

Renewal Application - September 30, 2023



1. Overview

POSITIVE OUTCOMES CHARTER SCHOOL



1.1. School Profile

Review the following information for accuracy.

Q1. Name of School

- Positive Outcomes Charter School
- Other [Please Add Correct Info in the Comment]

Q2. Year School Opened

- 1996
- Other [Please Add Correct Info in the Comment]

Q3. Fill in the school's "Current Enrollment" at the time of application submission.

122 Students

Q4. Approved Enrollment

- 120
- Other [Please Add Correct Info in the Comment]



Q5.School Address

- 3337 S. Dupont Hwy | Camden, DE 19934
- Other [Please Add Correct Info in the Comment]

Q6.District(s) of Residence

- Caesar Rodney School District
- Other [Please Add Correct Info in the Comment]

Q7.Website Address

- <https://www.positiveoutcomes.org/>
- Other [Please Add Correct Info in the Comment]

Q8.Name of School Leader

- Edward J. Emmett, Jr.
- Other [Please Add Correct Info in the Comment]

Q9.School Leader Email

- Edward.Emmettjr@pocs.k12.de.us
- Other [Please Add Correct Info in the Comment]

Q10.School Leader Phone Number

- (302) 697-8805
- Other [Please Add Correct Info in the Comment]

Q11.Name of Board President

- Susan Wills
- Other [Please Add Correct Info in the Comment]

Q12.Board President Email

- school@gswillsfam.com
- Other [Please Add Correct Info in the Comment]

Q13.Mission Statement: Our mission is to provide an opportunity for students to learn in a safe, caring, respectful environment, where their individuality is valued, and their individual needs are addressed.

- Correct; this is our Mission Statement
- Other [Please Add Correct Info in the Comment]

Q14.The table lists any approved minor and/or major modifications over the course of the school's current charter term.

Date	Modification Request	Outcome
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	Not applicable	
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- Correct
- Other [Please Add Correct Info in the Comment]



2. Student Demographics


Q15. Review the Student Demographics table (see Resources), complete the last column, and upload the revised document.

Upload Required File Type: excel Max File Size: 30 Total Files Count: 1

Applicant Comments :


Positive Outcomes Charter School continues to serve students throughout the State of Delaware. Our students come to our school from each county and seven districts. Our school continues to serve many students who qualify for services under IDEA and have an active IEP. Our school is racially diverse and closely matches the school district's demographics in which our school resides. Our school population is, by various definitions, at risk for failure.

Resources



POCS_Student Demographics.x...

Applicant Evidence :



POCS_Student Demographics q...

Uploaded on **9/29/2023** by

Edward Emmett

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	121	112	104	115	122
% Male	59.50%	60.71%	61.54%	54.78%	52.38%
% Female	40.50%	39.29%	38.48%	45.22%	47.62%
% African American	37.19%	42.86%	38.46%	26.09%	30.95%
% American Indian	0.83%	0.89%	0%	0%	0.00%
% Asian	0.83%	0.89%	0.96%	0.87%	0.79%
% Hispanic/Latino	9.09%	10.71%	8.65%	6.96%	6.35%
% White	52.07%	44.64%	50.96%	57.39%	53.97%
% Multiracial	0%	0%	0.96%	8.70%	7.94%
% Special Education ³	64.46%	64.29%	63.46%	65.22%	62.70%
% English Language Learners	0%	0.89%	0%	0%	0.00%
% Low-Income	37.19%	38.39%	36.54%	46.96%	53.97%



3. School Enrollment Trends

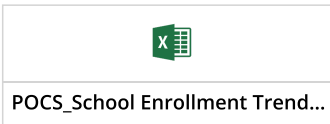


Q16.Explain successes or challenges of implementing the school's recruitment plan.

Positive Outcomes Charter School has had consistent enrollment over our history before the impacts of the COVID-19 pandemic. During the 2021-2022 school year, our enrollment continued to be impacted by several key factors related to the pandemic. These factors cumulatively impacted overall enrollment during the 2022-2023 school year. It is also important to note that these impacts are short-term.

Our enrollment for the 2023-2024 school year has rebounded to pre-pandemic levels. Enrollment has returned to maximum capacity. In addition, our school has several families on our waiting lists.

Applicant Evidence :



Uploaded on **9/6/2023** by

Edward Emmett

School Year	Authorized Enrollment	Actual Enrollment	Percent Actual Enrollment	Grades Served
2019-20	120	121	101.00%	7-12
2020-21	120	112	93.33%	7-12
2021-22	120	104	86.67%	7-12
2022-23	120	115	95.83%	7-12
2023-24	120	126	105.00%	7-12



4. School Reenrollment Trends

SCHOOL YEAR	NUMBER OF STUDENTS REENROLLED	PERCENT OF STUDENTS REENROLLED
2019-20	82	78.10%
2020-21	86	83.50%
2021-22	82	82.00%
2022-23	86	83.50%

Q17. Explain successes or challenges of implementing the school's retention plan.

Positive Outcomes Charter School typically has strong retention rates for our students. Generally, once students attend our school, they usually remain with us. Our goal is always to have our students re-enroll in our program, and high student mobility is a typical characteristic of our overall student population. Overall, student re-enrollment was also impacted by the Covid-19 pandemic. Many families that left our program departed due to families losing housing, employment, or overall changes in the family's dynamics.

Historically, we analyze the numbers of families who do not re-enroll in our program and frequently find that many departures are due to a family move or loss of housing. A small number of families are moving back to their home district or another school district. This was also the case this previous year, as stated above. These patterns were exacerbated due to the COVID-19 pandemic for the school year documented in this report.

Some students attending our school feel they have made progress and desire to return to a traditional school environment. As a result, we do have students who leave before graduation. Several students attend school with us for grades 7 and 8 and then transition to a traditional high school environment. We do not view these as students leaving our program but as students whom we have helped feel that they will be successful in returning to a traditional school environment.

While POCS has no specific plans to address additional retention concerns, we regularly maintain personal contact with each family to identify issues or concerns. We also survey all of our families to ensure satisfaction with our programming and identify any problems or concerns that our families may have.



5. Academic Performance

Delaware operates under the belief that all schools benefit from continuous improvement – including those that receive exceeds expectations ratings – to best support all students. The Delaware School Success Framework (DSSF) (https://doewebmaster.wpenginpowered.com/wp-content/uploads/2020/02/dssf_one_pager_final.pdf) outlines the accountability standards by which all Delaware public schools are measured. This state- and school-level data helps identify each school's needs and determine how best to support students across the state.

DSSF measures the following areas to determine school success. This annual data is publicly available on the Delaware Report Card (<https://reportcard.doe.k12.de.us/>).

- Academic achievement – Proficiency for ELA and math (grades 3-8 and 11)
- Academic progress – Growth in ELA and math (grades 4-8); includes growth of the lowest and highest performing students in a school
- School quality/student success – On-track attendance (K-12), science proficiency (grades 5, 8 and biology), social studies proficiency (grades 4, 7 and 11), college/career preparedness (grades 9-12), and on-track in 9th grade
- Graduation rates – 4-year, 5-year and 6-year adjusted cohort graduation rates
- English language proficiency (ELP) – Progress toward English language proficiency (grades 1-12)

Due to COVID-19, all school year 2019-20 assessment and accountability requirements were waived by the U.S. Department of Education. Additionally, due to the impact of COVID-19 on learning and learning environments, accountability was waived for school years 2020-21 and 2021-22. The school's assessment data is available below (see also Charter School Report Card Link (<https://reportcard.doe.k12.de.us/detail.html#aboutpage?scope=school&district=9607&school=4055>)). Attached are the school's annual reports (see also Annual Reports (<https://www.doe.k12.de.us/Page/2654>)). **Note: Assessment data is provided in lieu of DSSF results for the years impacted by COVID-19. School year 2022-23 DSSF preliminary results will be provided to renewing charter schools by September 15, 2023.**

5.1. Delaware School Success Framework

	2019-20			2020-21			2021-22		
	Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations			Percent of Students Meeting or Exceeding Expectations		
	POCS	District ¹ %	State %	POCS	District %	State %	POCS	District %	State %
English Language Arts				*	49.00%	42.00%	25.00%	47.80%	42.26%
Mathematics				*	27.00%	26.00%	*	32.06%	29.48%
Science				*	21.00%	22.00%	*	25.00%	19.00%
Social Studies				*	37.00%	31.00%	*	26.00%	28.00%
4-Year Graduation Rate (Class of 2021)				61.54%	84.94%	87.02%	62.50%	87.76%	87.02%
5-Year Graduation Rate (Class of 2020)				53.33%	85.33%	83.14%	87.50%	78.15%	88.42%
6-Year Graduation Rate (Class of 2019)				53.33%	80.89%	N/A	N/A	N/A	88.7%
Chronic Absenteeism ²				37.27%	22.31%	20.31%	45.10%	23.39%	24.77%

**This data has been suppressed for student privacy.*

¹ Caesar Rodney School District is Positive Outcomes Charter School's district of residence.

² Chronically absent students are those students who are missing 10% or more of school days throughout the school year. Absences may be excused or unexcused, which are determined by local board policy.



Preliminary 2022-23 DSSF Results

PERFORMANCE AGREEMENT

In December 2015, Congress reauthorized the Elementary and Secondary Education Act (ESEA), the main federal law governing funding of public education, as the Every Student Succeeds Act (ESSA). ESSA replaced the No Child Left Behind Act (NCLB) and its implementation began in school year 2017-18. Prior to ESSA, Positive Outcomes' school performance was measured by an alternative version of Delaware School Success Framework due to the school's unique demographics and its mission to serve students who are at risk of academic failure. However, ESSA required that all schools be measured by the DSSF. The authorizer's report card was developed to supplement the DSSF. Below are POCs' DSSF Ratings for SY 2017-2018:

High School Plus (For districts and for schools with variant grade configurations that include grades 9-12, e.g. K-12)

Overall Academic Ratings			
INDICATOR	POINTS	POINTS EARNED	PERCENT POINT
Academic Achievement	100.00	9.00	9% Well Below Expectations
Academic Progress	100.00	40.00	40% Well Below Expectations
School Quality / Student Success	75.00	36.00	48% Well Below Expectations
Graduation Rate	100.00	75.00	75% Approaching Expectations
Progress Toward English Language Proficiency	N/A	N/A	Not Applicable
Overall	375.00	160.00	43% Well Below Expectations

By September 2023, our expectation is to achieve "Meets" or "Exceeds" ratings on each metric area of the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Indicators/Measures	Weight	Metric Value	Points Possible	Points Earned
Academic Achievement	20%		100	9 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	13.95%	50	7
Proficiency Math (grades 3-8 and 11)	10%	4.65%	50	2
Academic Progress	25%		100	56 Well Below Expectations
Growth in ELA (grades 4-8)	10%	54.30%	50	27
Growth in Math (grades 4-8)	10%	57.11%	50	29
Growth of lowest quartile ELA (grades 4-8)	1.25%	71.56%	N/A	*
Growth of highest quartile ELA (grades 4-8)	1.25%	35.00%	N/A	*
Growth of lowest quartile Math (grades 4-8)	1.25%	62.00%	N/A	*
Growth of highest quartile Math (grades 4-8)	1.25%	55.00%	N/A	*
School Quality/Student Success	25%		125	65 Well Below Expectations
On Track Attendance (grade K-12)	3%	54.63%	12.5	7
Proficiency Science (grade 8 and Biology)	5%	3.47%	25	1
Proficiency Social Studies (Grades 7 and 11)	5%	13.33%	25	3
College and/or Career Preparedness (9-12)	8%	82.94%	37.5	31
On Track in 9th Grade	5%	93.68%	25	23
Graduation Rate	20%		100	71 Well Below Expectations
4-Year Cohort Graduation Rate	15%	72.22%	75	54
5-Year Cohort Graduation Rate	3%	87.50%	13	11
6-Year Cohort Graduation Rate	2%	53.33%	12	6
Progress toward English Language Proficiency	10%	N/A	N/A	N/A
Total	100%		425	201
Overall Percentage / Rating				47% Well Below Expectations

Q18. Reflect on your school's academic performance in relation to the goals set forth in the performance agreement. Please reference the specific Delaware School Success Framework (DSSF) measures listed below. Highlight successes, challenges, root causes, and describe how the school will address the challenges.

- Academic Achievement
- Academic Progress
- School Quality/Student Success
- Graduation Rate (if applicable)
- Progress toward English Language Proficiency



(Full Answer for Q18 Attached with Graphs and Charts)

Positive Outcomes Charter School (POCS) is designed to work with students who have experienced academic challenges in a traditional school setting. Our school students typically arrive with significant deficiencies in ELA and Mathematics skills. Consequently, looking at our historical data has always been challenging because the average performance levels greatly vary with each cohort of students. Each student has a different story of struggle and adversity that brought them to our school. These stories are often of tremendous growth and an individual journey that may or may not appear in standardized assessment data and results. When viewing our data, it is best to remember the student population that we serve is 100% at-risk.

In addition, it is also important to note that in many of our tested areas, the number of students in each testing grade or subgroup (N size) is very small. A single student score can significantly impact group outcomes with small N-size groups. Because of our small N-size groups, the scores from our school can have significant variances from year to year. It is also important to remember that we refer to different cohorts of students (with varying deficiencies) when we present year-over-year data changes.

Positive Outcomes Charter School was measured using an Alternative Academic Framework during previous Charter School renewals. This alternative framework was utilized to enable our school to demonstrate the success of our program by comparing our student performance to similar student populations in other programs. This framework was found to be incompatible with the Smarter Balanced Assessments. As a result, our school started working in 2021 with the Delaware Department of Education Charter School Office and the A-Game team. This work focused on identifying additional data elements that could be used to show the overall success of our school. This A-Game framework is addressed later in this renewal application; it is important to note this work here.

Academic Achievement

Overall, the results of examining four years of testing data illustrate some success and some challenges. A review of overall proficiency shows our students’ difficulty demonstrating their abilities using SBAC testing systems. Raw testing scores demonstrate that many students struggle to meet proficiency expectations.

Historically, our ELA scores have been higher than our Mathematics scores in proficiency and scale. In addition, our 8th-grade student scores are typically higher than our 7th-grade scores.

The SBAC data for ELA and Mathematics listed below are for the “All” student group, comparing 2018-2019 data to 2022-2023. This data looks at growth over the charter term. Again, it is essential to note that all data was impacted due to the COVID-19 pandemic. A review of this data illustrates that our student performance decreased moderately or remained similar to previous performance.

SBAC	7 th Grade ELA			8 th Grade ELA		
	2018-19	2022-23	Change	2018-19	2022-23	Change
% Meeting Standard	13.33%	17.24%	+3.91%	6.90%	6.90%	0%
N	11	13		19	16	
Average Scale Score	2460.91	2450	-10.91	2504.63	2506.94	+2.31

SBAC	7 th Grade Mathematics	8 th Grade Mathematics
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	2018-19	2022-23	Change	2018-19	2022-23	Change
% Meeting Standard	0.00%	0.00%	0%	11.11%	12.50%	+1.39%
N	11	13		18	16	
Average Scale Score	2412	2400.15	-11.85	2439.94	2450.75	+10.81

The proficiency data tables below cover proficiency data for the previous five testing years. This data does not include the 2019-2020 school years, as the COVID-19 pandemic impacted testing. A review of overall proficiency during our charter term shows mild upward trajectories of proficiency in ELA and Mathematics using the SBAC testing. Mathematics continues to be an area in which our students struggle.

SBAC ELA Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	9.09%		16.67%	28.57%	15.38%
8 th Grade	15.79%		25.00%	21.43%	18.75%
All	13.33%		21.43%	23.81%	17.24%

SBAC Mathematics Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	0.00%		14.29%	14.29%	0.00%
8 th Grade	11.11%		0.00%	8.33%	12.50%
All	6.90%		7.14%	10.53%	6.90%

The data listed above demonstrates the challenges of the COVID-19 pandemic in Mathematics. Mathematics is an area in which prerequisite skills are built each year. As the pandemic interrupted students' regular growth and learning, the data demonstrates that our students returned in person that significant gaps existed in their learning. These gaps are believed to be represented in almost all student cohorts and across many learning environments.

To address these concerns, our school implemented a high-quality instructional materials curriculum to identify achievement gaps and remediate target outcomes. In addition, our school modified intervention programs to further address challenges. In addition, our school changed our schedule to add 45 minutes of intervention time per week. We also reduced the overall class sizes in our math classes to ensure that instruction was focused on needs.

Students enrolled in our school demonstrate significant deficiencies when looking at Grade Level Equivalencies. Using benchmarking testing, our 7th and 8th-grade students start the school year with us far below grade level. The chart below demonstrates these deficiencies. Our school targets students to close these deficiencies using various forms of intervention instruction.



GLE Average Deficiencies	Reading	Mathematics
7 th Grade	-2.95 GLE	-3.10 GLE
8 th Grade	-2.14 GLE	-2.86 GLE

Reviewing our School Day SAT data again illustrates our students' performance problems using assessment results. Overall proficiency shows inconsistent performance and overall below-average performance in all areas assessed. While we explain the benefits of doing well on the SAT, many students plan to enter the workforce after graduation. These students do not put the same emphasis on performance on these assessments. Our school will continue to work to improve our outcomes on this assessment tool.

Our school implemented a new SAT preparation program for our 11th-grade students to address student SAT performance. Students now have 225 minutes per week of direct SAT intervention support. In addition, our school provides the PSAT for all students in grades 8, 9, and 10.

School Day SAT (11 th) Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELA	6.67%	10.00%	6.67%	26.32%	6.67%
Math	0.00%	0.00%	0.00%	10.53%	0.00%
Essay	7.69%	11.11%	0.00%	15.79%	0.00%

PSAT Data and performance are listed below for our administration during the 2022-2023 school year.

PSAT Assessments 2022-2023				
PSAT 10				
	N Size	Met Both Benchmarks	Met ERW Benchmark	Met Math Benchmark
POCS	22	5%	32%	5%
State	9662	22%	51%	23%
PSAT 9				
POCS	20	20%	50%	25%
State	4860	28%	53%	31%
PSAT 8				



POCS	15	13%	47%	20%
State	187	77%	89%	80%

SBAC Subgroup Performance

As previously discussed, small N-size groups can dramatically impact overall data. As a result, the “All” group data can present data that does not illustrate the overall performance of each subgroup. A large percentage of the POCS student population is identified as students with disabilities. An important data point to review is the overall performance of the Student with Disabilities (SWD) group and the remaining population (Non-SWD) group compared to the State average performance of these groups.

SBAC	7 th Grade ELA			8 th Grade ELA		
	POCS SWD	State SWD	Diff.	POCS SWD	State SWD	Diff.
% Meeting Standard	10.00%	8.31%	1.69%	10.00%	8.02%	1.98%
Average Scale Score	2428.5	2424.68	3.82	2469.9	2439.69	30.21
	POCS Non-SWD	State Non-SWD	Diff.	POCS Non-SWD	State Non-SWD	Diff.
% Meeting Standard	33.33%	49.36%	-16.03%	33.33%	47.83%	-14.50%
Average Scale Score	2521.67	2544.09	-22.42	2568.67	2556.75	11.92

SBAC	7 th Grade Mathematics			8 th Grade Mathematics		
	POCS SWD	State SWD	Diff.	POCS SWD	State SWD	Diff.
% Meeting Standard	0.00%	5.04%	-5.04%	0.00%	3.53%	-3.53%
Average Scale Score	2384.7	2397.32	-12.62	2417.1	2403.69	13.41
	POCS Non-SWD	State Non-SWD	Diff.	POCS Non-SWD	State Non-SWD	Diff.
% Meeting Standard	0.00%	33.58%	-33.58%	33.33%	28.39%	4.94%
Average Scale Score	2451.67	2518.58	-66.91	2506.83	2521.89	-15.06

Compared to their non-SWD peers, the data above shows that the overall performance of the SWD group is closer to or exceeds the overall state average mean scale score of similar state-wide composite groups compared to their non-SWD peers.



This data also illustrates that some of our most significant challenges exist within our work with our Non-SWD group. Significant scale score gaps and proficiency gaps represent this. This is not a new trend in our data analysis. We find that these students (Non-SWD) enter our school with the highest levels of deficiency in both Reading and Math. We also recognize that this group has greater behavioral challenges impacting their achievement. In addition to our traditional academic support, we are dedicating increased behavioral and mental health support for this group of students.

We know that our school still has significant work to improve the overall proficiency percentage in all areas of our school. We continue to work on improving instructional content and identifying intervention strategies to continue to grow and develop our students.

The data also demonstrates the inconsistency that we see from cohort to cohort. A review of longitudinal data for our students shows long-term proficiency deficits for most of our students. This longitudinal data review demonstrates that many students have never met proficiency expectations before enrolling in our school.

In addition, our cohorts arrive at POCS with varying needs and challenges. The area of Mathematics has the greatest barriers to helping students find success, as many of our students are missing key skills required to access grade-level content.

Academic Progress

Positive Outcomes Charter School believes that growth is the most important measure of the success of our school. As previously stated, almost 100% of our students arrive at our school with significant deficiencies and challenges. As a result, our number one priority is to help students close the gaps in their achievement. Growth is the number one indicator of this. While our school received a rating of Well Below Expectations, this data and other data points show that our students are growing.

Our data review also examines our school's performance relative to the State of Delaware metrics. The table below shows that POCS performance in the areas of growth closely matches the overall State of Delaware performance. Growth in ELA is within 2%, and Math is within <1%. The comparison to the growth of our Lowest Quartile students is ELA >6% and Math <5% compared to the State of Delaware performance.

In comparison to the State of Delaware DSSF performance on the academic progress measures, our school scores closely match the comparison groups.

Academic Progress Area	POCS Metric	Delaware Metric	Difference
Growth in ELA	54.30%	56.32%	-2.02%
Growth in Math	57.11%	58.00%	-0.89%
Growth of Lowest Quartile (ELA)	71.56%	65.08%	+6.48%
Growth of Lowest Quartile (Math)	62.00%	67.31%	-5.31%

Our school-identified mission-specific goals are focused on the overall growth of our internal assessment for ELA and Mathematics. Our school uses Star 360 Reading and Star 360 Math for measuring initial GLE performance and progress monitoring during the school year. Students take assessments three times per year. We also conduct progress monitoring monthly of these measures. Interventions are based on their performance on these assessments.

Mission-Specific Growth Goal Completion	2018-19	2019-20	2020-21	2021-22	2022-23



Reading Growth	63%	34%*	56%*	70%	64%
Math Growth	71%	23%*	38%*	79%	65%

*Data Impacted by Covid-19 Pandemic and Overall Student Attendance and Performance

Another indicator of success is the overall growth of our lowest quartile for students in ELA and Mathematics. The overall growth of this identified group, 71.56% in ELA and 62% in Mathematics, demonstrates our work in catching students up.

As with all other indicators, our school works to improve outcomes continuously. We continue to identify new diagnostic and intervention strategies and programs that will show continuous improvement. In addition, our school has implemented additional intervention time in our school schedule. These new programs and increased time will allow us more time to identify and improve student deficiencies.

School Quality/Student Success

School Quality/Student Success Indicators is an area where our school demonstrated success before the COVID-19 pandemic. The present levels of performance are well below previously measured performance. Each indicator measured by this area of the DSSF is listed below.

On Track Attendance

The two charts below demonstrate our school's performance on this indicator over the charter term. While these numbers concern our school, they also indicate our school's target student population. Our school students have experienced academic difficulties in traditional school settings. Attendance challenges are one of the key risk factors that our students face.

On Track Attendance	% of Students who missed less than 10% of school days
2018-2019	78.63%
2019-2020	69.37%
2020-2021	69.49%
2021-2022	62.73%
2022-2023	54.90%

The data above demonstrates that over the past years, the number of students who are absent greater than ten days has increased by approximately 30%. We believe this measure has been impacted significantly due to the COVID-19 pandemic. We also believe that almost all schools are experiencing similar challenges with student attendance after the pandemic.

Our school's performance in this area is a critical area that our school identifies for success in our program. For our students to grow and learn, they must be present in school. This school year, we are implementing programs to improve performance in this measure. Our school's student support team meets weekly and reviews student attendance measures. Students falling behind will have a dedicated support team member meet with them to identify the factors impacting their attendance at school. In addition, our school nurse continues to make personal contact with families when students are absent from school. Attendance data will also be reviewed in our MTSS data reviews to identify other staff members who can assist with improving student outcomes.

As student absences escalate, our school will take increased actions, from notifications on limitations for parent-provided notes to mandatory attendance meetings and truancy filings with the appropriate offices.



Our school also works to return parent/family engagement to pre-pandemic levels. We have relaunched our Parent Action Committee meetings, bringing families and our school team together to solve issues. We have also partnered with Parent Camp to increase our parent outreach. We have also launched the HelpMe/SafeDE program this school year to enable our families to receive support for factors that impede student attendance directly.

Proficiency in Science and Social Studies

The data below demonstrates the overall proficiency performance on our annual Science and Social Studies assessments.

DeSSA Science Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
8 th Grade	10.53%		0.00%	14.29%	0.00%
Biology	9.09%		23.08%	7.69%	6.89%
All	9.68%		14.29%	9.68%	3.47%

DeSSA Social Studies Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	9.09%		0.00%	28.57%	Not Tested
11 th Grade	5.88%		0.00%	21.05%	13.33%
All	7.14%		0.00%	23.08%	13.33%

As identified above, overall proficiency continues to be a struggle for our students and school. Our school is working to identify additional measures that our school can utilize to benchmark student performance on the Science and Social Studies proficiency targets. In addition, we are working with classroom teachers to ensure that our curriculum is prioritized to match testing blueprints to ensure that we are providing our students the best opportunity to demonstrate their knowledge.

College and/or Career Preparedness

Positive Outcomes Charter School had 82.94% of our students meeting this indicator. Our school continues to work with our students to identify ways that we can help our students transition from our school into the subsequent phases of their lives.

On track in 9th grade

Positive Outcomes Charter School had 93.68% of students marked as being on track in 9th grade. This number represents a total of two students missing classes. One student dropped out during the school year and failed to return to school. The other student was required to attend summer school to be promoted. The student was successful; however, is still missing a science credit.

Graduation Rate

Graduation rates at our school are another data point that can be dramatically impacted by the small N sizes of our student cohort groups; as such, our school can experience dramatic swings in our graduation rate percentages. As the chart demonstrates below, our rates can shift from a high of 94% to a low of 53%. High school completion is one of our school's most essential student targets. We continue to work with students to complete their high school diplomas.



Another factor impacting our meeting graduation rates is the number of students that we work with who are working on a Basic Diploma or students who do not accept their diplomas to enter additional academic programming. After completing our school program, these students enter the Project Search program for further vocational training. For example, the Class of 2023 had four students take this path. This is approximately 20% of our total graduating class.

Graduation rates are also another measure that the Covid-19 pandemic has significantly impacted. Many students started working while our school was working virtually with students and did not return to complete their high school diplomas. In addition, we had three students who left the state during virtual instruction and did not return when we returned in person. While this measure will always be volatile, our performance will return to pre-pandemic performance levels.

Positive Outcomes Charter School Graduation Rates					
	2018	2019	2020	2021	2022
4 Year	70.37%	88.89%	53.33%	62.50%	72.22%
5 Year	70.37%	94.40%	53.33%	87.50%	
6 Year	70.37%	94.40%	53.33%		


Progress Toward English Language Proficiency

Not Applicable.

Applicant Comments :

The full data report with Charts and Data is attached.

Applicant Evidence :



Q18 Answer with Full Charts a...

Uploaded on **9/29/2023** by
Edward Emmett

5.2. Supplemental Academic Performance Data

Positive Outcomes Charter School was the pilot school for the Assessing Global Access, Academics, Mission, and Equity (A-GAME) project. A-GAME worked with POCS and the Charter School Office to develop an authorizer’s report card to identify additional measures of school performance metrics to supplement Delaware’s school report card, the Delaware School Success Framework (DSSF). Additionally, the authorizer’s report card was designed to identify student-centered metrics that capture the ways schools add value to the lives of students which are not reflected on the DSSF.

School year 2021-22 served as the baseline year for POCS’ authorizer’s report (see below).



Academic Proficiency & Growth	2021-22
Achievement: Overall School Rating on State Report Card	Not Applicable
Achievement: State Assessment [ELA]	Approaching Standard
Achievement: State Assessment [Math]	Does Not Meet Standard
Achievement: State Assessment [Science]	Does Not Meet Standard
Achievement: State Assessment [Social Studies]	Does Not Meet Standard
Achievement: STAR 360 [ELA]	Meets Standard
Achievement: STAR 360 [Math]	Meets Standard
Academic Growth	Not Applicable
Growth: STAR 360 [ELA]	Approaching Standard
Growth: STAR 360 [Math]	Approaching Standard
Exhibition Rubric	Approaching Standard
High School Completion	
State Report Card Rating	Not Applicable
Adjusted 6-year Cohort Graduation Rate	Does Not Meet Standard
College/Career Indicator	
State Report Card Rating: College and Career Preparation	Not Applicable
College and Career Ready Measure	Approaching Standard
Catch Up Credit Rate	Meets Standard
School Climate and Engagement	
On-Track Attendance	Approaching Standard
Supportive Relationships	Exceeds Standard
Social Emotional Well-Being	Approaching Standard

Year: 2022-2023 Academic POCs Scorecard

Academic Proficiency & Growth

- Achievement: Overall School Rating on State Report Card: Does Not Meet Standard
- Achievement: State Assessment [ELA]: Approaching Standard
- Achievement: State Assessment [Math]: Does Not Meet Standard
- Achievement: State Assessment [Science]: Does Not Meet Standard
- Achievement: State Assessment [Social Studies]: Does Not Meet Standard
- Achievement: Star 360 [ELA]: Meets Standard
- Achievement: Star 360 [Math]: Meets Standard
- Academic Growth: Does Not Meet Standard
- Growth: Star 360 [ELA]: Approaching Standard
- Growth: Star 360 [Math]: Approaching Standard
- Exhibition Rubric: Approaching Standard

High School Completion

- State Report Card Rating: On-Track to Graduation: Exceeds Standard
- Adjusted 6-year cohort graduation rate: Error executing formula

College/Career Indicator

- State Report Card Rating: College and Career Preparation: Meets Standard
- College and Career Ready measure: Exceeds Standard
- Catch Up Credit Rate: Exceeds Standard

School Climate and Engagement

- On-Track Attendance: Meets Standard
- Supportive Relationships: Meets Standard
- Social Emotional Well-Being: Meets Standard

Q19. Provide any academic performance-related evidence, supplemental data, or contextual information. In this section, you may provide graphs and/or charts to supplement your narrative as Appendix 1.

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20

Applicant Comments :

Supplemental data and Charts for Q18 and Q20 are attached to actual questions.

Q20. Reflect on other aspects of the school's academic performance that may not be captured by the DSSF. Highlight successes, challenges, root causes, and describe how the school will address the challenges.



Positive Outcome Charter School has been working with the Department of Education Charter Office and A-Game team to identify additional measures that could be presented to demonstrate other indicators of our school's success. The section below outlines what goals are part of our school's A-Game work. This listing is pulled from our work with the A-Game team. This Alternative Report Card includes traditional data reflected in our DSSF report. The additional goals below were identified as important to our school and reflect other student growth and success indicators. Throughout the development of these targets, our school chose to have high targets for meeting the standard. It was discussed that reaching standards in each area was designed to be challenging. Low targets will not lead to continuous improvement. Our 2022-2023 report card is listed below to explain goals.

A review of our results shows areas that are still in need of improvement. We know that we need to continuously work to improve student outcomes. One measure is listed as an error in calculations as the measure business rules need to be reviewed to accurately reflect the target our team sought to measure (6-Year Graduation Calculation).

Positive Outcomes Charter School

A-Game Goals for Alternative Report Card

Leaders from the Delaware Department of Education (DOE) and Positive Outcomes Charter School (POCS) participated in the A-GAME (Advancing Great Authorizing and Modeling Excellence) pilot project. Through this work, they created common and unique goals to supplement school performance captured in the DOE's renewal framework for the charter schools they authorize. This pilot work included regular meetings with leadership from the school, the authorizer, and the A-GAME team's directors, Naomi Rivera and Jody Ernst, during the 2020-21 school year.

While many goals apply across the entire student body, some are differentiated based on the number of risk factors a student enters the school with. Risk factors include the following: students with truancy issues, students on mental health placements, students on a mental health treatment plan, students having academic skill deficiencies in math and/or reading of greater than two grade levels, students who are credit deficient by two or more credits, students with an IEP, and/or students who have experienced a traumatic life event.

Research supports the conclusion that students with more risk factors have more difficulty engaging in school, even when present in online classrooms or the school building. Thus, students' engagement levels are defined as follows:

- Engaged: Students with 0-1 identified risk factors
- Emerging: Students with 2-3 identified risk factors
- Disengaged: Students with 4 or more risk factors

Goals

The following tables present the goals explicitly designed for Positive Outcomes Charter School.

Academic Performance & Growth

Measure	Goal Type	Goal
Achievement: Overall School Rating on State Report Card	Default	Each year, the school will receive a meet or exceeds rating on the overall academic performance metric on the Delaware School Success Framework.
Achievement: ELA state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their engagement level, identified at the beginning of the school year (or upon enrollment)



Achievement: Math state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Science state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Social Studies state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Star 360 ELA	Supplemental	Each year, at least 90% of students will EITHER score on grade level in the spring OR show improvement between the fall and spring assessment occasions.
Achievement: Star 360 Math	Supplemental	Each year, at least 90% of students will EITHER score on grade level in the spring OR show improvement between the fall and spring assessment occasions.
Academic Growth	Default	Each year, the school will receive a meet or exceeds rating on the overall growth metric on the Delaware School Success Framework.
Growth: Star 360 ELA	Supplemental	Each year, at least 60 percent of students will meet expected growth, as specified in each student's STAR report.
Growth: Star 360 Math	Supplemental	Each year, at least 60 percent of students will meet expected growth, as specified in each student's STAR report.
Exhibition Rubric	Supplemental	Each year, at least 75% of students will demonstrate growth in skills through their summative final end-of-year exhibition score.

High School Completion

Measure	Goal Type	Goal
State Report Card Rating: On track to graduation	Default	Each year, the school will receive a meet or exceed rating on the on-track to graduation metric on the Delaware School Success Framework.
Adjusted 6-year cohort graduation rate	Supplemental	At least 67% of students enrolled in the school will graduate with either a regular or a basic diploma within six years of enrolling in 9th grade for the first time.

College/Career Indicator

Measure	Goal Type	Goal
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State Report Card Rating: College and Career Preparation	Default	Each year, the school will receive a meet or exceed rating on the overall college & career preparation metric on the Delaware School Success Framework.
POCS College and Career Ready measure	Supplemental	Each year, at least 75% of students in grades 10-12 will either complete an internship with a satisfactory evaluation, receive an Accuplacer or SAT score that qualifies them to take a dual enrollment course of interest or complete a dual enrollment course with a C or better grade.
Catch up credit rate.	Supplemental	Each year, at least X% of all high school students will either maintain their on-track status or catch up by at least 1 or 2 credits, based on their level of credit deficiency, by the end of the year (including summer school)

School Climate & Engagement

Measure	Goal Type	Goal
On-track attendance	Supplemental	Each year, at least 80% of students will meet their attendance goal as specified in their attendance agreement.
Supportive relationships	Supplemental	Each year, at least 90% of students will report that they feel they have a supportive relationship with at least one adult at the school.
Social Emotional well-being	Supplemental	Each year, at least 80% of students will either remain "Competent" or "Advanced" on the SEL Composite Performance Level assessment (SISSCoLab) in the fall and spring or show improvement between their fall and spring assessments.

Data from our Alternative Report Card can be provided if required.

The data below demonstrates the risk factors of our student population and is provided to identify context around the work developed with the A-Game Team.

Our students are grouped based on the number of risk factors identified when entering our school program. These risk factors are listed above. The chart below shows the percentage of our students that fall into our three phases. Phase 1 – 0-1 risk factors, Phase 2 – 2-3 risk factors, Phase 3 – 4 or more risk factors.

Most of our students are identified as Phase 3, 70.43%.

The following chart demonstrates the targeted risk factors and the percentage of our student population identified with the identified risk factor.


The three risk factors that impact our student population are ELA GLE Discrepancy of >2, Math GLE Discrepancy of >2, and Traumatic Events. These risk factors create barriers to success for our students. We still believe that our students can find success and achieve higher levels. This data is presented to demonstrate the challenges that we have. We will continue to do all we can to help our students find success.

Applicant Comments :

Attached Document includes full graphics and charts for Q20



Applicant Evidence :


Q 20 Alternative Report Card I...

Uploaded on **9/29/2023** by
Edward Emmett

Q21. Provide and reflect on additional information regarding academic-related indicators your school would like the Accountability Committee to consider. (This could include social and emotional development, attendance and retention, student engagement, student discipline, and others as appropriate.) Highlight successes, challenges, root causes, and describe how the school will address the challenges.



Social and Emotional Development

Positive Outcomes Charter School works continuously to improve our students’ social and emotional development by providing individual, group, classroom, and school-wide interventions. Evidence-based SEL programs are embedded into the school’s curriculum through weekly Character Strong lessons, quarterly student, teacher, and parent completion of the Social Skills Improvement System (SSIS) screening tool, and daily emotional well-being check-ins with students.

Students self-report strengths and challenges in Self-Awareness, Self-Management, Social Awareness, Relationship Skills, Responsible Decision-making, and internalizing and externalizing behaviors. Identified students are then provided targeted interventions based on their area of need. Counseling services are also provided within Individualized Education Plans for students who exhibit areas of need related to behavior, social difficulties, and emotion regulation challenges that impact their ability to access the general education curriculum. We measure student growth and the impact of these interventions through quarterly progress monitoring with the SSIS tool and IEP procedures.

