



# COLORADO CHARTER SCHOOL GRANT PROGRAM

---

SOAR Charter School



\$ 150,000 amount requested this budget year  
230 # of students this school year





# Colorado Department of Education – Charter School Program

## I. Charter School Information

1. Name of School

SOAR Charter School

2. Mailing Address: Street, City, State, Zip

7789 E. 25 Ave., Denver, CO 80238

3. Contact Person/Administrator

Gianna Cassetta/Head of School

4. Phone Number

(646) 387-6402

5. Fax Number

None Available

6. E-mail Address

giannacassetta@gmail.com

## II. Authorizer (LEA) Information

7. Authorizer

Denver Public Schools

8. Mailing Address: Street, City, State, Zip

900 Grant St., Suite 400, Denver, C) 80203 Denver Public Schools

9. Contact Person/Authorized Representative

Parker Baxter

10. Phone Number

720-424-8205

11. Fax Number

720.424.8238

12. E-mail Address

Parker\_Baxter@dpsk12.org

13. Authorizer Superintendent/Executive Director

Thomas Boasberg

14. Authorizer Board President

Theresa Pena

## III. Required Information

15. Year School Started

August 2010

16. Year Charter Expires

August 2013

17. Past Charter School Grant Program Funding

Year 1: N/A Year 2: N/A

18. Met Adequate Yearly Progress during the previous school year

Yes \_\_\_ No \_\_\_ N/A \_\_\_ X \_\_\_

19. Percentage of Students Qualifying for Free or Reduced Lunch

Targeting 67% or higher

20. Percentage of Students with an Individualized Learning Plan

Assuming 10 %

21. Oct. 1 Count or Projected Enrollment

2007-08: Total:0

Grades K-5: 0

Grades 6-8: 0

Grades 9-12: 0

2008-09: Total:0

Grades K-5: 0

Grades 6-8: 0

Grades 9-12: 0

2009-10: Total:0

Grades K-5: 0

Grades 6-8: 0

Grades 9-12: 0

22. Federal Program Funds the Charter School Will Be Applying For (check with your school district to understand how these funds may be or are available to your charter school):

- Title I, Part A: Improving the Academic Achievement of the Disadvantaged
- Title II, Part A: Preparing, Training and Recruiting High Quality Teachers and Principals
- Title II, Part D: Enhancing Education Through Technology
- Title III, Part A: Language Instruction for Limited English Proficient and Immigrant Students
- Title IV, Part A: Safe & Drug-free Schools and Communities
- Title V, Part A: Innovative Education Programs
- Title VI, Part B: Rural and Low-Income School Programs (for eligible districts)

23. Amount Requested (all 3 years should be completed – either list amount actually awarded or amount budgeted for the current year and/or future years).

Year One (Startup): 150,000

Year Two (Implementation): 150,000

Year Three (Implementation): 150,000

#### **IV. Certifications**

Charter school/school district partnerships that accept funding through the Colorado Public Charter School Grant Program agree to the following certifications: *Read and check*

- 1. The applicant possesses the legal authority to apply for this grant, a resolution or motion has been adopted by the applicant's governing body which, authorizes the submission of this application, including all understanding and assurances contained herein, directing and authorizing the Authorized Grant Contact to act in connection with the application and to provide additional information as may be required.
- 2. Recipients will, for the life of the charter, participate in all data reporting and evaluation activities as requested by the U.S. Department of Education and the Colorado Department of Education; this includes participation in any federal or state funded charter school evaluations or studies, final grant report documentation and financial statements.
- 3. Recipients will comply with federal laws including, but not limited to, the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Education Act.
- 4. Recipients will comply with all provisions of the Nonregulatory Guidance—Public Charter Schools Program of the U.S. Department of Education, which includes the use of a lottery for enrollment if the charter school is oversubscribed.

