has among its members an attorney specializing in special education advocacy, three licensed teachers, a scientist, a business professional, and a K-8 principal. The advisory board is made up of members with experiences specifically aligned with our mission and vision. Those include the president of Orton-Gillingham International, the principal of a charter school deploying whole-class Orton-Gillingham methods, reading therapy professionals, dyslexia community advocates, an optometrist, a commercial real estate broker, and scientists.

After choosing the STEAM curricular model, the board was formed with a strategic balance of members from the dyslexia community and members not having the experience of understanding dyslexia but having other important skills and experiences necessary for successful governance of a dual-focus school. Correctly formed in balance, and with an odd number of members, the 'swing' vote, Vice Chair Kristi Gebhart, has a foot in both worlds, STEAM and dyslexia. Kristi is an atmospheric scientist working for the National Park Service. She also has a grown son who excelled in school, and now as a young professional, after being identified in school as having the characteristics of dyslexia. Through her

advocacy efforts for her son during his public-school years, Kristi also served on various school accountability and parent governance boards, including PSDs District Accountability Committee.

3. Provide a plan to recruit board members with identified skills for any vacant positions. *(For applicants with a filled board, please discuss this in terms of when a board seat comes open.)*

The founding committee the school will be the first governing board, and all positions are currently filled. As vacancies arise, the board will search for the best-qualified candidates, to maintain compliance with the board's bylaws. The board will develop a written job description of the qualifications a candidate must possess and will advertise vacancies by posting the description on the school's website and through direct communication to the parents of all enrolled students. Individual board members will also circulate the notice within their professional communities.

Notice of the governing board's intentions to elect board members will be included in the agenda for that meeting and publicly announced in accordance with open meeting requirements. Newly created board member positions resulting from an increase in the number of board members comprising the board, and all vacancies occurring on the board for any reason, will be filled by a vote of the majority of the members in office at a duly organized meeting of the governing board.

4. Provide a description of the governance structure. Delineate the roles and responsibilities of the school board, school administration, and various non-board committees including but not limited to the School Accountability Committee and any advisory groups.

The PCIA governing board will be the ultimate policy-making body with the responsibility of operation and oversight of the school including academic direction, curriculum, and budgetary functions. The policies, procedures, powers, and duties by which the board will operate, including specific member powers, are detailed in the attached bylaws (Attachment G_Bylaws). A brief overview of those powers and duties are as follows:

- Ratify the school's mission and vision statements, and any modification thereof
- Establish and approve all major educational and operational policies
- Develop and approve an annual budget and financial plan
- Approve any management, operational, and service contracts
- Exercise continual oversight of the charter school's operations
- Select an independent accountant to perform an annual audit, and review and approve the audit report
- Hire and supervise an administrator who will oversee the day-to-day operations of the charter school

The school principal, hired by the board, will be responsible for all aspects of day-to-day administration of the school within the scope of operating policies, procedures, and budgetary functions as adopted and approved by the governing board. The principal will delegate duties to administrative support staff to ensure that daily operations, resources, policies, and procedures are being implemented in accordance with the school's mission. The principal will hire, oversee, and evaluate faculty and staff. The principal will make all school-based decisions, establishing and implementing procedures for the day-to-day operations of the school including procedures for curriculum and instruction, classroom management, faculty and

staff evaluation, data analysis, testing, support services, parental communication, professional development, discipline, community outreach, oversight of facilities, and internal financial controls.

Faculty and staff will be responsible for carrying out these procedures in their duties, activities, and interactions with students, teachers, and parents of the school. The principal will report to the board on the school's operations and finances and is expected to communicate with the board as often as needed by the school or board members to ensure the school's operational needs are met.

PCIA will establish a School Accountability Committee (SAC) that will consist of the following seven members at a minimum: the principal of the school or principal designee, one teacher, three parents of enrolled students, one Parent Teacher Organization (PTO) member, and a community member. Responsibilities of the SAC will include but not be limited to assisting the board with implementing parent engagement policies, recommendations to the principal regarding school spending, recommendations to the principal regarding the school improvement plan, providing input regarding the principal's evaluations, and development plans. The SAC will meet quarterly and will share any plans developed by the SAC and data concerning school improvement on a regular basis.⁹⁵

Additionally, PCIA's bylaws state that the board may create by resolution a Financial Committee and one or more other committees, which may exercise such authority in the management of the school as provided in such resolution or in the school bylaws. Each committee created will consist of at least one board member and will include key stakeholders from the school community.

5. Describe the length of board terms, a summary of board officers and their roles, how often the board will meet, the key expectations for board members, as well as the dismissal policies and procedures for board members.

Board members will serve five-year terms, and board members may serve no more than two terms. Terms will be staggered so that no more than half of the board will be up for election in any one year, unless a vacancy needs to be filled.