Teachers receive professional development training focused on SEL strategies, restorative practices, and trauma-informed approaches to help staff build and maintain quality relationships. Support Staff participates in regular team meetings to discuss the social, emotional, and behavioral concerns that arise and develop appropriate support plans. Pertinent student information is then shared with teachers and staff during weekly PLC meetings. This information will be shared with the appropriate staff immediately if significant changes occur in students’ lives. Hence, they are aware of the potential impact that it may have on students’ functioning.

Positive Outcomes Charter School fosters a safe, inclusive, and welcoming school environment, has established clear anti-bullying policies and practices and utilizes restorative practices to enhance community cohesion and resolve interpersonal conflicts.

Behavioral Intervention Program

The Discipline Program over the past five years at Positive Outcomes Charter School has significantly improved yearly. The number of major discipline infractions has decreased significantly post-COVID-19. The behavioral intervention/discipline programs’ successes are due to a cohesive Support Team and regular communication, utilizing our abilities to establish relationships with students and their parents.

Positive Outcomes participates in several workgroups facilitated by the Department of Education to ensure we operate under the most current guidance and mandates in school law and evidence-based behavior interventions and strategies. A representative is present at the Department of Education Equity Professional Learning Community and Positive Behavior Support Cadre. Positive Outcomes participates in professional development opportunities from the Department of Education that inform on best practices and guidelines. The information is then disseminated to Positive Outcome staff during our PLC meetings, support staff meetings, and administrative meetings. There is an opportunity for staff feedback and questions through email and surveys, with anonymous and identifying submission options.

The Behavioral Interventionist continues using Restorative Practices and establishing relationships with each student, listening to each one’s unique concerns and meeting them where they are helping them to develop. We have implemented a robust PBIS Rewards System to identify students meeting school expectations and rewarding them with unique and special opportunities.

Our school uses an automated discipline referral system (RAP), making it easier to be aware of behavioral issues as they occur. This system alerts relevant staff through detailed emails.

Our discipline data from the last four years of our charter term are listed below. It is important to note that data from the 2020-2021 school year is actual and not a deletion of data. Overall, our students operated on a partial in-person and partial virtual program during this school year. Students in person did not react following previous or subsequent school years. The students were subdued and vacant of many behavioral responses to school.

Discipline Data from 2019-2023

<u>Behavior</u>	<u>2019-2020</u>	<u>2020-2021</u>	<u>2021-2022</u>	<u>2022-2023</u>
<u>Leaving Assigned Area Without Permission</u>	<u>112</u>	<u>0</u>	<u>26</u>	<u>13</u>



<u>Abusive Language/Gestures</u>	93	0	62	60
<u>Disruption Of The Orderly Education Process: Disruption In Classroom</u>	84	1	16	12
<u>Offensive Touching</u>	63	0	6	18
<u>Inappropriate Behavior: Dress Code Violation</u>	46	0	9	8
<u>Attendance Problems in School or Class: Lateness To Class</u>	42	0	14	8
<u>Defiance Of School Authority: Disrespect Toward A Staff Member</u>	39	1	14	5
<u>Other</u>	25	1	26	10
<u>Attendance Problems in School or Class: Skipping Class</u>	24	0	24	24
<u>Disorderly Conduct</u>	21	0	10	5
<u>Electronic Devices Unauthorized Use of</u>	21	0	12	4
<u>Attendance Problems in School or Class: Excessive Tardies</u>	19	0	5	6
<u>Inappropriate Behavior: Safety Violation</u>	13	0	13	3
<u>Leaving School Property Without Permission</u>	13	0	4	4
<u>Inappropriate Behavior: Leaving Class Without Permission</u>	11	0	16	3
<u>Fighting</u>	8	1	7	3
<u>Loitering/Trespassing: Unauthorized Area</u>	6	0	0	2
<u>Disruption Of The Orderly Education Process: Disruption In The Hallway</u>	5	0	2	1
<u>Inappropriate Sexual Behavior</u>	5	0	0	5
<u>Misuse of Technology</u>	5	0	3	3
<u>Bullying</u>	4	0	4	2
<u>Dangerous Instruments/Look-Alikes-Possession</u>	4	0	0	0



<u>Inappropriate Behavior: Violation Of Behavioral Contract</u>	<u>3</u>	<u>0</u>	<u>7</u>	<u>0</u>
<u>Inflammatory Actions</u>	<u>3</u>	<u>0</u>	<u>3</u>	<u>0</u>
<u>Terroristic Threatening: Student</u>	<u>3</u>	<u>0</u>	<u>4</u>	<u>0</u>
<u>Drug/Alcohol Policy Violation</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>2</u>
<u>Assault I & II</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>1</u>
<u>Totals</u>	<u>672</u>	<u>4</u>	<u>287</u>	<u>202</u>



6. Organizational Performance

The Organizational Performance Framework reflects expectations the charter school is required to meet through state and federal law and the charter performance agreement, and seeks to provide information regarding these key questions:

- Is the school organizationally sound and well operated?
- Is the school fulfilling its legal obligations and sound public stewardship?
- Is the school meeting its obligations and expectations for appropriate access, education, support services, and outcomes for students with disabilities?

6.1. Organizational Performance Framework

Year	Education Program				Governance & Reporting			Students & Staff		Facilities, Transportation, Health & Safety	OVERALL RATING
	Mission Fidelity	Applicable State & Federal Requirements	Students with Disabilities	English learners	Governance & Public Stewardship	Oversight of School Management	Reporting Requirements	Students Rights	Req. on Teacher Certification & Hiring Staff		
	1a	1b	1c	1d	2a	2b	2c	3a	3b	4a	
2019-2020	M	M	AS	M	AS	M	M	M	M	M	Meets Standard
2020-2021	M	M	M	M	M	M	M	M	M	M	Meets Standard
2021-2022	M	AS	M	M	M	M	M	M	M	M	Meets Standard

PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

Q22. Describe the school's organizational performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)



(Note: The chart listed in our renewal application is incorrect. After checking with the DDOE, it was determined that our organizational chart matches what we uploaded below)

Positive Outcomes Charter School has always strived for organizational excellence and compliance in all facets of our school's operations during our current charter period. The chart above notes that POCS has exceptional practices to comply with all regulatory requirements and expectations. This data indicates that our school is organizationally sound and well-run and materially meeting and complying with applicable laws, rules, regulations, and provisions of our Charter.

Our school has always been faithful to our mission, requirements for instructional minutes, graduation and promotion, content standards and state programs, administering state assessments, and implementing mandated programming in accordance with state and federal grants and following the conditions and assurances for federal funds. Compliance is monitored through the DDOE and captured through the Epicenter Monitoring system. Additionally, the school is fulfilling legal responsibilities for students with disabilities and English Learners as documented through DDOE audits. The school meets the Board composition requirements and the board policies for oversight, including bylaws, state open meeting laws, articles of incorporation, and the State Code of Conduct.

The Board comprises community, parents, and staff members and has a well-functioning CBOC. The Board complies with conflict of interest processes and conducts meetings in accordance with the regulations and requirements of the law. Agendas, minutes, and meeting audio recordings are posted to the school's website (www.positiveoutcomescs.org) (<http://www.positiveoutcomescs.org>). The Board of Directors complies with oversight and evaluation of school management. The school protects all students' legal rights per policies and practices related to application, admissions, recruitment, and enrollment. The school complies with FERPA, FOIA, due process, civil rights,, and code of conduct. The school follows requirements relative to certification, hiring, and all HR policies and procedures. Finally, the school complies with fire inspections and other safety drills, a certificate of building occupancy, required nursing services and dispensing of pharmaceuticals and provides food services as required under federal and state regulations. Safety and crisis drills are filed and reported online within the ERIP system. Student health information is handled by the school nurse and is documented in student health files and online in Eschool+.

Applicant Evidence :

POCS Org. Framework Templat...

Uploaded on **9/12/2023** by
Edward Emmett

POCS Org. Framework Templat...

Uploaded on **9/29/2023** by
Edward Emmett

Q23. Discuss management and operations successes and challenges during the current contract term. Areas you may want to consider as appropriate:

- School leadership
- Day-to-day operations including: transportation; facilities; food service; staffing (hiring, retention, professional development, evaluation); health and safety; community engagement

Key Indicator	Sub-Indicator	Points Awarded	Possible Points	% Achieved	Indicator Weight	Sub Indicator %		Overall Rating
Education Program	1.a Mission Fidelity	2	2	100%	40%	98%	39.00%	99%
	1.b Applicable State and Federal Requirements	9	10	90%				
	1.c Students with Disabilities	14	14	100%				
	1.d English Learners	16	16	100%				
Governance and Reporting	2.a Governance and Public Stewardship	10	10	100%	30%	100%	30.00%	
	2.b Oversight of School Management	4	4	100%				
	2.c Reporting Requirements	3	3	100%				
Students and Staff	3.a Students Rights	7	7	100%	20%	100%	20.00%	
	3.b Requirements on Teacher Certification and Hiring Staff	2	2	100%				
Facilities, Transportation, Health and Safety	Facilities	17	17	100%	10%	100%	10.00%	
	Transportation							
	Health							



Positive Outcomes Charter School's leadership is dedicated to ensuring that our school is run as ethically as possible and complies with all requirements. In addition, our school operates solely to improve outcomes for our students. Every decision and action made, is made with our students' best interest as the priority. Our students are searching for a school that is safe, respectful of their needs, and a space that their educational desires are valued. The school leadership team has worked through the term to ensure that our students' needs are addressed and that our families have a safe, effective school for their students to attend.

Over the charter term, our school has had consistency in our school leadership. The only change to our leadership structure resulted from a planned retirement. During this transition, the retiring school leader provided synchronous, on-site training to the successor. POCS's new leader underwent rigorous coaching with our current leaders throughout the summer months to assure they were equipped for the start of the school year. Coaching and mentoring has continued onsite for our new leader.

Our school has successfully partnered with the Caesar Rodney School District to provide nutritional services for our students. This partnership enables our students to enjoy nutritious meals daily while ensuring the efficiency of operations that would not be possible due to our small student enrollment numbers.

The most significant challenge that our school experienced over our current charter term was responding to the COVID-19 pandemic. Our leadership team had to respond to many issues that impacted the overall operation of our school. Our team ensured that student impacts were minimized as much as possible.

Q24. Address any measure(s) where the school did not meet standard or is approaching standard.

Positive Outcomes Charter School has received a rating of meets on all required measures of the Organizational Performance Framework. We can always be a better organization, and POCS continues to identify methods to continue to grow. As a school, we take all input for improvement to drive systematic and organizational improvements each year. We seek outside advice whenever an issue may impact our school.

6.2. Educational Program

Q25. Mission-Specific Goal(s): As Appendix 2, provide the results (data source) of the school's mission specific goal(s). Remember not to include any personally identifiable information (PII).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 20



Applicant Comments :

Positive Outcomes Charter School's Mission-Specific Goal reporting for the 2022-2023 school year is listed below and supported on the subsequent page. We are providing the information for the following goals that are outlined in our approved Performance Agreement from our last renewal:

Mission-Specific Goal 1	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>
Indicators	<p><u><i>Meets Standard</i></u></p> <p><i>The school has between 60 and 100 percent of all students meeting their Lexile growth target using SRI</i></p> <p><u><i>Approaching Standard</i></u></p> <p><i>The school has between 40 and 59 percent of all students meeting their Lexile growth target using SRI</i></p> <p><u><i>Falls Far Below Standard</i></u></p> <p><i>The school has less than 40 percent of all students meeting their Lexile growth target using SRI</i></p>
Mission-Specific Goal 2	<i>As a school that focuses on high-needs students, we aim to have students increase their performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>



Indicators	<u>Meets Standard</u>
	<i>The school has between 60 and 100 percent of all students meeting their Quantile growth target using SMI</i>
	<u>Approaching Standard</u>
	<i>The school has between 40 and 59 percent of all students meeting their Quantile growth target using SMI</i>
	<u>Falls Far Below Standard</u>
	<i>The school has less than 40 percent of all students meeting their Quantile growth target using SMI</i>

The above-listed indicators' names have been modified from our approved Performance Agreement based on changes to other measures throughout the State. The change was the removal of the Exceeds Standards category and a renaming of the existing ones.

Mission-Specific Goal 1	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>

Advisory	N Count	Number Meeting SRI Growth Target	% of Students Meeting SRI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	107	69	64.49%

For our Mission Specific Goal 1, Positive Outcomes Charter School **Meets Standard**.

Mission-Specific Goal 2	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>



Advisory	N Count	Number Meeting SMI Growth Target	% of Students Meeting SMI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	104	68	65.38%


For our Mission Specific Goal 2, Positive Outcomes Charter School **Meets Standard**.

Reading Growth Goal Measures			
Grade	Baseline Average GLE	% of Students Meeting Growth Goal Targets	School Measures Met
7th	4.42	100%	Yes
8th	5.68	76%	Yes
9th	7.08	64%	Yes
10th	7.19	52%	No - 8% Below Target
11th	5.72	47%	No - 13% Below Target
12th	8.36	63%	Yes
School Wide		64%	Yes
Mathematics Growth Goal Measures			
Grade	Baseline Average GLE	% of Students Meeting Growth Goal Targets	School Measures Met
7th	3.93	82%	Yes
8th	5.03	71%	Yes
9th	6.37	75%	Yes
10th	6.04	60%	Yes




11th	5.7	33%	No - 27% Below Target
12th	7.68	75%	Yes
School Wide		65%	Yes

Applicant Evidence :



2022-23 Mission Specific Goals ...

Uploaded on **9/12/2023** by
Edward Emmett



Mission Specific Goals POCS 20...

Uploaded on **9/12/2023** by
Edward Emmett

Q26. Curriculum, Instruction, and Professional Development As Appendix 3, provide the following documents as evidence of curriculum alignment to Delaware Content Standards: Provide an electronic copy of curricula including scope and sequence documents, units, assessments and content covered per core content area (Mathematics, English Language Arts, Social Studies, Science, Visual/Performing Arts, World Languages, Health and Physical Education) for each grade level the school serves. The documents should demonstrate clear alignment with the Delaware Content Standards (including Common Core State Standards in English Language Arts and Mathematics, and Next Generation Science Standards) in all content areas. Evidence to establish adherence to the state’s expectations regarding **ELA standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality instructional resources as defined by EdReports.org., which includes the scope and sequence documents showing units of study with their corresponding anchor texts and culminating tasks with the intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org, including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents must include:
 - featured anchor texts of knowledge building units around topics of inquiry/exploration and intended pacing for each grade/course. These should reflect the distribution of text types and genres required by the standards as outlined in Appendix B.
 - a set of targeted grade-level CCSS ELA/Literacy standards for each unit.
 - alignment to the foundational reading skills and intended pacing for each grade must be included for grades K-5.
- Sample learning experiences (lesson/unit) and assessments with their corresponding rubrics.
- Opportunities provided and embedded within curriculum for professional learning and strategic use of curricular resources.
- In addition, there needs to be a well-articulated academic MTSS process for reading that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- For grades 9-12, English course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.
- Description of the professional learning structures for the ELA teachers and how the vision for professional learning adheres to the state’s standards for professional learning. Please provide sample professional learning goals for the ELA department since the last renewal.

Evidence to establish adherence to the state’s expectations regarding **Math standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high quality, standards aligned instructional resource as defined by EdReports.org. This includes the scope and sequence documents showing alignment to standards and intended pacing for each grade/course; **OR** curricular resources/documents that meet the criteria of the appropriate IMET from achievethecore.org



including additional resources selected to support areas where the curriculum materials were weak per EdReports.org (yellow or red). Scope and sequence documents showing alignment to standards and intended pacing for each grade/course must be included in this documentation.

- Sample learning experiences (lesson/unit) and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of curricular resources.
- Description of the professional learning structures the mathematics teachers engage in and how the vision for professional learning adheres to the state's standards for professional learning. Please provide sample professional learning goals for the mathematics department since the last renewal.
- In addition, there needs to be a well-articulated academic MTSS process for mathematics that includes screening, diagnostics, evidence-based interventions, and progress monitoring.
- Additionally, for grades 9-12, Mathematics course sequences/programs of study should be provided. No curricular documents are required for Advanced Placement, International Baccalaureate SL or HL, or dual enrollment courses.

Evidence to establish adherence to the state's expectations regarding **Social Studies standards and instruction** through the grade bands should include the following:

- Scope and sequence showing standards targeted and major topics for each grade/course in the school.
- One sample assessment aligned to state standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- No curricular documents are required for AP, IB, or dual enrollment courses.
- Schedule of time allotted for social studies instruction in each grade

Evidence to establish adherence to the state's expectations regarding **Science standards and instruction** through the grade bands should include the following:

- Evidence of the adoption of a high-quality instructional resource as defined by EdReports.org or curricular resources that meet the criteria of the EQuIP rubric from nextgenscience.org, reviewed by an external evaluator that is not the materials publisher.
- The LEA must provide a scope and sequence for each grade level that includes the unit topic, the unit phenomenon, standards that are covered in that unit, what the students do and figuring out in the unit, and include a lesson and sample assessment from K-2, 3-5, 6-8, 9-12, depending on the structure of the school.
- Schedule of time allotted for science instruction in each grade
- A response to the following questions:
 - What is the professional development plan to support continuous three-dimensional learning along with your instructional resources?
 - Describe how you ensure accessibility for all students in science.
 - Describe how your administrators are monitoring science instruction to ensure the shifts in science are occurring.

Evidence to establish adherence to the state's expectations regarding **Visual/ Performing Arts standards and instruction** through the grade bands should include the following:

- Scope and sequence showing National Core Arts Standards/Delaware State Standards targeted and major topics for each grade/course in the school.
- One sample assessment and rubrics aligned to state (NCAS) standards – intended to provide evidence of student achievement of standards - for each grade/course in the school.
- Schedule of time allotted for arts instruction in each grade band.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state's expectations regarding **World Languages standards and instruction** in grades 9-12 should include the following:

- Curriculum map or scope and sequence showing the targeted Delaware World-Ready Standards for Learning Languages, state proficiency targets and major learning contexts (themes) for each level of language instruction.



- One sample assessment and accompanying scoring rubric from one learning context--intended to provide evidence of student growth in proficiency--for each level of language instruction.
- No curricular documents are required for AP, IB.

Evidence to establish adherence to the state’s expectations regarding **Health Education standards and instruction** in grades K-8 and 1/2 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing the National Health Education Standards/Delaware State Standards targeted and attention to the specific learning concepts for each grade.
- One sample document outlining adherence to the hours requirements for specific health concepts in Regulation 551.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school.

Evidence to establish adherence to the state’s expectations regarding **Physical Education standards and instruction** in grades K-8 and 1 credit in high school (grades 9-12) should include the following:

- Curriculum map or scope and sequence showing alignment to the Delaware physical education standards and grade level expectations.
- One sample assessment and accompanying scoring rubric aligned to state standards – intended to provide evidence of student achievement of standards – for each grade level in the school (example: state physical fitness assessment data and programming provided by the Delaware Department of Education)
- No curricular documents are required for elective Physical Education courses, which should not exceed 1 credit to fulfill graduation requirements.









Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 100

Applicant Comments :

Positive Outcomes Charter School is committed to providing High-Quality Instructional Materials so that students engage more deeply and meaningfully with the content standards in each academic area. Towards this end, we have/are adopting a curriculum recommended by EdReports or deemed high-quality by instructional materials metrics.

We have representation in the State content coalitions for ELA (Literacy Cadre) and Science (Science Coalition). We utilize the Delaware Recommended Curriculums and Model Lessons/Units.

Applicant Evidence :

 POCS Curriculum Map - Spanis...	 POCS Curriculum Map - Spanis...	 World Languages Rubrics-2023...	 ELA Standards and Instruction ...
Uploaded on 10/2/2023 by Patti Kobus	Uploaded on 10/2/2023 by Patti Kobus	Uploaded on 10/2/2023 by Patti Kobus	Uploaded on 10/2/2023 by Patti Kobus
 Math Standards and Instructio...	 Science Instruction (1).docx	 Social Studies Instruction (2).d...	 Physical Education (1).docx
Uploaded on 10/2/2023 by Patti Kobus	Uploaded on 10/2/2023 by Patti Kobus	Uploaded on 10/2/2023 by Patti Kobus	Uploaded on 10/2/2023 by Patti Kobus

6.3. At-Risk Students, Students with Disabilities, and English Language Learners

Q27.If applicable, describe any changes or enhancements the school has made based on findings from audits, investigations, or other administrative proceedings related to at-risk students, students with disabilities, gifted and talented students, or Multilingual Learners.



Positive Outcomes Charter School has established policies and procedures of best practice to ensure compliance with the Individuals with Disabilities Education Act and are frequently reviewed for fidelity. Data is frequently aggregated within these policies and procedures for irregularity and/or patterns.

Positive Outcomes Charter School participates in several workgroups to ensure we operate under the most current guidance from Federal and State regulations and mandates. A representative is present at Special Education Leadership meetings, Equity PLC, PBS Cadre, Communication & Collaboration Network, and the Transition Cadre. Positive Outcomes participates in professional development opportunities from the Department of Education that inform on practices and guidelines. Information is then disseminated to Positive Outcome staff during Professional Learning Communities (PLC), support staff meetings, and administrative meetings. There is an opportunity for staff feedback and questions through email and surveys, with anonymous and identifying submission options.

Positive Outcomes Charter School is a Charter School liaison in the Special Education Strategies Planning Action Committee (SESPAC). This allows us to share our expertise with other local educational agencies and stakeholders. It also provides an opportunity to share the struggles within systems and regulations with stakeholders that affect policy change at the state level. Positive Outcomes has also participated in statewide conferences and meetings where staff and students highlight initiatives, programs, and products to share with other local educational agencies and stakeholder groups.

Positive Outcomes Charter School's results from compliance monitoring from the Delaware Department of Education consistently determine compliance with federal and state indicator requirements. Positive Outcomes Charter School has enhanced the process of Educational Representation after the Attainment of Age Eighteen, according to findings from Positive Outcomes Charter School 2020 – 2021 IDEA Compliance Monitoring. At the sixteen-year-old IEP, the IEP team will document the discussion that at least one year before the age of majority (18), the student has been informed that rights will transfer to him unless a legal guardian has been appointed. This discussion is documented by completing the Student Information and Discussion with Student sections of the Educational Representative after the Attainment of Age 18 worksheet. The first page of the Educational Representative after Attainment of Age 18 worksheet accompanies the Individual Education Plan when uploaded into Power School IEP.

Q28. Describe any changes or enhancements to the process by which at-risk students, students with disabilities and gifted and talented students are identified and the evidence that the school was able to provide the right resources and services for these students.



Positive Outcomes Charter School has a robust, multi-pronged process to identify students with disabilities. Through a multi-tier support system, students are identified, located, and evaluated for disabilities. Positive Outcomes has small class sizes allowing teachers to identify academic weaknesses early in the year. School teams can complete individual root cause analyses to determine risk factors that may manifest in academic, social, or behavioral deficiencies.

Positive Outcomes Charter School has relationships with several local educational agencies throughout the state. Positive Outcomes has the expertise to inquire for additional information, documentation, and concerns from school districts and families not present in cumulative or Special Education files. The expertise of staff and relationships between school districts enables a quick transfer of records, observational tools, and documentation. Positive Outcomes has also obtained an in-depth knowledge of local state agencies' support and technical assistance available for school districts.

Positive Outcomes Charter School believes all instruction focuses on one student at a time, school success requires a partnership of community and school resources, and education requires the families' ongoing involvement throughout the school years. Following these principles, we can engage related services and outside state agencies early to determine needed support. Positive Outcomes has worked with all of our stakeholders to establish relationships to create exceptional outcomes for our students. Positive Outcomes participates in professional development opportunities that provide knowledge of research-based strategies and interventions for individuals with disabilities.

Positive Outcomes Charter School has paired with businesses in the community and the Division of Vocational Rehabilitation to create internships that motivated a student to finish his senior year and graduate. We have partnered with the Division of Visually Impaired and Delaware State Programs for the Deaf to outfit a student and the school with devices and technology to support students in the least restrictive environment. Positive Outcomes has engaged with the Autism workgroup to establish employment opportunities for our students. Positive Outcomes trained a staff member to administer the Autism Diagnostic Observation Schedule (ADOS). This provides an opportunity for a school psychologist, speech and language pathologist, and Special Education Coordinator, who has an in-depth knowledge of the student, to determine eligibility under the classification of Autism.

Positive Outcomes has partnered with the Department of Motor Vehicles and Paratransit to assist families in applying for transportation needs due to disabilities and/or hardships. Positive Outcomes has partnered with AmeriCorps seniors through Delaware's foster grandparent program to assist a student with severe deficiencies when transitioning from tasks or class periods. Throughout the school's existence, Positive Outcomes has provided innovative support and accommodations to support a student's unique needs, such as specialized seating, modified daily schedules, a modified school-wide lighting system, and multiple assistive technology devices. Positive Outcomes truly believes in the mission to provide an opportunity for students to learn in a safe, caring, respectful environment where their individuality is valued and their individual needs are addressed.

Q29. Describe any changes or enhancements to the process by which Multilingual Learners are identified and the evidence that the school was able to provide the right resources and services for these students.



A home language survey or the questions contained in the survey shall be administered as part of the registration process for all registering students. They shall elicit from the student's parent, guardian, or Relative Caregiver the student's first acquired language and the language(s) spoken in the student's home or by the student. Any student for whom a language other than English is reported on the home language survey or the registration form as the student's first acquired language or as a language used in the student's home or by the student shall be administered an English language proficiency assessment. The assessment shall be conducted as soon as practicable but not later than twenty-five (25) school days after enrollment and by qualified personnel trained in administering the assessment instrument.

Following our Federal Compliance Monitoring during the 2020-2021 school year, our school implemented all recommendations. One such recommendation was to review the English Learners Application to monitor for any unidentified students. These reports are run during the initial months of school.

Programs of instruction for Multilingual Learners shall include formal instruction in English language development; and instruction in academic subjects designed to provide MLLs with access to the regular curriculum. In selecting a program(s), Positive Outcomes Charter School shall choose research-based programs that have been demonstrated to be effective in the education of MLLs. Programs shall be implemented consistent with the goal of prompt acquisition of full English proficiency. Programs shall include instruction in academic subjects that is equivalent in scope to the instruction that is provided to students who are not limited in English proficiency. Instruction shall be delivered by individuals who meet Department of Education licensure and certification requirements and are trained to deliver instruction to MLLs.

Positive Outcomes Charter School does not currently have students who qualify as Multilingual Learners.

6.4. Governance and Reporting Requirements

Q30. Describe how the board has provided oversight in the areas of academics, finance, and operations, including legal compliance.

The Positive Outcomes Charter School Board of Directors meets monthly to ensure proper oversight of the school's academics, finances, and operations. During our meetings, the board receives reports from the school director, the business manager, the dean of academics and instruction, and the dean of student supports and services.

The board can request any additional data reports or other reports from any administration member. The board also receives and reviews all reports and communications from the Delaware Department of Education. The board has empowered the school director to operate the school's day-to-day operations with oversight provided by the Board of Directors.

The board holds the director accountable for the outcomes of our academic, financial, and organizational frameworks. In addition, having a school director with significant experience enables the board to focus on items that need support without focusing on micromanagement or interfering with the daily operation of the school program.

Q31. Discuss board-related successes and challenges during the current charter term. Areas you may want to consider as appropriate include:

- Membership and recruitment
- New member induction and ongoing governance training
- Meeting attendance
- Board self-evaluation
- Progress on particular board-level projects



The Positive Outcomes Charter School Board of Directors considers the greatest success over our current charter term is the 67 graduates who completed our school. Of these 67, six students completed our program and transitioned to the Project Search program to further develop their skills.

The most significant challenge our Board experienced during the current charter term is providing support, oversight, and governance during the COVID-19 pandemic. Every aspect of board governance was challenging, from ensuring a safe school for all our student-faculty and staff to a rapid transition to remote learning. Our board continued to meet and support our school administration during this time. The board continues to be thankful for all we could accomplish during this challenging time.

During the present charter term, the board of directors had many successes. Recruitment of new members was very effective during the non-pandemic impacted school years. Board member attendance was very strong during this period. Every meeting met quorum requirements, and no meetings were canceled due to a lack of board member attendance.

Our board continued improving our members' remote and virtual attendance options using the Zoom meeting platform and upgraded conference room camera systems. Our board meetings use technology to ensure all in-person or virtual members can interact and collaborate on all action items.

The board also worked to revise our Board of Directors By-Laws to add a student seat to our board. This new student seat has full voting powers except for personal-related actions and items. This new seat adds to a very connected board comprising five community members, three parent members, two faculty and staff members, and now one student member.

Q32. Describe the process used by the board to evaluate school leadership.

The Positive Outcomes Charter School Board of Directors meets annually to discuss our school's overall progress and outcomes. During this time, they discuss the effectiveness of the school's Director and administrative team. They use the Charter School Performance Frameworks for conversations and decisions. They then provide regular feedback to the Director and decide to renew the employment contract.

Starting in the 2023-2024 school year, the Board will be moving to use the DPAS for Administrators model to evaluate the Director. The Director then evaluates the school's deans using the same process.

Q33. Describe the school's process for succession planning including identification, development and retention of school leaders.



Leadership in charter schools is one of, if not the most important part of ensuring that schools are run effectively. Hiring key school leadership is critical to Positive Outcomes Charter School's success and our model's sustainability. A charter school's Governing Board is charged with hiring, setting compensation for, supporting, evaluating, and rehiring/releasing the school's leader. It is one of the most critical tasks the Board holds in discharging its public duties.

Positive Outcomes Charter School believes succession planning should be a proactive rather than reactive approach to school leadership transition. Succession planning works best when Board members and our school leadership collaborate in advance to create the conditions for a successful leadership transition, whether or not it is expected in the near future. The actions below are plans to stabilize leadership and ensure that plans are in place to transition as necessary.

In the event of the departure of the current School Leader, the Board President will be the main point of contact. The Board President will call an emergency board meeting to notify all the board members and discuss the next steps. Once the plan of action has been determined, a message from the Board President should be sent to the school's key stakeholders detailing the plan.

The Board needs to decide who will be the Board Designee to perform the School Leader's essential duties while the Board searches for a new School Leader. There are three options:

1. The board will negotiate with the School Leader that even if the School Leader is leaving, he/she will stay one more year until the board finds the right person to fill the School Leader position.
2. The board appoints an acting School Leader to provide leadership during the School Leader search process. This might be a School Leader or a Board member.
3. An interim School Leader will be hired for a year by the Board to provide leadership during the School Leader search process. This interim School Leader might apply and be considered a candidate for the School Leader position.

During interim leadership, the Board will search following established protocols. Time must be taken to identify the right leader for our school.

Running a charter school, especially a small targeted one, requires skills that traditional school leadership may lack. As such, our school will seek to identify internal leadership potential in current faculty. Once potential leaders are identified, the director will identify potential avenues to share institutional knowledge. Our school has two other leadership positions that can be part of the leadership ladder.

The loss of institutional knowledge is the largest challenge when transitioning leadership. Our school will work to diversify leadership skills in our two dean positions. These roles have targeted leadership areas of Academics and Student Support Programs. These positions will enable the spread of work amongst several leaders to ensure duplication of skills and knowledge transfer.

The retention of our school leaders is key to our success. Our leadership must be compensated fairly, and that quality of work-life balance is maintained to ensure that leadership does not "burn out" due to our stressful work environment. The board takes every opportunity to discuss these factors when evaluating and meeting with our school leader.

Q34. Share how the Board supports the school. Speak to the Board's involvement in events, operations, and fundraising activities.

The Positive Outcomes Charter School Board of Directors supports the school throughout the year and our Board members participate as time permits. Our Board members attend parent involvement activities, open house events, graduation, and our back-to-school event. The board also gives of their time whenever needed or requested.

Our school is a well-established school that has existed for 27 years without a significant need for fundraising or external contributions. Our school has never asked our Board members to contribute anything besides their expertise.


Our board works with the Director to ensure that school operations are financially efficient and effective. The board reviews monthly reports on the overall operation of our school and facilities.

Q35. Appendix 4: Current Organizational Chart

Upload Required File Type: pdf, image, excel, word Max File Size: 30 Total Files Count: 10



Applicant Evidence :



POCS Org Chart 23-24.pdf

Uploaded on **9/12/2023** by
Edward Emmett

Q36. **Appendix 5: Board member and school leader succession plans**

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


Board Member and School Lea...

Uploaded on **9/18/2023** by
Edward Emmett

6.5. Students and School Environment

Q37. Describe how the school solicits feedback from parents and students regarding satisfaction with the school. Provide summary data and reflect on the feedback. How does the school use this information to inform ongoing school improvement?



Positive Outcomes Charter School believes that parent and family feedback is crucial to measuring our success as a school, but it also identifies areas needing improvement. Positive Outcomes Charter School conducts an annual parent/family survey. This survey is made available to all parents and guardians. The survey links are emailed, posted to our website, listed on student report cards, and posted to our social media accounts.

Attached are the summary data for the End of Year Parent Surveys for the following school years:

- 2019-2020
- 2020-2021
- 2021-2022
- 2022-2023

Our End-of-Year Family Surveys are sent to all parents electronically or, if requested, in paper format. This survey is announced to parents in our end-of-year letter and includes directions to complete the survey or request a paper copy. We utilize SurveyMonkey.com to distribute and collect data. Survey data is posted on our school website, in reports, and shared with our school community.

Our school averages a response rate of 33.78% of our student population. The response rates for each survey year are listed below.

- 2019-2020 – 21.24%
- 2020-2021 – 32.20%
- 2021-2022 – 35.58%
- 2022-2023 – 46.09%

Each response utilizes a Likert Scale. Response options are 1- Strongly Agree, 2- Agree, 3- Disagree, 4- Strongly Disagree, and 5- Don't Know/No Opinion.

The data presented is the percentage of respondents that responded in the affirmative (Strongly Agree, Agree).

Demographic data questions, such as the grades of students, are not included in this summary.

Our end-of-year family survey also includes several open-ended response questions. The summary data from these surveys is not included. These are the questions that are not included in the summary.





- What should POCS prioritize over the next few years as part of our continuous improvement cycle?
- Please identify any areas that you feel we could improve.
- What should POCS start, stop, and/or continue doing to provide a high-quality education for all students?
- Complete this sentence. My hope and dream for POCS is....
- Do you have any additional comments?

Our school also previously conducted an end-of-year student survey and a quality of instruction survey. These student surveys were conducted during the 2018-2019 year. The school experienced significant challenges from the COVID-19 pandemic, and the surveys were not conducted. The school plans to fully relaunch this end-of-year student survey after the 2023-2024 school year.

Survey results are reviewed annually over the summer to determine programmatic or operational shifts for the new school year. The data is then reviewed with our faculty and staff at the start of the new school year. Summary data is then presented to our Board for a complete review. Finally, survey data summaries are then posted to our school website.

The attached documents are the summary data of our surveys.

Applicant Evidence :

			
End of Year Instructional Quali...	End of Year Family Survey 2022-23.pdf	End of Year Student Climate Su...	Family Survey Summary Final....
Uploaded on 9/25/2023 by Edward Emmett	Uploaded on 9/25/2023 by Edward Emmett	Uploaded on 9/25/2023 by Edward Emmett	Uploaded on 9/25/2023 by Edward Emmett

Q38. Appendix 6: Please upload an up-to-date Fire Inspection Certificate


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10



Applicant Comments :

Fire Inspections are typically completed in October. Updated forms will be submitted as they are received.

Applicant Evidence :



Fire Inspection Information.pdf

Uploaded on **10/2/2023** by
Edward Emmett


Q39. Appendix 7: Please upload an up-to-date Insurance Certificate(s)

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Our school policies renew on October 1, 2023. Updated forms can be provided as they are received.

Applicant Evidence :




Positive Outcomes COI DOE.pdf

Uploaded on **9/12/2023** by
Edward Emmett

Q40. Appendix 8: Please upload Navigate report for SY21/22 and SY22/23.


Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :




Navigate Drill Log 8-1-21 to 7-1...

Uploaded on **10/2/2023** by
Edward Emmett



Navigate Drill Log 8-1-22 to 7-1...

Uploaded on **10/2/2023** by
Edward Emmett



Navigate Drill_logs_06.29.2023_...

Uploaded on **9/6/2023** by
Edward Emmett



Navigate Drill Log Report of All...

Uploaded on **9/6/2023** by
Edward Emmett

6.6. Teacher Retention

Is the school monitoring and minimizing teacher attrition rates and maintaining a stable teacher staff?

SCHOOL YEAR	% TEACHERS RETAINED	# OF TEACHERS RETAINED	# OF TEACHERS ELIGIBLE
2019-20	87.50%	14	16
2020-21	100%	15	15
2021-22	86.00%	12	14

Q41. Enter 2022-2023 PERCENT of Teachers RETAINED

100%

Q42. Enter 2022-2023 NUMBER of Teachers RETAINED



14

Q43. Enter 2022-2023 NUMBER of Teachers ELIGIBLE

14

Q44. Explain successes or challenges of implementing the school's teacher retention plan.

Positive Outcomes Charter School firmly believes that the success of our school is interwoven in the abilities, capabilities, and drive of all of our faculty and staff. The chart above lists the number of teachers retained; however, it is also critical to remember that this is only half of our program's total faculty and staff. Each staff member is essential to the success of our school.

Working at our school can be exceptionally challenging. Our daily work involves working with students who have had damaged academic careers. We also work with students with a variety of academic disabilities, behavioral disabilities, and mental health challenges. These issues can all have a dramatic impact on our faculty and staff.

Since the beginning of our school, we have found that teachers leave for various reasons. These reasons range from a desire for a higher salary to a willingness to work with a different student population. It is also the reality that our school's mission can frequently burn our teachers out.