- ❑ 5. Recipients will ensure that at least one person from the charter school will subscribe to the CDE Charter Schools E-mail Listserv for the life of the charter.
- ❑ 6. The charter school recipient has provided the school authorizer with "adequate and timely notice" of this grant application.
- ❑ 7. Recipients operate (or will operate, if not yet open) a charter school in compliance with all state and federal laws and that the charter school does not discriminate based on race, gender, national origin, color, disability, or age.
- ❑ 8. Recipients shall ensure that a student's records, and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school upon the transfer of the student from a charter school to another public school, in accordance with applicable law (P.L. 107-110, section 5208).
- ❑ 9. Recipients shall ensure that students enrolled in the charter school will be taught the United States Constitution on September 17<sup>th</sup>, Constitution Day.
- ❑ 10. Recipients will comply with all provisions of the No Child Left Behind Act, including but not limited to, provisions on school prayer, the Boy Scouts of America Equal Access Act, the Armed Forces Recruiter Access to Students and Student Recruiting Information, the Unsafe School Choice Option, the Family Educational Rights and Privacy Act (FERPA), Privacy of Assessment Results, and School Prayer [P.L. 107-110].
- ❑ 11. LEA recipients ensure that the charter school will receive funds through programs administered by the U.S. Department of Education under which funds are allocated on a formula basis. Each charter school will receive funds for which it is eligible.
- ❑ 12. Recipients will ensure that the awarded grant funds will be spent or encumbered by June 30, 2010 unless an extension is requested by June 1, 2010.
- ❑ 13. Recipients shall maintain accounting records and other evidence pertaining to costs incurred, with the provision that the records shall be kept available by the grantee during the grant period and thereafter for five full years from the date of final payment. CDE must be permitted to audit, review, and inspect the grantee's activities, books, documents, papers and other records relating to the expenditures of grant proceeds. The recipient further agrees to comply with all federal and state audit requirements and ensures that arrangements have been made to finance those mandatory audits.

Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to the Colorado Department of Education and that CDE may terminate a grant award upon 30 days notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.

- 14. Recipients will submit a revised budget narrative and budget to the Schools of Choice Unit staff within 30 days of notification of a grant award; budget changes must meet the approval of CDE Schools of Choice Unit staff.
- 15. Recipients understand that if any findings of misuse of grant funds are discovered project funds must be returned to the Colorado Department of Education and that CDE may terminate a grant award upon 30 days notice if it deems that the recipient is not fulfilling the funded program as specified in the approved grant application.
- 16. Recipients are required to keep and maintain all equipment purchased with grant funds in accordance with federal law and regulation; should the charter school close the LEA agrees to notify the Schools of Choice Unit at CDE of the reason for closure and agrees to notify the Schools of Choice Unit regarding the disposition of assets purchased by this grant.
- 17. Recipients shall ensure that none of the funds authorized under the No Child Left Behind Act shall be used to develop or distribute materials, or operate programs or courses of instruction directed at youth, that are designed to promote or encourage sexual activity, whether homosexual or heterosexual; to distribute or to aid in the distribution by any organization of legally obscene materials to minors on school grounds; to provide sex education or HIV-prevention education in schools that instruction is age appropriate and includes the health benefits of abstinence; or to operate a program of contraceptive distribution in schools (P.L. 107-110, section 9526).
- 18. LEA recipients ensure that a student's records and, if applicable, a student's individualized education program as defined in section 602(11) of the Individuals with Disabilities Education Act, are transferred to a charter school upon the transfer of the student to the charter school, and to another public school under the transfer of the student from a charter school to another public school, in accordance with applicable state law (P.L. 107-110, section 5208).
- 19. Recipients understand that the state will own all rights, title and interest in all of the intellectual property rights, including copyrights, patents, trade

**Note:** The No Child Left Behind Act, Title V, Part B [20 USC 7221c. Section 5204, (e)(4)(B)] states, "A local educational agency may not deduct funds for administrative fees or expenses from a subgrant awarded to an eligible applicant, unless the applicant enters voluntarily into a mutual agreed upon arrangement for administrative services with the relevant local educational agency. Absent such approval, the local educational agency shall distribute all subgrant funds to the eligible applicant without delay."

**V. Signatures**

WE, THE UNDERSIGNED, do hereby agree to the certifications contained in section IV. above.

Signature of School District Superintendent or Charter School Institute Executive Director

Signature of School District Board of Education President or Charter School Institute Board President

Signature of School District or CSI Authorized Representative

Signature of Charter School Contact Person/Administrator

**V. Certification by Charter School Governing Board**

The governing body of the charter school applicant has authorized the filing of this application and the undersigned representative has been duly authorized to file this application and act as the authorized representative of the applicant in connection with this application.

