



Cornville Regional Charter School Renewal Application 2017-2032

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Cornville, ME. 04976
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Governing Board Approval Date: 9/21/2016

Application Submission Date: 9/29/2016

**Maine Public Charter School
Renewal Application Form**



CORNVILLE REGIONAL CHARTER SCHOOL

FOSTERING RESPONSIBLE INDEPENDENT HAPPY CURIOUS LEARNERS

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Name of public charter school: Cornville Regional Charter School

Name of entity that holds the charter: Cornville Regional Charter School

Name/Title of primary contact person: Travis Works - Head of School/Principal

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Physical address of school: 1192 West Ridge Road Cornville, ME. 04976

School's initial opening date: October 1, 2012

Current grades enrolled: Kindergarten - 8th grade

Grade levels to be served per current Charter Contract: Kindergarten - 8th grade

Maximum projected enrollment per current Charter Contract: 144

Proposed grade levels to be served at full enrollment for second charter term: Ages 4-20 (Prek-12)

Proposed maximum projected enrollment at full growth for second charter term:

Age 4 - 32

Ages 5-14 - 144

Ages 12-20 - 250

Renewal Application Certification:

Signature of School Leader:

Date:

Printed Name: Travis Works

Signature of Board Chair:

Date:

Printed Name: Jean Walker

Introduction to the School

Cornville Regional Charter School was the first approved elementary level charter school in Maine. We have 144 learners between the ages 5-14 attending from 20+ towns. We are a truly proficiency based school that creates the ideal learning experience for all of our learners. Learners go where they need to go, when they need to go, for academic, interest, and social/emotional needs.

Table A – Introductory Information

Name of School: Cornville Regional Charter School			
Year Opened	2012	Current Enrollment	142
Maximum Enrollment	7	Current Grade Span	K-8
Chartered Grade Span	K-8	Students on Waitlist	45

Executive Summary

The mission of the Cornville Regional Charter School is to create a safe, respectful, nurturing and active learning community where every child is given the opportunity to thrive academically, to be accepted, to celebrate accomplishments and to develop a lifetime love of learning.

One area where CRCS has grown leaps and bounds is the successful execution of the mission of CRCS. We have worked diligently and purposefully to customize the learning experience for every learner which affords us the opportunity to walk the talk when it comes to our mission. These are not mere words that sit on the shelf or are painted on a wall somewhere. Everything that we do during our day directly relates to that mission and drives our approach.

Our success has been a direct result of our ability to abandon industrial age structures and redefine how we provide the ideal learning experience for every learner. We define the Ideal Learning Experience as:

... THE IDEAL LEARNING EXPERIENCE

INTRINSIC MOTIVATION

Every hour of every day . . . each learner (simultaneously)

- ✓ *Is met at his/her level of learning*
- ✓ *Is using one of his/her best learning styles*
- ✓ *Is learning skills and concepts with content of high interest to him/her*
- ✓ *Understands the relevancy of what he/she is learning*
- ✓ *Is challenged and successful*
- ✓ *And, looks forward to coming back tomorrow*

We are currently a member of the Maine Cohort for Customized Learning and our leadership serves on the Board of Directors of MCCL. We are not an ordinary school that merely tweaks the industrial age structures to implement a research based practice. We have essentially removed nearly every barrier that prevents schools from implementing a proficiency based model that truly puts the learner at the center and revolves around their individual needs.

We have made strong partnerships with school systems around the country including Harrisburg, South Dakota, Rapid City, South Dakota, and numerous districts around the State of Maine that visit to learn about our program. We are establishing relationships with the Skowhegan Chamber of Commerce, Somerset Economic Development Committee, Main Street

Skowhegan, and other local organizations. We have also established connections with researchers and authors such as William Spady, Chuck Schwahn, Bea McGarvey and many more. While the majority of our Learning Facilitators present at national level conferences and around the state, we are finding it a struggle to find another school that has altered their programming to the level that we have.

Table B – Current Year Enrollment and Demographic Information

Enrollment	
# of Students Enrolled on the 1st day of school	143
# of Students on Waiting List	45
Sex	
# Male	79
# Female	61
Ethnicity/Race	
# White	139
# Black	1
# Hispanic	1
# Asian	2
# Other	0
Special Populations	
# Students with Disabilities	31
# English Language Learners	0
# Homeless Students	0
# Eligible for Free/Reduced Lunch	*Not Available
<p>*The MDOE is was unable to resolve an issue with the Direct Certification list until this week and therefore we cannot provide the accurate data at this time. Historically we have between 60-70% qualifying and we don't foresee any major changes. We apologize for the delay but will have that number prior to the site visit in October.</p>	

We are by no means “done” but we have hit the point where there may be fewer opportunities for us to change our programming. The conversation now becomes about the refinement of instructional strategies, implementation, and overall program function/design. It has taken us a

full 4 years to reach this point, but now that we have an established program, we can make those smaller tweaks as we go and not have a complete overhaul to our programming... well at least we hope! We could definitely see taking our seminar programming and extending the timeframe to be more inclusive throughout other times of the day, but at the same time, it is not a “new” approach or program that will require extensive implementation. Now that we have structures and programming in place, we have a working model that allows us to extend our programming to other age levels and eventually replicate in other locations.

As a school, we have had our challenges with implementation of a number of changes to our programming. That led to some parents and learners deciding to leave. During the last two years it has been a tremendous amount of startup and the environment was intense. We had to carefully watch staff for burnout. We have been able to put a lot of safeguards or practices in place that give our staff ample time to get their work done, communicate with parents, and provide quality targeted instruction for our learners. We have had multiple challenges that stemmed from program changes and operations/management over the years and now we are getting to the place where we have established workflows, staff in place to handle critical job functions (Business Manager), and program development.

While we are only entering our 5th year of operation, we are hitting our stride and living up to our original mission and vision. This not only feels good, but also means that we are now able to concentrate on refinement and devoting our energy towards quality instruction, and expanding our programming.

Looking Back: The Record of Performance

We truly customize learning opportunities for all learners in our building. When an outsider looks at our programming, it is not a simple or traditional model that has been developed. It has multiple layers that work in tandem rather than conflict with one another. It is really a complex program that we believe can be replicated if certain conditions are present. It takes a commitment to the mission/vision, a staff with a growth mindset, and the opportunity to remove industrial age structures. All of this has to be done with leadership that will not waver or falter because of outside political pressures, but rather support and move towards the mission and vision.