Following the 2021-2022 school year, two teachers did not return to their teaching positions. They did not return for the following reasons:

- One teacher left to work in a traditional school district and said they expected a more traditional work setting.
- One teacher left to work in a traditional school district and expressed that they wanted to work closer to their home and family.

For the 2022-2023 and 2023-2024 school years, our school had a 100% teacher retention rate.

To minimize teacher and staff attrition and retain high-quality teachers, our school utilizes a variety of strategies:

- POCS values and respects our staff's opinions and always seeks to work with them in all facets of our school's operations. The staff of POCS has two elected seats on our school board. In addition, teachers have a seat on our school's leadership team. At our school, teachers have a direct impact on everything we do.
- POCS seeks to ensure that our salaries are within 5% of teachers in our local school districts.
- POCS strives to maintain an exceptional teacher climate and work environment by recognizing their successes and achievements and operating in a true team environment.
- POCS strives to ensure teachers have everything they need to succeed in their classrooms. Teachers can always ask for needed items, which are provided to minimize the financial impact of the profession.
- POCS also provides teacher-focused Professional Learning Community meetings to support quality instruction and our teaching climate. PLCs provide avenues for direct leadership conversations and discussions about what is needed to improve our school.

Q45. Describe how the school's professional development plans have evolved over the course of the charter term to support teachers and leadership.



Positive Outcomes Charter School views professional development as a critical component of teacher and staff retention. POCS supports our teachers through individualized and group development programs. We aim to ensure that all PD programming is aligned with developing and supporting our teacher and leader growth and helping ensure positive student outcomes.

Our school year starts each year in August with significant professional development during our weeklong kick-off. These weeks have followed different themes each year; however, the core elements designed to prepare for the school year are the same. The topics from our start of the year professional development are listed below.

School Policies and Procedures
Staff Non-Academic Training Requirements
POCS Crisis Plans and Emergency Response
Instructional Team Requirements
Solution Sessions to Improve Practices
Tier I behavioral strategies and classroom management techniques for students with Autism
School-wide Advisory Planning for Student Success
Paraprofessional/Teacher Training and Planning
Special Education Supports, Needs, and Processes
Comprehensive Student IEP Review and Collaboration
Support Team Planning
TutorMe Training
Comprehensive School Data Review and Student Results from 2022-23
Trauma Sensitive Classrooms

Planning for our professional development program starts with a needs assessment conducted with all our staff on the last staff day of the previous year. This needs assessment, reviews all the data from the current year, and identifies areas that require improvement. Our school leadership team then reviewed these needs to form a plan and revise goals. The final step is incorporating this plan with our school board into our consolidated application and next school year's planning.

Q46. Describe how the school's completion of educator evaluations has evolved over the course of the charter term.

The evaluation system that our school implemented was changed during our last charter term. For the first two years, 2019-2020 and 2020-2021, our school utilized the Teaching Excellence Framework (TEF) approved through a Delaware Department of Education waiver. This program benefited our teachers and school; however, we reviewed the new Delaware Teacher Growth and Support System (DTGSS) due to the time requirements and other issues.

For 2021-2022, the school piloted the DTGSS and has been evaluating our teachers with this program since.

Educator evaluations have been completed as required each year of our charter term.

6.7. Closure Requirements

Q47. Describe the school's plan for procedures it will follow in the event of the closure or dissolution of the school. The plan should, at a minimum, address each of the following areas:

- Current balance of contingency reserve funds to be used to cover accrued expenses including summer pay obligations (identify estimated amount for the 2023-24 school year), final audit (identify estimated cost), and other expenses typically incurred by June but paid in July or thereafter.
- If the current contingency reserve balance is insufficient to cover the estimated costs identified above, discuss the school's plan for ensuring the required funds are set aside, including the timeframe for meeting this requirement.
- Identification of the individuals responsible for handling the school's final closeout activities after closure or dissolution (i.e., who will process any final payments, coordinate the final audit, etc.).



In the unlikely event that the Positive Outcomes Charter School should close or suspend operations, the organization currently has a net cash position (contingency reserve funds) of approximately \$2,669,277, as identified in our 2022-2023 audit to cover accrued expenses, including summer pay obligations. The estimated FY24 accrued salaries, accounts payable, and capital lease liabilities are \$476,651. The school is financially prepared to cover these potential liabilities and other liabilities, such as compensated absences, estimated to be approximately \$58,430.

In the event of closure or dissolution of the school, POCS has reserve funds set aside to assure that all employees are paid according to their contractual agreements with the school. All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for school employees and then to the remaining creditors of the school. The school's Board will review its fund balances and financial projections annually to ensure that its reserve balances cover such a contingency.

The School Director, Business Manager, and Board President would handle all final closeout activities and coordinate the final audit should the school close or cease operations. Those individuals are Edward J. Emmett Jr., School Director; Michelle Hastie, Business Manager; and Susan Wills, Board President. These individuals will work closely with the DOE Charter School Office staff to ensure a timely and effective closure of all school operations. POCS

The board of directors would work closely with DDOE concerning steps forward (parent notifications, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school would follow all legal and regulatory requirements, such as those in Delaware Code 512, §16.



7. Financial Performance

The Financial Performance Framework is a reporting tool that provides the Department of Education with the necessary data to assess the financial health and viability of charter schools in its portfolio for the purposes of an annual review. The framework summarizes a charter school's financial health while taking into account the school's financial trends over a period of three years. Please utilize the hyperlink in this sentence for more information about the Financial Performance Framework (<https://www.doe.k12.de.us/Page/2626>).

7.1. Financial Performance Framework

SUMMARY AND OVERALL RATINGS

YEAR	Current Ratio (Working Capital Ratio)	Debt to Asset Ratio	Days Cash	Debt Service Payments / Loan Covenants	Aggregated Three-Year Total Margin	Cash Flow	Debt Service Coverage Ratio	Enrollment Variance	Student Retention	Financial Management & Oversight	OVERALL RATING
	1a	1b	1c	1d	2a	2b	2c	2d	3	4	
2021-22	M	M	M	M	M	AS	M	AS	Not Rated	M	Meets Standard

M: Meets Standard
AS: Approaching Standard
F: Far Below Standard

Note: On June 18, 2020, the State Board of Education approved the updated Financial Performance Framework. Below is the school's historical data.

Historical Financial Framework Data

YEAR	Near Term Indicators				Sustainability Indicators				OVERALL RATING	
	Current Ratio	Days Cash	Enrollment Variance	Default, Loan Covenants, & Debt Service Payments	Total Margin	Debt to Asset Ratio	Cash Flow	Debt Service Coverage Ratio		Financial Management & Oversight
	1a	1b	1c	1d	2a	2b	2c	2d	3	
2019-20	M	M	M	M	M	M	M	M	M	Meets Standard
2020-21	M	M	AS	M	M	M	M	M	M	Meets Standard



PERFORMANCE AGREEMENT

By September 2023, our expectation is to achieve an overall rating of “Meets” or “Exceeds on the Delaware School Success Framework (DSSF). Each year, we will show growth within each metric area, putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Q48. Using the results contained in the Financial Performance Framework, describe the school's financial performance over the current charter term. (This section is for the school to address any overall rating where the school has not met standards. The school will be able to address individual metrics in the sections below.)

Positive Outcomes Charter School's financial performance remained strong during our previous charter term. Our school has met expectations for all financial framework metrics except for 6 (Cash Flow) and 8 (Enrollment Variance) during the charter term. Our school received an overall rating of Meets Standard for each year the frameworks were calculated. As in previous years, we are very conservative in our approach and use zero-based budgeting in planning for the current operation.

Our school's cash balances increased by \$1,085,907 during the charter term. Our school ended FY2023 with an FSF cash balance of \$2,669,277.

Q49. Identify changes to financial practices that the school has implemented to improve the school's financial outcomes.

We are not planning any changes to our financial practices for the 2024-2029 charter term. Our school maintains a healthy cash reserve that allows the school to absorb fluctuations in all areas of finance. We will continue to maintain stability in all facets of our school operations.

Q50. Address any measure(s) where the school did not meet the standard.



During our previous charter term, our school received ratings as approaching standard in the Enrollment Variance and Cash Flow measures.

Enrollment Variance:

In FY22 and FY23, the school continued to recover from a decrease in enrollment due to the COVID-19 pandemic. The pandemic affected all students; however, for our student population, the impact of the pandemic was more intense. Our school's mission is to educate students who have experienced academic difficulties in a traditional school environment; almost two-thirds of our students have IEPs or have emotional challenges. In addition, due to the pandemic, several of our students moved further away from the school's location (we have limited transportation resources) or decided to pursue a GED.

We increased our focus on recruiting new students and improving student retention for FY23, resulting in a student enrollment of 115 students (95% of our authorized enrollment). For FY24, our current enrollment is 122 (102% of our authorized enrollment).

Cash Flow:

Due to our decrease in enrollment and the decision to maintain the employment of all full-time, permanent employees, the school received less revenue and operated at a deficit in FY22. Much of the deficit was also due to the need to replace HVAC equipment, which was more expensive due to supply chain issues.

Entering into FY22, our Days Cash position was solid (261 days), and we could minimize the effect of our decreased revenue. Our healthy cash position allowed us to continue to provide the needed instruction and services to our students. We ended FY22, remaining in a strong cash position (252 days).

The FY23 rating for cash flow will reflect positive cash flow and a return to meeting the standard for this measure.

Q51. Describe how the school developed and implemented a corrective action plan in response to audit findings (if applicable).

Positive Outcomes Charter School has not had any identified audit findings during any audits during our Charter.

Q52. Appendix 9: Upload a Summary of Findings from Independent Audits (if applicable).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

Not Applicable - Positive Outcomes Charter School has not had any identified audit findings during any audits during our Charter.

Q53. Appendix 10: Upload a Final Fiscal Year 2023 Revenue & Expenditure Budget Report in the prescribed Department format

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :


12 - June 2023 State Legislation...

Uploaded on **9/24/2023** by


Michelle Hastie

Q54. Appendix 11: Upload an Approved Preliminary Fiscal Year 2024 Budget in the prescribed Department format. The budget narrative should make clear the assumptions on which the school bases its key revenue and expenditure projections. In addition, the budget and narrative should describe any anticipated changes to the school's financial position and clearly articulate the financial impact of any proposed modifications on other aspects of the school's education program and operations (e.g., new curriculum or instructional materials, modified staffing structure, decreased or increased enrollment, etc.).



Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Evidence :

		
2 - August 2023 State Legislatio...	POCS FY2024 BUDGET NARRAT...	September 24, 2023 - State and...

Uploaded on **9/24/2023** by
Michelle Hastie

Uploaded on **9/29/2023** by
Michelle Hastie

Uploaded on **9/29/2023** by
Michelle Hastie

Q55. Appendix 12: Upload a Fiscal Year 2023 Audited Financial Statements (if final report is not available, a draft version is acceptable until final version is completed).

Upload Required File Type: pdf, image, excel, word, text Max File Size: 30 Total Files Count: 10

Applicant Comments :

The final FY2023 Final Audit report is attached.

Applicant Evidence :


Positive Outcomes CS FS 06302...

Uploaded on **10/2/2023** by
Michelle Hastie



8. Innovative Practices

Q56.

Describe effective systems, structures, and/or processes that have led to significant school improvement that could be replicated at other schools. Please include the data that supports the success of these practices. Areas you may want to consider, as appropriate:

- Leadership
- Professional Learning
- Instructional Transformation
- Equity
- Culture and Climate Shift
- Collaboration/Partnerships



Academic Practices that Other Schools Could Replicate:

The staff at Positive Outcomes Charter School has always viewed the school as an important component in the educational system for the state of Delaware. Many strategies and practices that make our school successful could be replicated throughout the state.

Specific Academic Strategies and Practices

- The school is small.
- Class sizes are small.
- The school is student-focused.
- Professional Development activities are focused on student needs.
- Teachers are trained to provide individual accommodations based on student needs.
- Evaluations are based on coaching staff to improve outcomes for students
- The Student to Instructional Staff Ratio is small – 1:7
- The Student to Computer ratio is high – 1:2.09
- Students are evaluated through authentic assessment of their learning through exhibitions
- Students have regular and continuous access to technological tools for learning.
- All staff members take a personal interest in the success of all students.
- The staff meets regularly to discuss the needs and issues of students.
- Intensive Behavioral, Social, and Emotional Supports
- Students participate in real-world internships

Within the small classes of students, teaching methods appear traditional at Positive Outcomes. During instruction, though, a dozen strategies may be implemented that differentiate between students with various needs. The teacher may frequently modify the classroom setup. Assignments are given orally and written on the board. The teacher is mobile in the classroom throughout the class period, monitoring student behavior and academic progress. Student performance is evaluated through frequent assessment. The assessment may be administered orally to some students. Teachers may use the same test but grade it differently for different students.

Over 62% of our student population has an identified disability with a written Individual Education Plan. Each teacher is responsible for planning, implementing, and monitoring the goals for our special education students. Each teacher is also responsible for implementing the accommodations listed in each student's IEP during instruction and assessment. Teachers are provided numerous professional development opportunities for teaching special education students.

The staff of the school meets weekly to discuss the student population. These weekly meetings help the staff identify students needing accommodation and increased attention and students having problems at home. The staff also discusses solutions and strategies to help other staff members. The school administration also attends these weekly meetings to ensure our students can access all the available services.

Each of the practices listed above adds to the cost of education. Each practice could be replicated elsewhere if schools or districts are willing to commit the necessary resources. There is no inexpensive way to address the complicated needs of this diverse student population.

Organizational Practices that Other Schools Could Replicate:

One of the cornerstones of Positive Outcomes Charter School is ensuring compliance with the myriad of regulations, policies, and requirements established for charter schools. Additionally, as previously stated, our school attempts to operate completely transparently in all school operations and programming.

Many strategies and practices that make our school successful could be replicated throughout the state. Identifying key aspects that could be replicated is challenging as our school has strived to be a model organization in all school operations. We frequently consult with other new and existing charter schools to assist their development and operations.

Financial Practices that other schools could replicate:

Positive Outcomes Charter School believes in having completely transparent financial processes with significant oversight and segregation of duties. This transparency has led to our school having no significant findings or acts of impropriety for the last 20 financial audits. Our school knows and understands that the foundation of our school is built upon our financial position. For this reason, our school has always focused on solidifying this area of our school operation.



Many strategies and practices that make our school successful could be replicated throughout the state.

Specific Financial Strategies and Practices

- High-Quality Business Manager
- Strategic Planning of Financial Operations
- 15-Month Forecasting of Finances
- Transparency of P-Card Expenditures
- Integration of Business Manager into Leadership Team
- Continuous Focus on Cost-Saving Practices
- Streamlined Fiscal Monitoring
- Comprehensive Inventory of Assets
- Continuous updating of reports for clarity and refinement

The most significant financial practice that could be replicated at other schools is having a high-quality business manager who is a leadership team member. A high-quality business manager focused on the school's overall success is critical. As a school leadership team member, the business manager oversees all planning activities. This enables the business manager the opportunity to identify funding options for improvements. In addition, the business manager can know what changes are needed to fund critical school programs.

POCS also consistently and conservatively estimates budget revenues yearly to protect against potential revenue shortfalls and deviations. The final and actual revenues are never known during the preliminary budget processes because local funding amounts and some state and federal revenues are not provided to the charter schools until the school year begins. The school avoids deficit spending and continually focuses on staffing formulas based on unit count projections and estimates.

Our school also has ensured that our Board of Directors receives and reviews monthly reports showing line-item expenses and revenue compared to budget projections showing favorable and unfavorable items. These reports are also reviewed and analyzed by the POCS CBOC. The board also reviews all spending and purchasing that the school executes. We present all P-Card reports to the board and the CBOC at each meeting. In addition, the board and CBOC can access all financial reports they request in paper or digital formats.

The school annually receives an external audit from a certified public accounting firm. These audit reports are shared with the Board of Directors, CBOC, Department of Education, and the State Auditor's Office and are posted on the school's webpage. We also welcome our annual audits as an opportunity to review current practices and identify areas that can be strengthened and improved. This belief system helps our school focus on continuous growth and improvement compared with maintaining the status quo.



9. Looking Forward: Plans for the Next Charter Term

This section provides the school with an opportunity to discuss plans for the next charter term. Schools should identify any anticipated changes to the school's educational program, governance model, and financial outlook and must identify any proposed changes that would require modification of a material provision in the school's charter contract or that are likely to impact the school's academic or organizational success or its financial sustainability. As a general rule, the school should identify any changes that are relevant or significant with respect to the performance outcomes that the school has agreed to meet or are otherwise relevant to the school's renewal and continued authorization and operation as a public charter school. The authorizer reserves the right to request additional information so that it may sufficiently assess the impact and planning for such changes. Even if proposed changes would occur several years into the next charter term, the authorizer strongly encourages applicants to outline them here.

Q57. Describe any significant changes to the essential terms of the school's educational program, including but not limited to the school's mission, course of study, instructional program, grade levels served.

Positive Outcomes Charter School has no plans to change the essential terms of our school's educational program during the next charter term.

Q58. Describe any anticipated changes to the governance of the school, including but not limited to board composition, committee structure, and/or amendments to by-laws.

Positive Outcomes Charter School has no plans to change the governance structure of our school during the next charter term.

Q59. Provide detailed information on the board's plan to assess its performance annually and hold itself accountable for achieving its goals and govern effectively.

The Positive Outcomes Charter School Board of Directors is a dedicated and committed team who have a passion to help support and advance the mission and vision of POCS. The POCS board is responsible for the school's fulfillment of its mission and its completion of the terms of our performance agreements. The board will continue to evaluate ourselves based on the extent to which we are achieving those objectives. Each year, the board will review the school's academic, organizational, and financial data to understand where the school stands. As a board, we will establish goals for the school, for the board and for the leadership team based on what the data demonstrates. We will monitor progress toward these goals throughout the year from school leader reports at board meetings. While the school director leads the day-to-day oversight and management of the school, the board maintains frequent contact and is provided with the necessary information to support and lead at the board level. The board will evaluate itself and identify areas in need of improvement. The entire purpose of the board is to oversee goal attainment and effective governance.

Q60. Describe any anticipated changes to the school leadership or staffing model and any proposed changes to the management of the school, including any changes to the school's relationship with a third-party education service provider, if one exists. If the school does not currently contract with an Charter Management Company but intends to do so during the next charter term, if the school currently contracts with an Charter Management Company but does not intend to continue to do so during the next term, or if the school intends to make material modifications to its existing management agreement, the school must contact the authorizer for additional information prior to the submission of this application.

Positive Outcomes Charter School does not anticipate any changes to the school leadership or staffing model during our next charter term.

Q61. Describe how state data systems will be used and monitored to support informed decision-making in the areas of academic performance, organizational management, and financial viability. Include any coordinated professional development intended to sustain these processes.



Positive Outcomes Charter School uses various systems to support informed decision-making at the school level. For academic performance, we use various data systems. We use EdInsight Reports, DESSA Math, ELA, Sci, SS, and Eschool+ for academics. We also use these data sources and other formative data from our instructional staff to drive our annual professional development plans.

We also continue to use the Data Service Center for ITracker Pro and other data systems in our school.

Regarding our financial viability, the Board of Directors reviews and discusses our financial operations monthly. The CBOC (Citizens Budget Oversight Committee) meets quarterly or more frequently if needed. The school has a financial audit conducted annually. The financial viability is sustained with the use of the data systems within the state, including First State Financials, data from the Data Service Center, and the Annual Audit conducted by an independent auditing firm. The FSF financial information system includes reports to keep the school on track. Members of the CBOC review any documentation required, from backup documentation to credit card receipts and transactions. We follow all rules and requirements related to the segregation of duties related to financial duties as required by the State of Delaware.

For organizational management, we use DEEDS, EdInsight Reports, and PDMS to make decisions surrounding professional and paraprofessional credentialing and any needed professional development. We use the online Delaware Code, DDOE Administrative Manual, Federal and state regulations relevant to children with disabilities, and MTSS. All our teachers can access eSchool+ and IEPPlus as information tools for students with disabilities. Both eSchool+ and Edinsight are used for attendance and disciplinary data. Our school nurse uses these same data systems to track students' health and safety requirements. Finally, we use Navigate360 (Emergency Management Suite) to track our procedures, all drills, and other crisis information.

For the 2022-2023 school year, our school started using Epicenter as the primary location of school governance reporting and other tracking information.

The Delaware Department of Education has a monitoring system to track compliance with the submission of documentation for information surrounding academic performance, organizational management, and financial viability. The school also posts every financial report on our school website. This includes monthly financial statements, budgets, audits, CBOC agendas and minutes, 990 forms, and annual reports.

Q62. Describe the current status of the school facility and discuss any anticipated changes in facilities needs or location. Ensure that the budget narrative (Appendix 11) explains how the school's facilities plans are reflected in the budget.

Positive Outcomes Charter School owns our school facility. This facility receives regular maintenance and incremental upgrades. We have existed in this current facility since 2000. Our school does not foresee any facilities needs during our next charter term. As a result, we do not have any plans for significant changes or improvements to our facilities for the next five years of the charter term.

9.7. Projected Enrollment

Q63. Fill out the five-year enrollment chart by grade level (see Resources). Ensure that the chart allows for the natural progression of students from year to year.

- **Note: This will become the school's authorized enrollment for the new charter term.**
- **Note: An increase or decrease in enrollment exceeding 5%, but less than 15%, is considered a minor modification of the school's charter. 14 Del. Admin. C. § 275.9.9.1.4. An increase or decrease in enrollment exceeding 15% is considered a major modification of the school's charter, which requires a review by the Charter School Accountability Committee and the assent of the State Board of Education. See 14 Del. C. § 511(b)(2); 14 Del. Admin. C. § 275.9.8.1.3. As such, if the projected enrollment is increasing or decreasing by 5% or more over the term of the charter, the school is required to submit a Charter Modification Application (<https://www.doe.k12.de.us/Page/4361>) including budget sheets, and a budget narrative reflecting the new enrollment figures.**


Upload Required File Type: excel Max File Size: 30 Total Files Count: 20

Applicant Comments :


As a small school, it is nearly impossible to accurately predict the number of students who seek us out in the coming years. Our school seeks to keep class sizes to around 13 students.



Resources


Projected Enrollment.xlsx

Applicant Evidence :


Projected Enrollment.xlsx

Uploaded on **9/12/2023** by
Edward Emmett

9.8. Measuring Academic Progress

The school's responses to the next 4 questions in this section will be used to populate the Academic Performance section of the school's new Performance Agreement.

Q64. Explain how the school's Board and School Leadership Team will measure and evaluate the academic progress of individual students, student cohorts, and the school as a whole throughout the school year, at the end of each academic year, and for the term of the charter.

Positive Outcomes Charter School will continue to monitor student success and academic progress by analyzing and evaluating how our students are meeting the standard or showing growth on the required state assessments. Proficiency measures are only one of the indicators we use to evaluate the growth of our students. Proficiency as a sole indicator is problematic when we know that only a small percentage of our students participate in SBAC and SAT assessments. At the same time, our faculty reviews individual student growth measures provided through the annual state assessment program. In addition to the standardized measures, we will continue to use the STAR Reading and STAR Math systems to monitor progress.

Our school team regularly reviews individual, grade-level, and school-wide data to measure and evaluate our progress. Our team routinely examines student data to ascertain areas of strength and weaknesses, student needs, and student growth over time to support instruction and assessment modifications in classrooms.

Our school leadership provides an annual report to our school board. The data is presented and reviewed during the summer and early fall board meetings. The board can ask questions, provide feedback, and help create direction for future data collection and a review of results. These reports are also shared with our faculty and parents to ensure we are all working to the same endpoint.

Q65. Outline the clearly measurable annual performance status and growth goals that the school will set over the course of the next charter term in order to monitor and evaluate its progress accelerating student achievement. Include information about proposed school's student performance goals and the DSSF.



By 2029, the year of our next renewal, we expect to achieve the overall rating of “Meets” standard as measured by the Delaware School Success Framework. Each year, we will continue to show growth within our overall rating, putting us on track to achieve our academic performance. This progress will be monitored through our annual performance review and using the DSSF and our A-Game Alternative Framework.

Charter Renewal Goals

Goal 1: Our school will decrease the percentage of non-proficient students in each measurable subgroup by 50% by the end of the 2032 school year. The baseline for each target is established using 2022-2023 data. (Note: Many data points for these targets are not statistically valid as our grade level N sizes are well below typically accepted norms – to be included, N size must be >5)

Measurable Outcomes by 2029 (ELA, Mathematics)

7th Grade English Language Arts				
Assessment	Smarter Balanced Assessment Consortium Assessments			
Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	15.38%	57.69%	5.29%	41.82%
White	22.22%	61.11%	4.86%	46.53%
Male	0.00%	50.00%	6.25%	31.25%
Female	33.33%	66.67%	4.17%	54.16%
Students with Disabilities (SWD)	10.00%	55.00%	5.63%	38.13%
Low-Income	25%	62.50%	4.69%	48.44%

8th Grade English Language Arts				
Assessment	Smarter Balanced Assessment Consortium Assessments			
Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	18.75%	59.38%	5.08%	44.14%
White	27.27%	63.64%	4.55%	50.00%



Male	14.29%	57.15%	5.36%	41.07%
Female	22.22%	61.11%	4.86%	46.53%
Students with Disabilities (SWD)	10%	55.00%	5.63%	38.13%
Non-SWD	33.33%	66.67%	4.17%	54.16%
Low Income	11.11%	55.56%	5.56%	38.89%

7th Grade Mathematics				
Assessment	Smarter Balanced Assessment Consortium Assessments			
Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	0.00%	50.00%	6.25%	31.25%
White	0.00%	50.00%	6.25%	31.25%
Male	0.00%	50.00%	6.25%	31.25%
Female	0.00%	50.00%	6.25%	31.25%
Students with Disabilities (SWD)	0.00%	50.00%	6.25%	31.25%
Low Income	0.00%	50.00%	6.25%	31.25%

8th Grade Mathematics				
Assessment	Smarter Balanced Assessment Consortium Assessments			
Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)



All Students	12.50%	56.25%	5.47%	39.84%
White	18.18%	59.09%	5.11%	43.75%
Male	0.00%	50.00%	6.25%	31.25%
Female	22.22%	61.11%	4.86%	46.53%
Students with Disabilities (SWD)	0.00%	50.00%	6.25%	31.25%
Non-SWD	33.33%	66.67%	4.17%	54.16%
Low Income	0.00%	50.00%	6.25%	31.25%

11th Grade Reading				
Assessment	School Day SAT			
Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	6.67%	53.34%	5.83%	35.84%
White	0.00%	50.00%	6.25%	31.25%
Male	9.09%	54.55%	5.68%	37.50%
Female	0.00%	50.00%	6.25%	31.25%
Students with Disabilities (SWD)	8.33%	54.17%	5.73%	36.98%
Low Income	0.00%	50.00%	6.25%	31.25%

11th Grade Mathematics	
Assessment	School Day SAT



Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at End of Charter Term (2024-2029)
All Students	0.00%	50.00%	6.25%	31.25%
White	0.00%	50.00%	6.25%	31.25%
Male	0.00%	50.00%	6.25%	31.25%
Female	0.00%	50.00%	6.25%	31.25%
Students with Disabilities (SWD)	0.00%	50.00%	6.25%	31.25%
Low Income	0.00%	50.00%	6.25%	31.25%

8 th and Biology Science				
Assessment	Delaware System of Student Assessment (DeSSA)			
Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024- 2029)
All Students	2.5%	51.25%	6.09%	32.97%
African American	8.3%	54.15%	5.73%	36.96%
White	0.00%	50.00%	6.25%	31.25%
Male	5.26%	52.63%	5.92%	34.87%
Female	0.00%	50.00%	6.25%	31.25%
Students with Disabilities (SWD)	4.3%	52.15%	5.98%	34.21%
Low Income	4.5%	52.25%	5.97%	34.34%



8th and 10th Social Studies

Assessment

Delaware System of Student Assessment (DeSSA)

Subgroup (N>5)	Baseline Proficiency (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	6.67%	53.34%	5.83%	35.84%
African American	0.00%	50.00%	6.25%	31.25%
White	0.00%	50.00%	6.25%	31.25%
Male	11.11%	55.56%	5.56%	38.89%
Female	0.00%	50.00%	6.25%	31.25%
Students with Disabilities (SWD)	9.09%	54.55%	5.68%	37.50%
Low Income	6.25%	53.13%	5.86%	35.55%

Goal 2: Our school will decrease the percentage of non-graduating students in each measurable subgroup by 50% by the end of the 2032 school year. The baseline for each target is established using 2021-2022 data. (Note: Many data points for these targets are not statistically valid as our grade level N sizes are well below typically accepted norms – Must be >5)

Measurable Outcome by 2029

Graduation Rate

Assessment

Graduation Rate

Subgroup (N>5)	Baseline Proficiency (2021-2022)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	72.22%	86.11%	1.74%	80.90%
White	62.5%	81.25%	2.34%	74.22%
African American	80.0%	90.00%	1.25%	86.25%



Students with Disabilities (SWD)	80.0%	90.00%	1.25%	86.25%
Low Income	75.0%	87.50%	1.56%	82.81%

GOAL 3: Our school will decrease the percentage of students identified as Chronically Truant by 75% by the end of the 2032 school year. The baseline for each target is established using 2022-2023 data.

Measurable Outcomes by 2029

Chronically Truant				
Assessment	Chronically Truant Data			
Subgroup (N>5)	Baseline Rate (2022-2023)	Long-Term Goal (2032)	Annual Improvement Goal	Target at the end of Charter Term (2024-2029)
All Students	45.37%	11.34%	-4.25%	24.10%
White	52.46%	13.12%	-4.92%	27.87%
African American	28.57%	7.14%	-2.68%	15.18%
Hispanic	37.50%	9.38%	-3.52%	19.92%
Multi-Racial	50.00%	12.50%	-4.69%	26.56%
Male	42.62%	10.66%	-4.00%	22.64%
Female	48.94%	12.24%	-4.59%	26.00%
Students with Disabilities (SWD)	44.59%	11.15%	-4.18%	23.69%
Non-SWD	47.06%	11.77%	-4.41%	25.00%

GOAL 4: Parents and the community will be engaged in the education of students.

Measurable Outcome by 2029

Parent satisfaction and belief that family involvement is valued in their child’s school will increase by 10% (or maintain above 90%) as measured by our end-of-year parent survey.

Present Level Benchmark

As of Spring 2022, our parents rated our school as follows:

Would you recommend this school to other parents? 97.73% Yes



Are you satisfied with the culture and environment of POCS?	95.45% Yes
Are you satisfied with the education your child is receiving at POCS?	93.18% Yes
What grade would you give our school?	63.64% "A", 25.00% "B"

Target

As of spring 2029, our parents will rate our school as follows:

Would you recommend this school to other parents?	+90% Yes
Are you satisfied with the culture and environment of POCS?	+90% Yes
Are you satisfied with the education your child is receiving?	+90% Yes
What grade would you give our school?	+90% "A" or "B"

Assessment: Annual End-of-Year Parent Survey Data

GOAL 5: Mission Specific Goals for New Charter Term (2024-2029)

Mission-Specific Goal 1	<i>As a school that focuses on high-needs students, our goal is to have students increase performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Star 360 Reading Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Spring Star 360 Reading assessment growth targets.</i>
Indicators	<p>Exceeds Standard</p> <p>The school has at least 80 percent of all students meeting their growth target using Star 360 Reading.</p> <p>Meets Standard</p> <p>The school has between 60 and 79 percent of all students meeting their growth target using Star 360 Reading.</p> <p>Does Not Meet Standard</p> <p>The school has between 40 and 59 percent of all students meeting their growth target using Star 360 Reading.</p> <p>Falls Far Below Standard</p> <p>The school has less than 40 percent of all students meeting their growth target using Star 360 Reading.</p>
Mission-Specific Goal 2	<i>As a school that focuses on high-needs students, our goal is to have students increase performance in Mathematics skills.</i>



Measure/Metric	<i>Percentage of students meeting expected Star 360 Math growth targets using Fall to Spring Star 360 Math assessments.</i>
Target	<i>>60% of students will meet anticipated Spring Star 360 Math assessment growth targets.</i>
	Exceeds Standard
	The school has at least 80 percent of all students meeting their <i>Quantile</i> growth target using Star 360 Math.
	Meets Standard
	The school has between 60 and 79 percent of all students meeting their <i>Quantile</i> growth target using Star 360 Math.
Indicators	Does Not Meet Standard
	The school has between 40 and 59 percent of all students meeting their <i>Quantile</i> growth target using Star 360 Math.
	Falls Far Below Standard
	The school has less than 40 percent of all students meeting their <i>Quantile</i> growth target using Star 360 Math.

Performance Standard as a whole for the school

Our ultimate performance standard for our school is that every student achieves the maximum of their potential and ability. We set different goals for different students and personalize each child's education. No single indicator or assessment will outline the overall success of our school and program.

Many students who enroll in our school are coming with greater and greater levels of academic deficiency in basic skills. This is characteristic of our target population. Academically, our students start their journey with us, performing significantly lower than students in traditional public schools. Given the academic deficiency of incoming students, it is an ongoing challenge to improve achievement.

Our entire school program is focused on stopping the rate of decline and erasing deficits for all our students. Every program, policy, and practice is focused on this goal. Our processes are individualized for each student. It is best to remember the student population that we serve is at risk.

For our school, academic growth is one of the most important indicators of our success and achievement. While most of our students arrive with different proficiency levels, our number one goal is moving them closer to standards or, if they are already meeting standards, to continue growing. This requires a strong focus on growth and remediation of skills.

Q66. In addition to the State's mandatory assessments, identify the primary interim assessments that the school will use to assess student learning needs and demonstrate academic progress throughout the year. Explain how these interim assessments align with the school's curriculum, performance goals, and Delaware Content Standards (Common Core State Standards in English Language Arts, Mathematics, and Next Generation Science Standards).




Positive Outcomes Charter School utilizes 2 primary interim assessments to assess student learning throughout the year and several secondary measures.

- **Renaissance Star 360 Assessments for Math and Reading:**

- **Screening and Progress Monitoring:** Star Reading and Math Benchmark Assessments are given three times a year; BOY (September), MOY (January), and EOY (Late May). Progress Monitoring in Reading and Math each month.
- Renaissance Star 360 Assessments are research-based, valid, reliable, and highly rated by the National Center For Intensive Intervention (NCII).
 - Linking analysis revealed that Star Reading and Math accurately predict the Smarter Balanced Assessments. These scores can help us identify students likely to miss reading and math yearly progress goals in time to make meaningful adjustments to instruction and as well as predict student achievement in the Smarter Balanced (grades 7-8) and SAT (grades 9-11) in order to allocate resources to students in need.
- **Smarter Balanced Interim Assessment Blocks and Focused Interim Assessment Blocks:**
 - Positive Outcomes Charter School will utilize Smarter Balanced Interim Assessment Blocks for standard and non-standard administrations throughout the school year. See the attached “Year at a Glance” for the PLC plan for integrating Smarter Balanced Interims in ELA and Math content areas.
 - **Non-standard administrations** will be used for quick checks and instructional activities; in *quick check* -the teacher displays items to the class as a whole, and answers, strategies, and thinking are discussed as a class. *Instructional Activity*- Students complete items collaboratively in small groups with debriefing as a whole class.
 - This allows teachers to incorporate IABs into year-long planning and exposes students to like items they may experience in the summative assessment over time.
 - **Standard Administration** teachers will assign an interim assessment for students to take individually and then use students’ results to determine instructional next steps
 - This administration uses the same delivery software as the summative assessment to familiarize students with the tools and format.
- **Secondary Measures:**
 - **Lexia:** Within the Lexia Power Up intervention program for reading, there are reports to display an overview of student performance on activities associated with grade-level standards. This can then be drilled down to specific skills that support the standard.
 - **i-Ready Math: The** i-Ready assessment suite includes the following:
 - *diagnostic assessment* administered at the beginning of the year so that intervention teachers pinpoint where students are in relation to their grade level and national norms. Teachers can see both typical and stretched growth goals for each student. It also provides tools to target instruction and delivers a personalized online lesson path. This *diagnostic assessment* includes a growth monitoring feature that enables teachers to evaluate progress using short adaptive assessments and adjusts their lesson plan accordingly.
 - *Standards Mastery assessment* teachers can use insights from the assessment to understand where students perform relative to the particular standard and where they may need support. Allows for reteaching of the standard until mastery is achieved.
- **Curricular Measures:**
 - **CommonLit 360 (ELA)** CommonLit Assessment Series - 3 specialized benchmark assessments (Grades 7-12) indicate how students perform by standard, compared to grade-level expectations, and compared to grade-level peers around the United States.
 - **HMH Into Math and AGA** Assessments embedded throughout Into Math and AGA monitor individual student progress and allow teachers to track where students are at any given point. Teachers also have the option to administer an Interim Growth measure 3 times per year. This maps students' progress on the Quantile Framework. Positive Outcomes does not require this as the Star Math Assessment gives data on the Quantile Framework, and we do not want to over-assess.
 - **Social Studies:** State through assessments for grades 7 and 8. For grades 9-12, stand-alone assessments from SHEG Beyond the Bubble and Civic Online Reasoning will be administered each marking period. Data will be shared with the Social Studies team and the Dean of Academics and Instruction
 - **Science:** Positive Outcomes uses OpeSciEd curriculum that includes various forms of assessments; pre, self, peer, formative, and summative assessments. Data from summative assessments will be shared with the Science team and the Dean of Academics and Instruction.

Applicant Evidence :


Positive Outcomes Getting Sta...