The officers of the governing board will include a chair, vice chair, secretary, treasurer, and such other officers as the board will deem necessary to elect. The board will elect and appoint all officers at the annual meeting of the board. Officers will serve a one-year term and may serve consecutive terms in any office. The officer responsibilities are as follows:

- Board Chair – The chair will preside at all meetings of the board. The chair will possess the power to sign all certificates, contracts, or other instruments of the school that are approved by the board.
- Vice Chair - In the absence of the chair, or in the event of the chair's disability, inability, or refusal to act, the vice chair will perform all of the duties of the chair and will have all of the powers of the chair. The vice chair will have such other powers and perform such other duties as may be prescribed from time to time by the board or by the chair.

⁹⁵ See http://www.cde.state.co.us/accountability/district_accountability_handbook_2018_19, Last retrieved March 27, 2019.
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- Secretary- The secretary will keep the minutes of the board with the time and place of holding, whether regular or special and if special, how authorized, the notice thereof given, the name or names of those present at the board meetings and the proceedings thereof. The Secretary will give notice of all the meetings of the board required by law.
- Treasurer – The treasurer will have oversight responsibility and adequate and correct accounts of the properties and business transactions of the school, including accounts of its assets, liabilities, receipts, disbursements, gains, and losses. The books of account will at all times be open to inspection by any board member. The treasurer will be charged with safeguarding the assets of school and he or she will sign financial documents on behalf of the school in accordance with the established policies of the school. He or she will have such other powers and perform such other duties as may be prescribed by the board from time to time.

The board will be composed of between five and seven members, as set or adjusted by the governing board. The bylaws state that the board will seek to maintain a membership which is representative of the community and possesses the breadth of knowledge and experience to effectively support and direct the operation of the school. To support this, the board will endeavor to maintain a membership which includes:

- At least two parents of enrolled students;
- An active or retired licensed educator;
- An individual with expertise in the areas of Accounting and/or Finance; and,
- An individual with expertise in the areas of Law and/or Human resources.

Board members will:

- Understand the approved curriculum and agree with the educational philosophy, discipline policy, and administrative structure of the school.
- Attend PTO meetings or events to show support and encouragement for the school.
- Attend a yearly board retreat where the goals of the board are defined, and a board self-evaluation will be conducted to critique the performance of the board during the past year.
- Visit classrooms, talk with the faculty, staff, and students, and become familiar with current school concerns.
- Know and abide by the Colorado Open Meetings Law for open meetings.

Any board member of the school may be removed by two-thirds of the members then in office, excluding the member at issue, whenever such removal would serve the best interests of the school. Any member may resign at any time and their resignation will be effective upon receipt by the Chair of a written communication.

6. Describe the board training that has been conducted to date.

After receiving guidance from CLCS, every board member has received the following training provided on the League's website:

- Governance 101
- Writing a Charter School Application

- Writing SMART Goals
- Community Outreach and Marketing Your School

Four board members attended have a CLCS Annual Conference. Several board members are signed up for Charter School Boot Camp. Governing board member and attorney Michael Powers reviewed the Colorado Charter School Law with the board during a regular board meeting.

7. Provide a plan for ongoing board training, capacity building, self-evaluation, and succession planning. Please include a discussion of funding and time allocations, as well as evaluation tools.

The governing board will meet yearly during Summer Institute for an annual board retreat. During the retreat the board will complete a self-evaluation using CLCS, CSI, and CSSI best practices, including an invitation to a representative from one of those groups to facilitate the retreat and self-evaluation. The most important evaluation tool will be the CSSI rubric for grant evaluation. The rubric will be used as a guidepost for board self-evaluation. Succession planning will be discussed, placing an emphasis on recognizing and developing future board members from the various school committees. The board will complete additional trainings at the direction of the League or CSI. Depending on the availability of grant resources or surplus operating revenue, members will attend other conferences as available and appropriate.

8. Describe how the board plans to operate in compliance with the Colorado Open Meetings Law (C.R.S. 24-6-401) and Public Record Act (C.R.S. 24-72-204), as well as the Family Educational Rights and Privacy Act (20 U.S.C. Sect. 1232). If the board is not formally meeting at this time, please identify when the board plans to start meeting formally and operating in accordance with the Colorado open Meeting Law.

The board and board committees will comply with the Colorado Open Meetings Law and Open Records Act. Notice of all board meetings will be posted at the entrance of the school and on the school's website at least 24 hours in advance of the meeting along with the meeting agenda. Meetings will be hosted at the school, which is accessible to the public, and time for public comment will be given at the beginning and end of each board meeting. The board will audio record each board meeting and make an accurate accounting of the meeting in the minutes.

Meetings will only be closed to the public when the board is meeting in Executive Session. Executive Sessions will only be entered into to discuss matters allowable under C.R.S 24-6-402(4), and no actions will be taken. Executive Sessions will be recorded and kept in a secure location for at least 90 days.