Learners are tracking what learning targets they are working on and demonstrating proficiency in a way that is best for them. This structure is not only during academic times but also during specials, seminars, and special interest groups.

Every learner in our building is moving at his/her own pace, and has an open schedule where they can customize their mornings for ELA and math according to what works best for them. They do have scheduled appointment times for small group instruction which are mandatory, but beyond that, learners have the ability to drive their own instruction. During our afternoon blocks, two days a week, learners are engaged in Genius Hour. This is a time where they complete a project which is designed by them and is connected to a learning target. On these days the learners are then grouped and regrouped in their specials (art, music, phys. ed, etc) based on their learning needs and interests. This is a major feat and it is something that we have not seen or heard of any other school being able to accomplish.

On two other afternoons, the learners are organized in seminars, which are multidisciplinary units designed to meet learning targets and interest levels of learners. The units can only be designed ahead of time to a point of the primary goals while the secondary goals have to be customized around the needs of the learners.

We cannot over stress the importance of the culture and climate that we have created in our current program. To create a culture of self-directed and independent learners is not an easy accomplishment, but it takes a comprehensive and strategic approach. It is this approach and foundation that we have built that allows us to extend our programming to new age levels and the next phase of growth.

We are submitting an application to expand our programming in another building that will target ages 12-20. This program will require us to draw upon those key elements and programming that has allowed us to be so successful. That is why in the application the concept of seminars, genius hour, and flexible direct instruction groups will be expanded and adjusted to meet the needs of an older age level. Furthermore, the culture and climate that we have built of being a truly learner centered model will be the heart of our programming. Nevertheless, we are also looking at expanding to a younger age level, 4-year old programming. This dovetails perfectly with our current programming, integrating sensory, executive function, and self regulation research into the creative play, self directed, and supporting the curiosity of learners.

Within our current programming our scheduling is extremely dynamic and is based on academic needs, social/emotional needs, and interest. There is not a one-size fits all approach and, while

it is labor intensive at times, it is what is right for learners. If we are truly moving learners to where they need to go, when they need to go... we are then customizing their learning and experience

A. Academic Performance

At CRCS we strive to instill in our learners that having a growth mindset means honestly reflecting where you are and looking at how to improve and grow. We have made significant academic gains over time and, when we look at our NWEA data, it shows that our learners are within the standard deviation of making their yearly growth target. The one area that we openly admit is a priority for us to improve is within our use of instructional strategies and refinement of our direct instruction. Having an unseasoned staff has made this a challenge, but with the increase in salaries, health benefits, and working conditions, we have attracted 2 veteran teachers in the last 2 years who bring a great deal of expertise and knowledge.

1. Using the results contained in the Performance Framework, explain whether or not the school has met its performance expectations.

The academic programming has changed drastically over the past four years and more specifically, in the past two years. The first two years our programming resembled more of a typical classroom with differentiated instruction. Learners were able to switch classrooms depending on what their individual needs were, however, switching was not happening fluidly. In the past 2 years we have moved towards a truly proficiency-based model where learners are in charge of their own learning. They are tracking what learning targets they are working on and demonstrating proficiency in a way that is best for them. This structure occurs not only during academic times but also during specials, seminars, and special interest groups.

When reflecting on our data, we have not hit all of our academic performance measures. We have continued to improve and, if the standard deviation is accounted for, we have come very close to or hit the target. However, the level of programming that we currently have is truly in line with our charter and original mission. Every learner in our building is moving at his/her own pace, and has an open schedule where they can customize their mornings for ELA and math according to what works best for them. They do have scheduled appointment times for small group instruction which are mandatory, but beyond that, learners have the ability to drive their own instruction. During our afternoon blocks, two days a week, learners are engaged in Genius Hour. This is a time where they complete a project which is designed by them and is connected to a learning target. Overall, our academic programming is always improving to become more consistent with our mission and vision, and with that, we believe that our scores will improve to meet our Performance Measures.

We have partially met our Performance Measures even though we have been very close to reaching them. While we want to meet our targets, it is reassuring on some levels to know that our targets and actual performance were close and the indicators were not "easy" or "softball" goals by any means. Now that we have our academic programming established, we can better focus on the academic instruction and thereby raise our scores. We will continue shaping our professional development and responding to the needs of our learners while providing the ideal learning experience.

2. Academic performance-related evidence, supplemental data or contextual information that may not be captured in authorizer records.

The one area that we have not captured well previously is the impact we have had on families. These are testimonies that we typically hear and we asked for families to put their thoughts down for our renewal. The following examples are the reason why we do what we do! Sometimes it is more than a test score or a quantifiable data point...we cannot forget how we are impacting the lives of our learners and their families. Here are some testimonies that we have eluded to in the past, but have never directly shared or referenced as part of our performance measures evidence.

My oldest daughter is above average in most subjects...I feel like crcs has gone above and beyond to help my younger daughter who struggles in reading. They are always trying to improve on what they can do as a school!!

CRCS has impacted my son by placing him in the correct level appropriate classroom that meets his needs at the level he is at. In the past (old school) my son was retained a grade level. We are working at CRCS to catch my son up as his IQ is very high. My son doesn't have a learning disability and has been able to make great gains at CRCS because they are willing to teach [REDACTED] at his appropriate level. [REDACTED] also suffered several traumatic life experiences that he is able to address with a counselor at CRCS. Counseling is helping [REDACTED] to mature and apply himself in school. Breakfast served at school helps [REDACTED] because he can't eat when he first wakes up, he doesn't feel like eating.

The personalized learning is the best. My child has advanced in all his studies since coming to the charter school.

CRCS has impacted my child and family in a very positive way, it has changed my son's attitude towards school he comes home with a smile on his face and always talks about what he has done at school and actually enjoys school now! He talks about all the activities and things he gets to do and the different approach to teaching is so much better compared to his other school. He has totally different outlook for learning and we are so happy with the chance to be able to go to CRCS. With smaller numbers in class and with classes geared toward what the child actually needs makes out for positive outcomes and better progress and child is able to better excel and reach goals and keep them interested in learning and seeing that learning is not always boring it's apart of everyday life! And the most important thing is all the hands on learning the children get, absolutely a big positive, my sons always talking about the chickens and building construction and his trail walks/runs very motivational for him. I am definitely pleased with the progress I have seen in just the few weeks we have had in our first year with CRCS! THANK YOU.....