I do hereby certify that all facts, figures, and representations made in this application are true and are correct and are consistent with the statement of certifications. Furthermore, all applicable statutes, regulations, and procedures for program and fiscal control and for records maintenance will be implemented to ensure proper accountability of funds distributed for this project. All records necessary to substantiate these items will be available for review by state and federal monitoring staff. All progress reports and the final report requested through this grant program will be filed on time. I further certify that all disbursements: will be obligated after the grant has been awarded and the revised budget (if applicable) is approved and prior to the termination date; have not been previously reported; and were not used for matching funds on this or any special project.

\_\_\_\_\_  
(Charter School Board President Name Printed) (Charter School Board President Signature)

\_\_\_\_\_  
(Charter School Authorized Representative Name Printed) (Charter School Authorized Representative Signature)

# 1. EXECUTIVE SUMMARY AND PROJECT GOALS

## A. Executive Summary

SOAR Charter School's mission is to ensure success of its students by providing children of all backgrounds and ability levels with access to rigorous academic instruction and expanded opportunities. SOAR empowers children to make informed, deliberate decisions so that they may lead socially responsible, productive lives.

SOAR Charter School's vision is to equip Denver children from diverse backgrounds to succeed in school and chart their own course in life. SOAR embraces the challenge of teaching at-risk students, and the quality of both our academic and enrichment programs will rival that of the best schools in the country. Our Design Team has a proven record of success designing and running urban schools. We have developed a school model that is research-based, field-tested, and carefully designed to meet the needs of the students of Denver by providing an education program based on rigorous academic instruction, enrichment offerings, responsive classroom approach, support services, professional development and health and wellness education.

SOAR has targeted the Green Valley Ranch (GVR) area of Denver to open its first school because of its diverse student population, strong community support and current lack of any local high-performing schools.

We aim to open in the fall of 2010 with four classes of students in mandatory full-day kindergarten, and three classes of students in both first and second grade. We will add four new classes of incoming kindergarten students each fall, serving approximately 428 students in kindergarten through fifth grade by the 2013-14 school year. This school will remain K through 5.

Gianna Cassetta, the proposed Head of School, most recently served as Director of Leadership Development for the New Schools Office at Denver Public Schools. Formerly the co-founder, co-director, and Principal of FLI (Future Leaders Institute), she is an accomplished school leader and staff developer with demonstrated ability to create innovative programming, write curriculum, and craft and deliver customized professional development for teachers and administrators. She is an articulate communicator able to effectively interact with diverse populations of students, parents, educators, and Board members.

SOAR presently has nine Board members working with Gianna Cassetta to launch the school: Ellin Keene, co-author of best selling *Mosaic of Thought: The Power of Comprehension Strategy Instruction*, and a nationally renowned literacy staff developer; Rosann Ward, President of Denver's Public Education and Business Coalition; Bruce Rau, an experienced manager of national and local real estate developments including the Green Valley Ranch K-12 campus project; Peg Portscheller, a former Colorado superintendent and current consultant for Focused Leadership Solutions; and Jeffrey M. Wein, a nationally recognized facilitator and trainer in the areas of organizational development; Jim Jonas, a partner at Peak Creative Media, a Denver-based creative services and marketing agency; Dorothy "Doll" Lank, an attorney in private practice of counsel to Giller & Calhoun, LLC; Charles P. Leder, a shareholder at the law firm of Berenbaum Weinshienk P.C.; Ray



C. Pittman, Founder and President of Pittman Development Group, Inc., a leading development company headquartered in Denver, Colorado.

Support from the State of Colorado Charter School Grant Program will provide needed support to SOAR as it launches its new school in Denver.

## **B. Project Goals**

SOAR Charter School has a number of rigorous goals for our community, many of which can be directly supported by this grant. Key goals include:

### ***Project 1: Student Academic Achievement in Reading***

- 60% of SOAR 3<sup>rd</sup> grade students who have attended the school for 1 or more full years will score in the Proficient or Advanced category on the CSAP Reading test in 3<sup>rd</sup> grade (first testing grade in 2011-12 school year).
- 65% of SOAR students who have attended the school for one or more full years will score at grade level on the DRA/WRAP assessments in the 2011-12 school year.
- Reduce the number of students at the unsatisfactory level by 10% each year to meet AYP until; less than 5% of students are in the unsatisfactory range by 2014, by providing targeted small group instruction, provided by a second reading teacher in the classroom, during literacy instruction each day.
- 70% of SOAR students who have attended the school for two or more full years will score at grade level on the DRA/WRAP assessments in the 2012-13 school year.