The board will make support materials and agendas accessible to the public at each board meeting. Agendas, minutes, and support materials will be posted on the school website after each board meeting to allow public access. Records requested by the public will be processed as quickly as possible so long as they comply with the Open Records Act and do not violate the Family Educational Rights and Privacy Act (FERPA).

The founding committee first started meeting in January 2018. A board was formed and officers were elected in June 2018. The members have been meeting regularly and use the best practices of Robert's

Rules of Order and the requirements of the Colorado Open Meeting Law as our guide while conducting meetings, in preparation of our legal obligation to do so after receiving a charter.

- 9. Complete the CSI Waiver Request Template a waiver of rule, law, or policy and include as an attachment. Please save the attachment as “G_WaiverRequests.” The template and sample with commonly-requested waivers are available [here](#).**

Please see Attachment G_WaiverRequests.

- 10. Include the following board materials as attachments. Please use the naming conventions below to save each of these documents.**

Required Attachments	Notes of what should be included in each attachment	Naming Convention for Saving Each Attachment
Resumes of board members	One file for each member of the applicant team and board	G_Resume_LastFirst <i>Ex: G_Resume_DoeJane G_Resume_DeerJeff</i>
Board Member Agreement	Board member agreement that is signed by all board members and addresses conflicts of interest	G_BoardAgreement
Board bylaws	Should specify board size, length of term, board election process, membership requirements (parental, community, expertise) if any. Additionally, bylaws should have a Conflict of Interest provision.	G_Bylaws
Articles of Incorporation		G_ArticlesOfIncorporation

Leadership

- 11. Detail the responsibilities of the school leader as well as the skills, qualifications, and characteristics of your ideal school leader.**

As mentioned previously, the governing board will hire and oversee the school principal. The principal, as the instructional leader, will be responsible for all aspects of day-to-day administration of the school within the scope of the board’s operating policy and in compliance with district, state, and federal guidelines for the school’s operation. The principal will hire, oversee, and evaluate faculty and staff; make all school-based decisions; establish and implement procedures for the day-to-day operations of the school, including procedures for curriculum and instruction, classroom management, discipline, faculty and staff evaluation, data analysis, testing, support services, parental communication, professional development, community outreach, oversight of facilities and internal financial controls. The principal will report to the board on the school’s operations and finances and is expected to communicate with the board as often as needed by the school and/or board members in order for school’s operational needs to be met.

Top-performing charter school networks identify two competencies that will drive our recruitment of an outstanding school leader, *leadership practice and student outcomes*.⁹⁶ Leadership practice consists of

⁹⁶ See <https://cdn.americanprogress.org/wp-content/uploads/2016/09/30112946/CharterLeadership.pdf>. Last retrieved March 17, 2019.
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the actions that principals take to drive increased student outcomes. We describe these actions in five categories, or standards:

1. Learning and Teaching: The actions a principal takes to drive dramatic student achievement gains through the development and support of effective teaching.
2. Shared Vision, School Culture and Family Engagement: The actions a principal takes to create a vision of high achievement supported by a culture of high expectations and family engagement.
3. Strategic Planning and Systems: The actions a principal takes to manage and monitor school systems and operations.
4. Talent Management: The actions a principal takes to develop and maintain a high-quality, effective teaching staff.
5. Personal Leadership and Growth: The actions a principal takes to demonstrate effective leadership through self-reflection, change management, and clear communication.

For student outcomes, schoolwide academic growth will be the most important component of demonstrated competence. Measurements of academic student outcomes will be based on an MGP framework aligned with the Colorado Growth Model. Other student outcomes will be assessed as well, e.g., behavior referrals to special education, truancy, suspension, retention, and retention rates. A rubric will be developed to rate a candidate based on the above competencies. At least one component of the process will include a blind evaluation.

We will create a principal hiring subcommittee of the governing board which includes members of Pinecrest Academy, Inc. as well as the PCIA board, and others at the discretion of the board chair. PCIA will have final approval authority for the school principal. The subcommittee will filter job applicants who meet the necessary requirements of the job description. After filtering applicants, the subcommittee will interview and score applicants based upon their qualifications and responses to a set list of questions. The subcommittee will then refer the top two to three candidates to the board for final approval. The top candidates for the position will be announced to the public 14 days prior to a hiring decision. The board will conduct interviews of final candidates in an open meeting. After interviews have been conducted the board will take a vote and approve the final candidate.

A full job description of the principal is available as Attachment C_KeyJobDescriptions.