CRCS has impacted our son and our family as a result by allowing our son to feel accepted, supported and to not feel as though he is just surviving through his school day; but that he is thriving. When we moved from Upstate New York his transition wasn't as seamless as we had hoped, seeing as we had been raised in this area ourselves. My husband had retired from the Army so we felt coming back home was best especially since [REDACTED] endured multiple deployments where his dad was gone for 12-18 months at a time. The closeness to all of our family was the biggest draw as [REDACTED] is very close to his grandparents. Our son, was immediately viewed as an outsider and never truly felt as though his mind and forward thinking were celebrated by his peers or faculty. He made one dear friend who also happened to be ex-military. He became depressed, developed anxiety and began acting out at school. Our once kind and well-mannered young man, became filled with angst and was at times, even tormented for being from away. Our worst fears were coming true. Our family had mentioned CRCS when it opened but living in Belgrade we thought it was too far. However, after months of counseling, consideration of medical management and one fateful meeting with a principal, no distance was too great for our sons self-worth; he would not become a statistic. And from the moment we emailed Mrs. Brown and spoke with Mr. Works, we knew this was the environment for [REDACTED]. It was so similar to that of NY; yet so unique. What warmed my heart was how every single person believes one must teach the whole child in order for them to learn. That also includes the emotions behind the behaviors. With the size of the school being what it is, they can focus more on the children's individual needs not just a test or herding them through a lesson. I can't say where our son would be if we hadn't taken the leap to CRCS. Our daughter attends kindergarten this year as well. Our family has noticed a complete transformation in our son. One of growth, self discovery and confidence. His old traits have returned more refined with some new discoveries along the way! Thank you CRCS staff and volunteers. We can't wait to see what the future holds for our children and that of this extraordinary school!

CRCS came along at right time for [REDACTED] and I. He had come from many foster homes and a very difficult first three and a half years of life. Socializing, school, daycare and many everyday experiences were foreign to him. He was extremely bright, mechanical , insightful and possessing a great , if not colorful vocabulary. Accompanying this was severe anxiety that took the form of anger, hurt and a pretty active fight or flight issue. He gave KVCAP Pre-K a run for their money(they were wonderful), Kindergarten in our town school was not great, his teacher - heroic. I had been an alternative education teacher and am currently a children's therapist/ school social worker- I worked with angry kids and knew what a huge challenge he was, but also knew what works with his personality and issues. He was bright and I knew that a setting where obedience and a lot of seatwork and worksheets was going to kill his creativity and

discourage him and make life for him and his teachers a long arduous journey. I knew that he would thrive in a school where he could develop relationships, use his mind and hands and feel as though he had a say in some aspects of his day. The first couple of years at CRCS were rough, I knew that there were many types of kids in the school from different backgrounds and some kids were there because their behavior was too much for "traditional" schools. Dr. Crumley vowed to see him through. His teachers, techs and especially other kids, were patient, many interventions were tried, I had to take him kicking and screaming from school on a few occasions. Each day we started fresh, each year was better, each teacher and the new principal Mr. Works, hung in. He chewed a lot of gum, he began to trust, he was invested- he loved school, loved it! On the last day of school at the end of the year his first year, he was clutching Justin Belanger and Bill Crumley sobbing because he did not want school to end for the Summer. CRCS did not give up, they tried harder and thus he began to thrive and try harder. The staff saw his strengths as well as his struggles, they balanced expectations with understanding..... they saw and appreciated his potential while meeting him right where he was. I knew that this school was going to be amazing, the town of Cornville is amazing. The former school was exceptional and thank goodness the wonderful folks who labored to create a new school took on that awesome task. Because of their vision and effort, my child was able to turn his life around, he accepted learning and accepted that these people cared about him and would not let him down. He now has a true love of learning. This school is one of the biggest reasons that he will be ok, the reason that he has goals, understands choices, knows how to learn. This school fostered his creativity and helped him to like himself. It is difficult to find words for how grateful I am to EVERY SINGLE parent, child and especially the talented, wonderful staff that have all joined together to create this special place for all kids to grow, especially mine.

We now have a little boy who is interested in school and who wants to go! He was miserable in public school as I believe he was very bored and not being challenged. I would always get call from the school asking me what was wrong with him as he never seemed happy or smiled. He was extremely shy and kept to himself. Within the first few weeks of him switching to CRCS family and friends noticed how much he'd changed! He was coming out of his shell! Talking, more confident and willing to try new things. He enjoys going to school now and I don't have to struggle to get him moving in the mornings. He wants to get up and go. I firmly believe he would have been lost in the public school school system! CRCS certainly changed things for our son, I am do glad we found it!

We started at CRCS three years ago when my oldest son was in kindergarten. He had some health issues and was a bit of a shy kid, the school was not only supportive of his health issues and special diets, but it has helped him grow tremendously both academically and socially. My

twins entered last year as new kindergarteners and also have thrived there. One of them has hearing issues and has gone through surgeries and learning how to navigate life with hearing aids, CRCS staff and students never missed a beat with him and were always willing to help. The boys love school and are offered a huge variety of learning experiences and the ability to grow at the best way possible for them individually in a safe and friendly environment. CRCS, its staff and its students have become another family for us and we gladly keep driving the 20 miles to school to keep it that way.

CRCS has fostered a mindset change in my child. Prior to CRCS she hated school. Most mornings were battles and school was not a place she felt understood. Now she is excited about her learning. We are still new to the school and have a lot to learn about schedules and how children progress through the curriculum. The fact that my child is now in an emotional place that she wants to learn, what and how she learns is endless. I love the movement, student choice, multi-age settings, variety of topics/subjects a child can study, integration of technology, connections to agriculture, and overall programming that is relevant and real. I'm excited to see my child take advantage of every opportunity given at this school.