#### ***To achieve this goal, we will:***

- Establish baseline data in the 2010-11 school year, by administering district benchmark assessments and DRA assessments.
- Re-assess students two more times during the school year to identify growth and areas of student need, and three times each year after. That data will be used to inform literacy instruction.
- Utilize the balanced literacy<sup>1</sup> approach to reading instruction.
- Provide robust, in-classroom libraries.
- Use nationally recognized reading consultants to help teachers develop targeted instruction plans for students.

### ***Project 2: Student Academic Achievement in Math***

- 60% of SOAR 3<sup>rd</sup> grade students who have attended the school for one or more full years will score in the Proficient or Advanced category on the CSAP Mathematics test in 3<sup>rd</sup> grade (first testing grade in 2011-12 school year).

#### ***To achieve this goal, we will:***

- Establish baseline data in the 2010-11 school year, by administering district benchmark assessments.
- Re-assess students during monthly units of study to identify strength and needs within specific math strands. That data will be used to inform mathematics instruction.
- Utilize the TERC Investigations curriculum<sup>2</sup>.

<sup>1</sup> <http://www.nationalreadingpanel.org/Publications/publications.htm>

<sup>2</sup> <http://investigations.terc.edu/impact/>

- Conduct family math nights to help families become more “math literate” and better able to support math instruction in the home.

Use nationally recognized mathematics consultants to help teachers develop targeted instruction plans for students

***Project 3: Professional Development***

- Upon starting work at SOAR, in July of 2010, 100% of staff will be trained in the Responsive Classroom Approach<sup>3</sup>. In July of 2011, new staff will receive training.
- Upon starting work at SOAR, in July of 2010, 100% of staff will be trained in language acquisition strategies. In July of 2011, new staff will receive training
- Upon starting work at SOAR, in July of 2010, 100% of self-contained classroom teachers and special education teachers will be trained in DRA administration and analysis. In July of 2011, new staff will receive training.
- 100% of trained teachers will receive ongoing implementation support in classrooms throughout the school year in years 2010-11, and 2011-12.

***To achieve this goal, we will:***

- Require new staff to work for 4 weeks each summer in SOAR’s professional development program.
- Contract with consultants to provide training in the summer and conduct site visits during the school year throughout the school year in years 2010-11, and 2011-12.
- Utilize administrative staff for ongoing implementation support throughout the school year in years 2010-11, and 2011-12.

***Project 4: Data Analysis***

- 100% of self-contained classroom teachers and special education teachers will spend two hours each week in data analysis sessions looking at student work and achievement trends in order to inform instruction throughout the school year in years 2010-11, and 2011--12.

***To achieve this goal, we will:***

- Have early release Fridays so that staff has two dedicated hours a week for data analysis.
- Ensure that staff has laptops for data collection and review.
- Select a data tracking tool such as Alpine.
- Utilize consultants and administrators to help teachers negotiate how to use the data to provide appropriate instruction and/or interventions for students.

***Project 5: Student Academic Achievement in Science***

- 60% of SOAR 3<sup>rd</sup> grade students who have attended the school for 1 or more full years will score in the Proficient or Advanced category on the CSAP Science test in 3<sup>rd</sup> grade (first testing grade in 2011-12 school year).
- To achieve this goal, we will:
- Establish baseline data in the 2010-11 school year, by administering district benchmark assessments.

---

<sup>3</sup> <http://www.responsiveclassroom.org/about/research.html>

- Reassess students during monthly units of study to identify strength and needs within specific science strands. That data will be used to inform science instruction.
- Utilize the FOSS curriculum<sup>4</sup>.
- Connect content learning to the classroom through field trips, science based literacy centers and read-alouds.