Uploaded on **9/13/2023** by
Edward Emmett



Q67. Explain how the school will collect and analyze student academic achievement data, use the data to refine and improve instruction, and report the data to the school community. Identify the person(s), position(s), and/or entities that will be responsible and involved in the collection and analysis of assessment data.

Positive Outcomes Charter School utilizes a team approach to analyze data to improve student achievement.

- The Dean of Academics will collect and house the assessment data from the Primary and Secondary Interim Assessment Measures.
- The Dean of Academics and Instruction is responsible for the primary analysis of Primary Assessment measures.
- The Dean of Academics and Instruction will share data with the Director and Dean of Student Support after each administration of an assessment. The administrative team will:
 - Identify school-level trends
 - Determine areas for support and focus of resources
 - Create a plan for data exploration with the school community
- Administrative Team facilitates monthly structured data meetings during PLC in order for staff to:
 - Review student data
 - Identify overall trends
 - Review goals and progress toward goals
 - Identify instructional needs and practices
- The Dean of Academics and Instruction will oversee Secondary Measures obtained from the Intervention program, iReady, Lexia, and Magoosh (SAT Prep)
 - The Dean of Academics and Instruction will provide guidance and support to intervention teachers to analyze data from the programs to inform instruction.
- Teacher collaboration for curricular measures
 - Teachers will meet in subject-specific PLCs to review assessment data with the Dean of Academics and Instruction. As a team, teachers will look for gaps and discuss strategies for addressing those gaps.

Q68. Describe the corrective actions the school will take, pursuant to 14 Del. C. § 512(5), if it falls short of student academic achievement expectations or goals at the school-wide, classroom, or individual student level. Explain what would trigger such corrective actions and who would be responsible for implementing them.



Positive Outcomes Charter School has several systems to take corrective action when students do not meet expectations. Below is a description of the actions to ensure all students meet expectations.

- Advisor Level Intervention – Students are assigned an advisor who works with students in small family groups. Each advisor regularly holds one-on-one meetings with assigned students to review grades and missing work tasks and provide support. Advisors are also responsible for creating connections with students and their families.
- Teacher Level Conferences – When a teacher notices a student is struggling, he confers with the other teachers at the school level team, provides interventions, and determines the impact of those interventions. The school also has a "Student Concern Form," which allows teachers or staff members to request the school's support team to review the teacher's concerns and devise a plan to support the student and teacher. Teacher teams meet biweekly to discuss student concerns or support to review data. If those interventions are unsuccessful, the team may decide to increase the level of support within the school's MTSS program. If a more intensive intervention is needed, the teacher team may consult with the Special Education Coordinator and request further support.
- MTSS (Multi-Tiered System of Supports) Screening and Progress Monitoring Data, both academic and social/emotional, is collected and analyzed by the MTSS team and discussed further in teacher-team meetings. Interventions for academic and social/emotional support are established based on data for each tier of our system. Targeted academic instruction, interventions, and support are administered during a dedicated intervention block to address achievement gaps. Tier 1 Social/emotional learning instruction is embedded within our advisory class periods for all students. Tier 2 and 3 Targeted social/emotional instruction, interventions, and supports are established based on data from the Social Skills Improvement System (SSIS).
- After-School Supports - Teachers will offer support through our after-school tutoring program sessions if a student struggles.
- Home/School Communications – The opportunity for parent-teacher communication is essential for student success. Many opportunities exist for scheduled parent interaction (5 PAC Meetings, an Open House Event, and two scheduled Parent Conference Nights). Parents can also access the Home Access Center to review grades and work. Parents also receive eight reports about student grades (4 Interim Reports and 4 Report Cards). In addition to scheduled connections, advisors/teachers contact parents as often as needed to discuss student concerns and poor performance. Advisors are the first point of contact for students assigned to their advisories. Advisors are required to complete Home Visits before the start of school to connect with families to establish a good rapport heading into the upcoming school year.
- Summer Enrichment/Credit Recovery – Credit recovery is offered annually for students needing additional support in ELA and Mathematics. Summer Enrichment is provided for students interested in diving deeper into content areas such as Science, with the opportunity to explore outside of the classroom on enrichment field trips.
- Special Education Progress Monitoring – Progress monitoring of IEP goals is conducted four times annually. Failure to demonstrate progress in meeting goals requires an IEP review and updated goals.
- Behavior Intervention- Regular contact and feedback around student behavior is managed through our Behavior Interventionist. This staff member is responsible for providing students and staff members with behavioral support inside and outside the classroom—students identified through our MTSS behavior data, i.e.... Rap-Discipline system, Student Support Referrals, and the Social Skills Improvement System (SSIS) are provided direct Tier 2 and 3 interventions. This staff member also provides mechanisms for students to provide direct notifications and complaints about student behavior.

Our school team is committed to a climate of continuous improvement and support. Together, we work to ensure students have personal connections in our school. These connections ensure that every student is monitored and supported.



10. Compliance Certification Statement

Q69. The Board of Directors of this charter school certifies that it will materially comply with all applicable laws, rules, regulations, and provisions of the charter relating to the education of all students enrolled at the school. We have reviewed the Delaware Charter Law (14 Del. C. Ch. 5) and 14 DE Admin. Code § 275 in Department of Education regulations (Regulation 275), and have based the responses in this renewal application on the review of these documents. Signature of the Chairperson of the Board of Directors (or designated signatory authority)
Signature

Q70. Name of the Chairperson of the Board of Directors (or designated signatory authority)

Susan Starr Wills

Q71. Title (if designated)

Board President

Q72. Date of Signature

Sat Sep 30 2023 (Eastern Daylight Time)



11. Renewal Application Certification Statement

Q73. I hereby certify that the information submitted in this application for renewal of a charter school is true to the best of my knowledge and belief; that this application has been approved by the school's Board of Directors; and that, if awarded a renewed charter, the school shall continue to be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or prior academic achievement. This is a true statement, made under the penalties of perjury. Signature:

Chairperson of Board of Directors (or designated signatory authority)

Signature

Q74. Date of signature

Sat Sep 30 2023 (Eastern Daylight Time)

Q75. Name of Chairperson of Board of Directors (or designated signatory authority)

Susan Starr Wills

Q76. Title (if designated)

Board President

Q77. Date of approval by board of directors

Wed Sep 20 2023 (Eastern Daylight Time)

**Renewal Application - September 30, 2023 :: Enrollment and
Demographic Info Table**

	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Total Enrollment	121	112	104	115	122
% Male	59.50%	60.71%	61.54%	54.78%	52.38%
% Female	40.50%	39.29%	38.48%	45.22%	47.62%
% African American	37.19%	42.86%	38.46%	26.09%	30.95%
% American Indian	0.83%	0.89%	0%	0%	0.00%
% Asian	0.83%	0.89%	0.96%	0.87%	0.79%
% Hispanic/Latino	9.09%	10.71%	8.65%	6.96%	6.35%
% White	52.07%	44.64%	50.96%	57.39%	53.97%
% Multiracial	0%	0%	0.96%	8.70%	7.94%
% Special Education ³	64.46%	64.29%	63.46%	65.22%	62.70%
% English Language Learners	0%	0.89%	0%	0%	0.00%
% Low-Income	37.19%	38.39%	36.54%	46.96%	53.97%

**Renewal Application - September 30, 2023 :: School Enrollment Trends
Table**

School Year	Authorized Enrollment	Actual Enrollment	Percent Actual Enrollment	Grades Served
2019-20	120	121	101.00%	7-12
2020-21	120	112	93.33%	7-12
2021-22	120	104	86.67%	7-12
2022-23	120	115	95.83%	7-12
2023-24	120	126	105.00%	7-12

Appendix 1 - Supplemental Academic Performance Data

Positive Outcomes Charter School (POCS) is designed to work with students who have experienced academic challenges in a traditional school setting. Students who enroll in our school typically arrive with significant deficiencies in ELA and Mathematics skills. Consequently, looking at our historical data has always been challenging because the average performance levels greatly vary with each cohort of students. Each student has a different story of struggle and adversity that brought them to our school. These stories are often of tremendous growth and an individual journey that may or may not appear in standardized assessment data and results. When viewing our data, it is best to remember the student population that we serve is 100% at-risk.

In addition, it is also important to note that in many of our tested areas, the number of students in each testing grade or subgroup (N size) is very small. A single student score can significantly impact group outcomes with small N-size groups. Because of our small N-size groups, the scores from our school can have significant variances from year to year. It is also important to remember that we refer to different cohorts of students (with varying deficiencies) when we present year-over-year data changes.

Positive Outcomes Charter School was measured using an Alternative Academic Framework during previous Charter School renewals. This alternative framework was utilized to enable our school to demonstrate the success of our program by comparing our student performance to similar student populations in other programs. This framework was found to be incompatible with the Smarter Balanced Assessments. As a result, our school started working in 2021 with the Delaware Department of Education Charter School Office and the A-Game team. This work focused on identifying additional data elements that could be used to show the overall success of our school. This A-Game framework is addressed later in this renewal application; it is important to note this work here.

Academic Achievement

<i>Academic Achievement</i>	<i>20%</i>		<i>100</i>	9 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	13.95%	50	7
Proficiency Math (grades 3-8 and 11)	10%	4.65%	50	2

Overall, the results of examining four years of testing data illustrate some success and some challenges. A review of overall proficiency shows our students’ difficulty demonstrating their abilities using SBAC testing systems. Raw testing scores demonstrate that many students struggle to meet proficiency expectations.

Historically, our ELA scores have been higher than our Mathematics scores in proficiency and scale. In addition, our 8th-grade student scores are typically higher than our 7th-grade scores.

The SBAC data for ELA and Mathematics listed below are for the “All” student group, comparing 2018-2019 data to 2022-2023. This data looks at growth over the charter term. Again, it is essential to note that all data was impacted due to the COVID-19 pandemic. A review of this data illustrates that our student performance decreased moderately or remained similar to previous performance.

SBAC	7 th Grade ELA			8 th Grade ELA		
	2018-19	2022-23	Change	2018-19	2022-23	Change
% Meeting Standard	13.33%	17.24%	+3.91%	6.90%	6.90%	0%
N	11	13		19	16	
Average Scale Score	2460.91	2450	-10.91	2504.63	2506.94	+2.31

SBAC	7 th Grade Mathematics			8 th Grade Mathematics		
	2018-19	2022-23	Change	2018-19	2022-23	Change
% Meeting Standard	0.00%	0.00%	0%	11.11%	12.50%	+1.39%
N	11	13		18	16	
Average Scale Score	2412	2400.15	-11.85	2439.94	2450.75	+10.81

The proficiency data tables below cover proficiency data for the previous five testing years. This data does not include the 2019-2020 school years, as the COVID-19 pandemic impacted testing. A review of overall proficiency during our charter term shows mild upward trajectories of proficiency in ELA and Mathematics using the SBAC testing. Mathematics continues to be an area in which our students struggle.

SBAC ELA Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	9.09%		16.67%	28.57%	15.38%
8 th Grade	15.79%		25.00%	21.43%	18.75%
All	13.33%		21.43%	23.81%	17.24%

SBAC Mathematics Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	0.00%		14.29%	14.29%	0.00%
8 th Grade	11.11%		0.00%	8.33%	12.50%
All	6.90%		7.14%	10.53%	6.90%

The data listed above demonstrates the challenges of the COVID-19 pandemic in Mathematics. Mathematics is an area in which prerequisite skills are built each year. As the pandemic

interrupted students' regular growth and learning, the data demonstrates that our students returned in person that significant gaps existed in their learning. These gaps are believed to be represented in almost all student cohorts and across many learning environments.

To address these concerns, our school implemented a high-quality instructional materials curriculum to identify achievement gaps and remediate target outcomes. In addition, our school modified intervention programs to further address challenges. In addition, our school changed our schedule to add 45 minutes of intervention time per week. We also reduced the overall class sizes in our math classes to ensure that instruction was focused on needs.

Students enrolled in our school demonstrate significant deficiencies when looking at Grade Level Equivalencies. Using benchmarking testing, our 7th and 8th-grade students start the school year with us far below grade level. The chart below demonstrates these deficiencies. Our school targets students to close these deficiencies using various forms of intervention instruction.

GLE Average Deficiencies	Reading	Mathematics
7 th Grade	-2.95 GLE	-3.10 GLE
8 th Grade	-2.14 GLE	-2.86 GLE

Reviewing our School Day SAT data again illustrates our students' performance problems using assessment results. Overall proficiency shows inconsistent performance and overall below-average performance in all areas assessed. While we explain the benefits of doing well on the SAT, many students plan to enter the workforce after graduation. These students do not put the same emphasis on performance on these assessments. Our school will continue to work to improve our outcomes on this assessment tool.

Our school implemented a new SAT preparation program for our 11th-grade students to address student SAT performance. Students now have 225 minutes per week of direct SAT intervention support. In addition, our school provides the PSAT for all students in grades 8, 9, and 10.

School Day SAT (11th) Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELA	6.67%	10.00%	6.67%	26.32%	6.67%
Math	0.00%	0.00%	0.00%	10.53%	0.00%
Essay	7.69%	11.11%	0.00%	15.79%	0.00%

PSAT Data and performance are listed below for our administration during the 2022-2023 school year.

PSAT Assessments 2022-2023	
	PSAT 10

	N Size	Met Both Benchmarks	Met ERW Benchmark	Met Math Benchmark
POCS	22	5%	32%	5%
State	9662	22%	51%	23%
PSAT 9				
POCS	20	20%	50%	25%
State	4860	28%	53%	31%
PSAT 8				
POCS	15	13%	47%	20%
State	187	77%	89%	80%

SBAC Subgroup Performance

As previously discussed, small N-size groups can dramatically impact overall data. As a result, the “All” group data can present data that does not illustrate the overall performance of each subgroup. A large percentage of the POCS student population is identified as students with disabilities. An important data point to review is the overall performance of the Student with Disabilities (SWD) group and the remaining population (Non-SWD) group compared to the State average performance of these groups.

SBAC	7 th Grade ELA				8 th Grade ELA		
	POCS SWD	State SWD	Diff.		POCS SWD	State SWD	Diff.
% Meeting Standard	10.00%	8.31%	1.69%		10.00%	8.02%	1.98%
Average Scale Score	2428.5	2424.68	3.82		2469.9	2439.69	30.21
	POCS Non-SWD	State Non-SWD	Diff.		POCS Non-SWD	State Non-SWD	Diff.
% Meeting Standard	33.33%	49.36%	-16.03%		33.33%	47.83%	-14.50%
Average Scale Score	2521.67	2544.09	-22.42		2568.67	2556.75	11.92

SBAC	7 th Grade Mathematics				8 th Grade Mathematics		
	POCS SWD	State SWD	Diff.		POCS SWD	State SWD	Diff.
% Meeting Standard	0.00%	5.04%	-5.04%		0.00%	3.53%	-3.53%
Average Scale Score	2384.7	2397.32	-12.62		2417.1	2403.69	13.41

	POCS Non- SWD	State Non- SWD	Diff.		POCS Non- SWD	State Non- SWD	Diff.
% Meeting Standard	0.00%	33.58%	-33.58%		33.33%	28.39%	4.94%
Average Scale Score	2451.67	2518.58	-66.91		2506.83	2521.89	-15.06

Compared to their non-SWD peers, the data above shows that the overall performance of the SWD group is closer to or exceeds the overall state average mean scale score of similar state-wide composite groups compared to their non-SWD peers.

This data also illustrates that some of our most significant challenges exist within our work with our Non-SWD group. Significant scale score gaps and proficiency gaps represent this. This is not a new trend in our data analysis. We find that these students (Non-SWD) enter our school with the highest levels of deficiency in both Reading and Math. We also recognize that this group has greater behavioral challenges impacting their achievement. In addition to our traditional academic support, we are dedicating increased behavioral and mental health support for this group of students.

We know that our school still has significant work to improve the overall proficiency percentage in all areas of our school. We continue to work on improving instructional content and identifying intervention strategies to continue to grow and develop our students.

The data also demonstrates the inconsistency that we see from cohort to cohort. A review of longitudinal data for our students shows long-term proficiency deficits for most of our students. This longitudinal data review demonstrates that many students have never met proficiency expectations before enrolling in our school.

In addition, our cohorts arrive at POCS with varying needs and challenges. The area of Mathematics has the greatest barriers to helping students find success, as many of our students are missing key skills required to access grade-level content.

Academic Progress

<i>Academic Progress</i>	25%		100	56
				Well Below Expectations
Growth in ELA (grades 4-8)	10%	54.30%	50	27
Growth in Math (grades 4-8)	10%	57.11%	50	29
Growth of lowest quartile ELA (grades 4-8)	1.25%	71.56%	N/A	*
Growth of highest quartile ELA (grades 4-8)	1.25%	35.00%	N/A	*
Growth of lowest quartile Math (grades 4-8)	1.25%	62.00%	N/A	*
Growth of highest quartile Math (grades 4-8)	1.25%	55.00%	N/A	*

Positive Outcomes Charter School believes that growth is the most important measure of the success of our school. As previously stated, almost 100% of our students arrive at our school with significant deficiencies and challenges. As a result, our number one priority is to help students close the gaps in their achievement. Growth is the number one indicator of this. While our school received a rating of Well Below Expectations, this data and other data points show that our students are growing.

Our data review also examines our school’s performance relative to the State of Delaware metrics. The table below shows that POCS performance in the areas of growth closely matches the overall State of Delaware performance. Growth in ELA is within 2%, and Math is within <1%. The comparison to the growth of our Lowest Quartile students is ELA >6% and Math <5% compared to the State of Delaware performance.

In comparison to the State of Delaware DSSF performance on the academic progress measures, our school scores closely match t

Academic Progress Area	POCS Metric	Delaware Metric	Difference
Growth in ELA	54.30%	56.32%	-2.02%
Growth in Math	57.11%	58.00%	-0.89%
Growth of Lowest Quartile (ELA)	71.56%	65.08%	+6.48%
Growth of Lowest Quartile (Math)	62.00%	67.31%	-5.31%

Our school-identified mission-specific goals are focused on the overall growth of our internal assessment for ELA and Mathematics. Our school uses Star 360 Reading and Star 360 Math for measuring initial GLE performance and progress monitoring during the school year. Students take assessments three times per year. We also conduct progress monitoring monthly of these measures. Interventions are based on their performance on these assessments.

Mission-Specific Growth Goal Completion					
	2018-19	2019-20	2020-21	2021-22	2022-23
Reading Growth	63%	34%*	56%*	70%	64%
Math Growth	71%	23%*	38%*	79%	65%

*Data Impacted by Covid-19 Pandemic and Overall Student Attendance and Performance

Our school has met overall performance expectations for every school year we have used this goal, with the exception of the years significantly impacted by the COVID-19 pandemic.

Another indicator of success is the overall growth of our lowest quartile for students in ELA and Mathematics. The overall growth of this identified group, 71.56% in ELA and 62% in Mathematics, demonstrates our work in catching students up.

As with all other indicators, our school works to continuously improve outcomes. We continue to identify new diagnostic and intervention strategies and programs that will show continuous improvement. In addition, our school has implemented additional intervention time in our school schedule. These new programs and increased time will allow us more time to identify and improve student deficiencies.

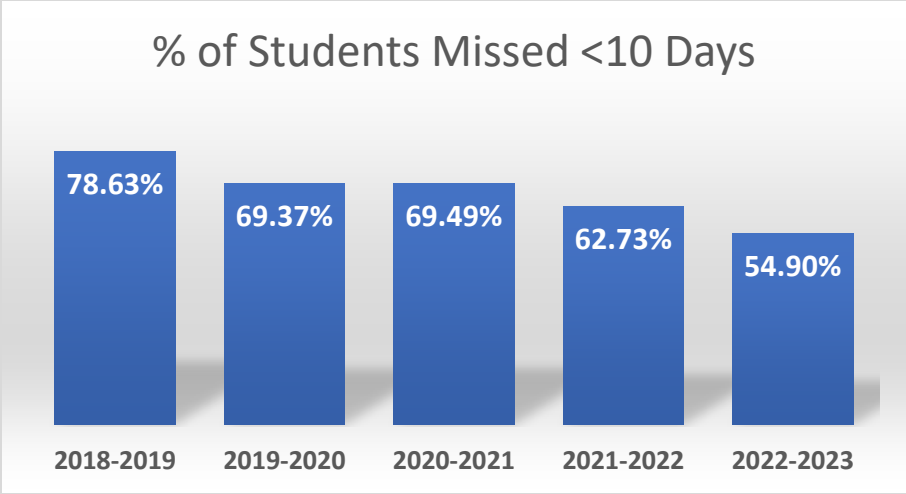
School Quality/Student Success

<i>School Quality/Student Success</i>	<i>25%</i>		<i>125</i>	65 Well Below Expectations
On Track Attendance (grade K-12)	3%	54.63%	12.5	7
Proficiency Science (grade 8 and Biology)	5%	3.47%	25	1
Proficiency Social Studies (Grades 7 and 11)	5%	13.33%	25	3
College and/or Career Preparedness (9-12)	8%	82.94%	37.5	31
On Track in 9th Grade	5%	93.68%	25	23

School Quality/Student Success Indicators is an area where our school demonstrated success prior to the COVID-19 pandemic. The present levels of performance are well below previously measured performance. Each indicator measured by this area of the DSSF is listed below.

On Track Attendance

The two charts below demonstrate our school's performance on this indicator over the charter term. While these numbers are concerning our school, they are also indicative of our school's target student population. Students who enroll in our school have experienced academic difficulties in traditional school settings. Attendance challenges are one of the key risk factors that our students face.



On Track Attendance	% of Students who missed less than 10% of school days
2018-2019	78.63%
2019-2020	69.37%
2020-2021	69.49%
2021-2022	62.73%
2022-2023	54.90%

The data above demonstrates that over the past years, the number of students who are absent greater than ten days has increased by approximately 30%. We believe this measure has been impacted significantly due to the COVID-19 pandemic. We also believe that almost all schools are experiencing similar challenges with student attendance after the pandemic.

Our school’s performance in this area is a critical area that our school identifies for success in our program. For our students to grow and learn, they must be present in school. This school year, we are implementing programs to improve performance in this measure. Our school’s student support team meets weekly and reviews student attendance measures. Students falling behind will have a dedicated support team member meet with them to identify the factors impacting their attendance at school. In addition, our school nurse continues to make personal contact with families when students are absent from school. Attendance data will also be reviewed in our MTSS data reviews to identify other staff members who can assist with improving student outcomes.

As student absences escalate, our school will take increased actions, from notifications on limitations for parent-provided notes to mandatory attendance meetings and truancy filings with the appropriate offices.

Our school also works to return parent/family engagement to pre-pandemic levels. We have relaunched our Parent Action Committee meetings, bringing families and our school team together to solve issues. We have also partnered with Parent Camp to increase our parent outreach. We have also launched the HelpMe/SafeDE program this school year to enable our families to receive support for factors that impede student attendance directly.

Proficiency in Science and Social Studies

The data below demonstrates the overall proficiency performance on our annual Science and Social Studies assessments.

DeSSA Science Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
8 th Grade	10.53%		0.00%	14.29%	0.00%
Biology	9.09%		23.08%	7.69%	6.89%
All	9.68%		14.29%	9.68%	3.47%

DeSSA Social Studies Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	9.09%		0.00%	28.57%	Not Tested
11 th Grade	5.88%		0.00%	21.05%	13.33%
All	7.14%		0.00%	23.08%	13.33%

As identified above, overall proficiency continues to be a struggle for our students and school. Our school is working to identify additional measures that our school can utilize to benchmark student performance on the Science and Social Studies proficiency targets. In addition, we are working with classroom teachers to ensure that our curriculum is prioritized to match testing blueprints to ensure that we are providing our students the best opportunity to demonstrate their knowledge.

College and/or Career Preparedness

Positive Outcomes Charter School had 82.94% of our students meeting this indicator. Our school continues to work with our students to identify ways that we can help our students transition from our school into the subsequent phases of their lives.

On track in 9th grade

Positive Outcomes Charter School had 93.68% of students marked as being on track in 9th grade. This number represents a total of two students missing classes. One student dropped

out during the school year and failed to return to school. The other student was required to attend summer school to be promoted. The student was successful; however, is still missing a science credit.

Graduation Rate

Graduation Rate	20%		100	71 Well Below Expectations
4-Year Cohort Graduation Rate	15%	72.22%	75	54
5-Year Cohort Graduation Rate	3%	87.50%	13	11
6-Year Cohort Graduation Rate	2%	53.33%	12	6

Graduation rates at our school are another data point that can be dramatically impacted by the small N sizes of our student cohort groups; as such, our school can experience dramatic swings in our graduation rate percentages. As the chart demonstrates below, our rates can shift from a high of 94% to a low of 53%. High school completion is one of our school’s most essential student targets. We continue to work with students to complete their high school diplomas.

Another factor impacting our meeting graduation rates is the number of students that we work with who are working on a Basic Diploma or students who do not accept their diplomas to enter additional academic programming. After completing our school program, these students enter the Project Search program for further vocational training. For example, the Class of 2023 had four students take this path. This is approximately 20% of our total graduating class.

Graduation rates are also another measure that the Covid-19 pandemic has significantly impacted. Many students started working while our school was working virtually with students and did not return to complete their high school diplomas. In addition, we had three students who left the state during virtual instruction and did not return when we returned in person. While this measure will always be volatile, our performance will return to pre-pandemic performance levels.

Positive Outcomes Charter School Graduation Rates					
	2018	2019	2020	2021	2022
4 Year	70.37%	88.89%	53.33%	62.50%	72.22%
5 Year	70.37%	94.40%	53.33%	87.50%	
6 Year	70.37%	94.40%	53.33%		

Progress Toward English Language Proficiency

Progress toward English Language Proficiency	10%	N/A	N/A	N/A
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**Appendix 1 - Supplemental Academic Performance Data :: Question 18
Response with Full Charts and Data**

Positive Outcomes Charter School (POCS) is designed to work with students who have experienced academic challenges in a traditional school setting. Students who enroll in our school typically arrive with significant deficiencies in ELA and Mathematics skills. Consequently, looking at our historical data has always been challenging because the average performance levels greatly vary with each cohort of students. Each student has a different story of struggle and adversity that brought them to our school. These stories are often of tremendous growth and an individual journey that may or may not appear in standardized assessment data and results. When viewing our data, it is best to remember the student population that we serve is 100% at-risk.

In addition, it is also important to note that in many of our tested areas, the number of students in each testing grade or subgroup (N size) is very small. A single student score can significantly impact group outcomes with small N-size groups. Because of our small N-size groups, the scores from our school can have significant variances from year to year. It is also important to remember that we refer to different cohorts of students (with varying deficiencies) when we present year-over-year data changes.

Positive Outcomes Charter School was measured using an Alternative Academic Framework during previous Charter School renewals. This alternative framework was utilized to enable our school to demonstrate the success of our program by comparing our student performance to similar student populations in other programs. This framework was found to be incompatible with the Smarter Balanced Assessments. As a result, our school started working in 2021 with the Delaware Department of Education Charter School Office and the A-Game team. This work focused on identifying additional data elements that could be used to show the overall success of our school. This A-Game framework is addressed later in this renewal application; it is important to note this work here.

Academic Achievement

<i>Academic Achievement</i>	<i>20%</i>		<i>100</i>	9 Well Below Expectations
Proficiency ELA (grades 3-8 and 11)	10%	13.95%	50	7
Proficiency Math (grades 3-8 and 11)	10%	4.65%	50	2

Overall, the results of examining four years of testing data illustrate some success and some challenges. A review of overall proficiency shows our students’ difficulty demonstrating their abilities using SBAC testing systems. Raw testing scores demonstrate that many students struggle to meet proficiency expectations.

Historically, our ELA scores have been higher than our Mathematics scores in proficiency and scale. In addition, our 8th-grade student scores are typically higher than our 7th-grade scores.

The SBAC data for ELA and Mathematics listed below are for the “All” student group, comparing 2018-2019 data to 2022-2023. This data looks at growth over the charter term. Again, it is essential to note that all data was impacted due to the COVID-19 pandemic. A review of this data illustrates that our student performance decreased moderately or remained similar to previous performance.

SBAC	7 th Grade ELA			8 th Grade ELA		
	2018-19	2022-23	Change	2018-19	2022-23	Change
% Meeting Standard	13.33%	17.24%	+3.91%	6.90%	6.90%	0%
N	11	13		19	16	
Average Scale Score	2460.91	2450	-10.91	2504.63	2506.94	+2.31

SBAC	7 th Grade Mathematics			8 th Grade Mathematics		
	2018-19	2022-23	Change	2018-19	2022-23	Change
% Meeting Standard	0.00%	0.00%	0%	11.11%	12.50%	+1.39%
N	11	13		18	16	
Average Scale Score	2412	2400.15	-11.85	2439.94	2450.75	+10.81

The proficiency data tables below cover proficiency data for the previous five testing years. This data does not include the 2019-2020 school years, as the COVID-19 pandemic impacted testing. A review of overall proficiency during our charter term shows mild upward trajectories of proficiency in ELA and Mathematics using the SBAC testing. Mathematics continues to be an area in which our students struggle.

SBAC ELA Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	9.09%		16.67%	28.57%	15.38%
8 th Grade	15.79%		25.00%	21.43%	18.75%
All	13.33%		21.43%	23.81%	17.24%

SBAC Mathematics Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	0.00%		14.29%	14.29%	0.00%
8 th Grade	11.11%		0.00%	8.33%	12.50%
All	6.90%		7.14%	10.53%	6.90%

The data listed above demonstrates the challenges of the COVID-19 pandemic in Mathematics. Mathematics is an area in which prerequisite skills are built each year. As the pandemic

interrupted students' regular growth and learning, the data demonstrates that our students returned in person that significant gaps existed in their learning. These gaps are believed to be represented in almost all student cohorts and across many learning environments.

To address these concerns, our school implemented a high-quality instructional materials curriculum to identify achievement gaps and remediate target outcomes. In addition, our school modified intervention programs to further address challenges. In addition, our school changed our schedule to add 45 minutes of intervention time per week. We also reduced the overall class sizes in our math classes to ensure that instruction was focused on needs.

Students enrolled in our school demonstrate significant deficiencies when looking at Grade Level Equivalencies. Using benchmarking testing, our 7th and 8th-grade students start the school year with us far below grade level. The chart below demonstrates these deficiencies. Our school targets students to close these deficiencies using various forms of intervention instruction.

GLE Average Deficiencies	Reading	Mathematics
7 th Grade	-2.95 GLE	-3.10 GLE
8 th Grade	-2.14 GLE	-2.86 GLE

Reviewing our School Day SAT data again illustrates our students' performance problems using assessment results. Overall proficiency shows inconsistent performance and overall below-average performance in all areas assessed. While we explain the benefits of doing well on the SAT, many students plan to enter the workforce after graduation. These students do not put the same emphasis on performance on these assessments. Our school will continue to work to improve our outcomes on this assessment tool.

Our school implemented a new SAT preparation program for our 11th-grade students to address student SAT performance. Students now have 225 minutes per week of direct SAT intervention support. In addition, our school provides the PSAT for all students in grades 8, 9, and 10.

School Day SAT (11th) Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
ELA	6.67%	10.00%	6.67%	26.32%	6.67%
Math	0.00%	0.00%	0.00%	10.53%	0.00%
Essay	7.69%	11.11%	0.00%	15.79%	0.00%

PSAT Data and performance are listed below for our administration during the 2022-2023 school year.

PSAT Assessments 2022-2023	
	PSAT 10

	N Size	Met Both Benchmarks	Met ERW Benchmark	Met Math Benchmark
POCS	22	5%	32%	5%
State	9662	22%	51%	23%
PSAT 9				
POCS	20	20%	50%	25%
State	4860	28%	53%	31%
PSAT 8				
POCS	15	13%	47%	20%
State	187	77%	89%	80%

SBAC Subgroup Performance

As previously discussed, small N-size groups can dramatically impact overall data. As a result, the “All” group data can present data that does not illustrate the overall performance of each subgroup. A large percentage of the POCS student population is identified as students with disabilities. An important data point to review is the overall performance of the Student with Disabilities (SWD) group and the remaining population (Non-SWD) group compared to the State average performance of these groups.

SBAC	7 th Grade ELA				8 th Grade ELA		
	POCS SWD	State SWD	Diff.		POCS SWD	State SWD	Diff.
% Meeting Standard	10.00%	8.31%	1.69%		10.00%	8.02%	1.98%
Average Scale Score	2428.5	2424.68	3.82		2469.9	2439.69	30.21
	POCS Non-SWD	State Non-SWD	Diff.		POCS Non-SWD	State Non-SWD	Diff.
% Meeting Standard	33.33%	49.36%	-16.03%		33.33%	47.83%	-14.50%
Average Scale Score	2521.67	2544.09	-22.42		2568.67	2556.75	11.92

SBAC	7 th Grade Mathematics				8 th Grade Mathematics		
	POCS SWD	State SWD	Diff.		POCS SWD	State SWD	Diff.
% Meeting Standard	0.00%	5.04%	-5.04%		0.00%	3.53%	-3.53%
Average Scale Score	2384.7	2397.32	-12.62		2417.1	2403.69	13.41

	POCS Non- SWD	State Non- SWD	Diff.		POCS Non- SWD	State Non- SWD	Diff.
% Meeting Standard	0.00%	33.58%	-33.58%		33.33%	28.39%	4.94%
Average Scale Score	2451.67	2518.58	-66.91		2506.83	2521.89	-15.06

Compared to their non-SWD peers, the data above shows that the overall performance of the SWD group is closer to or exceeds the overall state average mean scale score of similar state-wide composite groups compared to their non-SWD peers.

This data also illustrates that some of our most significant challenges exist within our work with our Non-SWD group. Significant scale score gaps and proficiency gaps represent this. This is not a new trend in our data analysis. We find that these students (Non-SWD) enter our school with the highest levels of deficiency in both Reading and Math. We also recognize that this group has greater behavioral challenges impacting their achievement. In addition to our traditional academic support, we are dedicating increased behavioral and mental health support for this group of students.

We know that our school still has significant work to improve the overall proficiency percentage in all areas of our school. We continue to work on improving instructional content and identifying intervention strategies to continue to grow and develop our students.

The data also demonstrates the inconsistency that we see from cohort to cohort. A review of longitudinal data for our students shows long-term proficiency deficits for most of our students. This longitudinal data review demonstrates that many students have never met proficiency expectations before enrolling in our school.

In addition, our cohorts arrive at POCS with varying needs and challenges. The area of Mathematics has the greatest barriers to helping students find success, as many of our students are missing key skills required to access grade-level content.

Academic Progress

<i>Academic Progress</i>	25%		100	56
				Well Below Expectations
Growth in ELA (grades 4-8)	10%	54.30%	50	27
Growth in Math (grades 4-8)	10%	57.11%	50	29
Growth of lowest quartile ELA (grades 4-8)	1.25%	71.56%	N/A	*
Growth of highest quartile ELA (grades 4-8)	1.25%	35.00%	N/A	*
Growth of lowest quartile Math (grades 4-8)	1.25%	62.00%	N/A	*
Growth of highest quartile Math (grades 4-8)	1.25%	55.00%	N/A	*

Positive Outcomes Charter School believes that growth is the most important measure of the success of our school. As previously stated, almost 100% of our students arrive at our school with significant deficiencies and challenges. As a result, our number one priority is to help students close the gaps in their achievement. Growth is the number one indicator of this. While our school received a rating of Well Below Expectations, this data and other data points show that our students are growing.

Our data review also examines our school’s performance relative to the State of Delaware metrics. The table below shows that POCS performance in the areas of growth closely matches the overall State of Delaware performance. Growth in ELA is within 2%, and Math is within <1%. The comparison to the growth of our Lowest Quartile students is ELA >6% and Math <5% compared to the State of Delaware performance.

In comparison to the State of Delaware DSSF performance on the academic progress measures, our school scores closely match t

Academic Progress Area	POCS Metric	Delaware Metric	Difference
Growth in ELA	54.30%	56.32%	-2.02%
Growth in Math	57.11%	58.00%	-0.89%
Growth of Lowest Quartile (ELA)	71.56%	65.08%	+6.48%
Growth of Lowest Quartile (Math)	62.00%	67.31%	-5.31%

Our school-identified mission-specific goals are focused on the overall growth of our internal assessment for ELA and Mathematics. Our school uses Star 360 Reading and Star 360 Math for measuring initial GLE performance and progress monitoring during the school year. Students take assessments three times per year. We also conduct progress monitoring monthly of these measures. Interventions are based on their performance on these assessments.

Mission-Specific Growth Goal Completion					
	2018-19	2019-20	2020-21	2021-22	2022-23
Reading Growth	63%	34%*	56%*	70%	64%
Math Growth	71%	23%*	38%*	79%	65%

*Data Impacted by Covid-19 Pandemic and Overall Student Attendance and Performance

Our school has met overall performance expectations for every school year we have used this goal, with the exception of the years significantly impacted by the COVID-19 pandemic.

Another indicator of success is the overall growth of our lowest quartile for students in ELA and Mathematics. The overall growth of this identified group, 71.56% in ELA and 62% in Mathematics, demonstrates our work in catching students up.

As with all other indicators, our school works to continuously improve outcomes. We continue to identify new diagnostic and intervention strategies and programs that will show continuous improvement. In addition, our school has implemented additional intervention time in our school schedule. These new programs and increased time will allow us more time to identify and improve student deficiencies.