CRCS has been the best place for my son. In mainstream school, he had a hard time, low grades, fights and arguments with other students and just hated to go to school everyday. I really felt like he was falling between the cracks. Once he entered CRCS things changed dramatically for my son. He went up in math and reading and got the one on one attention he needed to become successful. He received counseling for his behavior issues that were due to his adhd. My son has grown so much since he started attending CRCS in more ways than one. The staff has been amazing and patient and came up with ways to get thru to [REDACTED] that mainstream never could have. My son now looks forward to going to school to learn and see the students and staff everyday. The transformation has been beyond my expectations. We are very grateful to have found CRCS.

3. Provide evidence of outcomes related to any mission-specific academic goals and measures established in the charter contract (if not already captured in Renewal Performance Report).

We feel this was captured above and we do not want to duplicate.

B. Financial Performance

1. Provide an assurance that the school is current in meeting its liabilities, including but not limited to payroll taxes, debt service payments, and employee benefits.

We assure the charter commission that we are fiscally stable to meet all of our current liabilities and our budget to actual is being monitored on a regular monthly basis.

2. Provide any financial performance-related evidence, supplemental data or contextual information that may not be captured in authorizer records. Please complete the budget template, Appendix D.

We have provided all the necessary financial documents in previous reports. Please see Appendix D for the budget template.

C. Organizational Performance

1. Provide any organizational performance-related evidence, supplemental data or contextual information that may not be captured in authorizer records.

To better meet the demand of enrollment we have adjusted our bus routes to help families in the St. Albans, Hartland, and Harmony region. This was at a substantial cost to us, but that bus route has 30 learners on it and the wait list has numerous families from this region on it. The additional, unanticipated cost is \$18,000 for this upcoming year. This is a well needed move to meet the growing demand of our families.

The other change that we originally indicated in our proposal to increase enrollment was that we were going to hire an additional ed-tech. When looking at programming and caseload we reduced our support staff by 1 and did not hire an additional ed-tech. This allowed us to hire a full time classroom teacher. This effectively keeps class sizes down to 15-16. We could have made it work as planned, but we felt that the quality of instruction and needs of our population would be best served by a more highly qualified person and the overall cost was the same as what we budgeted.

2. Provide evidence of outcomes related to any school-established organizational goals, as appropriate.

Last year we submitted a proposal to change our leadership structure. This moves us closer toward the original mission and vision of the school, having highly effective educators in the building that can share the leadership roles and responsibilities. Currently, we have two teaching principals and one facilitator in our building who have taken on some responsibilities with curriculum, instruction, operational needs, and communication between the Charter Commission, Department of Education, and Maine Cohort for Customized Learning. There are also other facilitators in the building that are taking on leadership roles with discipline and technology. The long term goal is to have a building full of facilitators that all have leadership roles and responsibilities and a phase out of a building principal. This will create an environment with democratic distributed leadership which was the original vision of the founding members. We are taking steps to realize that original vision of leadership.

Restructuring of our organization to become more efficient and effective in order to ensure a smooth operation has been a priority. Over the course of 4 years, we have made substantial progress in creating a strong effective and efficient work flow. We have added staff, defined roles, and put in place a lot of supports and structures so we are successful. This has minimized inefficient workflows that misappropriated individual's times and created stress and frustration with communication, financial record keeping, and overall operations. We are becoming a very well oiled machine that is able to quickly communicate with parents, learners, and staff, and with defined roles and responsibilities we can complete tasks in a timely manner.

Looking to the Future

A. Adjustments to the Performance Framework, if any

Below you will find tables with our current performance language compared to our proposed updates with narrative.

	Current	Revised
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 1: Growth on school selected standardized test in reading. (NWEA)</p>	<p>Percent of students who meet their individual growth targets with the fall administration of the Reading NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis.</p>	<p>Percent of students who meet their individual growth targets with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 2: Growth on school selected standardized test in math. (NWEA)</p>	<p>Percent of students who meet their individual growth targets with the fall administration of the Math NWEA establishing the baseline and the spring administration establishing the endpoint on a yearly basis</p>	<p>Percent of students who meet their individual growth targets with the Spring administration of the Math NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p>

This is the current language for the Academic Proficiency on the NWEA and Fountas and Pinnell related measures. We would like to change this so that we are looking at growth from Spring to Spring instead of Fall to Spring. The reason for this change is due to the loss of instructional time during the fall and, more importantly, the added disruption in building our community and climate first thing in the fall. We know that over the summer there is a regression of skills and that can be captured by observations and distribution of skills check-ins by the learning facilitators. It would be more informative to look at growth over a larger chunk of time and, according to NWEA, it is a more valid reflection of growth from Spring to Spring. New learners to our building would have a Fall-Spring window during their first year, but then join in the regular testing window for subsequent years. We do feel that there is a benefit in preserving academic time, but we also believe that we can get a more indepth pulse of where a learner is based on our Learning Management System, Learning Coaches, and content area Learning Facilitators.

	Current	Revised
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 3: Proficiency on school designed assessment program measuring Common Core (PLP)</p>	<p>Year 5 and all successive years: 80% of students will meet their PLP goals</p>	<p>100% of learners will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.</p>

The PLP (Personal Learning Plan) performance measure has been one that we have struggled to quantify the data for. Every year, learners have been making progress and setting goals, but being able to say that a specific percentage have met or not was very difficult. We now have our learning management system that gives our learners the opportunity to create an electronic learning plan and tag specific learning targets on the plan. Therefore, moving forward, facilitators and learners will collaborate to create the personal learning plan by looking at what learning targets are needed as well as the pathways for math and ELA. This determines what learning targets the learner should have mastered by the end of the year. One of the most important pieces is that, not only will all 100% of learners have a plan, but they will be aware of what learning targets they are working on. This will be easier to have quantitative data to report.

	Current	Revised
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 6: Proficiency on school designed assessment program measuring reading growth (Fountas and Pinnell)</p>	<p>Percent of students who made one level of growth with the fall administration of the DRA establishing the baseline and the spring administration establishing the endpoint on a yearly basis. Year 1 - 3 target: 80% of students will make a minimum of 1 level of growth on their DRA Year 4 and all successive years target: 80% of students will make a minimum of 1 level of growth on their F&P assessment</p>	<p>Percent of students who made one year's worth of growth with the Spring administration of the Fountas and Pinnell Assessment establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis. 80% of learners will make 1 year's worth of growth on the Fountas and Pinnell reading assessment. Those learners maxing out of the assessment for 2 consecutive times will be exempt from further testing. Data will be calculated for levels Y and lower.</p>

The way that the original performance measure reads is that learners only need to make 1 level of growth, however, as facilitators we are holding our learners to a much higher standard of needing to make 1 year's worth of growth. Therefore, we want to make this our overall performance measure because we are looking at our reading assessment data in this way already.