## 2. PROJECT BUDGET NARRATIVE

### A. Overview

As shown in the attached budget, funds being requested in support of the project goals fall into four categories:

1. Funds to pay for staff developers/consultants to lead workshops and in classroom professional development
2. Instructional materials, which include books for classroom libraries, curriculum kits such as FOSS and TERC Investigations
3. Assessment materials, such as DRA kits and testing materials
4. Technology, for the recording and analysis of student data in order to inform instruction

It is important to understand that although we are asking for significant professional development funds in this grant, the use of consultants will not end after grant funds are used. As Professional Development is a core element of SOAR Charter School, it will continue to be a significant line item in our budget each and every year of operation. As SOAR reaches full growth, less fundraising is necessary in order to cover the cost of Professional Development. In addition, SOAR's long term plan is to replicate, and with multiple sites, Professional Development becomes much more cost effective.

### B. Budget Narrative

Project	Year 1	Year 2	Year 3
<b>Project 1: Student Academic Achievement in Reading</b>			
Classroom libraries for two Kindergarten classrooms	10,000		
Consultants - reading instruction: summer training and follow up feedback and coaching	10,000		
Diagnostic reading assessment programs (DRA and WRAP) - k-2	2,000		
Classroom libraries - grade 2 replacement books		5,000	
Classroom libraries - grade 3 (1 classroom)		5,000	
sClassroom libraries - grade 3 (2 classrooms)		10,000	
Classroom libraries - k and grade 1 replacement		10,000	
Consultants - reading instruction: summer training and follow up feedback and coaching		10,000	
Diagnostic reading assessment programs (DRA and WRAP) - grade 3 and k-2 replacement		1,000	

<sup>4</sup> <http://www.fossworks.com/studies.asp>

Guided reading books for grade 1 small group reading instruction		5,000	
Guided reading books for grade 2 small group reading instruction		5,000	
Guided reading books for grade 3 small group reading instruction		5,000	
Guided reading books for grade 4 small group reading instruction		5,000	
Guided reading books for grade k small group reading instruction		5,000	
Test preparation materials - grade 3		1,800	
Classroom libraries - grade 3-4 replacement			10,000
Classroom libraries - grade 4 (2 classrooms)			10,000
Classroom libraries, grade 5, 1 classrooms			5,000
Classroom libraries, grade 5, 2 classrooms			10,000
Classroom libraries-grade 4, 1 library			5,000
Consultants - reading instruction: summer training and follow up feedback and coaching			10,000
Diagnostic reading assessment programs (DRA and WRAP) - grade 4, 5 and k-3 replacement			3,000
Guided reading books for grade 5 small group reading instruction			5,000
Test preparation materials - grade 4 and 3 replacement			5,400
<b>TOTAL</b>	<b>22,000</b>	<b>67,800</b>	<b>63,400</b>
<b>Project 2: Student Academic Achievement in Math</b>			
Math curriculum and associated materials (TERC Investigations) - k-2	10,000		
Staff development for math teachers. This includes summer training for staff as well as in classroom demonstration and coaching.	10,000		
Math curriculum and associated materials (TERC Investigations) - grade 3 and k replacement		10,000	
Math curriculum and associated materials (TERC Investigations) - grade 4 and 1, 2 replacement		10,000	
Staff development for math teachers. This includes summer training for staff as well as in classroom demonstration and coaching.		10,000	
Staff development for math teachers. This includes summer training for staff as well as in classroom demonstration and coaching.			10,000
Math curriculum and associated materials (TERC Investigations) - grade 5 and K-3 replacement			10,000

	<b>TOTAL</b>	<b>20,000</b>	<b>30,000</b>	<b>20,000</b>
<b>Project 3: Professional Development</b>				
Responsive Classroom training - all staff summer introductory training	10,000			
Language Acquisition training - All staff summer training	4,000			
Responsive classroom administrative coaching- -working with the HOS, Director of Curriculum and Instruction, and Dean of Students on creating and maintaining school wide systems for discipline	10,000			
Responsive Classroom in classroom demonstration and coaching, grades k-2	5,000			
Responsive Classroom training - New Staff for introductory summer training			5,000	
Language Acquisition training - All staff summer training			6,000	
Responsive Classroom training - New Staff for introductory summer training				5,000
Language Acquisition training - All staff summer training				6,000
<b>TOTAL</b>	<b>29,000</b>		<b>11,000</b>	<b>11,000</b>
<b>Project 4: Data Analysis</b>				
17 computers (\$2200 per computer)for staff use - data tracking and analysis	37,400			
Alpine System	3,600			
Data system development consultant-to train staff in use of Alpine, online benchmark assessments , infinite campus, laptops	3,000			
7 computers (\$2200 per computer) for staff use-data tracking and analysis			15,400	
Online Benchmark Assessment			2,500	
Data system development consultant Follow up training for staff in use of Alpine, benchmark assessments, infinite campus. Laptops			3,300	
7 computers (\$2200 per computer) for staff use-data tracking and analysis			15,400	
Online Benchmark Assessment				2,500
Data system development consultant Follow up training for staff in use of Alpine, benchmark assessments, infinite campus. Laptops				3,700
<b>TOTAL</b>	<b>44,000</b>		<b>36,600</b>	<b>6,200</b>
<b>Project 5: Student Academic Achievement in Science</b>				
FOSS curriculum and materials - Grade 1	10,000			
FOSS curriculum and materials - kindergarten	10,000			