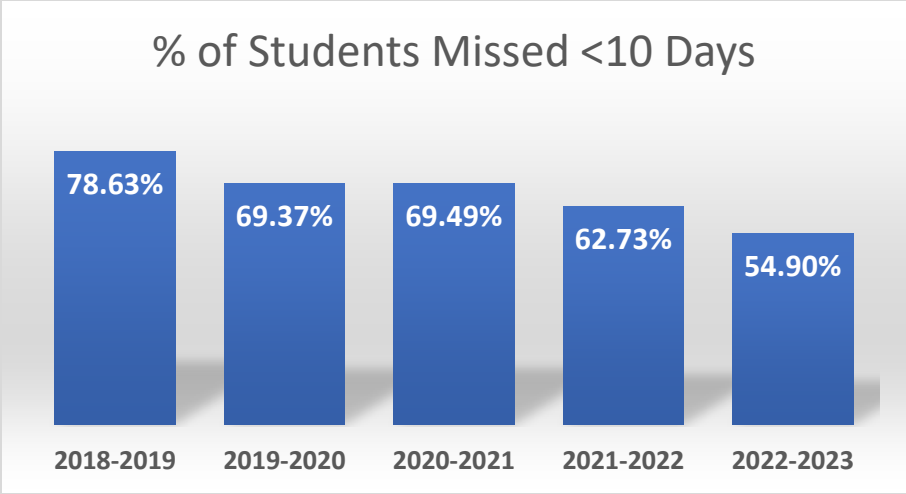
School Quality/Student Success

<i>School Quality/Student Success</i>	<i>25%</i>		<i>125</i>	65 Well Below Expectations
On Track Attendance (grade K-12)	3%	54.63%	12.5	7
Proficiency Science (grade 8 and Biology)	5%	3.47%	25	1
Proficiency Social Studies (Grades 7 and 11)	5%	13.33%	25	3
College and/or Career Preparedness (9-12)	8%	82.94%	37.5	31
On Track in 9th Grade	5%	93.68%	25	23

School Quality/Student Success Indicators is an area where our school demonstrated success prior to the COVID-19 pandemic. The present levels of performance are well below previously measured performance. Each indicator measured by this area of the DSSF is listed below.

On Track Attendance

The two charts below demonstrate our school's performance on this indicator over the charter term. While these numbers are concerning our school, they are also indicative of our school's target student population. Students who enroll in our school have experienced academic difficulties in traditional school settings. Attendance challenges are one of the key risk factors that our students face.



On Track Attendance	% of Students who missed less than 10% of school days
2018-2019	78.63%
2019-2020	69.37%
2020-2021	69.49%
2021-2022	62.73%
2022-2023	54.90%

The data above demonstrates that over the past years, the number of students who are absent greater than ten days has increased by approximately 30%. We believe this measure has been impacted significantly due to the COVID-19 pandemic. We also believe that almost all schools are experiencing similar challenges with student attendance after the pandemic.

Our school’s performance in this area is a critical area that our school identifies for success in our program. For our students to grow and learn, they must be present in school. This school year, we are implementing programs to improve performance in this measure. Our school’s student support team meets weekly and reviews student attendance measures. Students falling behind will have a dedicated support team member meet with them to identify the factors impacting their attendance at school. In addition, our school nurse continues to make personal contact with families when students are absent from school. Attendance data will also be reviewed in our MTSS data reviews to identify other staff members who can assist with improving student outcomes.

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Proficiency in Science and Social Studies

The data below demonstrates the overall proficiency performance on our annual Science and Social Studies assessments.

DeSSA Science Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
8 th Grade	10.53%		0.00%	14.29%	0.00%
Biology	9.09%		23.08%	7.69%	6.89%
All	9.68%		14.29%	9.68%	3.47%

DeSSA Social Studies Proficiency	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
7 th Grade	9.09%		0.00%	28.57%	Not Tested
11 th Grade	5.88%		0.00%	21.05%	13.33%
All	7.14%		0.00%	23.08%	13.33%

As identified above, overall proficiency continues to be a struggle for our students and school. Our school is working to identify additional measures that our school can utilize to benchmark student performance on the Science and Social Studies proficiency targets. In addition, we are working with classroom teachers to ensure that our curriculum is prioritized to match testing blueprints to ensure that we are providing our students the best opportunity to demonstrate their knowledge.

College and/or Career Preparedness

Positive Outcomes Charter School had 82.94% of our students meeting this indicator. Our school continues to work with our students to identify ways that we can help our students transition from our school into the subsequent phases of their lives.

On track in 9th grade

Positive Outcomes Charter School had 93.68% of students marked as being on track in 9th grade. This number represents a total of two students missing classes. One student dropped

out during the school year and failed to return to school. The other student was required to attend summer school to be promoted. The student was successful; however, is still missing a science credit.

Graduation Rate

Graduation Rate	20%		100	71 Well Below Expectations
4-Year Cohort Graduation Rate	15%	72.22%	75	54
5-Year Cohort Graduation Rate	3%	87.50%	13	11
6-Year Cohort Graduation Rate	2%	53.33%	12	6

Graduation rates at our school are another data point that can be dramatically impacted by the small N sizes of our student cohort groups; as such, our school can experience dramatic swings in our graduation rate percentages. As the chart demonstrates below, our rates can shift from a high of 94% to a low of 53%. High school completion is one of our school’s most essential student targets. We continue to work with students to complete their high school diplomas.

Another factor impacting our meeting graduation rates is the number of students that we work with who are working on a Basic Diploma or students who do not accept their diplomas to enter additional academic programming. After completing our school program, these students enter the Project Search program for further vocational training. For example, the Class of 2023 had four students take this path. This is approximately 20% of our total graduating class.

Graduation rates are also another measure that the Covid-19 pandemic has significantly impacted. Many students started working while our school was working virtually with students and did not return to complete their high school diplomas. In addition, we had three students who left the state during virtual instruction and did not return when we returned in person. While this measure will always be volatile, our performance will return to pre-pandemic performance levels.

Positive Outcomes Charter School Graduation Rates					
	2018	2019	2020	2021	2022
4 Year	70.37%	88.89%	53.33%	62.50%	72.22%
5 Year	70.37%	94.40%	53.33%	87.50%	
6 Year	70.37%	94.40%	53.33%		

Progress Toward English Language Proficiency

Progress toward English Language Proficiency	10%	N/A	N/A	N/A
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**Appendix 1 - Supplemental Academic Performance Data :: Question 20
Response: Academic Scorecard Information**

Positive Outcome Charter School has been working with the Department of Education Charter Office and A-Game team to identify additional measures that could be presented to demonstrate other indicators of our school's success. The section below outlines what goals are part of our school's A-Game work. This listing is pulled from our work with the A-Game team. This Alternative Report Card includes traditional data reflected in our DSSF report. The additional goals below were identified as important to our school and reflect other student growth and success indicators. Throughout the development of these targets, our school chose to have high targets for meeting the standard. It was discussed that reaching standards in each area was designed to be challenging. Low targets will not lead to continuous improvement. Our 2022-2023 report card is listed below to explain goals.

A review of our results shows areas that are still in need of improvement. We know that we need to continuously work to improve student outcomes. One measure is listed as an error in calculations as the measure business rules need to be reviewed to accurately reflect the target our team sought to measure (6-Year Graduation Calculation).

Positive Outcomes Charter School A-Game Goals for Alternative Report Card

Leaders from the Delaware Department of Education (DOE) and Positive Outcomes Charter School (POCS) participated in the A-GAME (Advancing Great Authorizing and Modeling Excellence) pilot project. Through this work, they created common and unique goals to supplement school performance captured in the DOE's renewal framework for the charter schools they authorize. This pilot work included regular meetings with leadership from the school, the authorizer, and the A-GAME team's directors, Naomi Rivera and Jody Ernst, during the 2020-21 school year.

While many goals apply across the entire student body, some are differentiated based on the number of risk factors a student enters the school with. Risk factors include the following: students with truancy issues, students on mental health placements, students on a mental health treatment plan, students having academic skill deficiencies in math and/or reading of greater than two grade levels, students who are credit deficient by two or more credits, students with an IEP, and/or students who have experienced a traumatic life event.

Research supports the conclusion that students with more risk factors have more difficulty engaging in school, even when present in online classrooms or the school building. Thus, students' engagement levels are defined as follows:

- Engaged: Students with 0-1 identified risk factors
- Emerging: Students with 2-3 identified risk factors
- Disengaged: Students with 4 or more risk factors

Goals

The following tables present the goals explicitly designed for Positive Outcomes Charter School.

Academic Performance & Growth

Measure	Goal Type	Goal
Achievement: Overall School Rating on State Report Card	Default	Each year, the school will receive a meet or exceeds rating on the overall academic performance metric on the Delaware School Success Framework.
Achievement: ELA state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Math state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Science state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Social Studies state assessment	Supplemental	Each year, at least 90% of 7th, 8th, and 11th-grade students will meet their expected performance level on the state-mandated test based on their student engagement level, identified at the beginning of the school year (or upon enrollment)
Achievement: Star 360 ELA	Supplemental	Each year, at least 90% of students will EITHER score on grade level in the spring OR show improvement between the fall and spring assessment occasions.
Achievement: Star 360 Math	Supplemental	Each year, at least 90% of students will EITHER score on grade level in the spring OR show improvement between the fall and spring assessment occasions.
Academic Growth	Default	Each year, the school will receive a meet or exceeds rating on the overall growth metric on the Delaware School Success Framework.
Growth: Star 360 ELA	Supplemental	Each year, at least 60 percent of students will meet expected growth, as specified in each student's STAR report.
Growth: Star 360 Math	Supplemental	Each year, at least 60 percent of students will expect growth, as specified in each student's STAR report.

Exhibition Rubric	Supplemental	Each year, at least 75% of students will demonstrate growth in skills through their summative final end-of-year exhibition score.
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High School Completion

Measure	Goal Type	Goal
State Report Card Rating: On track to graduation	Default	Each year, the school will receive a meet or exceed rating on the on-track to graduation metric on the Delaware School Success Framework.
Adjusted 6-year cohort graduation rate	Supplemental	At least 67% of students enrolled in the school will graduate with either a regular or a basic diploma within six years of enrolling in 9th grade for the first time.

College/Career Indicator

Measure	Goal Type	Goal
State Report Card Rating: College and Career Preparation	Default	Each year, the school will receive a meet or exceed rating on the overall college & career preparation metric on the Delaware School Success Framework.
POCS College and Career Ready measure	Supplemental	Each year, at least 75% of students in grades 10-12 will either complete an internship with a satisfactory evaluation, receive an Accuplacer or SAT score that qualifies them to take a dual enrollment course of interest or complete a dual enrollment course with a C or better grade.
Catch up credit rate.	Supplemental	Each year, at least X% of all high school students will either maintain their on-track status or catch up by at least 1 or 2 credits, based on their level of credit deficiency, by the end of the year (including summer school)

School Climate & Engagement

Measure	Goal Type	Goal
On-track attendance	Supplemental	Each year, at least 80% of students will meet their attendance goal as specified in their attendance agreement.
Supportive relationships	Supplemental	Each year, at least 90% of students will report that they feel they have a supportive relationship with at least one adult at the school.
Social Emotional well-being	Supplemental	Each year, at least 80% of students will either remain "Competent" or "Advanced" on the SEL Composite Performance Level assessment (SISSCoLab) in the fall and spring or show improvement between their fall and spring assessments.

Year 2022-2023

Academic POCS Scorecard



Academic Proficiency & Growth

▼ Achievement: Overall School Rating on State Report Card	Does Not Meet Standard
▼ Achievement: State Assessment [ELA]	Approaching Standard
▼ Achievement: State Assessment [Math]	Does Not Meet Standard
▼ Achievement: State Assessment [Science]	Does Not Meet Standard
▼ Achievement: State Assessment [Social Studies]	Does Not Meet Standard
▼ Achievement: Star 360 [ELA]	Meets Standard
▼ Achievement: Star 360 [Math]	Meets Standard
▼ Academic Growth	Does Not Meet Standard
▼ Growth: Star 360 [ELA]	Approaching Standard
▼ Growth: Star 360 [Math]	Approaching Standard
▼ Exhibition Rubric	Approaching Standard

High School Completion

▼ State Report Card Rating: On-Track to Graduation	Exceeds Standard
▼ Adjusted 6-year cohort graduation rate	Error executing formula

College/Career Indicator

▼ State Report Card Rating: College and Career Preparation	Meets Standard
▼ College and Career Ready measure	Exceeds Standard
▼ Catch Up Credit Rate	Exceeds Standard

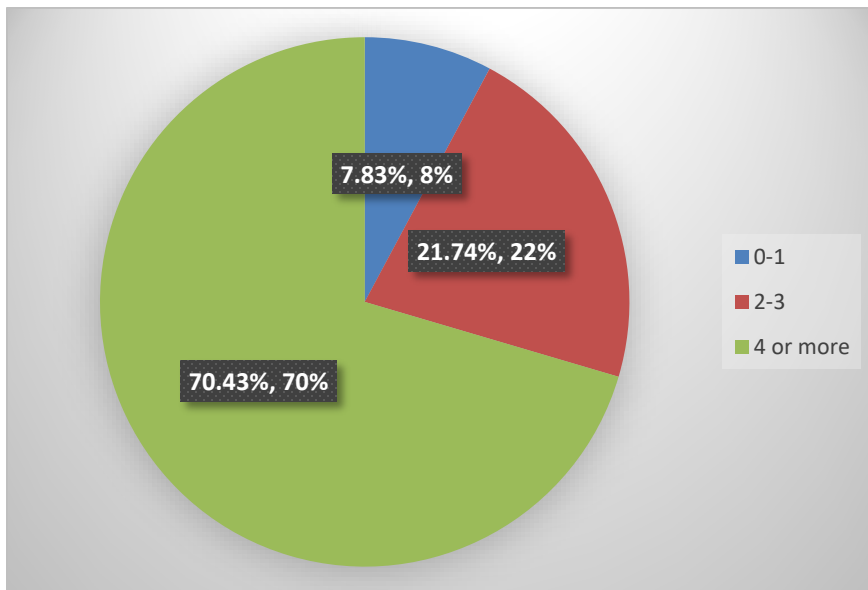
School Climate and Engagement

▼ On-Track Attendance	Meets Standard
▼ Supportive Relationships	Meets Standard
▼ Social Emotional Well-Being	Meets Standard

Data from our Alternative Report Card can be provided if required.

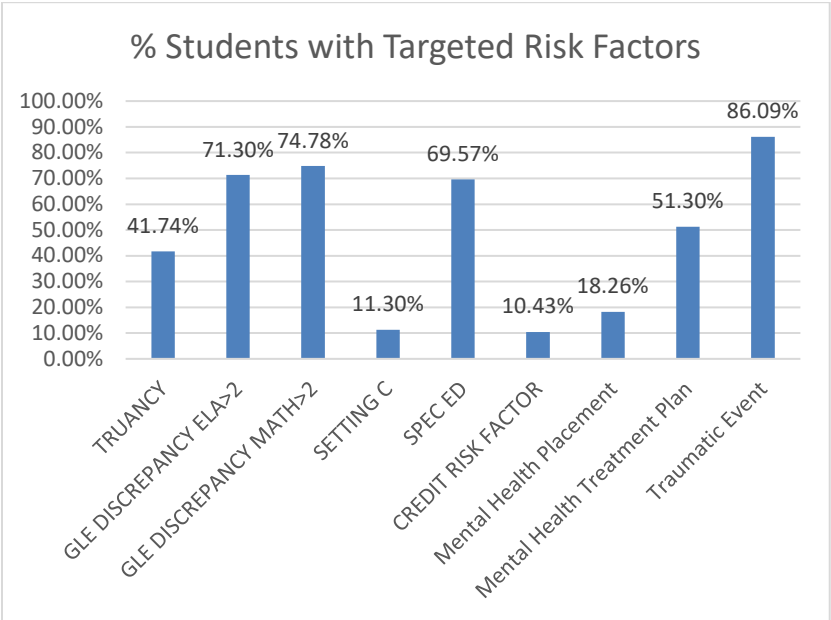
The data below demonstrates the risk factors of our student population and is provided to identify context around the work developed with the A-Game Team.

Our students are grouped based on the number of risk factors identified when entering our school program. These risk factors are listed above. The chart below shows the percentage of our students that fall into our three phases. Phase 1 – 0-1 risk factors, Phase 2 – 2-3 risk factors, Phase 3 – 4 or more risk factors.



Most of our students are identified as Phase 3, 70.43%.

The following chart demonstrates the targeted risk factors and the percentage of our student population identified with the identified risk factor.



The three risk factors that impact our student population are ELA GLE Discrepancy of >2, Math GLE Discrepancy of >2, and Traumatic Events. These risk factors create barriers to success for our students. We still believe that our students can find success and achieve higher levels. This data is presented to demonstrate the challenges that we have. We will continue to do all we can to help our students find success.

Appendix 2 - Data Source for Mission-Specific Goal(s)



Positive Outcomes Charter School

3337 S. DuPont Hwy.
Camden, DE 19934
Phone: (302) 697-8805
Fax: (302) 697-8813

July 31, 2023

Delaware DOE – Charter School Office
401 Federal Street, Suite 2
Dover, DE 19901

Dear Charter School Office:

You will find Positive Outcomes Charter School’s Mission-Specific Goal reporting for the 2022-2023 school year listed below and supported on the subsequent page. We are providing the information for the following goals that are outlined in our approved Performance Agreement from our last renewal:

Mission-Specific Goal 1	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>
Indicators	<p><u>Meets Standard</u> The school has between 60 and 100 percent of all students meeting their Lexile growth target using SRI</p> <p><u>Approaching Standard</u> The school has between 40 and 59 percent of all students meeting their Lexile growth target using SRI</p> <p><u>Falls Far Below Standard</u> The school has less than 40 percent of all students meeting their Lexile growth target using SRI</p>
Mission-Specific Goal 2	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>
Indicators	<p><u>Meets Standard</u> The school has between 60 and 100 percent of all students meeting their Quantile growth target using SMI</p>

	<p><u>Approaching Standard</u> <i>The school has between 40 and 59 percent of all students meeting their Quantile growth target using SMI</i></p> <p><u>Falls Far Below Standard</u> <i>The school has less than 40 percent of all students meeting their Quantile growth target using SMI</i></p>
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The above-listed indicators names have been modified from our approved Performance Agreement based on changes to other measures throughout the State. The change was the removal of the Exceeds Standards category and a renaming of the existing ones. If you have any questions about these items, please contact me at 302-697-8805 or by email at ed.emmett@pocs.k12.de.us.

Sincerely,



Edward J. Emmett Jr.
Director

Mission-Specific Goal 1	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Reading skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Reading Inventory (SRI) Lexile Score growth targets using Fall to Spring SRI assessments.</i>
Target	<i>>60% of students will meet anticipated Lexile growth targets on the Spring SRI assessments.</i>

Advisory	N Count	Number Meeting SRI Growth Target	% of Students Meeting SRI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	107	69	64.49%

For our Mission Specific Goal 1, Positive Outcomes Charter School **Meets Standard**.

Mission-Specific Goal 2	<i>As a school that focuses on high-needs students, our goal is to have students increase their performance in Mathematics skills.</i>
Measure/Metric	<i>Percentage of students meeting expected Scholastic Mathematics Inventory (SMI) Quantile Score growth targets using Fall to Spring SMI assessments.</i>
Target	<i>>60% of students will meet anticipated Quantile growth targets on the Spring SRI assessments.</i>

Advisory	N Count	Number Meeting SMI Growth Target	% of Students Meeting SMI Growth Target
POCS Overall – Grades 7, 8, 9, 10, 11 and 12			
POCS Totals	104	68	65.38%

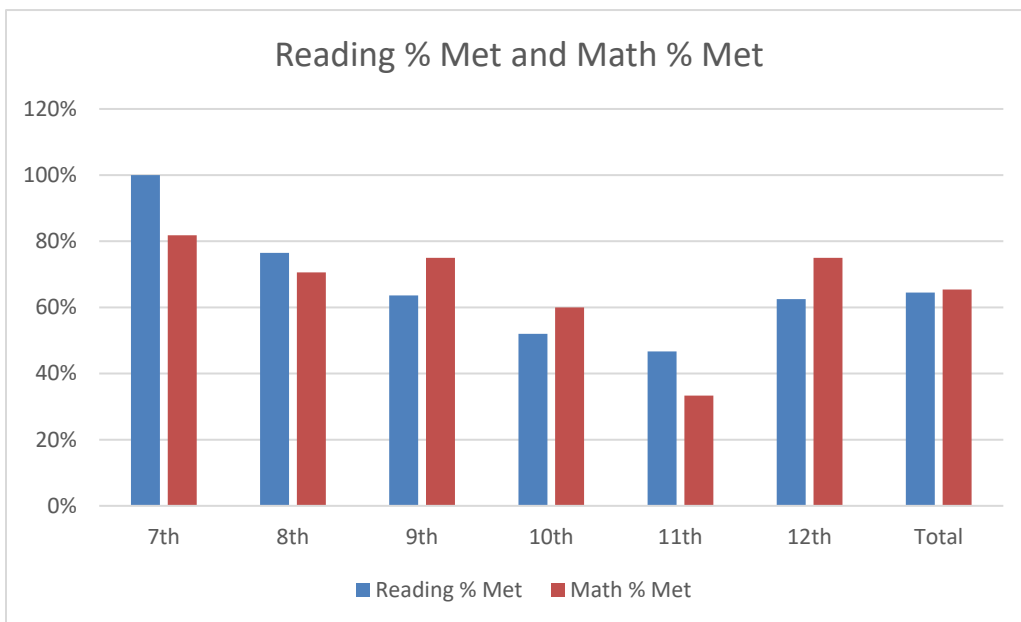
For our Mission Specific Goal 2, Positive Outcomes Charter School **Meets Standard**.

Reading Growth Goal Measures

Grade	Baseline Average GLE	% of Students Meeting Growth Goal Targets	School Measures Met
7th	4.42	100%	Yes
8th	5.68	76%	Yes
9th	7.08	64%	Yes
10th	7.19	52%	No - 8% Below Target
11th	5.72	47%	No - 13% Below Target
12th	8.36	63%	Yes
School Wide		64%	Yes

Mathematics Growth Goal Measures

Grade	Baseline Average GLE	% of Students Meeting Growth Goal Targets	School Measures Met
7th	3.93	82%	Yes
8th	5.03	71%	Yes
9th	6.37	75%	Yes
10th	6.04	60%	Yes
11th	5.7	33%	No - 27% Below Target
12th	7.68	75%	Yes
School Wide		65%	Yes



Appendix 3 :: Curriculum Documents :: World Languages Rubrics

Grading Rubrics: Spanish 1 & 2

Listening, Reading, and Culture Assessments, and Dictionary pages

A	B	C	D	F
Avanzado <i>Advanced</i>	Competente <i>Proficient</i>	En desarrollo <i>Developing</i>	Emergente <i>Emerging</i>	Principiante <i>Beginner</i>
9 or more correct	8 correct	7 correct	6 correct	0-5 correct

Listening Comprehension (10 questions)				
I understand almost all, if not all, of what I hear in Spanish.	I understand most of what I hear in Spanish.	I understand some of what I hear in Spanish.	I understand a little of what I hear in Spanish.	I understand little to none of what I hear in Spanish.

Reading Comprehension (10 questions)				
I understand almost all, if not all, of what I read in Spanish.	I understand most of what I read in Spanish.	I understand some of what I read in Spanish.	I understand a little of what I read in Spanish.	I understand little to none of what I read in Spanish.







Cultural Knowledge (10 questions)				
I know a great deal about Hispanic culture.	I know a lot about Hispanic culture.	I know something about Hispanic culture.	I know a little about Hispanic culture.	I don't know enough about Hispanic culture.

Vocabulary ~ Mi diccionario				
I completed 8 Spanish words or phrases with English translation, added appropriate illustrations, and used each structure in a complete sentence in Spanish.	I completed 7 Spanish words or phrases with English translation, added appropriate illustrations, and used each structure in a complete sentence in Spanish.	I completed 6 terms with appropriate illustrations and used each structure in a complete sentence in Spanish <u>OR</u> I attempted 8 terms, but did not follow all direction carefully.	I completed only 5 terms with appropriate illustrations and used each structure in a complete sentence in Spanish <u>OR</u> I attempted 8 terms, but I didn't follow all instructions and left several blanks.	I completed 4 terms or less with appropriate illustrations and used each structure in a complete sentence in Spanish <u>OR</u> I attempted 7 terms or less, but I didn't follow all instructions and left several blanks.

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
POCS Classroom Rubrics**

Rúbrica para la evaluación

Assessment Rubric

	Description	Grade
AVANZADO Advanced	 <p>You add your own ideas, perspective, and style into what you do. You are confident and are reaching for the next level of proficiency.</p>	A (93%-100%)
COMPETENTE Proficient	 <p>You consistently meet the target proficiency level, and you are ready to move on.</p>	B (85%-92%)
EN DESARROLLO Developing	 <p>You can meet the target proficiency level in familiar tasks and situations.</p>	C (76%-84%)
EMERGENTE Emerging	 <p>You know what to do to meet the target proficiency level, but you need extra help.</p>	D (70%-75%)
PRINCIPIANTE Beginning	 <p>You know what the target proficiency level is, but you are confused and probably frustrated. You need some help to get started!</p>	F (0%-69%)
NO INTENTÓ Did not attempt	 <p>You miss opportunities to demonstrate what you can do because you are often distracted, not participating, or absent.</p>	F

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
POCS Grading Rubric for Proficiency Levels**

Nombre:

Fecha:

Per.:

	Avanzado <i>Advanced</i>	Competente <i>Proficient</i>	En desarrollo <i>Developing</i>	Emergente <i>Emerging</i>	Principiante <i>Beginning</i>	No intentó <i>Did not attempt</i>
Do I avoid using English in class?	I speak Spanish in class independently.	I use little English in class.	I use English at times.	I use English frequently.	I use English almost always.	I am absent or very late for class and it is unexcused; or, I make no attempt to participate in class at all.
Do I actively listen and pay attention?	I am extremely attentive*.	I am usually attentive*.	I am often attentive*.	I am not very attentive*.	I am not attentive* at all: little eye contact or effort.	
Do I respond to questions?	I respond in Spanish to all input.	I respond in Spanish to almost all input.	I respond in Spanish most of the time.	I sometimes don't respond in Spanish or at all.	I rarely respond at all.	
Do I use vocabulary gestures?	I always do gestures.	I almost always do gestures.	I usually do gestures.	I often do not do gestures.	I rarely or never do gestures.	
Do I use the "stop" signal?	I always use the "stop" signal for clarification.	I frequently use the "stop" signal for clarification.	I don't always use the "stop" signal.	I rarely if ever use the "stop" signal.	I don't use the "stop" signal.	

*Attentive: *I have nothing on my lap, I sit up straight, I maintain eye contact with the speaker, I listen with the intent to understand, I respond to statements/questions with short answers, and I don't blurt out or hold side conversations.*

Nombre:

Fecha:

Per.:

	Avanzado <i>Advanced</i>	Competente <i>Proficient</i>	En desarrollo <i>Developing</i>	Emergente <i>Emerging</i>	Principiante <i>Beginning</i>	No intentó <i>Did not attempt</i>
Do I avoid using English in class?	I speak Spanish in class independently.	I use little English in class.	I use English at times.	I use English frequently.	I use English almost always.	I am absent or very late for class and it is unexcused; or, I make no attempt to participate in class at all.
Do I actively listen and pay attention?	I am extremely attentive*.	I am usually attentive*.	I am often attentive*.	I am not very attentive*.	I am not attentive* at all: little eye contact or effort.	
Do I respond to questions?	I respond in Spanish to all input.	I respond in Spanish to almost all input.	I respond in Spanish most of the time.	I sometimes don't respond in Spanish or at all.	I rarely respond at all.	
Do I use vocabulary gestures?	I always do gestures.	I almost always do gestures.	I usually do gestures.	I often do not do gestures.	I rarely or never do gestures.	
Do I use the "stop" signal?	I always use the "stop" signal for clarification.	I frequently use the "stop" signal for clarification.	I don't always use the "stop" signal.	I rarely if ever use the "stop" signal.	I don't use the "stop" signal.	

*Attentive: *I have nothing on my lap, I sit up straight, I maintain eye contact with the speaker, I listen with the intent to understand, I respond to statements/questions with short answers, and I don't blurt out or hold side conversations.*

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
POCS Participation Self Assessment 2023**

Speaking Rubric

AVANZADO Advanced	<p>STUDENT CONSISTENTLY SPEAKS ABOVE INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can talk about the topic easily. <input type="checkbox"/> I use long sentences with a lot of detail. <input type="checkbox"/> My ideas are organized and fully developed. <input type="checkbox"/> I can use key vocabulary to express topic as well as extra vocabulary I picked up along the way. <input type="checkbox"/> I used all allotted time. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm easily understood because I make few errors.
COMPETENTE Proficient	<p>STUDENT CONSISTENTLY SPEAKS AT INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can talk about the topic with some ease. <input type="checkbox"/> I use longer sentences with some detail. <input type="checkbox"/> My ideas are organized and developed, but not as much as they could be. <input type="checkbox"/> I can use key vocabulary to express topic. <input type="checkbox"/> I used most of the allotted time. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm understandable even though I make some errors.
EN DESARROLLO Developing	<p>STUDENT DEMONSTRATES BASIC SKILLS JUST BELOW INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have some trouble talking about the topic. <input type="checkbox"/> I often use short, choppy sentences. <input type="checkbox"/> I have some trouble organizing my ideas, and they often lack any detail. <input type="checkbox"/> I have forgotten some key vocabulary needed to express topic. <input type="checkbox"/> I used some of the allotted time. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm understandable, but I often make errors.
EMERGENTE Emerging	<p>STUDENT DEMONSTRATES A LIMITED SKILL SET BELOW INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have lots of trouble talking about the topic. <input type="checkbox"/> My sentences are sometimes incomplete. <input type="checkbox"/> My ideas aren't organized. <input type="checkbox"/> I repeat myself a lot. <input type="checkbox"/> I have forgotten a lot of key vocabulary needed to express topic. <input type="checkbox"/> I used little of the allotted time. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm difficult to understand because I make a lot of mistakes.
PRINCIPIANTE Beginning	<p>STUDENT DEMONSTRATES INSUFFICIENT EVIDENCE TO EVALUATE.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm unable to talk about the topic; and/or <input type="checkbox"/> I didn't address the task/topic; and/or <input type="checkbox"/> I didn't provide enough of a sample to evaluate.

One thing I did well...

One thing I need to work on next time...

- | | | | |
|--------------------|------------------|--------------------|-----------------------|
| ✓ add details | ✓ add dialogue | ✓ avoid hesitation | ✓ increase vocabulary |
| ✓ longer sentences | ✓ organize ideas | ✓ speak naturally | ✓ verb endings |
| ✓ verb tense | ✓ word choice | ✓ word order | |
| ✓ other: _____ | | | |

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
POCS Rubric Speaking**

Writing Rubric

AVANZADO Advanced	<p>STUDENT CONSISTENTLY WRITES ABOVE INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write about the topic easily. <input type="checkbox"/> I use long sentences with a lot of detail. <input type="checkbox"/> My ideas are organized and fully developed. <input type="checkbox"/> I can use key vocabulary to express topic as well as extra vocabulary I picked up along the way. <input type="checkbox"/> I met and far exceeded the minimum word requirement. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm easily understood because I make few errors.
COMPETENTE Proficient	<p>STUDENT CONSISTENTLY WRITES AT INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I can write about the topic with some ease. <input type="checkbox"/> I use longer sentences with some detail. <input type="checkbox"/> My ideas are organized and developed, but not as much as they could be. <input type="checkbox"/> I can use key vocabulary to express topic. <input type="checkbox"/> I met the minimum word requirement. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm understandable even though I make some errors.
EN DESARROLLO Developing	<p>STUDENT DEMONSTRATES BASIC SKILLS JUST BELOW INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have some trouble writing about the topic. <input type="checkbox"/> I often use short, choppy sentences. <input type="checkbox"/> I have some trouble organizing my ideas, and they often lack any detail. <input type="checkbox"/> I have forgotten some key vocabulary needed to express topic. <input type="checkbox"/> I met more than half, but less than the minimum word requirement. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm understandable, but I often make errors.
EMERGENTE Emerging	<p>STUDENT DEMONSTRATES A LIMITED SKILL SET BELOW INSTRUCTION LEVEL.</p> <p>Complexity:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I have lots of trouble writing about the topic. <input type="checkbox"/> My sentences are sometimes incomplete. <input type="checkbox"/> My ideas aren't organized. <input type="checkbox"/> I repeat myself a lot. <input type="checkbox"/> I have forgotten a lot of key vocabulary needed to express topic. <input type="checkbox"/> I met less than half the minimum word requirement. <p>Comprehensibility:</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm difficult to understand because I make a lot of mistakes.
PRINCIPIANTE Beginning	<p>STUDENT DEMONSTRATES INSUFFICIENT EVIDENCE TO EVALUATE.</p> <ul style="list-style-type: none"> <input type="checkbox"/> I'm unable to write about the topic; and/or <input type="checkbox"/> I didn't address the task/topic; and/or <input type="checkbox"/> I didn't provide enough of a sample to evaluate.

One thing I did well...

One thing I need to work on next time...

- | | | | |
|--------------------|------------------|----------------|-----------------------|
| ✓ accent marks | ✓ add details | ✓ add dialogue | ✓ increase vocabulary |
| ✓ longer sentences | ✓ organize ideas | ✓ punctuation | ✓ spelling |
| ✓ verb endings | ✓ verb tense | ✓ word choice | ✓ word order |
| ✓ other: _____ | | | |

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
POCS Rubric Writing**

Nombre: _____

Fecha: _____ Período: _____

Unit 1 - Culture Quiz

Read all of the questions carefully and select the best answer for each one.

1. True or False. People from different cultures around the world all greet each other in the same way.
 - a. True
 - b. False
2. True or False. In general, people from Spanish-speaking cultures stand farther away from the person to whom they are speaking than people from the US do.
 - a. True
 - b. False
3. True or False. It is normal for people in Spanish-speaking countries to greet friends with a kiss on the cheek.
 - a. True
 - b. False
4. True or False. Spanish speakers often have more physical contact between them than Americans typically do.
 - a. True
 - b. False
5. True or False. The most appropriate way for a man to greet another man in Latin America is through a handshake or a hug.
 - a. True
 - b. False
6. Most females in Latin cultures greet each other...
 - a. With a firm handshake
 - b. With a "kiss" on the cheek
 - c. By saying "Mucho gusto"
 - d. By saying hello ("Hola")
 - e. Answer not given
7. In which setting is it most appropriate for people in Spanish-speaking countries to greet each other with a firm handshake?
 - a. At a party
 - b. At a family get-together
 - c. At a business meeting
 - d. At a gathering of friends
 - e. Answer not given
8. Which of the following best describes how people in the country of Spain greet each other?
 - a. They hug each other
 - b. They shake hands
 - c. They give a kiss on the cheek
 - d. They give a kiss on both cheeks
 - e. Answer not given

9. True or False. When multiple friends are gathered together in Spanish-speaking cultures, most people just wave at the group rather than greeting each person individually.
- True
 - False
10. True or False. The concept of personal space is the same across all cultures around the world.
- True
 - False

Nombre: _____

Fecha: _____ Período: _____

Unit 1 - Culture Quiz 1

Read all of the questions carefully and select the best answer for each one.

1. True or False. People from different cultures around the world all greet each other in the same way.
 - a. True
 - b. False**
2. True or False. In general, people from Spanish-speaking cultures stand farther away from the person to whom they are speaking than people from the US do.
 - a. True
 - b. False**
3. True or False. It is normal for people in Spanish-speaking countries to greet friends with a kiss on the cheek.
 - a. True**
 - b. False
4. True or False. Spanish speakers often have more physical contact between them than Americans typically do.
 - a. True**
 - b. False
5. True or False. The most appropriate way for a man to greet another man in Latin America is through a handshake or a hug.
 - a. True**
 - b. False
6. Most females in Latin cultures greet each other...
 - a. With a firm handshake
 - b. With a "kiss" on the cheek**
 - c. By saying "Mucho gusto"
 - d. By saying hello ("Hola")
 - e. Answer not given
7. In which setting is it most appropriate for people in Spanish-speaking countries to greet each other with a firm handshake?
 - a. At a party
 - b. At a family get-together
 - c. At a business meeting**
 - d. At a gathering of friends
 - e. Answer not given
8. Which of the following best describes how people in the country of Spain greet each other?
 - a. They hug each other
 - b. They shake hands
 - c. They give a kiss on the cheek
 - d. They give a kiss on both cheeks**
 - e. Answer not given

9. True or False. When multiple friends are gathered together in Spanish-speaking cultures, most people just wave at the group rather than greeting each person individually.

a. True

b. False

10. True or False. The concept of personal space is the same across all cultures around the world.

a. True

b. False

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
Sp1 U1 Culture Q1**

Unit 2 - Listening Quiz 2

You will hear a story twice in Spanish. Listen carefully both times and then select the best answer for each of the questions that follow.

1. Who is the story about?
 - a. Isabel
 - b. Bethany
 - c. Erin
 - d. Maribel
 - e. Answer not given
2. How old is the girl in the story?
 - a. 12
 - b. 15
 - c. 17
 - d. 19
 - e. Answer not given
3. Where is she at the beginning of the story?
 - a. Canada
 - b. Idaho
 - c. Washington
 - d. Texas
 - e. Answer not given
4. What does she want?
 - a. A dog
 - b. A cat
 - c. A burrito
 - d. To go home
 - e. Answer not given
5. Where does she go first to find what she wants?
 - a. Canada
 - b. Idaho
 - c. Washington
 - d. Texas
 - e. Answer not given
6. What does she find there?
 - a. A boy with a cat
 - b. A boy with a dog
 - c. A girl with two cats
 - d. A boy with two dogs
 - e. Answer not given
7. Where does she meet Bethany?
 - a. Canada
 - b. Idaho
 - c. Washington
 - d. Texas
 - e. Answer not given
8. What does Bethany offer her?
 - a. Nothing
 - b. A cat
 - c. A dog
 - d. A walrus
 - e. Answer not given

9. What makes her so happy at the end of the story?
- a. She gets a dog.
 - b. She gets a cat.
 - c. She gets even more than she asked for.
 - d. Nothing; she isn't happy at the end of the story.
 - e. Answer not given
10. What is the main idea of the story?
- a. A girl wants a cat.
 - b. Kevin doesn't have a cat.
 - c. A boy has two cats he wants to give away.
 - d. There are no cats in Canada.
 - e. Answer not given

Unit 2 - Listening Quiz 2

You will hear a story twice in Spanish. Listen carefully both times and then select the best answer for each of the questions that follow.