12. Provide a detailed description of the leadership recruitment and selection timeline and process.

- *If a school leader has already been identified, please summarize the process used to identify the proposed school leader as well as how the proposed school leader meets the skills, qualifications, and characteristics listed above. Please attach a resume of the selected school leader and save the file as "G_SchoolLeader_Resume."*
- *If a head of school is not currently selected, provide a detailed description of the timeline for recruiting and selecting the school leader as well as the proposed start date.*

The board will follow the same NAPCA recommended process as used for teachers. The board will begin recruiting a principal immediately after approval or contingent approval in summer, 2019. PCIA will recruit locally and nationally for a principal in order to find candidates who are committed to the school's unique vision and mission. The board will advertise the position through various sources, such as Teachers to Teachers, the PCIA website, the Colorado League of Charter Schools job board, social and digital media,

and area job fairs, etc. We will heavily recruit school leaders from existing Pinecrest Academy schools in Nevada and Florida, from other Academica schools, and from schools and school systems that have shared academic aims.

It is the board's goal to select a principal at least six months prior to the school opening. This timeline coincides with our teacher hiring timeline, so that the principal can make final hiring decisions (with board oversight). The board understands the importance of having a leader in place to finalize the initial planning and ensure the school has a successful opening. The timeline for hiring the principal is available as Attachment C_StartupTimeline.

Fort Collins is an increasingly expensive place to live. We have made a commitment to hire and develop the very best person available and willing to work with us to open PCIA. As we have stated, we will aggressively recruit principal candidates from other states. To make the prospect of moving to Fort Collins more attractive, we have sacrificed in other areas of our budget to allow for a \$90,000 beginning salary and a \$400 per month housing stipend for a person who moves to Fort Collins from more than 60 miles away. We are not aware of another compensation package as attractive for a first-year principal with only nine employees.

13. Include details about the timeline and process the board will use to evaluate the school leader that aligns with the intent of SB 10-191.

PCIA requests a waiver from C.R.S. 22-9-106, which outlines requirements for personnel evaluation systems and was modified by SB 10-191, however, the board will still comply with the intent of the statute. The evaluation system will include quality standards that are clear and relevant to the administrator's role and responsibilities, have the goal of improving student academic growth, and meet the intent of the quality standards established in SB 10-191.

NewLeaders.org published an excellent principal evaluation tool that will serve as a baseline for our principal evaluation.⁹⁷ The principal will be evaluated on, but not limited to, the following:

- Student growth and achievement, which will be at least 50% of the evaluation
- Leadership effectiveness
- Strategic planning and Direction
- Adherence to the school's vision and mission
- Finances and operations
- School climate
- Personal Leadership and Growth

The NewLeaders document provides a research-based and highly informative evaluation using goal setting, formative, and summative evaluation strategies. The evaluation's purpose is to measure the principal's effectiveness and inform her of successes as well as opportunities for growth, improvement, and professional development. The evaluation of the principal's prior year's performance will occur prior to July 1 of the following school year so that any adjustments to compensation can be included in the budget

⁹⁷ See <https://newleaders.org/wp-content/uploads/2016/09/Principal-Evaluation-Complete-Toolkit.pdf>. Last retrieved March 17, 2019.
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and take effect on July 1. The principal's goals will be set during the board retreat that accompanies Summer Institute.

The entire guiding document we will use to guide and evaluate our principal's performance is available here as Attachment C_StaffEvaluation_Administrator.

H. Operations

1. Describe how data will be maintained at the school to ensure accurate reporting that complies with state and federal reporting requirements. Specifically address:

- The data system or systems (i.e. student information system, plan management system, HR system) that will be used to maintain student and staff level data. (Data includes student demographic information, enrollment and completion information, coursework and grades, attendance, and behavior)
- The staff/position(s) responsible for maintaining and updating the systems as well as the the staff/position(s) responsible for entering data into the systems
- The proposed training (contracted vs. in-house training) to ensure proper setup and use of the system(s).

The school will be using Infinite Campus as its Student Information and Plan Management System. Infinite Campus serves many thousands of schools in 45 states and is a trusted name in the student data management industry. The office manager will be responsible for schoolwide data management, including providing required reports to CSI and other authorities as required. The special education coordinator, all teaching staff, and administrators will be trained in Infinite Campus and will be responsible for inputting data into the system. Academica Nevada has an employee who specializes in training staff who will provide the initial on-site training and also be available as a resource to the school. Teachers will be trained on how to use the system during the 3-week summer institute before school begins. Infinite Campus will house student demographic and pedigree data, coursework and grades, attendance, behavior, and special education information.

The school does not plan on using a Human Resources Information System. The office manager will be in charge of keeping staff files and other human resources documentation. She will be responsible for complying with the Fair Labor Standards Act regarding recordkeeping ensuring that staff files are secure and retained for the proper amount of time.

