

CHARTER SCHOOL OF NEW CASTLE RENEWAL APPLICATION FOR 2020-2025 RESPONSE TO CSAC INITIAL REPORT

November 22, 2019

RECIPIENT: CHARTER SCHOOL ACCOUNTABILITY COMMITTEE
DELAWARE DEPARTMENT OF EDUCATION

CSAC Initial Meeting: October 30, 2019
CSAC Initial Report Published: November 7, 2019

The Charter School of New Castle would like to thank the CSAC Committee for the recommendations and suggestions provided. The report generated was a very accurate accounting of what transpired at the CSAC meeting.

All of the follow ups discussed and direct comments from Dr. McCrae, Ms. Veneema, and Ms. Austin during the hearing have been noted and we will continue to make efforts to monitor and enhance those practices.

With respect to our 1101 Delaware Street property, the Charter School of New Castle is in regular communication with NCALL, our mortgage lender, and we are confident that, if necessary, the due date on the loan will be extended to December 1, 2021 and further that, if necessary, the loan will be refinanced with NCALL.

Requested Information

Request #1 Academic Performance a. English Language Proficiency: Plans for interventions to improve English Language proficiency.

School Response: English Language Proficiency: Plans for interventions to improve English Language proficiency.

In order for us to address the specific language needs of our ELL students, we know that the below instructional interventions and practices are paramount.

- 3-5 days a week, 30 minute sessions each day
- The use of innovative practices and reforms in all tiers with a focus on enrichment, increased comprehensibility, and meaningfulness rather than remediation.
- Ensuring that students receive culturally responsive, appropriate, quality content and language instruction that is evidence based at all levels.
- Provide linguistic supports when assessing student's content knowledge.
- Provide time for team members to plan for students' instruction, resulting in instruction and intervention strategies that are cohesive, authentic and meaningful, and connected to the core curriculum.
- Explicit and intensive instruction in phonological awareness and phonics in order to build decoding skills

At CSNC, we implement the above interventions to ensure that our ELL students are receiving the support they need to be successful. Our current program includes those interventions in the following manner:

1. Targeted reading instruction in the K-8 classrooms that equip our ELL students with strategies and knowledge to comprehend and analyze challenging narrative and expository texts.
2. Our K-8 classrooms have increased opportunities for ELLs to develop sophisticated vocabulary knowledge.
3. Instruction and intervention which promotes ELLs' reading fluency and focuses on vocabulary and increased exposure to print.
4. In our K-8 classrooms at CSNC, our ELLs are seeing significant opportunities to engage in structured, academic talk.
5. Our classroom independent reading is beneficial because it is structured and purposeful, and there is good reader-text match.
6. Targeted individual instruction

Every ELL student receives additional support through a push-in/pull-out model from a member of our Special Education Staff. Through a structured daily schedule, our instructor works directly with ELL students at least 30 minutes a day, 3-5 days a week. The time allotment is based on their specific need and/or classification as well as their required minutes. In order to design an effective intervention, our team member uses data from the students' English Language Proficiency Levels (ELPs), WIDA performance descriptors (listening, reading, speaking, and writing) and WIDA Can Do descriptors. The combination of this targeted instruction in classrooms as well as the specified additional instruction ensures that we are meeting students where they are and providing targeted support to close their language gaps.

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

School Response: Message from Mrs. Novosel to Kelly Kathy on 11/8/2019

Good Afternoon,

At the CSAC meeting the review of our initial curricular submission feedback was shared. I shared at the meeting that we applied the feedback provided in the original Charter Renewal Curriculum Review shared with us on August 16, 2019 and made modifications. On September 30, 2019. I sent a new link with updated curricular documents. Dr. McCrae stated that I should resubmit the link to the committee which I did on October 31st. Please find the link below:

<https://drive.google.com/drive/folders/1sLeO6XQvYzNSf5egKx9X7RtPXkecqYMw?usp=sharing>

We look forward to receiving an updated evaluation for science, social studies, and visual arts. Thank you in advance for your attention to this matter. It is greatly appreciated.

Request #3 Financial Performance a. **Budget Narrative:** Submit updated budget narrative specifying where summer pay obligations are reserved.

b. **Closure Requirements:** Identify individuals responsible for handling the school's final closeout activities.

c. **Projected Enrollment Chart** (Application Section 6.1): Submit a revised chart (see Appendix 2) reflecting the school's projected authorized enrollment over the next five years. (Note: This will be used to determine the school's compliance with the 14 Del. Code § 506 (c)(1) which provides that "On or before April 1 of each school year, a charter school shall have enrolled, at a minimum, 80% of its total authorized number of students")

School Response: See attached Zip File

Request #4 Application for a Major Charter Modification a. If necessary, submit a revised mission statement that aligns with the legislative intent.

School Response: We wish to withdraw the Charter Modification request at this time with the expectation of following up after the charter renewal process is completed.