1. Who is the story about?
 - a. Isabel
 - b. Bethany
 - c. Erin
 - d. Maribel**
 - e. Answer not given
2. How old is the girl in the story?
 - a. 12**
 - b. 15
 - c. 17
 - d. 19
 - e. Answer not given
3. Where is she at the beginning of the story?
 - a. Canada
 - b. Idaho**
 - c. Washington
 - d. Texas
 - e. Answer not given
4. What does she want?
 - a. A dog
 - b. A cat**
 - c. A burrito
 - d. To go home
 - e. Answer not given
5. Where does she go first to find what she wants?
 - a. Canada**
 - b. Idaho
 - c. Washington
 - d. Texas
 - e. Answer not given
6. What does she find there?
 - a. A boy with a cat
 - b. A boy with a dog
 - c. A girl with two cats
 - d. A boy with two dogs**
 - e. Answer not given
7. Where does she meet Bethany?
 - a. Canada
 - b. Idaho
 - c. Washington
 - d. Texas**
 - e. Answer not given
8. What does Bethany offer her?
 - a. Nothing
 - b. A cat
 - c. A dog
 - d. A walrus
 - e. Answer not given**

9. What makes her so happy at the end of the story?
- She gets a dog.
 - She gets a cat.
 - She gets even more than she asked for.**
 - Nothing; she isn't happy at the end of the story.
 - Answer not given
10. What is the main idea of the story?
- A girl wants a cat.**
 - Kevin doesn't have a cat.
 - A boy has two cats he wants to give away.
 - There are no cats in Canada.
 - Answer not given

Script:

You will hear a story twice in Spanish. Listen carefully both times and then select the best answer for each of the questions that follow.

Hay una chica. La chica se llama Maribel. Maribel prefiere Mari. Mari tiene 12 años. Mari está en Idaho. Mari no está contenta. No tiene un gato. Quiere un gato. Mari no está contenta porque Mari quiere un gato.

Mari va a Canada. Hay un chico en Canada. El chico es Kevin. Mari le dice:

—Hola. Me llamo Mari. Quiero un gato.

—Hola, Mari. Soy Kevin. Lo siento, pero no tengo un gato. Tengo dos perros. ¿Quieres un perro?

Mari no está contenta. No quiere un perro. Quiere un gato. Mari va a Texas. Hay una chica en Texas que se llama Bethany. Mari le dice:

—¡Hola! Soy Mari. ¿Tienes un gato?

—Hola, Mari. Soy Bethany. Sí, tengo dos gatos. ¿Quieres dos gatos?

—¡Sí!

Mari está súper contenta. Está muy contenta porque no tiene un gato; ¡tiene dos gatos!

**Appendix 3 :: Curriculum Documents :: World Languages Rubrics ::
Sp1 U2 Listening Q2**

Appendix 3 :: Curriculum Documents

Health/Physical Education Positive Outcomes Charter School Standards and Instruction

Positive Outcomes Charter School will be utilizing the *Open Physical Education Curriculum* to ensure that all students meet the standards as set out by Shape Delaware. Positive Outcomes Charter School will be utilizing HealthSmart Curriculum for health education instruction.

Curriculum Maps for Health and Physical Education

[Grade 7 Curriculum Map for Health and Physical Education](#)

[Grade 8 Curriculum Map for Health and Physical Education](#)

[Sample Grade 7-8 Module](#)

[Grade 9 Curriculum Map for Health and Physical Education](#)

[Sample Grade 9 Module](#)

POCS Hours-Credits Requirements for Health

[How HealthSmart Lessons Work](#)

[Consent Education](#)

- Positive Outcomes provides 2 hour CPR training through the American Heart Association and our school nurse.
- We will also be piloting the Erin's Law "It's Not Okay"- **Sexual Abuse** through the State of Delaware.

Appendix 3 :: Curriculum Documents :: Physical Education



CURRICULUM FRAMEWORK FOR SPANISH I

Content Area	World Languages	Course Level	H1	Proficiency Range Level	Novice Low – Novice Mid
Course Name	Spanish I (Grades 10/11)			Curricular Tool	N/A

In line with the practices of the Common Core, grammatical concepts will be introduced in basic form in early stages and addressed in a spiral fashion across multiple units, progressing in greater detail over the course of the year. As such, the classroom environment will be designed so that repetitive and compelling comprehensible input will guide and prepare students to use Spanish in the real world. The highest frequency vocabulary in the Spanish language will dominate instruction, with particular emphasis on the “Super 7” verbs that express location, existence, possession, identity, preference, motion, and desire/volition (*estar, haber, tener, ser, gustarle, ir, querer*).

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: Somos únicos Timeline : 3.5 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p>	<p>Concepts: Greetings and introductions Numbers 11–20 Classroom expressions School supplies Physical characteristics Interests and leisure activities Present tense Interrogatives <i>Llamarse</i> <i>Estar</i> with greetings <i>Ser</i> + adjectives</p> <p>Big Ideas: Language is useful for developing a deeper understanding of other people and cultures.</p> <p>People from many different countries speak Spanish as their first language. In fact, more people speak Spanish as a first language than speak English as a first language.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● What learning habits and behaviors can I develop to help me acquire the target language? ● How do greeting practices in my own culture compare with greeting practices in the target culture? ● How can I use cognates to broaden my understanding of the target language? ● How can I describe other people, feelings, and emotions in the target language? ● How can I discuss interests and leisure activities in the target language? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can introduce myself to others in the target language. (1.1) ● I can use the target language to get to know and understand other people. (1.1) ● I can answer yes/no and either/or questions in the target language. (1.1) ● I can recognize useful classroom expressions in the target language. (1.2) ● I can use basic language structures supported by visual cues in the classroom. (1.3) 	<p>Suggested Formative Assessments Questioning/Circling techniques Reflective journaling Listening practice Reading comprehension practice Embedded readings Self-Assessment Student interviews Observation of oral discourse</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<ul style="list-style-type: none"> I can compare and contrast greeting practices in my own culture with those of the target culture. (2.1, 4.2) I can recognize spoken numbers in the target language. (3.1) I can begin to recognize cognates in context. (4.1) 	
Unit Two: Comunicamos con cuentos Timeline: 6 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>Concepts: Numbers 11–20 Colors Calendar Days of the week Months of the year Clock/Time Express likes and dislikes Feelings and emotions Animals Cognates Present and past tenses Singular and plural nouns Definite/indefinite articles Noun/adjective agreement and placement Indirect object pronouns Interrogatives <i>Haber</i> <i>Ser</i> with days of the week, dates, and telling time <i>Estar</i> with location <i>Tener/Querer</i> Subject pronouns Negation Employability/Use of Spanish in the workforce</p> <p>Big Ideas Stories can help us to understand language in context and enable us to communicate about the world around us.</p> <p>Our own culture has been impacted and enriched by the target culture in many ways.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can we use oral and written stories to help us understand language in context? What patterns are present in how numbers are expressed in the target language? How can I express time in the target language? How can I discuss feelings and emotions in the target language? How can developing the ability to use the target language enhance my future employability? How has the target culture impacted the culture of the US? <p>Learning Targets:</p> <ul style="list-style-type: none"> I can express possession in both oral and written form in the target language. (1.1, 1.3) I can express desire/volition in both oral and written form in the target language. (1.1, 1.3) I can recognize the difference between <i>tener</i> and <i>querer</i>. (1.2) I can identify ways that developing the ability to use the target language can enhance my employability. (2.1) I can observe ways that people from the target culture assimilate into the US. (2.2) I can draw parallels between the patterns of how numbers are expressed in my own language and how they are expressed in the target language. (3.1) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
		<ul style="list-style-type: none"> I can use cognates to help me comprehend feelings and emotions in the target language. (4.1) I can compare the way dates are expressed in the US and in the target culture. (4.2) I can identify ways that knowing the target language is crucial to many professions. (5.1) I can listen to a children's song intended for native speakers. (5.2) 	
Unit Three: Dialogamos Timeline: 6 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>Concepts: Weather and seasons Numbers 21-50 Present and past tenses Singular and plural nouns Definite/indefinite articles Noun/adjective agreement and placement Indirect object pronouns Interrogatives <i>Haber</i> <i>Hacer</i> with weather <i>Ser/Estar</i> <i>Tener/Querer</i> <i>Darle</i> <i>Decirle</i> Subject pronouns Negation Classes and descriptors Student life</p> <p>Big Ideas: Students around the world share similar experiences even though geographical and cultural differences do exist.</p> <p>Spanish-speaking cultures around the world grew out of cultural practices first established in Spain. However, traditional cultural practices</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How can I interact about weather and seasons in the target language? How does my own experience compare with that of students from the target culture? How can dialogue enhance my understanding of the target language? How does telecommunication (i.e., cell phones, Internet, etc.) differ across cultures? What impact has the country of Spain had on the culture of other Spanish-speaking countries? <p>Learning Targets:</p> <ul style="list-style-type: none"> I can express basic likes and dislikes in the target language. (1.1) I can understand new information expressed through dialogue in the target language. (1.2) I can distinguish whether someone is speaking about something that is happening now or something that happened in the past. (1.2) I can describe different types of weather in oral form in the target language. (1.3, 3.1) I can make observations about bullfighting in Spain. (2.2) I can use cognates to aid in my understanding of classes and student life. (4.1) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
	can spark controversy in modern times.	<ul style="list-style-type: none"> I can examine a song that is popular in both my own culture and the target culture and consider reasons why some music transcends cultural boundaries. (4.2) I can sing along to a popular song intended for native speakers. (5.2) 	
Unit Four: Pensamos Timeline: 4.5 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied. .</p> <p>3.2 Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. .</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>Concepts: Family and peer relationships Numbers 51-99 Possessive adjectives Present and past tenses <i>Mirar</i> <i>Pensar</i> (Recycle and expand previous grammar)</p> <p>Big Ideas: Family and peer relationships form an important part of the lives of students around the world.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does the concept of family in the target culture compare with the concept of family in our own culture? What are the significance of peer relationships in the target culture as compared to peer relationships in our own culture? How can I discuss my thoughts in the target language? <p>Learning Targets:</p> <ul style="list-style-type: none"> I can express identity in both oral and written form in the target language. (1.1, 1.3) I can understand higher frequency adverbs and adjectives in both aural and written form in the target language. (1.2) I can understand higher frequency family words in both aural and written form in the target language. (1.2) I can express the highest frequency family words in both oral and written form in the target language. (1.3) I can observe patterns of interaction among family and peer relationships in the target culture. (2.1) I can identify the royal family of Spain. (2.2) I can use music intended for speakers of the target language to prepare my own version of the song lyrics. (3.2) I can use cognates to help me understand and express opinions. (4.1) I can compare and contrast family and peer relationships in the target culture with those of my own culture. (4.2) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<ul style="list-style-type: none"> I can create a parody of a popular song in the target culture for my own enjoyment. (5.2) 			
Unit Five: Reflejamos Timeline: 6 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>Concepts: Numbers 0–100 <i>Ir + a</i> Stem-changing verbs Objects of prepositions Possessive adjectives Speaking about future events and activities Clothing Shopping (Recycle and expand previous grammar)</p> <p>Big Ideas: Culture and language are inseparable; they influence and reflect each other.</p> <p>Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How does our own culture inform the choices that we make? What clothing do teenagers wear? <p>Learning Targets:</p> <ul style="list-style-type: none"> I can respond to questions phrased with “<i>ir + a</i>” when used to express future events and activities in the target language. (1.1) I can identify the main idea of short stories in the target language. (1.2) I can understand higher frequency clothing in both aural and written form in the target language. (1.2) I can observe types of dress among teenagers in the target culture. (2.2) I can recall significant historical facts about the Spanish Civil War. (3.1) I can connect a song intended for native speakers to my own experience. (3.2) I can use cognates to help me understand and discuss events and activities. (4.1) I can compare and contrast ways that teenagers dress in the target culture with ways that they dress in my home culture. (4.2) I can recognize the joy expressed in a popular song intended for native speakers. (5.2) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>
Unit Six: Vivimos Timeline: 6 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication</p>	<p>Concepts: Numbers 101–1000 <i>Hacer</i> with weather Cities and places Transportation Reflexive verbs <i>Gustarle</i></p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> How and where do I live? How and where do people live in the countries where the target language is spoken? 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>(Recycle and expand previous grammar)</p> <p>Big Ideas: People around the world make choices about where they live based on culture, geography, and resources.</p> <p>Although houses share commonalities throughout the world, the notion of home is tied to one’s culture and personal vision.</p>	<ul style="list-style-type: none"> • How does my definition of home compare to that of other students from other cultures? • How can I discuss different modes of transportation? <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can express preference in both oral and written form in the target language. (1.1, 1.3) • I can recognize spoken numbers for multiples of 100 through 1000. (1.2) • I can observe modes of transportation in the target culture. (2.2) • I can demonstrate my understanding of art as it relates to a study of Pablo Picasso. (3.1) • I can use art media intended for native speakers to develop a deeper understanding of topics that interest me. (3.2) • I can use cognates to help me understand and discuss cities, places, and transportation. (4.1) • I can compare and contrast modes of transportation in the target culture with those in my home culture. (4.2) • I can sing along to a rendition of a popular song in my own culture that has been adapted for use in the target culture. (5.2) 	<p>Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>

[World Language Sample Assessments and Rubrics](#)

**Appendix 3 :: Curriculum Documents :: POCS Curriculum Map -
Spanish 1_2023 Charter Renewal**



CURRICULUM FRAMEWORK FOR SPANISH II

Content Area	World Languages	Course Level	H2	Proficiency Range Level	Novice-Mid to Novice-High
Course Name	Spanish II (Grades 11/12)	Curricular Tool		N/A	

In line with the practices of the Common Core, grammatical concepts will be introduced in basic form in early stages and addressed in a spiral fashion across multiple units, progressing in greater detail over the course of the year. As such, the classroom environment will be designed so that repetitive and compelling comprehensible input will guide and prepare students to use Spanish in the real world. The highest frequency vocabulary in the Spanish language will dominate instruction, with particular emphasis on the “Super 7” verbs that express location, existence, possession, identity, preference, motion, and desire/volition (*estar, haber, tener, ser, gustarle, ir, querer*).

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Unit One: El mundo a mi alrededor Timeline : 4.5 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>3.2 Acquiring Information and Diverse Perspectives Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.</p> <p>4.1 Language Comparisons</p>	<p>Concepts: Reflexive verbs <i>Se pone</i> + adjective Preterite tense <i>Estar</i> + present participle Ve + que Childhood experiences Daily activities Advanced classroom expressions</p> <p>Numbers 11–20</p> <p>Big Ideas: Language is useful for developing a deeper understanding of other people and cultures.</p> <p>People from many different countries speak Spanish as their first language. In fact, more people speak Spanish as a first language than speak English as a first language.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I use the language I’ve already acquired to continue building proficiency in the target language? ● How can I use the target language to expand my knowledge of and understanding of other people? ● How can I share about memorable experiences in the target language? ● How do family structure, values, and customs change someone’s rights and responsibilities at home? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can understand simple greetings and introductions and respond appropriately in the target language. (2.1) ● I can compare and contrast greeting practices in my own culture with those of the target culture. (2.1, 4.2) ● I can use the target language to get to know and understand other people. (1.1) ● I can use cognates to help me describe physical characteristics in the target language. (1.3, 4.1) ● I can answer yes/no and either/or questions in Spanish. (1.1) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>4.2 Cultural Comparisons Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own. .</p> <p>5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>		<ul style="list-style-type: none"> • I can recognize spoken numbers in Spanish. (3.1) • I can recognize useful classroom expressions. (1.2) • I can recognize and use basic classroom commands and questions. (1.1, 1.2) 	
<p>Unit Two: La vida estudiantil Timeline: 6 weeks</p>			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.2 Relating Cultural Products to Perspectives: Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.1 School and Global Communities Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.</p>	<p>Concepts: Infinitives Two verb construction</p> <p>Numbers 11-20 Colors Calendar Days of the week Months of the year Clock/Time Express likes and dislikes Feelings and emotions Animals Cognates Present and past tenses Singular and plural nouns Definite/indefinite articles Noun/adjective agreement and placement Indirect object pronouns Interrogatives <i>Haber</i> <i>Ser</i> with days of the week, dates, and telling time <i>Estar</i> with location <i>Tener/Querer</i> Subject pronouns Negation Employability/Use of Spanish in the workforce</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How can we use oral and written stories to help us understand language in context? • What patterns are present in how numbers are expressed in the target language? • How can I express time in the target language? • How can I discuss feelings and emotions in the target language? • How can developing the ability to use the target language enhance my future employability? • How has the target culture impacted the culture of the US? <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can understand when existence is being expressed in both aural and written form in the target language. (1.2) • I can understand when location is being expressed in both aural and written form in the target language. (1.2) • I can recognize the difference between <i>tener</i> and <i>querer</i>. (1.2) • I can describe whether or not a person possesses something. (1.3) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
	<p>Big Ideas Stories can help us to understand language in context and enable us to communicate about the world around us.</p> <p>Our own culture has been impacted and enriched by the target culture in many ways.</p>	<ul style="list-style-type: none"> ● I can define the concept of a cognate and recognize cognates in context. (4.1) ● I can use gestures to enhance my comprehension of vocabulary structures. (1.2) ● I can understand simple classroom instructions with support (i.e., greetings, introductions, colors, numbers, commands: <i>look, listen, sit, stand, go</i>). (1.2) ● I can compare the way dates are expressed in the US and in Spanish-speaking countries. (4.2) ● I can identify ways that knowing Spanish is crucial to many professions. (5.1) ● I can write isolated words used frequently in class. (1.3) ● I can understand a children’s song intended for native speakers. (5.2) 	
<p>Unit Three: El tiempo de ocio Timeline: 6 weeks</p>			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.2 Lifelong Learning</p>	<p>Concepts: Weather and seasons Numbers 21-50 Present and past tenses Singular and plural nouns Definite/indefinite articles Noun/adjective agreement and placement Indirect object pronouns Interrogatives <i>Haber</i> <i>Hacer</i> with weather <i>Ser/Estar</i> <i>Tener/Querer</i> <i>Darle</i> <i>Decirle</i> Subject pronouns Negation Classes and descriptors Student life</p> <p>Big Ideas: Students around the world share similar experiences even</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> ● How can I interact about weather and seasons in the target language? ● How does my own experience compare with that of students from the target culture? ● How can dialogue enhance my understanding of the target language? ● How does telecommunication (i.e., cell phones, Internet, etc.) differ across cultures? ● What impact has the country of Spain had on the culture of other Spanish-speaking countries? <p>Learning Targets:</p> <ul style="list-style-type: none"> ● I can express existence in both oral and written form in the target language. (1.1, 1.3) ● I can express location in both oral and written form in the target language. (1.1, 1.3) ● I can differentiate between types of weather. (1.2, 3.1) 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.	<p>though geographical and cultural differences do exist.</p> <p>Spanish-speaking cultures around the world grew out of cultural practices first established in Spain. However, traditional cultural practices can spark controversy in modern times.</p>	<ul style="list-style-type: none"> • I can describe different types of weather in oral form. (1.3, 3.1) • I can recognize written numbers in Spanish. (1.2, 3.1) • I can understand the pattern of how numbers 51-99 are expressed in the target language. (1.2) • I can distinguish whether someone is speaking about something that is happening now or something that happened in the past. (1.2) • I can understand new information expressed through dialogue in Spanish. (2.1) • I can understand song lyrics of a song 	Oral proficiency quizzes (group and/or individual)
Unit Four: Las relaciones Timeline: 3.5 weeks			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p>	<p>Concepts: Family and peer relationships Numbers 51-99 Possessive adjectives Present and past tenses <i>Mirar</i> <i>Pensar</i> (Recycle and expand previous grammar)</p> <p>Big Ideas: Family and peer relationships form an important part of the lives of students around the world.</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How does the concept of family in the target culture compare with the concept of family in our own culture? • What are the significance of peer relationships in the target culture as compared to peer relationships in our own culture? • How can I discuss my thoughts in the target language? <p>Learning Targets:</p> <ul style="list-style-type: none"> • I can identify the main idea of short stories in the target language. (1.1, 1.3) • Identify the main idea of short stories in the target language • Research and identify career options where knowing a second language will be beneficial. 	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>
Unit Five: Vamos de compras Timeline: 6 weeks			
1.1 Interpersonal Communication	Concepts: Numbers 0-100	Essential Questions:	Suggested Formative Assessments

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p>	<p><i>Ir + a</i> Stem-changing verbs Objects of prepositions Possessive adjectives Speaking about future events and activities Clothing Shopping (Recycle and expand previous grammar)</p> <p>Big Ideas: Culture and language are inseparable; they influence and reflect each other.</p> <p>Language learning provides opportunities to uncover big ideas about languages, cultures, and other disciplines.</p>	<ul style="list-style-type: none"> How does our own culture inform the choices that we make? What clothing do teenagers wear? <p>Learning Targets:</p> <ul style="list-style-type: none"> Oral presentation Identify main ideas presented in media in the target culture 	<p>Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>
<p>Unit Six: ¡A viajar! Timeline: 6 weeks</p>			
<p>1.1 Interpersonal Communication Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.</p> <p>1.2 Interpretive Communication Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.</p> <p>1.3 Presentational Communication Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.</p> <p>2.1 Relating Cultural Practices to Perspectives Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.</p> <p>3.1 Making Connections Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively..</p> <p>4.1 Language Comparisons</p>	<p>Concepts: Numbers 101-1000 <i>Hacer</i> with weather Cities and places Transportation Reflexive verbs <i>Gustarle</i> (Recycle and expand previous grammar)</p> <p>Big Ideas: People around the world make choices about where they live based on culture, geography, and resources.</p> <p>Although houses share commonalities throughout the world, the notion of home is</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> What are some critical issues faced by the people of the Dominican Republic, and how do they compare with issues we face in our own culture? How and where do people live in the countries where the target language is spoken? How does my definition of home compare to that of other students from other cultures? How can I discuss different modes of transportation? <p>Learning Targets:</p>	<p>Suggested Formative Assessments Questioning/Circling techniques Interactive Word Wall Total Physical Response (TPR) Reflective journaling Listening practice Reading comprehension practice Embedded readings Writing practice Discourse practice Self-Assessment Informal oral interviews</p> <p>Suggested Summative Assessments Listening comprehension quizzes</p>

Standards Alignment	Unit Concepts/ Big Ideas	Essential Questions/ Learning Targets	Assessments
<p>Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.</p> <p>5.2 Lifelong Learning Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement</p>	<p>tied to one's culture and personal vision.</p>		<p>Reading comprehension quizzes Cultural quizzes Writing proficiency quizzes Oral proficiency quizzes (group and/or individual)</p>

[World Language Sample Assessments and Rubrics](#)

MOVE TO SPANISH 3:

- What are some of the critical issues faced by the people of Cuba, and how do they compare with issues we face in our own culture?

**Appendix 3 :: Curriculum Documents :: POCS Curriculum Map -
Spanish 2_Charter Renewal 2023**

Positive Outcomes Charter School Science Standards and Instruction

Positive Outcomes Charter School will be adopting OpenSciEd as the entire program was written from the ground up for Framework-based standards like the NGSS.

Positive Outcomes is also a member of the Delaware Science Coalition and follow all of their recommendations.

Recognized for High Quality



In February 2023, after a rigorous educator-led review process, [OpenSciEd](#) received a 'green' rating from [EdReports](#), the nation's most respected independent reviewer of curriculum, indicating that OpenSciEd offers the highest quality of science education instructional materials for middle school.



All OpenSciEd units have been rated as 'quality' by the Science Peer Review Panel at [NextGenScience](#). 93% of instructional materials submitted to the Science Peer Review Panel for review do not achieve a quality ranking

Grades 7 and 8, OpenSciEd will be used completely. Grade 9 uses New Visions for Public School Science Curriculum. Grades 10-11 will be OpenSciEd Biology and Chemistry Units as the units become available. All units should be complete by the end of the 23-24 school year. Until then, Biology and Chemistry will be supplemented with New Visions for Public Schools science curriculum.



NGSS Design Badge

Awarded: Feb 9, 2022

Awarded To:

New Visions for Public Schools: Discovering New Worlds

All grades 7-9 have a 47 minute block of science instruction per day.

Grade 7: (Click blocks for link to each unit for StoryLine)



7.1 Chemical Reactions & Matter

How can we make something new that was not there before?



7.2 Chemical Reactions & Energy

How can we use chemical reactions to design a solution to a problem?



7.3 Metabolic Reactions

How do things inside our bodies work together to make us feel the way we do?



7.4 Matter Cycling & Photosynthesis

Where does food come from and where does it go next?



7.5 Ecosystem Dynamics

How does changing an ecosystem affect what lives there?



7.6 Earth's Resources & Human Impact

How do changes in the Earth's system impact our communities and what can we do about it?

Grade 8: (Click blocks for link to each unit for StoryLine)



8.1 Contact Forces

Why do things sometimes get damaged when they hit each other?



8.2 Sound Waves

How can a sound make something move?



8.3 Forces at a Distance

How can a magnet move another object without touching it?



8.4 Earth in Space

How are we connected to the patterns we see in the sky and space?



8.5 Genetics

Why are living things different from one another?



8.6 Natural Selection & Common Ancestry

How could things living today be connected to the things that lived long ago?

[Middle School Sample Assessment Overview](#)

Grade 9: Physical/Earth Science

[Scope and Sequence](#)

[Unit 1: Discovering New Worlds](#)

◆ UNIT STORYLINE SNAPSHOT



Anchor Phenomenon: Earth is an Ideal Place to Support Life

Out of all the planets in our Solar System, what makes Earth habitable? As Earth is becoming less habitable, what can we do?

Performance Task: Based on your understanding of what makes the Earth habitable, make and defend a claim about which exoplanet in another solar system is most Earth-like and able to be a potential home for humans in the future.



How the Sun Works 5E

Why is the Sun so important to life on Earth? How does the Sun work? How has the Sun provided us with the "right" amount of energy for life to exist?



Star Life Cycles 5E

Does the exoplanet have a star like our Sun? What is our Sun like, compared to other stars? Do all stars become supernovas?



Planets and Orbits 5E

Is the exoplanet like Earth in terms of its distance from its star? What are the factors that allow an exoplanet to maintain a stable temperature?

[Unit 2: Landscapes and Surface Features](#)

UNIT STORYLINE SNAPSHOT



Anchor Phenomena: The resilience and deterioration of the Sphinx in Giza, Egypt and the Statue of Liberty in New York City

Which important monument do you think is most in danger of being destroyed by nature? What can be done to save it?

Performance Task: Monument Mayhem



The Rock Cycle and Rock Identification

5E Instructional Model Plan



Weathering & Erosion




5E Instructional Model Plan








Patterns of Stream Erosion & Deposition

5E Instructional Model Plan

[Unit 3: Geologic History and Evolution of Life](#)

UNIT STORYLINE SNAPSHOT	
 Performance Task: Does This Fossil Exist in New York State?	
 Stratigraphy <i>5E Instructional Model Plan</i>	 Absolute Dating <i>5E Instructional Model Plan</i>
<i>How do geologists discover events from Earth's history and sequence them chronologically?</i>	<i>How do geologists date events that have occurred in Earth's history?</i>

[Unit 4: The Earth-Sun-Moon System](#)

UNIT STORYLINE SNAPSHOT			
 Performance Task: Modeling Celestial Phenomena and Making Predictions			
 Evidence for Earth's Rotation <i>5E Instructional Model Plan</i>	 Insolation and Seasons <i>5E Instructional Model Plan</i>	 Apparent Pathway of the Sun <i>5E Instructional Model Plan</i>	 Phases of the Moon <i>5E Instructional Model Plan</i>

[Unit 5: Climate Change and Severe Weather](#)

◆ UNIT STORYLINE SNAPSHOT

Anchor Phenomenon: 2015 vs. 2017 Storm Seasons

The 2015 and 2017 hurricane and blizzard seasons may tell a story about changes in climate. While the occurrence of hurricanes increased, blizzards stayed about the same, although there has been more snow. Blizzards are getting more intense!

Performance Task: Predicting Frequency and Intensity of Severe Storms

Make a prediction, based on evidence, about the frequency and intensity of hurricanes and blizzards over the next decade.



Atmosphere and Weather Variables (OPTIONAL) 5E

What is air like in the atmosphere? Is it the same everywhere in the atmosphere?



Air Masses and Fronts 5E

What causes high-speed winds? What causes rain and snow to fall?



Air Mass Origins and Global Winds 5E

Where do air masses come from? Why do they tend to follow a particular path?



Climate and Seasonal Variation 5E

Why does certain weather seem to happen more often in some regions of Earth? How can we use our understanding of weather to predict weather and prepare for it?

Unit 6: Geography, Climate, and Cities

Unit Title:

Geography, Climate, & Cities

Course:

Earth Science

Length (# days):



New Visions
for Public Schools

What is climate and what are the factors that shape climate across the world?

How has the geography and climate of our Earth influenced where humans live?

What is causing climate change, and how might it influence where humans live in the future?



The distribution of human populations and use of resources over time has been largely influenced by the Earth's geography and climate. At the same time, the decisions humans make about where to live and how to use the Earth's resources has and will continue to have significant impact on the Earth's climate and geography. In this unit students will analyze and create topographic maps as they consider how geographical features such as oceans, lakes, and mountains have influenced where humans have chosen to live. Students will also make predictions about how changes in the Earth's surface features that may take place - whether due to climate change or other factors - can influence where they would want to live in the future.

DESIRED RESULTS

Enduring Understanding(s):

- Global climate is determined by the interaction of solar energy with Earth's surface and atmosphere.
- The distribution of human populations and use of resources has been largely influenced by the Earth's geography and climate.
- The decisions humans make about where to live and how they use the Earth's resources has significant impact on the Earth's climate and geography.

Knowledge: Students will know...

Physical Science topics to review

-

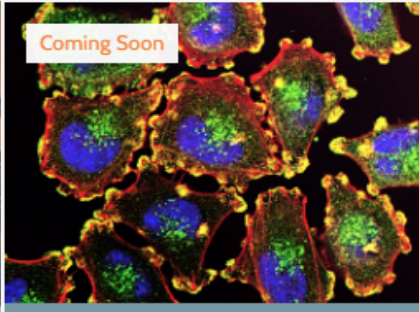
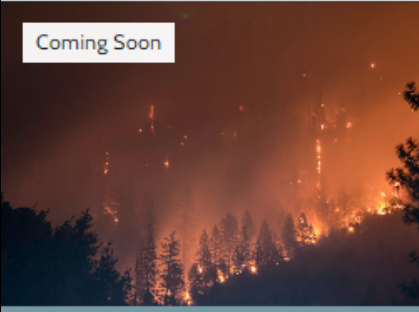
Earth Science content - required

- Geography and Climate
- Reading and Drawing Topographic Maps
- Climate Change
- Weathering and Erosion

Grade 10: Biology (Click each block for link to unit overview)



Coming Soon



Coming Soon

B.1 Ecosystem Interactions & Dynamics

How do ecosystems work, and how can understanding them help us protect them?

Released

B.2 Ecosystems: Matter & Energy

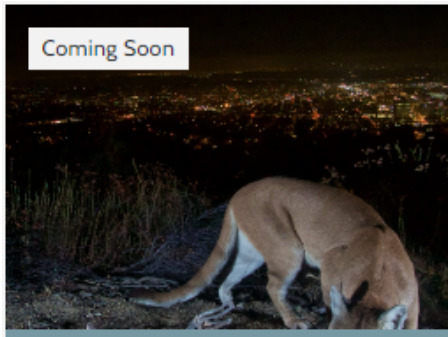
What causes fires in ecosystems to burn and how should we manage them?

Fall 2023

B.3 Inheritance & Variation of Traits

Who gets cancer and why? Where should we focus efforts on treatment and prevention?

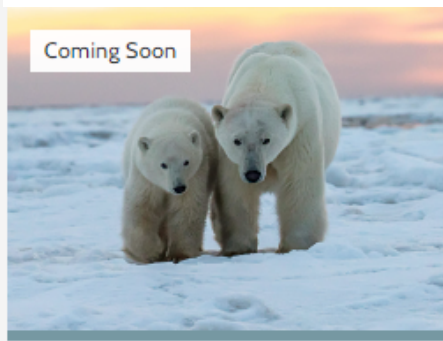
Summer 2023



B.4 Natural Selection & Evolution of Populations

How does urbanization affect nonhuman populations, and how can we minimize harmful effects?

Summer 2023



B.5 Common Ancestry & Speciation

How did polar bears evolve and what will happen to them as their environment changes?

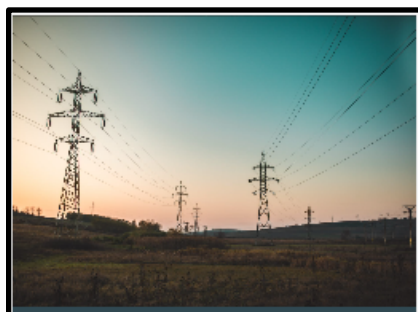
Winter 2023/24

Positive Outcomes will begin with the released Unit B1 - Ecosystem Interactions and Dynamics. Replacement Units until the release of OpenSciEd Units

OpenSciEd Unit	New Visions for Public Education Unit
B2	Humans Vs Bacteria
B3	Evolution of Sick Humans
B4	Saving the Mountain Lion
B5	Woolly Mammoth

[Biology Example of Unit Assessment System](#)

Grade 12: Physics/Chemistry (Click Block for released Unit 1)



P.1 Energy Flow from Earth's Systems

How can we design more reliable systems to meet our communities' energy needs?

Released



C.1 Thermodynamics in Earth's Systems

How can we slow the flow of energy on Earth to protect vulnerable coastal communities?

Released



C.2 Structure & Properties of Matter

What causes lightning and why are some places safer than others when it strikes?

Fall 2023



C.3 Molecular Processes in Earth Systems

How could we find and use the resources we need to live beyond Earth?

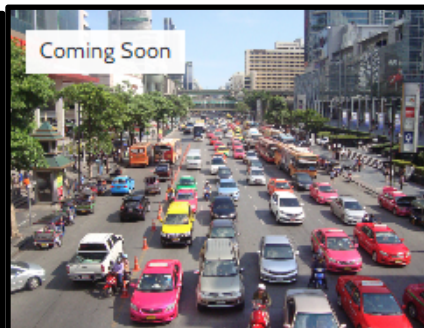
Winter 2023/24



C.4 Chemical Reactions in our World

Why are oysters dying, and how can we use chemistry to protect them?

Summer 2023



C.5 Energy from Chemical & Nuclear Reactions

Which fuels should we design our next generation vehicles to use?

Summer 2024

Professional Learning Plans

Appendix 3 :: Curriculum Documents :: Science Instruction

**Positive Outcomes Charter School
Social Studies
Standards and Instruction**

Grade 7

- **First Semester**
 - [Holocaust Unit \(HB 318\)](#)
 - [Civics Unit 1](#)
 - [Civics Unit 2](#)
 - [Civics Unit 3](#)
 - [Civics Unit 4](#)
- **Second Semester**
 - [Economics](#)

Grade 8

- **Beginning of the Year**
 - [Holocaust Unit \(HB 318\)](#)
 - [Introductory Units](#)
- [1783 - 1820 DeSSA Administration 1](#)
- [1820 - 1860 DeSSA Administration 2](#)
- [1860 - 1877 DeSSA Administration 3](#)

Grade 9

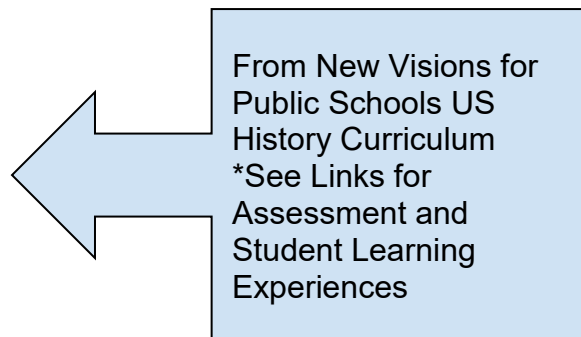
- [Civics](#)
- [Holocaust and Genocide Unit \(HB 318\)](#)

Grade 10

- [Holocaust and Genocide Unit \(HB318\)](#)
- [DE Economics 1 Microeconomics](#)
- [DE Economics 2 Macroeconomics](#)
- [DE Economics 3 Systems](#)
- [DE Economics 4 Trade](#)

Grade 11

- [Holocaust and Genocide Unit \(HB 318\)](#)
- [Week 1 Introduction \(SHEG Intro Materials\)](#)
- [Unit 1 Reconstruction \(From Facing History\)](#)
- [Unit 2 Gilded Age and Progressive Era](#)
- [Unit 3 Rise of American Power](#)
- [Unit 4 Prosperity and Depression](#)
- [Unit 5 World War II](#)
- [Unit 6 Cold War](#)
- [Unit 7 Domestic Change](#)



Grade 12 (World History Units from OER Project (World History -Origins))

- [Holocaust and Genocide Unit \(HB 318\)](#)
- [Era 1- Our Big History](#)
- [Era 2 - Early Humans](#) 250,000 BP -3000 BCE
- [Era 3 - Cities, Societies, and Empires](#) 6000 BCE - 700 CE
- [Era 4 - Regional Webs](#) 200 - 1500 CE
- <https://www.oerproject.com/Origins-to-the-Present/Era-5> 1200- 1750 CE
- [Project X](#)

[POCS HB 198 Report](#)

Appendix 3 :: Curriculum Documents :: Social Studies Instruction

Positive Outcomes Charter School ELA Standards and Instruction

CommonLit 360 curricular resources meet the criteria of the appropriate IMET from achievethecore.org. See full analysis linked below.