2. Please include the following as attachments.

Required Attachments	Naming Convention for Saving Each Attachment
Enrollment policy	H_Policy_Enrollment
Discipline policy	H_Policy_SuspensionExpulsion
Employee Policy	H_Policy_Employee
Grievance Policy	H_Policy_Grievance
Dispute Resolution Process	H_DisputeResolution

Facilities

1. Provide a facility needs assessment that details the school's requirements, including number of classrooms, bathrooms, and offices needed; minimum size of each room; library, outdoor, and common space needed; overall size; cost per square foot; zoning and occupancy requirements.

PCIA's proposed facility will be located in the southeast quadrant of Poudre School District. Advisory committee member Rico Devlin with LC Real Estate Group, is a commercial Real Estate broker in Northern Colorado. Mr. Devlin has been assisting the team in finding a facility within the proposed target area of southeast Fort Collins. He has been doing real estate brokerage for 5 years in Northern Colorado and has experience in site location and investment analysis and assisted in the simultaneous acquisition of five commercial properties totaling over \$20 million in 2014. LC Real Estate Group is a well-known brokerage and development company in Northern Colorado and has the knowledge and experience to consult Pinecrest Impact Academy in location selection.

PCIA has set aside 15% of their per pupil enrollment for facility rent. In Year 1, the school will need at least 10,475 square feet, which will allow for about \$16.5/sq. ft. annually including NNN, (operating expenses). The school plans to find a smaller facility to rent in Years 1 and 2 and will seek to build or re purpose an existing facility in subsequent years as the student population grows to meet the maximum enrollment.

The founding committee has asked Pinecrest Academy to engage charter school development groups similar to Turner-Agassi Charter School Facility Fund. Groups like the Turner-Agassi Charter School Facility Fund may finance the development of a school and have been willing to allow charter schools to stair-step their lease payments until enrollment increases to a level that financially allows the school to make a full lease payment. This allows a charter school to grow into a facility over time. Additionally, we will look to enter into a lease that includes a purchase-option of whatever suitable facility is identified. The below Facilities Needs Analysis represents our space needs assessment based on industry standards and the experience of Pinecrest Academy and Academica staff members.

Table 22. Facilities Needs Analysis

	Year 1	Year 2	Year 3	Year 4	Year 5
Kindergarten Classrooms	675	675	675	675	675
1st Grade Classrooms	675	675	675	675	675
2nd Grade Classrooms	675	675	675	675	675
3rd Grade Classrooms	675	675	675	675	675
4th Grade Classrooms	675	675	675	675	675
5th Grade Classrooms	-	675	675	675	675
6th Grade Classrooms	-	-	675	675	675
7th Grade Classrooms	-	-	-	675	675
8th Grade Classrooms	-	-	-	-	675
Resource Room	400	400	400	800	800
Elective Classrooms (Music, Art)	675	1350	2025	2700	3375
Computer Labs	675	675	1350	1350	1350
Library	500	500	500	500	500
Multipurpose Room (Cafeteria/Gym)	2000	3500	5500	5500	5500
Administrative Offices	300	300	300	300	300
Front Office Space	300	300	300	300	300
Teacher's Lounge	250	250	250	350	350
Hallways, Bathrooms, Storage, Etc.	2000	2,000	2,500	3,200	3,600
Total SF	10475	13325	17850	20400	22150
Students	135	165	195	225	255
Total SF/student	78	81	92	91	87

Note. Pinecrest Impact Academy

Additional criteria for an acceptable location include:

- Open area and playground space.
- Meets requirements for parking spaces.
- Adequate space for traffic flow for drop-off and pick-up.
- Meets all necessary building codes to received Certificate of Occupancy.
- Zoned as "Permitted" for a Charter School

Pursuant to C.R.S. 22-30.5-104(3), PCIA will comply with state and federal law requiring any facility alterations to accommodate special education students.

2. Include proposed locations for the school that are selected based on school design and intended population with an explanation of prospective school sites and assistance to find them. Address how each identified facility aligns with the facility needs assessment and plans for ensuring the facility is ADA compliant.

While we are more than 15 months from opening, we have identified three sites that would be suitable for our temporary location (with the hope to build a school along Harmony Road in the future.)

a. Location 1

4868 Innovation Dr. Fort Collins, CO 80525 – This is an Office/Flex facility in the target area location for our school. It has 19,000 sq. ft. available that is mostly open area and easily converted to a classroom layout. The building may be divided down to accommodate the opening enrollment of PCIA and allow room for growth along with increased enrollment. The ownership is willing to work with PCIA and offered a lease rate of \$11/sq. ft. NNN with \$5.55/sq. ft. in operating expenses. See attached aerial and floor plan. This location could be fitted with leased temporary walls and infrastructure to reduce costs. The location backs up to a park that could be used for recess and PE activities. The purchase price at this time is \$185/sq. ft. (\$3.5M), which is less than replacement cost, but still outside of our initial borrowing capacity. This is our most attractive option as it fits our short-term needs and has long term potential.