FOSS curriculum materials, grade 2	10,000		
Staff development for teachers of science	5,000		
FOSS curriculum and materials - grade 3		10,000	
Staff development for teachers of science		10,000	
FOSS curriculum and materials - grade 4			10,000
FOSS curriculum materials, grade 5			10,000
FOSS replacement materials for k-3			4,000
Staff development for teachers of science			10,000
<b>TOTAL</b>	<b>35,000</b>	<b>20,000</b>	<b>34,000</b>

### 3. RESEARCH-BASED PROGRAM/COMPREHENSIVE DESIGN

#### A. Educational Program

SOAR's Education Plan empowers children of diverse backgrounds and ability levels to achieve success, understand their strengths and unique abilities, and develop the self-discipline and confidence required to excel in any environment.

Students engage in SOAR's core academic classes in an extended school day. From 8:30 until 4:15 each day, students are on-task and engaged, providing them with more teaching and learning time than most children in the country. SOAR's rigorous workshop model instruction is assessment-driven and student-centered. We provide intensive, explicit instruction while also creating ongoing opportunities to differentiate teaching and learning. As a school, we believe that excellent instruction in literacy and mathematics provides the essential foundation upon which all other learning can be constructed.

As the National Reading Panel found, systematic and explicit instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension leads to student success in reading.<sup>5</sup> Our balanced literacy approach takes this a step further by additionally capitalizing upon the reciprocity of reading and writing instruction. Our holistic literacy curriculum integrates the most current teaching practices to ensure the highest levels of student success in reading, writing, speaking, and thinking.

As demonstrated by a wide body of research,<sup>6</sup> Investigations by TERC has been proven successful across the country and with students like those who will attend SOAR. From basic facts to number relationships, from word problems to complex calculations, students taught through Investigations outperform their peers. Furthermore, the program has proven especially effective with traditionally low-achieving students and prepares all children for high-stakes standardized testing. We have chosen Investigations to ensure the best possible results for our students and our school.

#### **Mathematics**

SOAR will follow a math workshop model. Students in K - 2 will work on math for 45 minutes a day and in grades 3 - 5, 55 minutes a day. Students are expected to memorize basic operational facts at the appropriate grade, and they are expected to learn and understand developmentally appropriate concepts to support further mathematical thinking. Teachers at SOAR will follow a constructivist approach to math

5 <http://www.nationalreadingpanel.org/Publications/publications.htm>

6 <http://investigations.terc.edu/impact/>

instruction. Students learn through number and operation work as well as through intensive, context-rich investigations. We will use Investigations, published by TERC, a highly successful, research-based program as the basis of our math instruction.

The Investigations curriculum for grades K - 5 is connected to a range of online resources for students. SOAR teachers can utilize the TERC website to provide investigations and high-interest mathematical games for students. These online tools give teachers additional age-appropriate resources for math technology investigations and provide ideas for teacher assessment.

### **Science**

Students in grades K - 2 have 45 minutes of science instruction two to three times per week with a specialized science teacher, while students in grades 3-5 have 55 minutes of science two to three times a week. SOAR will have a dedicated science teacher to instruct all students with a well-equipped lab classroom in which to conduct class. Class structure in grades K-5 will follow the workshop model of mini-lesson, inquiry-based exploration, and share time.