<https://drive.google.com/file/d/1iHRwbkGgAtRC0rgtREZXhk-LuastQRfl/view?usp=sharing>
[Appendix \(Arc of Writing Instruction\)](#)

[Scope and Sequence](#)

Unit Guides with CCSS standards and texts

[Grade 7](#)

[Grade 8](#)

[Grade 9](#)

[Grade 10](#)

[Grade 11](#)

[Grade 12](#)

[Sample Learning Experiences](#)

Professional Learning Opportunities: Positive Outcomes subscribes to the *CommonLit School Essentials Pro Plus* program which provides quarterly virtual PD as well as consulting services.

MTSS - Screening and Diagnostics

Star Reading:

- Benchmark assessments are given three times a year (Beginning, Middle, and End of Year) with progress monitoring assessments given once a month.

DeSSA Interim Assessments

- Grades 7 and 8 are given the DeSSA Interim Assessment Blocks

Lexia

- [Lexia Auto-Placement Screener](#)
- [Lexia Skills Reports](#)

Interventions:

[Lexia Power up](#)



READING

GRADES

MIDDLE SCHOOL

Lexia PowerUp Literacy

Essa Rating	No. Studies	No. Students	Average Effect Size
 STRONG	1	155	+0.36

Program Description

Lexia® PowerUp Literacy® (PowerUp) is designed to enhance English language arts instruction for struggling and non-proficient readers in grades 6–12. Blending online student-driven explicit instruction with offline teacher-delivered lessons and activities, PowerUp aims to accelerate the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths. PowerUp addresses the instructional needs of a wide range of students, from struggling to nearly proficient readers, by identifying skill gaps and providing personalized, systematic instruction in Word Study, Grammar, and Comprehension. This explicit instruction prepares students to comprehend and engage with complex texts across a range of genres. Embedded progress monitoring, actionable data, and scripted lessons empower teachers to deliver the exact instruction each student needs.

**Appendix 3 :: Curriculum Documents :: Appendix 3a_ELA Standards
and Instruction**

Positive Outcomes Charter School Math Standards and Instruction

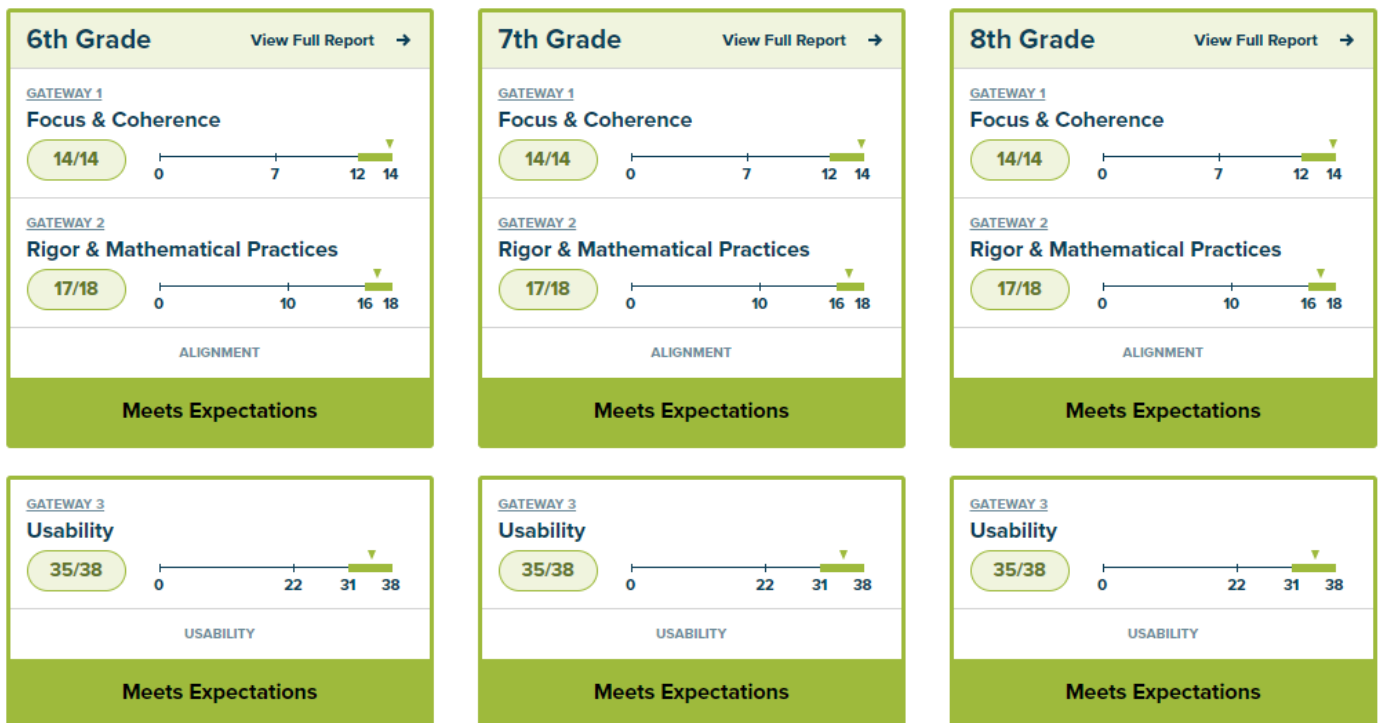
- Evidence of the adoption of a high quality, standards aligned instructional resource, per EdReports.org [Grades 7-8](#)

Report Overview

Summary of Alignment & Usability: HMH Into Math | Math

Math 6-8

The instructional materials reviewed for Into Math Grades 6-8 meet expectations for alignment to the Standards and usability. The instructional materials meet expectations for Gateway 1, focus and coherence, Gateway 2, rigor and balance and practice-content connections, and Gateway 3, instructional supports and usability indicators.



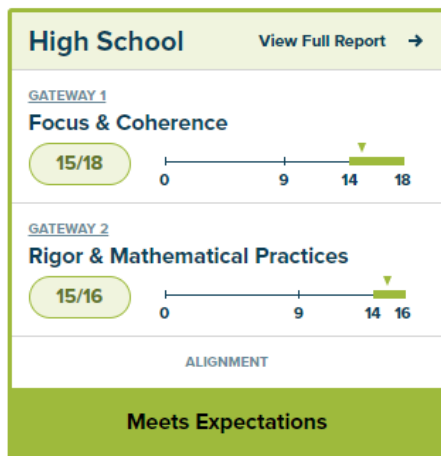
Report Overview

Summary of Alignment & Usability: HMH Into AGA | Math

Grades 9-12

Math High School

The instructional materials reviewed for HMH Into AGA meet expectations for Alignment to the CCSSM. The materials meet expectations for Focus and Coherence as they show strengths in: attending to the full intent of the mathematical content for all students; spending the majority of time on content widely applicable as prerequisites; engaging students in mathematics at a level of sophistication appropriate to high school; making meaningful connections in a single course and throughout the series; and explicitly identifying and building on knowledge from Grades 6-8 to the high school standards. The materials meet expectations for Rigor and Mathematical Practices as they meet expectations for Rigor and Balance and meet expectations for Practice-Content Connections. Within Rigor and Balance, the materials provide students opportunities for developing each of the three aspects of Rigor and balance the three aspects of Rigor, and within Practice-Content Connections, the materials intentionally develop all of the eight mathematical practices.



- Sample learning experiences and assessments
- Opportunities provided and embedded within the curriculum for professional learning and strategic use of

[Grade 7](#)

[Grade 8](#)

[Grade 9 - Algebra 1](#)

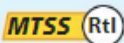
[Grade 10 - Geometry](#)

[Grade 11- Algebra 2](#)

[Grade 12- Probability and Statistics \(Units 8 and 9\)](#)

MTSS Opportunities: Each lesson from Grades 7-12 has differentiated intervention or enrichment resources for MTSS.

PLAN FOR DIFFERENTIATED INSTRUCTION



Small-Group Options

Use these teacher-guided activities with pulled small groups.

On Track	Almost There Rtl	Ready for More
<p>Materials: computer</p> <p>Have students investigate the free app GeoGebra and create lines and segments, bisect segments, and find distances on a coordinate plane.</p>	<p>Materials: compass and straightedge</p> <p>If some students have difficulty using a compass, have them work in a small group to share the construction steps. Make sure their compasses are not too loose to make a good arc, and check that their compasses do not slip while performing their constructions.</p>	<p>Materials: patty paper</p> <p>Have students use the construction for bisecting a segment to create a triangle with a bisected angle. Students should understand that bisecting creates two equal parts: a bisected line segment produces two equal line segments, and a bisected angle produces two equal angles. Students can use patty paper to verify that their triangle contains a bisected angle.</p>

>

MTSS - Screening and Diagnostics

Star Math:

- Benchmark assessments are given three times a year (Beginning, Middle, and End of Year) with progress monitoring assessments given once a month.
- Grades 7 and 8 are given the DeSSA Interim Assessment Blocks
- [HMH Adaptive Benchmark Assessment](#)

Math Center Options

Use these student self-directed activities at centers or stations. Key: ● Print Resources ● Online Resources

On Track	Almost There	Ready for More
<ul style="list-style-type: none">● Interactive Digital Lesson●● Journal and Practice Workbook● Interactive Glossary (printable): line, plane, point, bisect, collinear, congruent, coplanar, distance, endpoint, line segment, midpoint, postulate, ray, undefined term	<ul style="list-style-type: none">● Reteach 1.1 (printable)● Interactive Reteach 1.1	<ul style="list-style-type: none">● Challenge 1.1 (printable)● Interactive Challenge 1.1

[Professional Learning Structures](#)

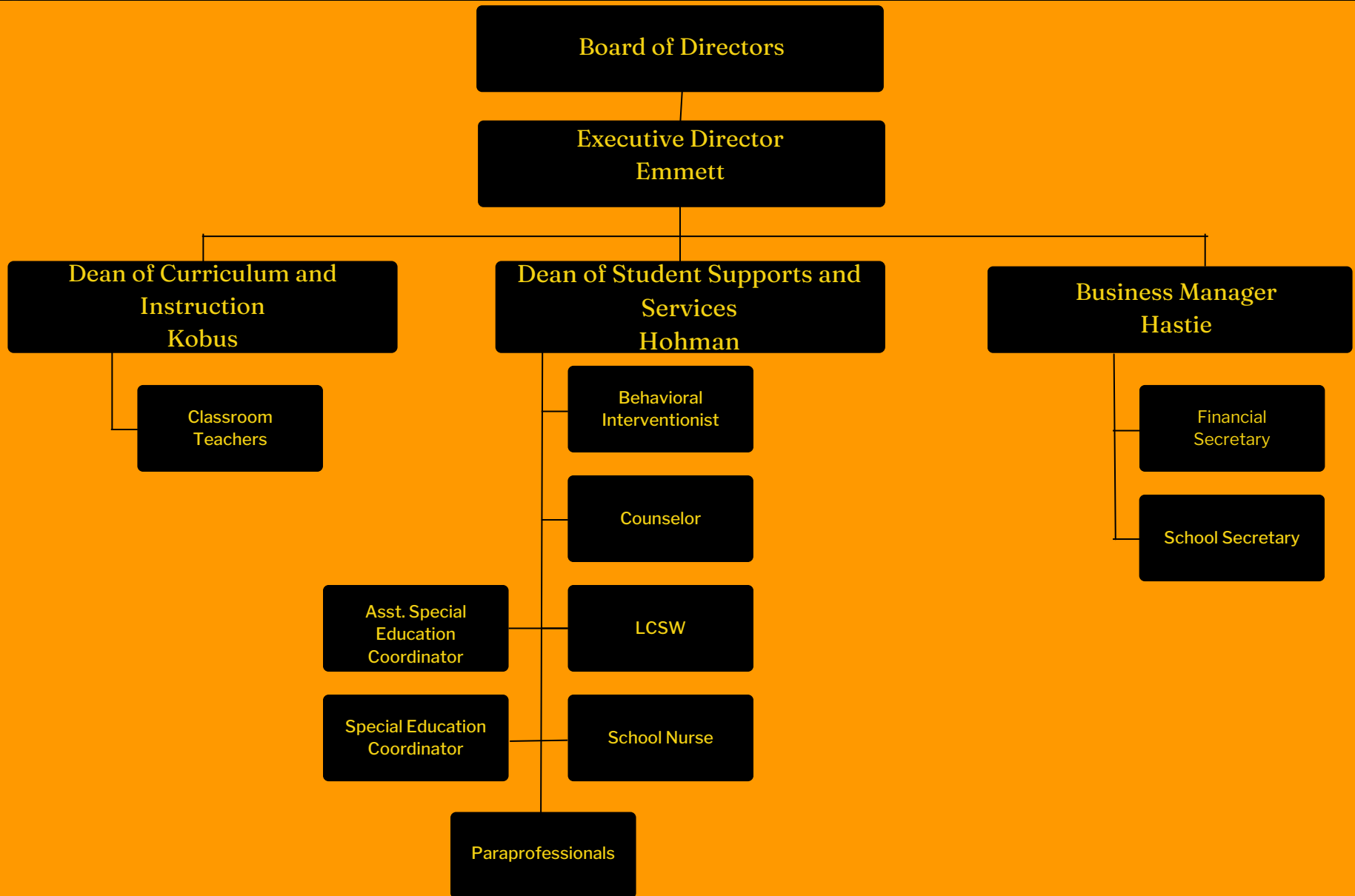
**Appendix 3 :: Curriculum Documents :: Appendix 3b_Math Standards
and Instruction**

Appendix 3

Appendix 4 - Current Organizational Chart



Positive Outcomes Charter School 2023-2024 Organization Chart



Appendix 5 - Board Member and School Leader Succession Plans



Positive Outcomes Charter School

3337 S. DuPont Hwy.
Camden, DE 19934
Phone: (302) 697-8805
Fax: (302) 697-8813

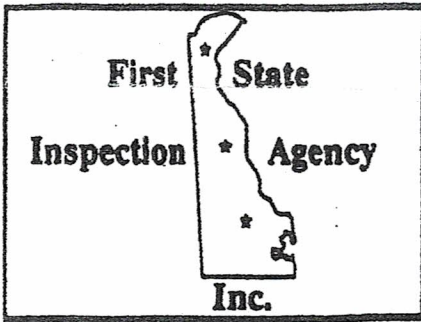
Board Member and School Leader Succession Plans

The longevity and long-term success of Positive Outcomes Charter School and its students is paramount to both our school administration and our board. To that end, the Board operates under the following succession approach:

Whenever possible, the Vice President should advance to the President Chair. Note that there can be exceptions to this design. For example, if board members have professional conflicts inhibiting them from leading the board. If the outlined succession plan is not possible, it is the responsibility of the Board to craft a recommended path forward.

Regarding Head of School succession planning, should immediate/unforeseen succession be necessary, our Dean of Student Supports and Services, Rachel Hohman, would assume Head of School duties until a successor is permanently identified.

Appendix 6 - Up-to-date Fire Inspection Certificate



First State Inspection Agency, Inc.
Milford, DE 19963
1001 Mattlind Way

1-800-468-7338
302-422-3859

November 15, 2022

Positive Outcome Charter School
3337 S. DuPont Hwy.
Camden, DE 19934

Dear Positive Outcome Charter School:

Per your request, First State Inspection Agency, Inc. has completed the inspection of the electrical system on your facility.

The visual portion of your electrical system meets requirements of Part 5, Chapter 2-2.1.1 of the Delaware State Fire Prevention Regulations.

Sincerely,

Robert F. Smith
Chief Electrical Inspector

Phc: Office of the State Fire Marshal

RECEIVED
NOV 18 2022

BY: *DMW*

FILE COPY



STATE OF DELAWARE
OFFICE OF THE STATE FIRE MARSHAL

GROVER P. INGLE
STATE FIRE MARSHAL

DOVER OFFICE
HEADQUARTERS

October 15, 2021

Positive Outcomes Charter School
3337 South Dupont Highway
Camden, DE 19934

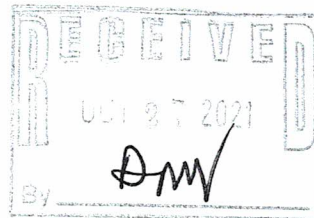
To Whom It May Concern,

On September 30, 2021, an annual school inspection was made by a member of the State Fire Marshal's Staff. At this time, no violations were noted.

If you have any questions, please contact me at this office.

Sincerely,

B. Scott Bullock
Chief Deputy State Fire Marshal



11. WATER PRESSURE AND TEST RESULTS

	Static (PSI)	Residual (PSI)
a. Main Drain Test	60	50
b. Inspector's Test		
c. Tank		N/A
d. Fire Pump	- Churn	N/A

12. INSPECTOR'S TEST LOCATIONS

- a. Number of inspector's test connections? One
- b. Does inspector's test have restricting orifice? Yes: X No: _____ Size: 1/2"

13. RECENT CHANGES TO THE PROPERTY'S FIRE PROTECTION

- a. _____
- b. _____
- c. _____

NOTE: DURING COLD WEATHER HEAT MUST BE PROVIDED TO ALL SPRINKLERED AREAS THAT ARE SUBJECT TO FREEZING, ESPECIALLY SPRINKLER EQUIPMENT ROOMS.

14. EXPLANATION OF ANY "NO" ANSWERS

- 7B – FDC sign is faded and must be replaced.
- 8E – Two water gauges must be replaced due to age as per code.

NOTE: The work above will be taken care of on the next inspection.

Note: (8H) – Quick response heads are greater than 20 years old; however, they have been tested and are therefore in compliance.



Office of the State Fire Marshal
Fire Protection System(s)
Annual Certificate of Inspection



OWNER OF THE PROPERTY

Name: Positive Airtek Owner's Address: 2025 E. Highway 110
Charlotte NC Charlotte NC

BUILDING/FACILITY

Name: _____ Address of the Building: _____

TENANT/OCCUPANT

Name: _____ Address: 500 Phone: _____
Contact: _____

Annual Certificate of Inspection Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 7/31/23

FIRE PROTECTION SYSTEM INFORMATION

Licensed Company Name: B Safe, Inc. License #: 0023

(for Water-Based Systems) Inspector's Name: _____ Certificate #: WBC

SYSTEM TYPE:

- Fire Alarm
- Automatic Sprinkler:
 - Wet Sprinkler Dry Sprinkler Pre Action Deluge Water Spray Other
- Commercial Cooking
- Special Hazard:
 - HALON, Clean Agent, INERGEN FM-200 Carbon Dioxide Dry Chemical Foam Other
- Standpipe:
 - Wet Standpipe Dry Standpipe Other

SYSTEM ID: _____ SYSTEM LOCATION: Home JURISDICTION: _____

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION? YES (if so, describe below) NO

COMMENTS/DEFICIENCY DESCRIPTION

The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.



DELAWARE STATE FIRE MARSHAL
FIRE ALARM SYSTEM
CERTIFICATE OF INSPECTION



MINOR DEFICIENCIES IDENTIFIED DURING INSPECTION:

- | | | | | | |
|-------------|---|---|-------------|---|---|
| <u>7620</u> | - | Battery / Secondary Power out-of-service | <u>7630</u> | - | Tamper Switch not Connected to FASS |
| <u>7621</u> | - | A Battery out-of-date / Corroded | <u>7631</u> | - | Manual Pull Station Obstructed |
| <u>7622</u> | - | Smoke / Heat / Flame Detector Damaged | <u>7632</u> | - | Manual Pull Station Damaged |
| <u>7623</u> | - | Smoke Detector too Close to Diffuser / Vent | <u>7633</u> | - | Bell, Horn / Strobes Damaged |
| <u>7624</u> | - | Smoke Detector / Heat Detector not connected to FAP | <u>7634</u> | - | Bell, Horn / Strobes Lacking Audibility |
| <u>7625</u> | - | Smoke Detector not A/C Powered with Battery Back-Up (Residential) | <u>7635</u> | - | Bell, Horn / Strobes Damaged / Missing |
| <u>7626</u> | - | Inadequate Detector Coverage | <u>7636</u> | - | Device Identification Lacking |
| <u>7627</u> | - | Duct Detector Inoperative | <u>7637</u> | - | Circuit Breaker to FACP no Lockout |
| <u>7628</u> | - | Duct Detector Lacking System Shut-Down | <u>7638</u> | - | Supervisory Function Deficiency |
| <u>7629</u> | - | Flow / Pressure Switch not Connected to FASS | <u>7639</u> | - | Other |

**OFFICE OF STATE FIRE MARSHAL
FIRE ALARM SIGNALING SYSTEM
CERTIFICATE OF INSPECTION**

PROTECTED PROPERTY

Name: _____
 Address: _____

 Contact: _____
 Phone: _____

SYSTEM OWNER

Name: _____
 Address: _____

 Contact: _____
 Phone: _____

Signaling System Company's Certification

Co. Name: **B-Safe Inc.** License Number: **FAL-0023**

The fire alarm signaling system company, certifies that the features of the system, as indicated herein, were tested and/or inspected in accordance with the State of Delaware Fire Prevention Regulations.

Print Name: Richard West Title: Inspector
 Signed: _____ Date: 7/31/23

System Owner's Acknowledgment

The system owner acknowledges having reviewed this certificate and confirms that any deficiencies or failures noted will be corrected forthwith.

Print Name: _____ Title: _____
 Signed: _____ Date: _____

Type of Inspection

Annual Semi-annual Quarterly Bi-monthly Monthly
 _____ Date of Inspection: 7/31/23

Type of System

Local Auxiliary Remote Station Proprietary Em. Voice NFPA 72

Date System Originally Installed: _____ System ID# 5227-2005

Alarm Initiating Devices

DEVICE / EQUIPMENT	SYSTEM TOTAL	NUMBER TESTED	DEFICIENCIES OR FAILURES*	REMARKS
Manual Pull Stations	11	11		PASS
Heat Detectors	12	12		PASS
Smoke Det. Ops. Test	26	26		PASS
Smoke Det, Cal. Test	26	26		PASS
Duct Detectors				
Water Flow Devices	1	1		PASS
Other:				

*All deficiencies must be fully explained

Address Post Office Box 101, Clifton, NJ 07011

Alarm Indicating Devices

DEVICE / EQUIPMENT	SYSTEM TOTAL	NUMBER TESTED	DEFICIENCIES OR FAILURES*	REMARKS
Bells				
Horns	17	17		Pass
Chimes				
Speakers				
Remote Annunciators	1	1		Pass
Visual Signals	26	26		Pass
Other:				
Other:				
Other:				

Supervisory Initiating Devices

DEVICE / EQUIPMENT	SYSTEM TOTAL	NUMBER TESTED	DEFICIENCIES OR FAILURES*	REMARKS
Sprinkler Control Valve	2	2		Pass
Pressure Switches				
Building Temperature				
Water Temperature				
Water Supply Level				
Fire Pump				
Other:				
Other:				
Other:				
Other:				
Other:				

Primary Supply System

PRIMARY: Dedicated? YES NO*
 Locked Out? YES NO*

SECONDARY: Battery Amp Hour Rating: 170 AH Tested OK? YES NO*
 Engine Driven Generator Rating: _____ Tested OK? YES NO*

Fueled by: _____ Storage Capacity: _____

*All deficiencies must be fully explained



BAYSIDE FIRE PROTECTION CO., INC.

707 Eastern Shore Drive
Salisbury, Maryland 21804
410-860-8283 Fax 410-860-8407

Report of Inspection

REPORT TO: Positive Outcome School DATE: 06-06-2023
3337 South Dupont Highway INSPECTOR: Steve L.
Camden, DE 19534 INSPECTION #: 2ND Qtr. 2023
ATTN: Mr. Ed Emmett CONTRACT #: DI00-18

PROPERTY: Positive Outcome School
3337 South Dupont Highway – Camden, DE 19534

OWNER'S REPRESENTATIVE: _____

1. GENERAL

	Yes	N/A	No
a. Is the building occupied according to information furnished by owner's representative?	X		
b. Is occupancy/hazard same as previous inspection according to owner's representative?	X		
c. Are all systems in service?	X		
d. Is building completely sprinklered?	X		
e. Are all new additions and/or building changes properly protected?		X	
f. Is all stock or storage properly below sprinkler piping?	X		
g. Was property free of fires since last inspection according to owner's representative?	X		
h. Do areas appear to be properly heated where needed?	X		

2. WET SYSTEMS

	Yes	N/A	No
a. Are alarm valves in good condition?		X	
b. Number of wet systems? <u>One</u>			
c. Make and model of riser/alarm valves? <u>Detector Check Valve</u>			
d. Are retard chambers in satisfactory condition?		X	
e. Are water flow and/or pressure switches in satisfactory condition?	X		

3. ANTI-FREEZE SYSTEM

	Yes	N/A	No
a. Are all anti-freeze systems in service?		X	
Anti-Freeze tested at: <u>N/A</u> Concentration % Levels: <u>N/A</u> Date tested: <u>N/A</u>			

4. DRY SYSTEMS

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Is dry pipe valve in good condition and in service?	<input type="checkbox"/>	X	<input type="checkbox"/>
b. Is air compressor in good condition?	<input type="checkbox"/>	X	<input type="checkbox"/>
c. Was oil level in compressor satisfactory?	<input type="checkbox"/>	X	<input type="checkbox"/>
d. Are quick opening devices in service?	<input type="checkbox"/>	X	<input type="checkbox"/>
e. Are dry pipe valves properly protected from freezing?	<input type="checkbox"/>	X	<input type="checkbox"/>
f. Number of dry pipe valves?		<u>N/A</u>	
g. Make and model of dry pipe valves?		<u>N/A</u>	
h. Date dry pipe valve was last trip tested? ...		<u>N/A</u>	
i. Does air compressor power supply have a lock-out to prevent accidental shut off?	<input type="checkbox"/>	X	<input type="checkbox"/>
j. Have dry pendent heads been tested in the last 10 years?	<input type="checkbox"/>	X	<input type="checkbox"/>
- Date last tested: <u>N/A</u>			

5. FIRE PUMPS AND TANK

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Are all fire pumps in service?	<input type="checkbox"/>	X	<input type="checkbox"/>
b. Does fire pump have power failure, phase reversal, and pump running alarms?	<input type="checkbox"/>	X	<input type="checkbox"/>
c. Was fire pump pressure cut-in and cut-out checked and/or tested?	<input type="checkbox"/>	X	<input type="checkbox"/>
d. Is fire pump in good condition?	<input type="checkbox"/>	X	<input type="checkbox"/>
e. Are all valves in proper position?	<input type="checkbox"/>	X	<input type="checkbox"/>
f. Was main relief valve and/or casing relief valve tested or checked for proper setting?	<input type="checkbox"/>	X	<input type="checkbox"/>
g. Are jockey pump control valves, relief valve, and check valve installed in the proper location?	<input type="checkbox"/>	X	<input type="checkbox"/>
h. Was jockey pump pressure cut-in and cut-out checked and/or tested?	<input type="checkbox"/>	X	<input type="checkbox"/>
i. Is fire pump protected from freezing?	<input type="checkbox"/>	X	<input type="checkbox"/>
j. Is storage tank in service and is water at the proper level?	<input type="checkbox"/>	X	<input type="checkbox"/>
k. Does storage tank have manual fill?	<input type="checkbox"/>	X	<input type="checkbox"/>
l. Does tank have liquid level gauge and in good working order?	<input type="checkbox"/>	X	<input type="checkbox"/>
m. Is exterior of the tank free of corrosion and in satisfactory condition?	<input type="checkbox"/>	X	<input type="checkbox"/>
n. Has interior of tank been inspected within the last 5 years?	<input type="checkbox"/>	X	<input type="checkbox"/>
o. Are fire pump/jockey pump sensing lines in accordance with NFPA #20?	<input type="checkbox"/>	X	<input type="checkbox"/>
- Date fire pump last tested: <u>N/A</u>			

6. ALARMS

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Are audible alarms in satisfactory condition?	X	<input type="checkbox"/>	<input type="checkbox"/>
b. If alarms are monitored, were signals received by monitoring company?	X	<input type="checkbox"/>	<input type="checkbox"/>

7. FIRE DEPARTMENT CONNECTIONS

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Are fire department connections in satisfactory condition?	X	<input type="checkbox"/>	<input type="checkbox"/>
b. Are fire department connections properly labeled?	X	<input type="checkbox"/>	<input type="checkbox"/>
c. Are all breakable caps and/or plugs in place?	X	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of fire department connections? ...		<u>One</u>	

8. SPRINKLERS AND COMPONENTS

	Yes	N/A	No
a. Are all sprinklers in good condition, not obstructed, and free of corrosion or loading?.....	X		
b. Are all sprinklers less than 50 years old?.....	X		
c. Are all visible sprinkler components UL Listed?.....	X		
d. Is there a spare sprinkler cabinet with sprinklers on the premises?.....	X		
e. Is condition of piping, drain valves, check valves, hangers and gauges satisfactory? <u>12-6-22</u>	X		
f. Have sprinkler heads been checked for proper temperature rating?.....	X		
g. Has visual obstruction investigation of piping been performed in the last 5 years? <u>4-20-18</u>			X
h. Are residential or quick response heads less than 20 years? <u>2000</u>			X
i. If residential and/or quick response heads are greater than 20 years old, have they been tested in the last 10 years? <u>Tested: 10-5-21</u>	X		

9. HOSE STATIONS AND STANDPIPE RISERS

	Yes	N/A	No
a. Are all fire hose stations in satisfactory condition?.....		X	
b. Are hose stations clear, not obstructed by storage and visible?.....		X	
c. Are all fire hose cabinets in satisfactory condition?.....		X	
d. Is condition of standpipe (piping, risers, and hose valves) in satisfactory condition?.....		X	
e. Are all 2 1/2" hose valve screw caps installed?.....		X	
f. Do standpipes or hose stations have pressure reducing valves?.....		X	
g. Do standpipe risers have pressure gauge on top?.....		X	
h. Are all riser clamps/supports in proper position on standpipe risers?.....		X	
i. Have dry standpipes/hoses been hydrostatically tested in the last 5 years? <u>N/A</u>		X	

10. CONTROL VALVES

	Yes	N/A	No
a. Are all sprinkler systems main control valves open?.....	X		
b. Are all valves in proper position and operate properly?.....	X		
c. Are all control valves sealed with lock and chain or supervised with tamper switch?.....	X		

	Number	Type	Open		Secured		Signs		Condition
			Yes	No	Yes	No	Yes	No	
<u>CONTROL VALVES</u>									
a. Tank control valve									
b. Pump suction control valve									
c. Pump discharge control valve									
d. Jockey pump control valve									
e. System control valve	ONE	OSY	X		X		X		GOOD
f. Sectional control valve									
g. Bypass control valve									
h. Backflow preventer									
i. Elevator equip. room valve	ONE	BUTT	X		X		X		GOOD

11. WATER PRESSURE AND TEST RESULTS

	Static (PSI)	Residual (PSI)
a. Main Drain Test	50	45
b. Inspector's Test		
c. Tank		N/A
d. Fire Pump	- Churn	N/A

12. INSPECTOR'S TEST LOCATIONS

- a. Number of inspector's test connections? One
- b. Does inspector's test have restricting orifice? Yes: X No: _____ Size: 1/2"

13. RECENT CHANGES TO THE PROPERTY'S FIRE PROTECTION

- a. _____
- b. _____
- c. _____

NOTE: DURING COLD WEATHER HEAT MUST BE PROVIDED TO ALL SPRINKLERED AREAS THAT ARE SUBJECT TO FREEZING, ESPECIALLY SPRINKLER EQUIPMENT ROOMS.

14. EXPLANATION OF ANY "NO" ANSWERS

8G – 5 year internal obstruction investigation is required due to age as per code.

Note: (8H) – Quick response heads are greater than 20 years old; however, they have been tested and are therefore in compliance.



**Office of the State Fire Marshal
Fire Protection System(s)
Annual Certificate of Inspection**



OWNER OF THE PROPERTY

Name: Positive Outcome School Owner's Address: 3337 South Dupont Highway
Camden, DE 19934

BUILDING/FACILITY

Name: Positive Outcome School Address of the Building: 3337 South Dupont Highway
Camden, DE 19934

TENANT / OCCUPANT

Name: Positive Outcome School Address: 3337 South Dupont Highway
Phone: (302) 697-8805 Contact: Mr. Ed Emmett Camden, DE 19934

Annual Certificate of Inspection Report of a MAJOR deficiency (other than Annual Inspection)

DATE OF INSPECTION 9/6/22

FIRE PROTECTION SYSTEM INFORMATION

Licensed Company Name: Bayside Fire Protection Company, Inc. License #: 0002
(for Water- Based systems) Inspector's Name: Steve Lineweaver Certificate #: WBC - 2120

SYSTEM TYPE:

- Fire Alarm
- Automatic Sprinkler:
 - Wet Sprinkler Dry Sprinkler Pre-Action Deluge Water Spray Other
- Commercial Cooking
- Special Hazard:
 - HALON, Clean Agent, INERGEN, FM-200 Carbon Dioxide Dry Chemical Foam Other
- Standpipe:
 - Wet Standpipe Dry Standpipe Other

SYSTEM ID: Wet Sprinkler System SYSTEM LOCATION: Storage Room / Shop

MAJOR DEFICIENCIES IDENTIFIED DURING INSPECTION? YES (if so, describe below) NO

COMMENTS/DEFICIENCY DESCRIPTION

The State Fire Prevention Regulation 703, Chapter 1, §4.1.5 mandates that Annual Certificates of Inspection be submitted to the Office of the State Fire Marshal by the licensed company within thirty (30) days of the completion of the required annual inspection.



BAYSIDE FIRE PROTECTION CO., INC.