b. Location 2

4401 Innovation Dr. Fort Collins, CO 80525 - This facility is located in the target area for PCIA and is easily accessible from Harmony Road which is the main artery servicing the southeast portion of Fort Collins. The site backs up to a city park that could be used for recess and outdoor activities and has plenty of parking and circulation for student drop off. The space layout is open and lends itself to be easily improved with permanent or temporary walls to create class rooms, offices, and multi-purpose rooms. The most attractive feature is the low lease rate or \$7.00/sq. ft. NNN and \$5.50/sq. ft. operating expenses which includes utilities. Total asking rent is \$14,700/month and can be negotiated with the ownership, along with tenant improvements.

Both properties 1 and 2 would require modular or permanent tenant improvements that would need to be negotiated into a lease or paid with other monies. Design and construction would be managed by contractors familiar with school building projects. LC Real Estate Group has a large network of contacts including architects, designers, contractors, and city officials to help navigate the process of tenant improvements.

c. Location 3

2112 East Harmony Rd. Fort Collins, CO 80525 – This existing school building is on our radar. It is a 17,000 sq. ft. turnkey elementary school. Payments on the \$5M dollar building are not feasible at this time. At \$330/sq. ft., this site is one of the highest priced properties in Fort Collins history and above new construction cost in other locations. This prime location on the busiest intersection in Fort Collins could bring a high-profile user to purchase, but it may sit vacant for a long period of time after the current school closes in spring 2020, and could motivate a lease or lesser purchase price opportunity. The location and structure are perfect for our school and we will deliberately use the marketing material while searching for an angel investor for the property. The building ownership is not interested in a lease at this time, but perhaps we can make a compelling case when we have an approved charter in hand.

See attachments:

- H_FacilityLocation1
- H_FacilityLocation2
- H_FacilityLocation3

3. Provide a timeline for identification, selection, construction/repair, contract negotiation, and adjustments to the facility. Identify roles (school staff, board members, contractors, etc.) that will be responsible for overseeing this work.

In addition to the needs outlined in the Facilities Needs Analysis above, there are other cost considerations related to facilities. In some of the leases, utilities are included, but that may be an added cost if not included. Building insurance, upkeep and maintenance, janitor, contracted services (snow removal, landscaping), supplies and equipment and any other expenses involved in preparing the building for use as a school are important to consider. The buildings above are ADA-Compliant, but it is possible our final space may not be and renovations to become ADA-Compliant will be an additional cost. Over time we plan to designate a percentage of our budget for facility needs, renovation costs, and we will identify potential grants or lending sources.

We will develop a facilities master plan, which will support the facilities needs of the school. Advisory committee member Rico Devlin is actively involved in our short and long-term facilities planning and will assist in the plan's creation. The plan will serve as a guide for assessing what type of facilities improvements and capital upgrades should be undertaken. We are also continuing to assess the variety of funding sources and financing options available to the school and the viability of these over time. Key components in our facilities master plan include a timeline for securing and preparing our space. We have coordinated with our real estate team members mentioned above to create the timeline below.

Safety

1. Explain your process to create and maintain the required Emergency Management Plan. Describe who will have primary responsibility for this plan and how the school will ensure the ongoing safety and security of students and staff in your building.

Safety and security for both students and staff is one of our highest priorities and aligns with the Healthy School Community domain. PCIA believes a school should be a safe and secure space which fosters student academic achievement and development. The principal and founding committee will be responsible for creating an Emergency Management and Safety Plan (EMSP) sufficient for approval by CSI during Year 0 and will have primary responsibility for overseeing that plan. Following best-practices, the EMSP will classify threats of all kinds into categories that require like responses like sheltering students, evacuating students, or other school-wide responses. The threats may result from fire, biological contaminants, explosives, weather, unknown or hazardous materials, utilities malfunction, intruders in the building, police or criminal activity occurring nearby the school, violence from a student or parent, and weapons on campus.

Other unusual events will require more individualized planning. Those events would include field trip incidents, medical emergencies, missing students, reports of known or suspected child abuse, reports of self-harm, incidents involving drugs or suspected drugs, etc. PCIA will also plan for emergency recovery

and business continuity in its planning processes. This will include identifying another location where school programs can be administered in case the school's location is compromised.

The EMSP will designate a Emergency Management and Safety Team which will be composed of employees that receive special training in emergency management and special reporting. The principal will be responsible for all aspects of disaster preparedness, including prevention, protection, mitigation, response and recovery.