	Current	Revised
<p><u>Transportation & Food Service</u> Measure 2: Record of costs and student utilization</p>	<p>Catered lunch that meets federal and state guidelines for food service will not exceed our budgeted amount.</p>	<p>Catered breakfast and lunch that meets federal and state guidelines for food service will not exceed our budgeted amount.</p>

We revised this performance measure to reflect current reality. We now have a catered breakfast and lunch program for our learners.

B. Describe, if applicable, plans to change the school’s current model as it relates to the topics below. Include a timetable for plan implementation.

CRCS is submitting proposals to add 2 additional programs and adjusting our current program:

1. Early Childhood Center Program (Ages 4, orange binder)
2. Downtown Skowhegan Campus (Ages 12-20, blue binder)
3. Current building to include Ages 5-18 instead of 5-14

Please see the attached proposals and binders for each program.

The adjustment for our current program is not in a separate binder, but want to enter into the discussion of adjusting the age range simply because it is about the “learning” and not an individual’s “date of manufacture”. We have successfully created a culture where learners go where they need to go and when they need to go. There is no stigma of moving “up or down” or “back and forth”. If we run on this philosophy we want to have complete flexibility to move a learner where they need to be, when they need to be despite their age. This is a critical piece because just because a child was born on a certain date does not and should not mean that they magically move to one campus. That would be a complete contradiction to our philosophy and belief system. We would of course make sure that they meeting the requirements towards graduation but essentially treating us as one campus rather than fragmented learning environments. We would also like to negotiate with the Charter Commission a 15 year contract, particularly where our performance is reviewed annually and can be subject to school closure as defined by State Law. This would give families, staff, donors, and our community reassurance of longevity, which we feel is valuable.

Addressing Special Issues

This section provides the opportunity to address special issues that the school foresees may have a dramatic impact on the school's educational programs, facilities, services, or budget.

The original CRCS program has implemented a wide variety of innovative educational programs and practices. We see that, in order to maintain this level of innovation, we need to continue to seek additional funding, but not at the expense of our programming. We have increased our population to match our capacity for growth despite the natural consequences of less funding.

We do have a waitlist that keeps growing and our geographic area will need to be adjusted. We may need to look at expanding our programming to additional locations. Since adding a bus loop to accommodate a growing number of learners to our north, it has become evident that that region is an area with an ever growing demand. With several small schools closing in that region, we may look towards that area for potential growth that would, in turn, alleviate some of the enrollments in our current building, thereby freeing up space. This would reduce the number of learners on our waitlist as well as those who have a 60 minute bus ride each day.

Replicating our model in nearby areas to alleviate the demand, such as looking to expand in the St. Alban's area, Newport and/or Farmington area, are distinct possibilities and something that we could look at if the demand continues to grow.

Appendix A: Governing Board Turnover

Please complete the Governing Board Turnover table below. List the number of board members joining and leaving the board in each school year of the current charter period.

School Year	Total Membership	Members Joining	Members Departing
2012-13	7	1	1
2013-14	7	2	2
2014-15	7	1	1
2015-16	7	5	7

Appendix B: Staffing and Staff Turnover

Please Complete the Staffing and Staff Turnover table below. List the following information for each year of the current charter period: the number of administrators, teachers, and other staff (actual number and FTE) and the number of departures of administrators, teachers, and other staff during and at the end of each school year. Provide a brief explanation of administrator and teacher departures.

	2012- 2013	2013 - 2014	2014 - 2015	2015 - 2016
Administrators				
Number and FTEs	2	2	2	2
Departures during school year	0	0	0	1
Departures at end of school year	0	1	0	0
Teachers				
Number and FTEs	5	7	9	9
Departures during school year	0	0	0	0
Departures at end of school year	1	1	2	2
Other Staff				
Number and FTEs	4	5	5	5
Departures during school year	1	0	1	0
Departures at end of school year	0	0	0	1

Explanation of Staff Turnover
<p>Overall we have had 9 overall employees that have not returned to CRCS over the years. Year 1 we had 1 teacher who had an undescribed resignation and 1 other staff member who left mid-year for family circumstances. Year 2 we had 1 teacher who left due to family circumstances and the administrator who had only made a short commitment from the beginning. Year 3 we had 2 teachers leave. I left due to family circumstances while the other retired. We also had 1 other staff member resign due to personal reasons. Lastly, Year 4 we had 2 teachers leave. Both had family circumstances that required their resignation, 1 retired due to health reasons and 1 other staff member did not return due to a reduction in force.</p>

Appendix C: Student Turnover

Please complete the Student Turnover table below. List the following information for each year of the current charter period: the number of students and the number of departures of students during and at the end of each school year. Provide a brief explanation of student departures.

	2012- 2013	2013 - 2014	2014 - 2015	2015 - 2016
Number	69	90	106	121
Departures during school year	7	0	4	12
Departures at end of school year	Unable to calculate at this time	Unable to calculate at this time	Unable to calculate at this time	12

Explanation of Student Turnover
<p>We have had learners/families leave our building for a variety of reasons. The reasons include philosophical differences, moving away, families wanting to transition their learners to the public middle school in anticipation of the move to the high school, wanting sports programming, and moving to a school where there was a larger peer group for their child.</p> <p>Then this past year we had 6 families (16 learners) that left due to strong philosophical differences with the direction of the school. Several of these families also had multiple children and were seeking a traditional school program. Out of the 24 learners that left over the course of the year and summer it was 13 families, which was the highest amount ever.</p> <p>We don't anticipate this kind of turnover in the future, but we could not sacrifice the mission and vision of the school and compromise quality programming to appease those families that were seeking a traditional experience. That is precisely why schools moving towards a proficiency based system struggle and we made the choice to do what was right for our learners.</p>

Appendix D: Projected Budget (Cornville Campus)