707 Eastern Shore Drive
Salisbury, Maryland 21804
410-860-8283 Fax 410-860-8407

Report of Inspection

REPORT TO:	<u>Positive Outcome School</u>	DATE:	<u>09-06-2022</u>
	<u>3337 South Dupont Highway</u>	INSPECTOR:	<u>Steve L.</u>
	<u>Camden, DE 19534</u>	INSPECTION #:	<u>3RD Qtr. 2022 (Ann)</u>
ATTN:	<u>Mr. Ed Emmett</u>	CONTRACT #:	<u>DI00-18</u>
PROPERTY:	<u>Positive Outcome School</u>		
	<u>3337 South Dupont Highway – Camden, DE 19534</u>		

OWNER'S REPRESENTATIVE: _____

1. GENERAL

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Is the building occupied according to information furnished by owner's representative?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Is occupancy/hazard same as previous inspection according to owner's representative?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Are all systems in service?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Is building completely sprinklered?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Are all new additions and/or building changes properly protected?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
f. Is all stock or storage properly below sprinkler piping?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Was property free of fires since last inspection according to owner's representative?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h. Do areas appear to be properly heated where needed?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. WET SYSTEMS

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Are alarm valves in good condition?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b. Number of wet systems?		<u>One</u>	
c. Make and model of riser/alarm valves?		<u>Detector Check Valve</u>	
d. Are retard chambers in satisfactory condition?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
e. Are water flow and/or pressure switches in satisfactory condition?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

3. ANTI-FREEZE SYSTEM

	<u>Yes</u>	<u>N/A</u>	<u>No</u>
a. Are all anti-freeze systems in service?	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Anti-Freeze tested at: N/A Concentration % Levels: N/A Date tested: N/A

4. DRY SYSTEMS

	Yes	N/A	No
a. Is dry pipe valve in good condition and in service?	<input type="checkbox"/>	X	<input type="checkbox"/>
b. Is air compressor in good condition?	<input type="checkbox"/>	X	<input type="checkbox"/>
c. Was oil level in compressor satisfactory?	<input type="checkbox"/>	X	<input type="checkbox"/>
d. Are quick opening devices in service?	<input type="checkbox"/>	X	<input type="checkbox"/>
e. Are dry pipe valves properly protected from freezing?	<input type="checkbox"/>	X	<input type="checkbox"/>
f. Number of dry pipe valves? <u>N/A</u>			
g. Make and model of dry pipe valves? <u>N/A</u>			
h. Date dry pipe valve was last trip tested? ... <u>N/A</u>			
i. Does air compressor power supply have a lock-out to prevent accidental shut off?	<input type="checkbox"/>	X	<input type="checkbox"/>
j. Have dry pendent heads been tested in the last 10 years?	<input type="checkbox"/>	X	<input type="checkbox"/>
- Date last tested: <u>N/A</u>			

5. FIRE PUMPS AND TANK

	Yes	N/A	No
a. Are all fire pumps in service?	<input type="checkbox"/>	X	<input type="checkbox"/>
b. Does fire pump have power failure, phase reversal, and pump running alarms?	<input type="checkbox"/>	X	<input type="checkbox"/>
c. Was fire pump pressure cut-in and cut-out checked and/or tested?	<input type="checkbox"/>	X	<input type="checkbox"/>
d. Is fire pump in good condition?	<input type="checkbox"/>	X	<input type="checkbox"/>
e. Are all valves in proper position?	<input type="checkbox"/>	X	<input type="checkbox"/>
f. Was main relief valve and/or casing relief valve tested or checked for proper setting?	<input type="checkbox"/>	X	<input type="checkbox"/>
g. Are jockey pump control valves, relief valve, and check valve installed in the proper location?	<input type="checkbox"/>	X	<input type="checkbox"/>
h. Was jockey pump pressure cut-in and cut-out checked and/or tested?	<input type="checkbox"/>	X	<input type="checkbox"/>
i. Is fire pump protected from freezing?	<input type="checkbox"/>	X	<input type="checkbox"/>
j. Is storage tank in service and is water at the proper level?	<input type="checkbox"/>	X	<input type="checkbox"/>
k. Does storage tank have manual fill?	<input type="checkbox"/>	X	<input type="checkbox"/>
l. Does tank have liquid level gauge and in good working order?	<input type="checkbox"/>	X	<input type="checkbox"/>
m. Is exterior of the tank free of corrosion and in satisfactory condition?	<input type="checkbox"/>	X	<input type="checkbox"/>
n. Has interior of tank been inspected within the last 5 years? <u>N/A</u>	<input type="checkbox"/>	X	<input type="checkbox"/>
o. Are fire pump/jockey pump sensing lines in accordance with NFPA #20?	<input type="checkbox"/>	X	<input type="checkbox"/>
- Date fire pump last tested: <u>N/A</u>			

6. ALARMS

	Yes	N/A	No
a. Are audible alarms in satisfactory condition?	X	<input type="checkbox"/>	<input type="checkbox"/>
b. If alarms are monitored, were signals received by monitoring company?.....	X	<input type="checkbox"/>	<input type="checkbox"/>

7. FIRE DEPARTMENT CONNECTIONS

	Yes	N/A	No
a. Are fire department connections in satisfactory condition?	X	<input type="checkbox"/>	<input type="checkbox"/>
b. Are fire department connections properly labeled?	<input type="checkbox"/>	<input type="checkbox"/>	X
c. Are all breakable caps and/or plugs in place?	X	<input type="checkbox"/>	<input type="checkbox"/>
d. Number of fire department connections? ... <u>One</u>			

8. SPRINKLERS AND COMPONENTS

	Yes	N/A	No
a. Are all sprinklers in good condition, not obstructed, and free of corrosion or loading?.....	X		
b. Are all sprinklers less than 50 years old?.....	X		
c. Are all visible sprinkler components UL Listed?.....	X		
d. Is there a spare sprinkler cabinet with sprinklers on the premises?.....	X		
e. Is condition of piping, drain valves, check valves, hangers and gauges satisfactory? <u>6-6-17</u>			X
f. Have sprinkler heads been checked for proper temperature rating?.....	X		
g. Has visual obstruction investigation of piping been performed in the last 5 years? <u>4-20-18</u>	X		
h. Are residential or quick response heads less than 20 years? <u>2000</u>			X
i. If residential and/or quick response heads are greater than 20 years old, have they been tested in the last 10 years? <u>Tested: 10-5-21</u>	X		

9. HOSE STATIONS AND STANDPIPE RISERS

	Yes	N/A	No
a. Are all fire hose stations in satisfactory condition?.....		X	
b. Are hose stations clear, not obstructed by storage and visible?.....		X	
c. Are all fire hose cabinets in satisfactory condition?.....		X	
d. Is condition of standpipe (piping, risers, and hose valves) in satisfactory condition?.....		X	
e. Are all 2 1/2" hose valve screw caps installed?.....		X	
f. Do standpipes or hose stations have pressure reducing valves?.....		X	
g. Do standpipe risers have pressure gauge on top?.....		X	
h. Are all riser clamps/supports in proper position on standpipe risers?.....		X	
i. Have dry standpipes/hoses been hydrostatically tested in the last 5 years? <u>N/A</u>		X	

10. CONTROL VALVES

	Yes	N/A	No
a. Are all sprinkler systems main control valves open?.....	X		
b. Are all valves in proper position and operate properly?.....	X		
c. Are all control valves sealed with lock and chain or supervised with tamper switch?.....	X		

<u>CONTROL VALVES</u>	<u>Number</u>	<u>Type</u>	<u>Open</u>		<u>Secured</u>		<u>Signs</u>		<u>Condition</u>
			Yes	No	Yes	No	Yes	No	
a. Tank control valve									
b. Pump suction control valve									
c. Pump discharge control valve									
d. Jockey pump control valve									
e. System control valve	ONE	OSY	X		X		X		GOOD
f. Sectional control valve									
g. Bypass control valve									
h. Backflow preventer									
i. Elevator equip. room valve	ONE	BUTT	X		X		X		GOOD

Appendix 7 - Up-to-date Insurance Certificates



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

9/12/2023

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must have ADDITIONAL INSURED provisions or be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Pratt Insurance, Inc. 4 Village Square Smyrna DE 19977	CONTACT NAME: PHONE (A/C. No. Ext): 302-653-6681	FAX (A/C. No):
	E-MAIL ADDRESS:	
INSURER(S) AFFORDING COVERAGE		NAIC #
INSURED Positive Outcomes Charter School, Inc 3337 South DuPont Highway Camden DE 19934	INSURER A : First Liberty Insurance Corporation	
	INSURER B : Liberty Mutual Fire Insurance Company	
	INSURER C : Liberty Insurance Company	
	INSURER D :	
	INSURER E :	
INSURER F :		

COVERAGES

CERTIFICATE NUMBER: 356885631

REVISION NUMBER:

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS	
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:			TB6Z51293904022	10/1/2022	10/1/2023	EACH OCCURRENCE	\$ 1,000,000
							DAMAGE TO RENTED PREMISES (Ea occurrence)	\$ 500,000
							MED EXP (Any one person)	\$ 15,000
							PERSONAL & ADV INJURY	\$ 1,000,000
							GENERAL AGGREGATE	\$ 2,000,000
							PRODUCTS - COMP/OP AGG	\$ 2,000,000
								\$
B	<input type="checkbox"/> ANY AUTO <input type="checkbox"/> OWNED AUTOS ONLY <input checked="" type="checkbox"/> HIRED AUTOS ONLY <input type="checkbox"/> SCHEDULED AUTOS <input checked="" type="checkbox"/> NON-OWNED AUTOS ONLY			AS2Z51293904012	10/1/2022	10/1/2023	COMBINED SINGLE LIMIT (Ea accident)	\$ 1,000,000
							BODILY INJURY (Per person)	\$
							BODILY INJURY (Per accident)	\$
							PROPERTY DAMAGE (Per accident)	\$
								\$
C	<input checked="" type="checkbox"/> UMBRELLA LIAB <input type="checkbox"/> EXCESS LIAB <input type="checkbox"/> OCCUR <input type="checkbox"/> CLAIMS-MADE <input type="checkbox"/> DED <input checked="" type="checkbox"/> RETENTION \$ 10,000			TH7Z51293904072	10/1/2022	10/1/2023	EACH OCCURRENCE	\$ 5,000,000
							AGGREGATE	\$ 5,000,000
								\$
A	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below			TB6Z51293904022	10/1/2022	10/1/2023	<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER Emp/Stop Gap Lia	
							E.L. EACH ACCIDENT	\$ 1,000,000
							E.L. DISEASE - EA EMPLOYEE	\$ 1,000,000
							E.L. DISEASE - POLICY LIMIT	\$ 2,000,000
B	School Leaders E & O			R62Z51293904052	10/1/2022	10/1/2023	Each Wrongful Act	1,000,000
B	Law Enforcement Liab			R32Z51293904042	10/1/2022	10/1/2023	Aggregate Deductible	1,000,000 2,500

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

CERTIFICATE HOLDER**CANCELLATION**

Delaware Department of Education
 401 Federal street
 Ste 2
 Dover DE 19901
 United States

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

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Appendix 10 - Final Fiscal Year 2023 Revenue and Expenditure Budget Report

Positive Outcomes Charter School
 Financial Report
 For the Month Ending June 2023
 Board Approved Date: August 2, 2023

REVENUE BUDGET

	Budget	Receipt To Date	% Received	Anticipated Receipts Remaining
STATE FUNDS - 171				
1 Operations	\$ 2,468,809	\$ 2,510,919	101.7%	\$ -
2 Other State funds*	\$ 239,140	\$ 386,621	161.7%	\$ -
TOTAL STATE FUNDS	\$ 2,707,949	\$ 2,897,540	107.0%	\$ -
MINOR CAP - 771	FY23 \$ 16,428	\$ 27,587	167.9%	\$ -
LOCAL FUNDS - 071	\$ 858,110	\$ 928,592	108.2%	\$ -
TOTAL STATE AND LOCAL FUNDS	\$ 3,582,487	\$ 3,853,719	107.6%	\$ (271,232)
FEDERAL FUNDS - 571 (Current FY Only)	\$ 296,678	\$ 184,442	62.2%	\$ 112,235
GRAND TOTAL - ALL FUNDS	\$ 3,879,165	\$ 4,038,162	104.1%	\$ (158,997)

EXPENDITURES BUDGET

Operating Budget Description	Budget	Encumbrance	Expenditures	Remaining Balance	% Obligated
1 Salaries and Benefits	\$ 2,765,040	\$ -	\$ 2,682,870	\$ 82,170	97.0%
2 Utilities	\$ 39,500	\$ -	\$ 27,710	\$ 11,790	70.2%
3 Facility - Mortgage	\$ 136,573	\$ -	\$ 125,192	\$ 11,381	91.7%
4 Transportation	\$ 2,292	\$ -	\$ -	\$ 2,292	0.0%
5 Textbooks and Instructional Supplies	\$ 36,539	\$ -	\$ 24,323	\$ 12,216	66.6%
6 Building Maintenance and Custodial Services	\$ 120,385	\$ -	\$ 94,968	\$ 25,417	78.9%
7 Capital - Land, Building, Furniture, Equipment	\$ -	\$ -	\$ -	\$ -	0.0%
8 Other Expenses	\$ 469,218	\$ 25,200	\$ 552,513	\$ (108,495)	123.1%
9 Contingency/Surplus	\$ -	\$ -	\$ -	\$ -	0.0%
Total Operating Budget	\$ 3,569,548	\$ 25,200	\$ 3,507,576	\$ 36,771	99.0%
Federal Expenses (Current FY Only)	\$ 296,678	\$ -	\$ 184,442	\$ 112,235	62.2%
All Funds Total	\$ 3,866,225	\$ 25,200	\$ 3,692,019	\$ 149,006	96.1%

*includes carryover funds from prior years

Appendix 11

Positive Outcomes Charter School
BUDGET FY2024 (12 MONTH VIEW)
 122 Students -61.6% Special Education

	ACCOUNT	EOY FY2023 STATE/LOCAL	INITIAL FY2024 STATE/LOCAL	DIFFERENCE
MH 9/24/2023	CODE	(115 students)	(122 students)	INITIAL FY24 - END OF YEAR FY23
FY 2024 State Appropriations		\$ 2,510,919	\$ 2,243,542	\$ (267,377)
Technology Block Grant		\$ 6,516	\$ 6,516	\$ (0)
Educ Compensation Contingency		\$ -	\$ 75,752	\$ 75,752
Ed Sustainment Fund		\$ 48,689	\$ 48,689	\$ (0)
Homeless Transportation		\$ 59,073	\$ 21,482	\$ (37,591)
Foster Care Transportation		\$ 17,761	\$ 17,770	\$ 9
Education Opportunity Grant		\$ 23,421	\$ 47,239	\$ 23,818
CPR Instruction		\$ 71	\$ 71	\$ (0)
Charter Exclusions		\$ 136,573	\$ 136,573	\$ -
Child Safety and Awareness		\$ -	\$ 230	\$ 230
Contractual Sub Reimbursement		\$ -	\$ 1,000	\$ 1,000
One-time Salary Supplement		\$ 72,573	\$ 2,478	\$ (70,094)
Opportunity Fund (Supplemental)		\$ -	\$ -	\$ -
Enhanced MCI		\$ 11,159	\$ -	\$ (11,159)
MCI		\$ 15,728	\$ 17,895	\$ 2,167
Mental Health Svcs Contingency		\$ 4,969	\$ 4,969	\$ -
School Safety and Security		\$ 15,286	\$ 17,296	\$ 2,010
Program Supplement (Mental Health)		\$ 1,689	\$ 1,689	\$ -
Program Supplement (Filters)		\$ -	\$ 12,664	\$ 12,664
Prior Year State Purchase Orders/Carryover		\$ -	\$ 25,200	\$ 25,200
FY 2023 Local Tuition		\$ 519,742	\$ 525,000	\$ 5,258
CSD Settlement		\$ -	\$ -	\$ -
Federal Grants		\$ -	\$ -	\$ -
Cafeteria Revenue		\$ 15,325	\$ -	\$ (15,325)
Other Local Revenue (Uniforms, Miscellaneous)		\$ 182,839	\$ 108,000	\$ (74,839)
Daycare Rent		\$ 52,800	\$ 52,800	\$ -
Prior Year Local Carryover Funds		\$ 135,245	\$ 150,000	\$ 14,756
CSCRIP		\$ -	\$ -	\$ -
Interest on Deposits		\$ 22,641	\$ 22,641	\$ (0)
TOTAL REVENUE		\$ 3,853,019	\$ 3,539,496	\$ (313,524)
TOTAL SALARIES (FY2024 - 0 PT PARAS)	51000 - 51195	\$ 1,799,566	\$ 1,819,692	\$ 20,126
TOTAL OEC'S		\$ 883,305	\$ 950,685	\$ 67,380
Total Salaries and OECs		\$ 2,682,870	\$ 2,770,377	\$ 87,507
Mileage	54001	\$ 468	\$ -	\$ (468)
Other Travel - Instate	54005	\$ -	\$ -	\$ -
Other Travel - Out of State 54101, 54103,54104,54105,54300	54101	\$ 4,575	\$ -	\$ (4,575)
Student Travel	54107	\$ 19,323	\$ 27,245	\$ 7,922
Other Professional Services	55000	\$ -	\$ -	\$ -
Landscaping	55003	\$ 4,735	\$ 7,500	\$ 2,765
Laboratory Services	55004	\$ 180	\$ 180	\$ -
Medical Services	55010	\$ 821	\$ 1,000	\$ 179
Legal Services	55020	\$ -	\$ 2,000	\$ 2,000
Instructional Services	55030	\$ 26,897	\$ 28,242	\$ 1,345
Student Support Services	55031	\$ -	\$ -	\$ -
Related Services	55032	\$ 59,430	\$ 60,000	\$ 571
Instr Support Services	55033	\$ 156	\$ 200	\$ 44
Central Administrative Services	55035	\$ 18,148	\$ 20,000	\$ 1,852
Transportation Services	55036	\$ 83,927	\$ 41,639	\$ (42,288)
School Admin Support Services	55039	\$ -	\$ -	\$ -
IT Professional Services	55052	\$ 1,370	\$ 1,500	\$ 130
Temporary Employment Services	55061	\$ -	\$ -	\$ -
Tutoring Services	55063	\$ -	\$ -	\$ -
Postage	55101	\$ 2,288	\$ 2,300	\$ 12
Security Services	55110	\$ -	\$ -	\$ -
Background Checks	55111	\$ 336	\$ 400	\$ 64
Communication Devices/Systems	55120	\$ 1,120	\$ 1,120	\$ -
Telephone Services	55125	\$ 12,851	\$ 13,000	\$ 149
Telecommunication - Instructional	55126	\$ 1,763	\$ 1,800	\$ 37
Public Utilities (Water/Sewer)	55200	\$ 6,864	\$ 6,900	\$ 36
Electricity	55205	\$ 17,582	\$ 18,000	\$ 418
Gas	55206	\$ 3,264	\$ 5,000	\$ 1,736
Counseling (Mentor)	55315	\$ -	\$ -	\$ -
Tuition Reimbursement	55371	\$ -	\$ -	\$ -
Tuition Instate Pub Sch	55372	\$ -	\$ -	\$ -
Tuition Other (Online/AP)	55373	\$ 319	\$ 335	\$ 16
Equipment Rental (Copier/Leasel)	55400	\$ 13,775	\$ 14,000	\$ 225
Buidlings/Space Rent	55402	\$ 2,350	\$ 2,500	\$ 150
Sanitary Services	55407	\$ -	\$ -	\$ -
Fleet Rental	55434	\$ -	\$ -	\$ -
Other Rental	55440	\$ -	\$ -	\$ -
Insurance (Comp/Liab/Umb)	55452	\$ 46,765	\$ 50,000	\$ 3,235
Health Insurance	55453	\$ -	\$ -	\$ -
Building, Grnds Repair/Grnds Maint	55500	\$ 19,512	\$ 30,000	\$ 10,488
Custodial Services	55506	\$ 46,209	\$ 48,000	\$ 1,791
Building Maintenance	55507	\$ 16,516	\$ 17,000	\$ 484
Software Purchases	55509	\$ 22,659	\$ 25,000	\$ 2,341
Equipment Repair	55510	\$ 6,473	\$ 6,500	\$ 27

Positive Outcomes Charter School
BUDGET FY2024 (12 MONTH VIEW)
 122 Students -61.6% Special Education

	ACCOUNT	EOY FY2023 STATE/LOCAL	INITIAL FY2024 STATE/LOCAL	DIFFERENCE
MH 9/24/2023	CODE	(115 students)	(122 students)	INITIAL FY24 - END OF YEAR FY23
IT Hardware Maintenance	55512	\$ 4,908	\$ 5,000	\$ 92
Cloud Services	55520	\$ 26,726	\$ 27,000	\$ 274
Printing/Binding	55600	\$ -	\$ -	\$ -
Advertising	55610	\$ 1,172	\$ 1,200	\$ 28
Mortgage Principal	55629	\$ 76,828	\$ 79,149	\$ 2,320
Mortgge Interest	55630	\$ 59,744	\$ 57,424	\$ (2,320)
Assc Dues/Conf Fees	55631	\$ 4,763	\$ 5,280	\$ 517
Permits/Certs/Exmn Fees	55633	\$ 165	\$ 170	\$ 5
Food Service - Cafeteria	55641	\$ 317	\$ 320	\$ 3
Student Body Activity	55647	\$ 6,729	\$ 6,800	\$ 71
Training	55667	\$ 30	\$ 30	\$ -
Other Services Training	55668	\$ -	\$ -	\$ -
Sanitary Services (Trash Rmv-Cntr)	55692	\$ 8,651	\$ 9,000	\$ 349
Moving Costs	55714	\$ -	\$ -	\$ -
Miscellaneous Expenses	55721	\$ -	\$ -	\$ -
Total Purchased Services		\$ 630,709	\$ 622,734	\$ (7,975)
Office Supplies/Operating & Instnutional Supplies & Equip (5t	56000	\$ 18,272	\$ 18,272	\$ -
Multimedia Supplies	56006	\$ 345	\$ 345	\$ -
Employee Recognition Supplies	56007	\$ 1,951	\$ 1,951	\$ -
Security Supplies	56020	\$ 208	\$ 208	\$ -
Institutional Supplies	56070	\$ -	\$ -	\$ -
Operating Supplies	56110	\$ 136	\$ 136	\$ -
Other Food	56111	\$ 1,188	\$ -	\$ (1,188)
Medical Supplies	56128	\$ 2,370	\$ 2,370	\$ -
Custodial Supplies/Cleaning Expense	56141	\$ 4,080	\$ 4,080	\$ -
Cafeteria Supplies	56143	\$ 3,567	\$ 3,567	\$ -
Computers	56144	\$ 4,337	\$ 4,337	\$ -
Computer Supplies	56145	\$ 4,864	\$ 4,864	\$ -
Instructional Supplies	56150	\$ 11,656	\$ 11,656	\$ -
Student Support Supplies	56151	\$ 664	\$ 664	\$ -
Textbooks/Lib Books/Testing Mat	56157	\$ 12,002	\$ 12,002	\$ -
Safety Equipment	56162	\$ 54	\$ 54	\$ -
Fuel (Gas, Diesel, etc)	56183	\$ -	\$ -	\$ -
Merchandise Resale	56184	\$ 9,979	\$ 9,979	\$ -
Transportation Material	56200	\$ -	\$ -	\$ -
Equipment and Maintenance Supplies	56211	\$ 2,098	\$ 2,098	\$ -
Bldng Mat/Fire/Security	56220	\$ -	\$ -	\$ -
Institutional Equipment	56950	\$ 6,148	\$ 6,148	\$ -
Athletic Supplies	56960	\$ 48	\$ 48	\$ -
Schools Operating Supplies	56970	\$ -	\$ -	\$ -
Training Supplies	56980	\$ 2,097	\$ 3,285	\$ 1,188
Total Supplies		\$ 86,064	\$ 86,064	\$ -
Instructional Equipment	57002	\$ -	\$ -	\$ -
Student Support Equipment	57005	\$ -	\$ -	\$ -
School Admin Equipment	57007	\$ 11,012	\$ -	\$ (11,012)
Central Services Equipment	57008	\$ -	\$ -	\$ -
Cafeteria Equipment	57011	\$ -	\$ -	\$ -
Institutional Equipment	57020	\$ 8,242	\$ -	\$ (8,242)
Multimedia Equipment	57040	\$ -	\$ -	\$ -
Technology Equipment	57045	\$ 38,073	\$ -	\$ (38,073)
Refrig/Air Condit/Heat	57310	\$ 15,770	\$ -	\$ (15,770)
Security Equipment	57411	\$ 27,342	\$ 30,000	\$ 2,658
Educational Equipment	57530	\$ 18,875	\$ -	\$ (18,875)
Buildings	58200	\$ -	\$ -	\$ -
Building Improvement	58300	\$ -	\$ 25,200	\$ 25,200
Computer Equipment & Software	58800	\$ -	\$ -	\$ -
Total Equipment		\$ 119,314	\$ 55,200	\$ (64,114)
Revenue Refund	59075	\$ -	\$ -	\$ -
Contingency		\$ -	\$ -	\$ -
Surplus		\$ -	\$ -	\$ -
GRAND TOTALS		\$ 3,518,958	\$ 3,534,375	\$ 15,418
Reserve Funding/Carryover State Funds			\$ -	\$ -
TOTAL ALL		\$ 3,518,958	\$ 3,534,375	\$ 15,418
TOTAL EXPENSE BUDGET		\$ 3,518,958	\$ 3,534,375	\$ 15,418
TOTAL REVENUE BUDGET		\$ 3,853,019	\$ 3,539,496	\$ (313,524)
		\$ 334,062	\$ 5,120	\$ (328,941)
		TOTAL	TOTAL	TOTAL

Appendix 11 :: Approved Preliminary Fiscal Year 2024 Budget

Positive Outcomes Charter School
BUDGET FY2024 (12 MONTH VIEW)
 122 Students -61.6% Special Education

	ACCOUNT	EOY FY2023 STATE/LOCAL	INITIAL FY2024 STATE/LOCAL	DIFFERENCE
MH 9/24/2023	CODE	(115 students)	(122 students)	INITIAL FY24 - END OF YEAR FY23
FY 2024 State Appropriations		\$ 2,510,919	\$ 2,243,542	\$ (267,377)
Technology Block Grant		\$ 6,516	\$ 6,516	\$ (0)
Educ Compensation Contingency		\$ -	\$ 75,752	\$ 75,752
Ed Sustainment Fund		\$ 48,689	\$ 48,689	\$ (0)
Homeless Transportation		\$ 59,073	\$ 21,482	\$ (37,591)
Foster Care Transportation		\$ 17,761	\$ 17,770	\$ 9
Education Opportunity Grant		\$ 23,421	\$ 47,239	\$ 23,818
CPR Instruction		\$ 71	\$ 71	\$ (0)
Charter Exclusions		\$ 136,573	\$ 136,573	\$ -
Child Safety and Awareness		\$ -	\$ 230	\$ 230
Contractual Sub Reimbursement		\$ -	\$ 1,000	\$ 1,000
One-time Salary Supplement		\$ 72,573	\$ 2,478	\$ (70,094)
Opportunity Fund (Supplemental)		\$ -	\$ -	\$ -
Enhanced MCI		\$ 11,159	\$ -	\$ (11,159)
MCI		\$ 15,728	\$ 17,895	\$ 2,167
Mental Health Svcs Contingency		\$ 4,969	\$ 4,969	\$ -
School Safety and Security		\$ 15,286	\$ 17,296	\$ 2,010
Program Supplement (Mental Health)		\$ 1,689	\$ 1,689	\$ -
Program Supplement (Filters)		\$ -	\$ 12,664	\$ 12,664
Prior Year State Purchase Orders/Carryover		\$ -	\$ 25,200	\$ 25,200
FY 2023 Local Tuition		\$ 519,742	\$ 525,000	\$ 5,258
CSD Settlement		\$ -	\$ -	\$ -
Federal Grants		\$ -	\$ -	\$ -
Cafeteria Revenue		\$ 15,325	\$ -	\$ (15,325)
Other Local Revenue (Uniforms, Miscellaneous)		\$ 182,839	\$ 108,000	\$ (74,839)
Daycare Rent		\$ 52,800	\$ 52,800	\$ -
Prior Year Local Carryover Funds		\$ 135,245	\$ 150,000	\$ 14,756
CSCRIP		\$ -	\$ -	\$ -
Interest on Deposits		\$ 22,641	\$ 22,641	\$ (0)
TOTAL REVENUE		\$ 3,853,019	\$ 3,539,496	\$ (313,524)
TOTAL SALARIES (FY2024 - 0 PT PARAS)	51000 - 51195	\$ 1,799,566	\$ 1,819,692	\$ 20,126
TOTAL OEC'S		\$ 883,305	\$ 950,685	\$ 67,380
Total Salaries and OECs		\$ 2,682,870	\$ 2,770,377	\$ 87,507
Mileage	54001	\$ 468	\$ -	\$ (468)
Other Travel - Instate	54005	\$ -	\$ -	\$ -
Other Travel - Out of State 54101, 54103,54104,54105,54300	54101	\$ 4,575	\$ -	\$ (4,575)
Student Travel	54107	\$ 19,323	\$ 27,245	\$ 7,922
Other Professional Services	55000	\$ -	\$ -	\$ -
Landscaping	55003	\$ 4,735	\$ 7,500	\$ 2,765
Laboratory Services	55004	\$ 180	\$ 180	\$ -
Medical Services	55010	\$ 821	\$ 1,000	\$ 179
Legal Services	55020	\$ -	\$ 2,000	\$ 2,000
Instructional Services	55030	\$ 26,897	\$ 28,242	\$ 1,345
Student Support Services	55031	\$ -	\$ -	\$ -
Related Services	55032	\$ 59,430	\$ 60,000	\$ 571
Instr Support Services	55033	\$ 156	\$ 200	\$ 44
Central Administrative Services	55035	\$ 18,148	\$ 20,000	\$ 1,852
Transportation Services	55036	\$ 83,927	\$ 41,639	\$ (42,288)
School Admin Support Services	55039	\$ -	\$ -	\$ -
IT Professional Services	55052	\$ 1,370	\$ 1,500	\$ 130
Temporary Employment Services	55061	\$ -	\$ -	\$ -
Tutoring Services	55063	\$ -	\$ -	\$ -
Postage	55101	\$ 2,288	\$ 2,300	\$ 12
Security Services	55110	\$ -	\$ -	\$ -
Background Checks	55111	\$ 336	\$ 400	\$ 64
Communication Devices/Systems	55120	\$ 1,120	\$ 1,120	\$ -
Telephone Services	55125	\$ 12,851	\$ 13,000	\$ 149
Telecommunication - Instructional	55126	\$ 1,763	\$ 1,800	\$ 37
Public Utilities (Water/Sewer)	55200	\$ 6,864	\$ 6,900	\$ 36
Electricity	55205	\$ 17,582	\$ 18,000	\$ 418
Gas	55206	\$ 3,264	\$ 5,000	\$ 1,736
Counseling (Mentor)	55315	\$ -	\$ -	\$ -
Tuition Reimbursement	55371	\$ -	\$ -	\$ -
Tuition Instate Pub Sch	55372	\$ -	\$ -	\$ -
Tuition Other (Online/AP)	55373	\$ 319	\$ 335	\$ 16
Equipment Rental (Copier/Leasel)	55400	\$ 13,775	\$ 14,000	\$ 225
Buidlings/Space Rent	55402	\$ 2,350	\$ 2,500	\$ 150
Sanitary Services	55407	\$ -	\$ -	\$ -
Fleet Rental	55434	\$ -	\$ -	\$ -
Other Rental	55440	\$ -	\$ -	\$ -
Insurance (Comp/Liab/Umb)	55452	\$ 46,765	\$ 50,000	\$ 3,235
Health Insurance	55453	\$ -	\$ -	\$ -
Building, Grnds Repair/Grnds Maint	55500	\$ 19,512	\$ 30,000	\$ 10,488
Custodial Services	55506	\$ 46,209	\$ 48,000	\$ 1,791
Building Maintenance	55507	\$ 16,516	\$ 17,000	\$ 484
Software Purchases	55509	\$ 22,659	\$ 25,000	\$ 2,341
Equipment Repair	55510	\$ 6,473	\$ 6,500	\$ 27

Positive Outcomes Charter School
BUDGET FY2024 (12 MONTH VIEW)
 122 Students -61.6% Special Education

	ACCOUNT	EOY FY2023 STATE/LOCAL	INITIAL FY2024 STATE/LOCAL	DIFFERENCE
	CODE	(115 students)	(122 students)	INITIAL FY24 - END OF YEAR FY23
MH 9/24/2023				
IT Hardware Maintenance	55512	\$ 4,908	\$ 5,000	\$ 92
Cloud Services	55520	\$ 26,726	\$ 27,000	\$ 274
Printing/Binding	55600	\$ -	\$ -	\$ -
Advertising	55610	\$ 1,172	\$ 1,200	\$ 28
Mortgage Principal	55629	\$ 76,828	\$ 79,149	\$ 2,320
Mortgge Interest	55630	\$ 59,744	\$ 57,424	\$ (2,320)
Assc Dues/Conf Fees	55631	\$ 4,763	\$ 5,280	\$ 517
Permits/Certs/Exmn Fees	55633	\$ 165	\$ 170	\$ 5
Food Service - Cafeteria	55641	\$ 317	\$ 320	\$ 3
Student Body Activity	55647	\$ 6,729	\$ 6,800	\$ 71
Training	55667	\$ 30	\$ 30	\$ -
Other Services Training	55668	\$ -	\$ -	\$ -
Sanitary Services (Trash Rmv-Cntr)	55692	\$ 8,651	\$ 9,000	\$ 349
Moving Costs	55714	\$ -	\$ -	\$ -
Miscellaneous Expenses	55721	\$ -	\$ -	\$ -
Total Purchased Services		\$ 630,709	\$ 622,734	\$ (7,975)
Office Supplies/Operating & Instnutional Supplies & Equip (5t	56000	\$ 18,272	\$ 18,272	\$ -
Multimedia Supplies	56006	\$ 345	\$ 345	\$ -
Employee Recognition Supplies	56007	\$ 1,951	\$ 1,951	\$ -
Security Supplies	56020	\$ 208	\$ 208	\$ -
Institutional Supplies	56070	\$ -	\$ -	\$ -
Operating Supplies	56110	\$ 136	\$ 136	\$ -
Other Food	56111	\$ 1,188	\$ -	\$ (1,188)
Medical Supplies	56128	\$ 2,370	\$ 2,370	\$ -
Custodial Supplies/Cleaning Expense	56141	\$ 4,080	\$ 4,080	\$ -
Cafeteria Supplies	56143	\$ 3,567	\$ 3,567	\$ -
Computers	56144	\$ 4,337	\$ 4,337	\$ -
Computer Supplies	56145	\$ 4,864	\$ 4,864	\$ -
Instructional Supplies	56150	\$ 11,656	\$ 11,656	\$ -
Student Support Supplies	56151	\$ 664	\$ 664	\$ -
Textbooks/Lib Books/Testing Mat	56157	\$ 12,002	\$ 12,002	\$ -
Safety Equipment	56162	\$ 54	\$ 54	\$ -
Fuel (Gas, Diesel, etc)	56183	\$ -	\$ -	\$ -
Merchandise Resale	56184	\$ 9,979	\$ 9,979	\$ -
Transportation Material	56200	\$ -	\$ -	\$ -
Equipment and Maintenance Supplies	56211	\$ 2,098	\$ 2,098	\$ -
Bldng Mat/Fire/Security	56220	\$ -	\$ -	\$ -
Institutional Equipment	56950	\$ 6,148	\$ 6,148	\$ -
Athletic Supplies	56960	\$ 48	\$ 48	\$ -
Schools Operating Supplies	56970	\$ -	\$ -	\$ -
Training Supplies	56980	\$ 2,097	\$ 3,285	\$ 1,188
Total Supplies		\$ 86,064	\$ 86,064	\$ -
Instructional Equipment	57002	\$ -	\$ -	\$ -
Student Support Equipment	57005	\$ -	\$ -	\$ -
School Admin Equipment	57007	\$ 11,012	\$ -	\$ (11,012)
Central Services Equipment	57008	\$ -	\$ -	\$ -
Cafeteria Equipment	57011	\$ -	\$ -	\$ -
Institutional Equipment	57020	\$ 8,242	\$ -	\$ (8,242)
Multimedia Equipment	57040	\$ -	\$ -	\$ -
Technology Equipment	57045	\$ 38,073	\$ -	\$ (38,073)
Refrig/Air Condit/Heat	57310	\$ 15,770	\$ -	\$ (15,770)
Security Equipment	57411	\$ 27,342	\$ 30,000	\$ 2,658
Educational Equipment	57530	\$ 18,875	\$ -	\$ (18,875)
Buildings	58200	\$ -	\$ -	\$ -
Building Improvement	58300	\$ -	\$ 25,200	\$ 25,200
Computer Equipment & Software	58800	\$ -	\$ -	\$ -
Total Equipment		\$ 119,314	\$ 55,200	\$ (64,114)
Revenue Refund	59075	\$ -	\$ -	\$ -
Contingency		\$ -	\$ -	\$ -
Surplus		\$ -	\$ -	\$ -
GRAND TOTALS		\$ 3,518,958	\$ 3,534,375	\$ 15,418
Reserve Funding/Carryover State Funds			\$ -	\$ -
TOTAL ALL		\$ 3,518,958	\$ 3,534,375	\$ 15,418
TOTAL EXPENSE BUDGET		\$ 3,518,958	\$ 3,534,375	\$ 15,418
TOTAL REVENUE BUDGET		\$ 3,853,019	\$ 3,539,496	\$ (313,524)
		\$ 334,062	\$ 5,120	\$ (328,941)
		TOTAL	TOTAL	TOTAL

Appendix 11 :: Narrative

**BUDGET NARRATIVE FOR
POSITIVE OUTCOMES CHARTER SCHOOL CHARTER RENEWAL
FISCAL YEARS 2025 - 2029**

STATE AND LOCAL APPROPRIATIONS

Revenues

FY2024 Revenues are based on the actual student enrollment and state and local current needs-based funding models. The Board of Directors approved the preliminary budget on September 20, 2023.

62 – 67% of our student population annually qualifies for special education services. In FY2024, 63% of the student enrollment qualified for special education services, a decrease of 2% from FY2023. We base each year’s budget on the students’ actual needs-based categories and districts of residence.

As a result of most of our student population qualifying for special education services with student-specific instruction and support needs, our needs-based revenue funding can significantly vary year-over-year. This volatility results in revenue declines or increases depending on the number of students enrolled and our students’ needs. Given the student enrollment size of our school, this volatility can have a greater impact on us than on a larger school or district.

The following table (student snapshot data as of September 24, 2023) illustrates our change in student population and its impact on revenue:

	FY2024	FY2023	DIFFERENCE
Grades 7 -12 Students	45	40	5
Basic Needs Students	31	25	6
Intensive Needs Students	24	24	0
Complex Needs Students	22	26	(4)
TOTAL Students	122	115	7
DIVISION I UNITS	18.40	18.98	(0.58)
RELATED SVCS UNITS	3.65	4.15	(0.50)

Even though we have more students (7) this year, our state revenue is budgeted to decline because their needs differ from last year’s.

Other budgeted state revenue is based on the allocations we project to receive for recurring grants (e.g., Technology Grant) and one-time grants (e.g., filtered water). Adjustments have been made to the appropriation for the 6% teachers' stipends to match the projected payroll expenses for these stipends.

The school's local revenue also consists of revenue from services supplied to other schools (e.g., Finance and Payroll), Rental income, school interest (only budgeted for revenue received through August 2023), and miscellaneous other revenues.

Expenses

Positive Outcomes Charter School's largest expense is payroll. This amount is budgeted based on each employee's status, other employment costs, and Health Insurance costs. Funds are also allocated for EPER (e.g., tutoring, summer school, etc.).

Other costs are based on the prior year's expenses adjusted for anticipated inflationary pressures. The school does not anticipate the need to purchase new student Chromebooks this year.

The FY2024 expense budget reflects less than 1% growth due to anticipated reductions in Foster/Homeless student transportation needs, eliminating out-of-state travel costs for professional development, and reducing one-time capital expenditures (HVACs, construction). These reductions from FY2023 helped offset payroll, insurance, and supplies increases.

Our normal practice is to use zero-base budgeting. The revenue volatility always encourages us to spend money prudently, minimize fixed costs, and save money without negatively impacting student instruction and support. We will continue to minimize non-instruction and support costs and focus on those expenditures and staffing requirements that improve our overall student instruction and support.

FEDERAL GRANT APPROPRIATIONS

The school has budgeted for payroll (two paraprofessionals and a Special Education Coordinator) and Homeless supplies expenses in the FY2024 Consolidated grant application. We anticipate spending 100% of our grant funds during the school year. ESSER funds will also be spent this fiscal year for payroll for a social worker.

ANTICIPATED CHANGES

Positive Outcomes Charter School has met its student enrollment target this year; however, as of September 24th, we anticipate that we will have a negative cash flow of about \$150,000 due to the potential changes in our overall students' needs. If the September 30th unit count differs from what has been illustrated in the above table, the deficit may be reduced. Our cash balance of over \$2.6 million on June 30, 2023, is sufficient to absorb the impact of lower revenues in FY2024 and will allow us to continue to exceed the Financial Framework's 75-days cash target.