PCIA employees will engage in emergency management training prior to the school's opening and will be required to be certified in CPR and First Aid. Additionally, students will be trained on how to respond in case of fire, lockdown, and modified lockdown. The school will ensure the safety of our scholars by utilizing best- practice safety measures such as restricting access to the building with electronic locks and maintaining video surveillance. PCIA will consult with CSI and other charter schools to develop a comprehensive EMSP that will be shared with all employees and families prior to the opening. Safety trainings regarding topics such as blood-borne pathogens will also be offered to meet Occupational Safety and Health Administration (OSHA) requirements.

Transportation

2. Please check which of the following options the proposed school will follow with regards to transportation. Respond to all items within the option that you have selected.

__Option 1: A school may choose to not provide any transportation services.

- a. Provide a rationale for why the Applicant is not proposing to provide transportation services, including factors considered when making this decision. Provide a description of the alternative transportation options families may use to access the school with a particular focus on at-risk students.**

PCIA will not be providing transportation services to and from school due to the high cost. The school intends to help facilitate a forum where parents interested in creating carpooling groups can communicate as well as providing families with information on the public transportation system. Also, another charter school in Fort Collins has a fleet of busses and many are unused in the morning. We will reach out to that school and propose a cost sharing program in which we could use the buses in the morning to bring students from designated meeting points in disparate parts of Fort Collins. After school transportation would not be an option using those buses, however. Should a special education student enrolled at PCIA have an IEP or 504 Plan that has transportation as an accommodation, the school will accommodate their IEP or 504 Plans. For field trips, PCIA will develop a plan to accommodate transportation needs such as asking for parents to volunteer or contracting with a charter bus company.

__Option 2: A school may provide regular transportation services to and from school.

- a. Include a description of how the charter school plans to meet the transportation needs of students, including at-risk students.**
- b. Provide a description of the daily route that aligns with the transportation plan to meet student needs.**

- c. Provide cost details within the school's budget and summarize details here.**
- d. Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
- e. Include a description of adequate safety measures that will be implemented for the transportation of students.**

__Option 3: A school may provide transportation services for extracurricular activities and events.

- a. Include a description of how the charter school plans to meet the transportation needs of all students, including at-risk students.**
- b. Provide cost details within the school's budget and summarize details here.**
- c. Include a plan to address insurance and liability issues pertaining to transportation services using private or school vehicles.**
- d. Include a description of adequate safety measures that will be implemented for the transportation of students.**

Food Services

3. Please identify which of the following options the proposed school will follow with regards to food services. Respond to all items within the option that you have selected.

X **Option 1: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may elect not to operate a lunch program.**

Provide a rationale for why the Applicant is not proposing to provide food services, including factors considered when making this decision.

PCIA does not anticipate operating a lunch program during its first school year. This is partially based on the fact that the founding committee expects to be in a temporary facility that will likely not have a kitchen for at least the first year. All children will be asked to bring lunch from home. Healthy lunch guidelines will be sent home in the Parent/Student Handbook. We expect a 24% FRL population and will create a food security plan for every FRL student, supplementing their in-school nutrition when necessary from a school food pantry which the school funds from PPR at \$10/student. Parents will be given credit for volunteer hours for bringing in snacks to help provide food for students.

If PCIA does participate in the National School Lunch program after assessing the student population's needs, the school will choose a vendor who can provide meals at or below the cost of the federal reimbursement rate and comply with the requirements of School Food Authority.⁹⁸ There would not be a need for a budget for the program since it would be expected to break-even.

 Option 2: A school may choose not to participate in any federal Child Nutrition Program through a School Food Authority (SFA). Under this option, the school may choose to operate their own meal service(s) that are unsubsidized by federal funds.

- a. **Provide a rationale for why the Applicant is proposing to operate its own meal service(s) unsubsidized by federal funds.**
- b. **Include details about how the food service will be provided.**
- c. **Address how the school will provide services to students who forget or cannot provide a lunch.**

 Option 3: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may elect to contract with a School Food Authority.

- a. **Provide rationale for why the Applicant is selecting this food service option.**
- b. **Include details about how the food service will be provided.**

⁹⁸ See <https://www.cde.state.co.us/nutrition/osncharterschoolandcollaborativesproceduresforsfas>. Last retrieved February 19, 2019.
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- c. Provide evidence of a plan for reimbursement through an authorized School Food Authority.**
- d. Address how the school will provide services to students who forget or cannot provide a lunch.**

__Option 4: A school may choose to participate in federal Child Nutrition Programs and receive federal reimbursement funds. Within this option, a school may obtain state designation as a School Food Authority.

- a. Provide rationale for why the Applicant is selecting this food service option.**
- b. Include details about how the food service will be provided.**
- c. Provide evidence of a plan for reimbursement through an authorized School Food Authority.**
- d. Address how the school will provide services to students who forget or cannot provide a lunch.**

Required Addenda as Applicable

Addendum I: Online School

The online school addendum should be completed if the school is proposing to be an online school as defined on the CDE website.