Projected Balance Sheet for Cornville Campus

	Year 4	Year 5	Year 6	Year 7
Assets				
Current Assets				
Cash and cash equivalents	\$152,813.96	\$192,754.93	\$150,000.00	\$150,000.00
Internal balances	\$0.00	\$0.00	\$0.00	\$0.00
Intergovernmental Receivables	\$41,792.33	\$13,707.77	\$27,750.00	\$27,750.00
Security Deposit and Other Assets	\$866.10	\$866.10	\$866.10	\$866.10
Depreciable capital assets, net of accumulated depreciation	\$13,720.80	\$10,290.60	\$6,860.40	\$3,430.20
Total Assets	\$209,193.19	\$217,619.40	\$185,476.50	\$182,046.30
Deferred Outflows of Resources				
Liabilities				
Accounts Payable	\$16,129.63	\$0.00	\$0.00	\$0.00
Accrued Summer Salaries	\$63,423.56	\$65,326.27	\$69,245.85	\$73,400.60
Accrued vacation	\$0.00	\$0.00	\$0.00	\$0.00
Accrued interest	\$0.00	\$0.00	\$0.00	\$0.00
Accrued Expenses	\$0.00	\$0.00	\$0.00	\$0.00
Other Payroll Liabilities	\$1,558.38	\$4,777.32	\$3,167.85	\$3,167.85
Long-term liabilities				
Portion due or payable within one year:				
Capital lease obligations				
Bonds payable				
Portion due or payable after one year				
Compensated absences				
Capital lease obligations				
Notes Payable	\$30,602.97	\$24,030.79	\$2,000.00	\$0.00
Net pension liability				
Total liabilities	\$111,714.54	\$94,134.38	\$74,413.70	\$76,568.45
Deferred Inflows of Resources				
Net Position				
Net investment in capital assets	-\$16,882.17	-\$13,740.19	\$4,860.40	\$3,430.20
Restricted				
Special revenue funds	\$17,844.97	\$9,103.54	\$9,103.54	\$9,103.54
Capital project funds				
Unrestricted	\$96,515.85	\$128,121.67	\$97,098.86	\$92,944.11
Total Net Positions	\$97,478.65	\$123,485.02	\$111,062.80	\$105,477.85

Projected Cash Flow for Cornville Campus

	Year 4	Year 5	Year 6	Year 7
Cash Flows from non-capital financing activities				
State Funds	\$1,144,530.33	\$1,235,078.00	\$1,357,638.15	\$1,357,638.15
Federal Funds	\$249,140.73	\$99,434.00	\$106,394.38	\$106,394.38
Miscellaneous Revenue	\$38,573.43	\$13,500.00	\$26,036.72	\$26,036.72
Transfers from other organizations	\$0.00	\$0.00	\$0.00	\$0.00
Increase (decrease) in due to other funds	\$0.00	\$0.00	\$0.00	\$0.00
Net cash flows from non-capital financing activities	\$1,432,244.49	\$1,348,012.00	\$1,490,069.25	\$1,490,069.25
Cash Flows from operating activities				
Receipts from operating activities	\$0.00	\$0.00	\$0.00	\$0.00
Receipts from Miscellaneous Revenues	\$0.00	\$0.00	\$0.00	\$0.00
Payments to suppliers	\$625,386.32	\$480,180.00	\$494,585.40	\$509,422.96
Payments to employees	\$751,458.21	\$866,277.00	\$918,253.62	\$973,348.84
Net cash flows from operating activities	-\$1,376,844.53	-\$1,346,457.00	-\$1,412,839.02	-\$1,482,771.80
Net change in cash and cash equivalents				
	\$55,399.96	\$1,555.00	\$77,230.23	\$7,297.45
Cash and cash equivalents at beginning of year				
	\$79,000.00	\$134,399.96	\$135,954.96	\$213,185.19
Cash and cash equivalents at end of year				
	\$134,399.96	\$135,954.96	\$213,185.19	\$220,482.64

Performance Measures

Key:

Early Childhood Center

Cornville Campus

Downtown Skowhegan Campus

Indicator and Measure	Target	Documentation to be Provided by School
<p>Student Academic Proficiency: State Assessments Measure 1: Proficiency on State Assessments in reading.</p>	<p>Percent of grade 3-11 students scoring proficient on the ELA portion of the Maine State Assessment will meet or exceed the state average.</p>	<p>Percent of students at each grade level scoring proficient on the ELA portion of the Maine State Assessment on a yearly basis.</p>
<p>Student Academic Proficiency: State Assessments Measure 2: Proficiency on State Assessments in math.</p>	<p>Percent of grade 3-11 students scoring proficient on the math portion of the Maine State Assessment will meet or exceed the state average.</p>	<p>Percent of students at each grade level scoring proficient on the math portion of the Maine State Assessment on a yearly basis.</p>
<p>Student Academic Proficiency: State Assessments Measure 3: Proficiency on PSAT/SAT</p>	<p>Percent of students at proficiency level will increase every year at level negotiated in contract for negotiated subject or content areas In Grades 10, 11, and 12, results from the PSAT or SAT, student scale scores will be converted to proficiency categories as outlined by the MDOE (https://www1.maine.gov/education/mhsa/documents/changing_score_scale.pdf)</p>	<p>Percent of students at each grade level scoring proficient in the content areas tested on the PSAT/SAT</p>
<p>Student Academic Proficiency: School Selected Assessments Measure 1: Growth on school selected standardized test in reading (CPAA)</p>	<p>Percent of students who make 1 level of growth in each of the reading concept areas with the Fall administration of CPAA creating the baseline and the Spring administration establishing the endpoint on a yearly basis 4 levels of growth include Below Expectation (1.0-1.5), Approaching Expectation (1.5-2.5), At Expectation (2.5-3.5), and Above Expectation (3.5-4.0)</p>	<p>Percent of students who make 1 level of growth on the CPAA in each of the reading concept areas</p>