If the school intends to be a multi-district online school, the Applicant should submit its written plan for compliance with the Quality Standards for Online Schools and Programs, which is included in the [Multi-District Online Schools document](#), as an addendum to the application.

This school is proposing to be an online school. This addendum is included in the application packet.
 Not Applicable

Addendum II: Education Management Provider, Collaborative, Network, Incubator

An Education Management Provider is defined in Colorado law as a nonprofit, not-for-profit, or for-profit entity that contracts with a charter school to provide, manage, or oversee all, or substantially all, of the education services provided by the charter school. An Education Management Provider is different from a Charter School Collaborative or an Incubator. A Charter School Collaborative is defined by law as two or more charter schools contracting with one another to form a legal entity separate from the contracting charter schools and is authorized to provide any function, service, or facility that is lawfully authorized for each of the contracting charter schools. A Network is a charter school which subsequently organizes an additional school or schools pursuant to the charter school network statutory authority (22-30.5-104.7, C.R.S.). A charter school network is responsible for governance, oversight, and monitoring of compliance and performance for each school, as required by the charter contract or contracts and by applicable state or federal laws. An Incubator is defined as any organization contracted to support the development of the charter school including but not limited to application development, professional development, human resource, and other services in the early years of the school's operation.

If the school intends to contract with an education management provider, incubator, or collaborative, the following items should be addressed and included as an attachment. "Provider" below should refer to whichever contractors (EMP, incubator, or collaborative) you are proposing to contract with. This addendum should not exceed 15 pages.

1. Provide the rationale for selection of the provider.
2. Provide evidence that demonstrates the effectiveness of the provider with other schools, including particularly schools in Colorado and schools serving a similar population. This should include performance data around academic, financial, and operational success.
3. Provide evidence demonstrating the capacity of the provider for successful expansion while maintaining quality in the school(s) it is currently managing.
4. Include an explanation of the proposed relationship between charter board and provider as well as any existing or potential conflicts of interest between the governing board of the proposed charter school and the provider.
5. Provide evidence that the provider is authorized to conduct business in Colorado.
6. Include a detailed description of cost sharing, fee structures, and central versus school level functions.
7. Provide a clear understanding of financial obligation to the provider. This should include considerations of changes in costs (increases, decreases, etc.) throughout the duration of the charter term. This should also include building ownership if the developers are making payments to the provider.
8. Include a copy of the actual or proposed performance contract between the governing board for the proposed charter school and the provider that specifies, at a minimum, the following material terms:

- a. Performance evaluation measures
 - b. Methods of contract oversight and enforcement that the governing board will use
 - c. Delineation of central (provider) vs. school level functions
 - d. Length of the contract
 - e. Conditions for contract renewal and termination
 - f. Information around which staff will be hired and terminated by the provider, report to the provider, or will be paid by the provider
 - g. The compensation structure and all fees that the proposed charter school will pay to the provider
9. Include copies of the last three years of audited annual financial statements (balance sheets and profit and loss statements), copies of any current or past liens, and copies of and pending or past lawsuits.

This school is proposing to contract with a provider. This addendum is included in the application packet.

Not Applicable

Addendum III: AEC

If the Applicant intends to apply for designation as an Alternative Education Campus (AEC), the following information must be included in the narrative of the application and summarized as an addendum to the application.

Colorado law allows each school, with its authorizer’s approval, to request designation as an Alternative Education Campus (AEC). Alternative Education Campuses (AECs) are defined as schools that have a specialized mission and serve either a special-needs and/or at-risk population, where more than 90% of students have either an Individualized Education Program or meet the definition of a high-risk student. The specific eligibility are listed in 1 C 301- 57-2207602-R-3.00. To receive this designation, schools must demonstrate that it meets the eligibility criteria annually.

- 1. Identify the particular high-risk student populations your school will be focused on serving. (A list of the high-risk student populations can be found on the Summary tab of the CDE AEC Application.)**
- 2. Be sure your application specifically addresses how your outreach will reach the high-risk student populations required for AEC designation.**
- 3. Address how the proposed model will include at least two of the three required elements: a high-quality college and career-ready instruction, programs to build college and career-ready skills, and appropriate supports for students in the first year of postsecondary enrollment. Additionally, please describe how the required elements align to the proposed graduation policy.**
- 4. Complete AEC Target Setting Form**

Performance Indicators	Measures/ Metrics	Annual Performance Targets		Interim Measures for 2019-2020	Progress Monitoring Strategies
		2019-2020	2020-2021		
Student Engagement	Attendance Rate				
	Truancy Rate				
	Supplemental Measure(s)				
Postsecondary & Workforce Readiness	Completion Rate				
	Dropout Rate				
	Mean CO SAT				
	Supplemental Measure(s)				

This school is proposing to be an AEC. This addendum is included in the application packet.

Not Applicable