<p>Student Academic Proficiency: School Selected Assessments Measure 2: Growth on school selected standardized test in math (CPAA)</p>	<p>Percent of students who make 1 level of growth in each of the math concept areas with the Fall administration of CPAA creating the baseline and the Spring administration establishing the endpoint on a yearly basis</p> <p>4 levels of growth include Below Expectation (1.0-1.5), Approaching Expectation (1.5-2.5), At Expectation (2.5-3.5), and Above Expectation (3.5-4.0).</p> <p>Percent of students who meet their individual growth targets with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis</p> <p>2017-2018 Establish baseline for age levels not in the previous contract (ie. 4 year olds, 14-20)</p> <p>2017-2018 80% of students will meet their individual growth target in reading</p> <p>2018 and all successive years we will maintain 80% of students will meet their individual growth target in reading</p>	<p>Percent of students who make 1 level of growth on the CPAA in each of the math concept areas</p>
<p>Student Academic Proficiency: School Selected Assessments Measure 3: Growth on school selected standardized test in reading. (NWEA)</p>	<p>Percent of students who meet their individual growth targets with the Spring administration of the Math NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis</p> <p>2017-2018 Establish baseline for age levels not in the previous contract (ie 14-20)</p> <p>2017-2018 70% of students will meet their individual growth target in reading</p> <p>2018 and all successive years we will maintain 70% of students will meet their individual growth target in reading</p>	<p>Percent of students who meet their goal for NWEA growth in reading</p>
<p>Student Academic Proficiency: School Selected Assessments Measure 4: Growth on school selected standardized test in math. (NWEA)</p>	<p>Percent of students who make growth in their score towards school readiness with the Fall administration of the DIAL being the baseline and the Spring administration establishing the endpoint.</p> <p>2017-2018: 75% of students will have a score that identifies them as having school/Kindergarten readiness skills</p> <p>2018 and all successive years we will maintain 75% of students who will have a score that identifies them as having school/Kindergarten readiness skills</p>	<p>Percent of students who have a score that identifies them as having school/Kindergarten readiness skills</p>
<p>Student Academic Proficiency: School Selected Assessments Measure 5: Growth on school selected standardized test in developmental school readiness (DIAL)</p>	<p>100% of students will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.</p>	<p>Percent of students who meet their PLP goals</p>

<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 7: Proficiency on school selected standardized test in reading (CPAA)</p>	<p>Percent of students who meet or exceed proficiency with the Fall administration of the CPAA in reading establishing the baseline and the Spring administration establishing the endpoint on a yearly basis</p> <p>2017-2018: 75% of students will meet or exceed proficiency by hitting the At Expectation level or Above Expectation level</p> <p>2018 and all successive years we will maintain 75% of students meeting or exceeding proficiency on the CPAA in reading</p>	<p>Percent of students who met or exceeded proficiency on the CPAA in reading.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 8: Proficiency on school selected standardized test in math. (CPAA)</p>	<p>Percent of students who meet or exceed proficiency with the Fall administration of the CPAA in math establishing the baseline and the Spring administration establishing the endpoint on a yearly basis</p> <p>2017-2018: 75% of students will meet or exceed proficiency by hitting the At Expectation level or Above Expectation level on the assessment</p> <p>2018 and all successive years we will maintain 75% of students meeting or exceeding proficiency on the CPAA in math.</p>	<p>Percent of students who met or exceeded proficiency on the CPAA in math.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 9: Proficiency on school selected standardized test in reading. (NWEA)</p>	<p>Percent of students who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis</p> <p>2017-2018: 75% of students will meet or exceed proficiency on NWEA in reading.</p> <p>2018 and all successive years we will maintain 75% of students will meet or exceed proficiency on NWEA in reading.</p>	<p>Percent of students who met or exceeded proficiency on NWEA in reading</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 10: Proficiency on school selected standardized test in math. (NWEA)</p>	<p>Percent of students who meet or exceed proficiency with the Spring administration of the Reading NWEA establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>2017-2018: 60% of students will meet or exceed proficiency on NWEA in reading.</p> <p>2018 and all successive years we will maintain 60% of students will meet or exceed proficiency on NWEA in math.</p>	<p>Percent of students who met or exceeded proficiency on NWEA in math.</p>
<p><u>Student Academic Proficiency: School Selected Assessments</u> Measure 11: Proficiency on school designed assessment program measuring reading growth (Fountas and Pinnell)</p>	<p>Percent of students who made one year's worth of growth with the Spring administration of the Fountas and Pinnell Assessment establishing the baseline and the following Spring administration establishing the endpoint on a yearly basis.</p> <p>80% of learners will make 1 year's worth of growth on the Fountas and Pinnell reading assessment. Those learners maxing out of the assessment for 2 consecutive times will be exempt from further testing. Data will be calculated for levels Y and lower.</p>	<p>Percent of students who met the target.</p>

<p>Student Academic Growth: State Assessments Measure 1: Same cohort growth on State Assessment in ELA</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in ELA. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (i.e. comparing 2015 7th graders to 2016 8th graders.)</p> <p>Percentage of students who are continuously enrolled.</p>
<p>Student Academic Growth: State Assessments Measure 2: Same cohort growth on State Assessment in math</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in Math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (i.e. comparing 2015 7th graders to 2016 8th graders.)</p> <p>Percentage of students who are continuously enrolled.</p>
<p>Student Academic Growth: State Assessments Measure 3: Successive cohort growth on State Assessment in ELA</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in ELA. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (i.e. comparing 2015 7th graders to 2016 7th graders.)</p>
<p>Student Academic Growth: State Assessments Measure 4: Successive cohort growth on State Assessment in math</p>	<p>Percent of same cohort students who reach proficiency from each grades 3 - 11 in Math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of proficient students at each grade level compared to the proficiency from the year before. (i.e. comparing 2015 7th graders to 2016 7th graders.)</p>
<p>Achievement Gaps Measure 1: Gaps in proficiency and growth between major student subgroups on Maine State Assessment.</p>	<p>Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 11 in reading. Percent of students in identified subgroups reaching proficiency as measured by the state assessment in grades 3 - 11 in math. 2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Report of overall proficiency of students belonging to each subgroup in the school in reading and math. All grade levels will be put together if the numbers in each subgroup are below the minimum number required by the MDOE.</p>

<p>Achievement Gaps Measure 2: Gaps in proficiency and growth between major student subgroups on NWEA.</p>	<p>Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 12 in reading. Percent of students in identified subgroups meeting their individual goals as measured on the NWEA in grades K - 12 in math.</p> <p>2015-2017: When data are available, the school and Commission will establish targets for the remainder of the contract.</p>	<p>Percent of students in subgroups meeting their individual goals on the NWEA in reading and math.</p>
<p>Achievement Gaps Measure 3: Gaps in proficiency and growth between major student subgroups meeting Individual Growth Targets on their PLP's.</p>	<p>100% of students will have a personalized learning plan that is composed of learning targets from our curriculum that have been selected with the collaboration of the facilitator, learner, and sometimes parent, and the learner will be aware of where he or she is on their individual pathway towards meeting that goal.</p>	<p>Percent of students in subgroups meeting their Individual Growth Targets outlined in their PLP's.</p>
<p>Achievement Gaps Measure 4: Gaps in proficiency and growth between major student subgroups on PSAT/SAT</p>	<p>Percent of students in identified subgroups reaching proficiency as measured by the PSAT and SAT in contract for negotiated subject or content areas.</p>	<p>Report of overall proficiency of students belonging to each subgroup in the content area specified in PSAT/SAT</p>
<p>Student Attendance Measure 1: Average Daily Attendance Rate</p>	<p>Yearly Target: The Average attendance rate as reported in the MEDMS data system for CRCS will be at or above 94%.</p>	<p>ADA for each grade level on a yearly basis.</p>
<p>Student Enrollment Measure 1: Maintaining student enrollment throughout the year</p>	<p>Yearly Target: 90% of students enrolled on state "count day" who are still enrolled on the last day of school</p>	<p>Report on percent of students enrolled on state "count day" who are still enrolled on last day of school.</p>
<p>Student Enrollment Measure 2: Student re-enrollment from one year to the next</p>	<p>Yearly Target: 90% of the student body who are eligible for re-enrollment at the end of one year will indicate their intent to return the following school year.</p>	<p>Enrollment Records Family enrollment data as needed</p>
<p>Student Enrollment Measure 3: Student enrolled continuously for multiple years</p>	<p>75% of students enrolled continuously for multiple years 75% of Pre-K age will express interest in attending Cornville Campus 75% of students from the Cornville Campus will show interest in continuing their education at the Downtown Campus</p>	<p>Enrollment Records Graph/data table indicating longevity of students enrolled</p>

<p><u>Financial Performance and Sustainability</u> Measure 1: Budget versus actual revenue and expenditures</p>	<p>School will produce monthly financial reports and evidence reviewed by governing board monthly through agenda item. When monthly financials vary by more than 5%, the variance will be flagged for special governing board consideration to ensure a positive cash flow at the end of each school year.</p>	<p>Quarterly financial reports must be made available to the authorizer. Annual financial audit by a qualified, certified public accountant or public accountant certified by the board of accountancy must be submitted to the Maine State charter School Committee.</p>
<p><u>Governance Board Performance & Stewardship</u> Measure 1: Public accountability – Transparent, responsive, and legally compliant Board operations</p>	<p>Board will meet one time per month at a minimum. Evidence of required bylaws and policies are in place and are regularly reviewed as indicated in minutes. 100% of Governing Board agendas and minutes are made available to the public.</p>	<p>Agendas and minutes may be posted on the school's website and/or posted at the school in a public place.</p>
<p><u>Adequacy of Facilities Maintenance in Support of Program</u> Measure 1: Facility meets State standards</p>	<p>Yearly Goal: Facility will meet all applicable state expectations for public schools.</p>	<p>Annual review of maintenance for facility Observation during authorizer visits Facility records, policies, and procedures available on request. Capital Improvement Plan</p>
<p><u>Transportation & Food Service</u> Measure 1: Record of costs and student utilization</p>	<p>3 routes for pick-up by a certified bussing company which will not exceed our budgeted amount</p>	<p>Contract for transportation Record of costs</p>
<p><u>Transportation & Food Service</u> Measure 2: Record of costs and student utilization</p>	<p>Catered breakfast, lunch, and milk program that meets federal and state guidelines for food service will not exceed our budgeted amount.</p>	<p>Contract for food service Record of costs and student utilization Survey students and parents annually regarding satisfaction food (quality and cost)</p>
<p><u>School Social and Academic Climate</u></p>	<p>Yearly Goal: School will report the number of behavioral incidents using the state and</p>	<p>Record of reports submitted to</p>

<p>Measure 1: Instances of bullying, harassment, or other abusive practices</p>	<p>federal reporting requirements.</p>	<p>state and federal DOE. Action plans taken by the school to improve the school climate</p>
<p>School Social and Academic Climate Measure 2: Confidential survey of parents, staff, and students</p>	<p>School will gather and respond to family, student, and staff perceptions of the quality of the school's social and academic climate. Year 1 & 2: Surveys administered to students and distributed to parents Year 3 and each successive year. Each year the school will survey parents/staff/students and from the results identify a specific area to improve and show improvement in those areas 80% of surveys given out at PLP meetings will be returned and 50% of other anonymous surveys given out at other times will be returned.</p>	<p>Results of completed surveys of families. Action plans taken by the school to improve the school climate</p>
<p>Parent and Community Engagement Measure 1: Student participation in activities</p>	<p>100% of students will participate in student interest groups</p>	<p>Record of offerings for students and student rosters indicating the percentage of students involved</p>
<p>Parent and Community Engagement Measure 2: Parent Communication</p>	<p>100% of parents will be sent a weekly newsletter from the office. A hard copy will be provided upon request if access to email is unavailable. 80% of returned parent surveys will indicate satisfaction with level of parent communication</p>	<p>Percentage of parents who subscribe to the newsletter/Facebook pages electronically and hard copy Survey parents</p>
<p>Parent and Community Engagement Measure 3: Parent participation in the operation of the school</p>	<p>Goal is to have all families involved in the school community in ways that are meaningful to parents 100% of parents will be invited and a minimum of 70% of parents will participate in 1 or more activities throughout the year (Includes field trip chaperones, student interest group facilitator, volunteering, PTF sponsored events, PTF meetings, classroom and school wide events, board meetings, etc)</p>	<p>A log of parents attending events. List of possible involvement opportunities noted in the school handbooks and on other school publications for parents and students. Students, Parents, and Staff will have the opportunity to add activities for student interest groups or other clubs, etc.</p>
<p>Parent and Community Engagement Measure 4: Parent participation in their children's education</p>	<p>2017 and all successive years target: 100% participation from students and 90% (to increase by 2% each year) participation from parents in PLP meetings and goal setting on PLPs.</p>	<p>Percentage of PLP meetings that have parent attendance via in person, phone, or home visits</p>