Science classes at SOAR will use a hands-on, inquiry-based model of instruction. Student inquiry occurs as students complete experiments, observations, and/or other activities that are designed to focus students on specific questions and genuine and creative exploration. SOAR will use the Full Options Science System (FOSS)<sup>7</sup>, which is aligned with Colorado standards and are research-based. FOSS kits come complete with materials for hands-on learning, teacher guides with explanations of the science behind the activities, and ready-made assessments to track students' progress. The program combines content and process learning to meet Colorado and SOAR Science Standards.

### **Social Studies**

SOAR's social studies curriculum has two distinct but overlapping foci – content and skills. Staff will teach the social studies curriculum as a stand-alone subject as well as integrated with literacy. Additionally, certain curriculum items (such as those associated with community) will be supported through activities in Morning Meeting and Community Circle.

Our teachers will work collaboratively to generate theme-based units of studies with Social Studies, aligning their work with Colorado's Model Content Standards for civics, economics, geography, and history. SOAR students will also learn social studies content and skills during the Research Workshop as detailed by Paula Rogovin.<sup>8</sup> The Research Workshop follows the workshop model. During the mini-lesson the teacher teaches research strategies (i.e. note-taking) or other social studies strategies (i.e. map reading). Units of study are designed to match curriculum content. Students pick research topics connected to the unit of study. Students work over time towards creating methods for longer, more comprehensive sharing (i.e. oral report or Power Point presentation).

---

<sup>7</sup> <http://www.fossweb.com/>

<sup>8</sup> Rogovin, P. (2001). *The Research Workshop: Bringing the world into your classroom*. Portsmouth, NH: Heinemann.

## **B. Supplemental Curriculum**

**Enrichment Offerings:** All students participate in SOAR's high-quality visual and performing arts enrichment program. Our extended day structure allows us to offer extended enrichment time, interspersed throughout the day, without sacrificing academic instructional time. We believe that a child's education cannot just include verbal, mathematical, and logical experiences. Many children's interests and strengths include experiences that belong to more creative, spatial, and kinesthetic domains. When taking into consideration students' varying learning styles, many children will be able to access the standards and the curriculum more effectively if they are able to experience it through the arts<sup>9</sup>.

**Responsive Classroom Approach:** SOAR staff implements the nationally-recognized Responsive Classroom approach to elementary teaching that emphasizes social, emotional, and academic growth in a strong and safe school community. Our approach consists of classroom and school-wide practices for deliberately helping children build academic and social/emotional competencies.

**Support Services:** SOAR's students have access to middle school placement support, individual and group counseling, and family support services through our Dean of Support Services. Our extended school day, our whole-child focus, and our demanding expectations necessitate that we build strong partnerships with families.

**Professional Development:** The SOAR staff members stay current on best practices in education and participate in ongoing, intensive professional development throughout the school year delivered by national experts in the field of education. All new teachers also participate in a four-week summer professional development program, and returning teachers in a three-week program<sup>10</sup>. Additional details of SOAR's focus on professional development can be found in Section 10 of this proposal.

**Health and Wellness Education:** The overarching importance of maintaining a healthy mind and body is woven deeply into the school's culture and educational philosophy. SOAR will provide students with healthy, organic vegetarian lunches provided by Revolution Foods. SOAR will also utilize the local community and invite guest experts including doctors, nurses, or nutritionists to discuss health issues with students. Physical fitness is designed into every child's weekly schedule. Students will spend parts of their day refining their fine-motor and large-motor skills through structured fitness activities in class and during structured activities and games at recess. Students will have the opportunity every day for thirty minutes of supervised structured physical exercise during recess.

## **C. Literacy**

### ***English Language Arts***

The founding team view English Language Arts (ELA) as a foundation for all other subject areas. SOAR teachers will integrate reading, writing, speaking and listening into all subjects and will stock each classroom library with quality literature that

---

<sup>9</sup> *The Arts Go to School*, David Booth and Masayuki Hachiya, eds.

<sup>10</sup> Professional development, classroom practice and student outcomes: exploring the connections in early literacy development, <http://www.aare.edu.au/99pap/mck99328.htm>



includes topics in science, social studies, math, and art, as well as fiction and poetry, in order to nurture readers' curiosity, inspire writing, and spark discussion.

Although students will practice reading, writing, speaking, and listening in all subjects, the school will also have time set aside every day for students to participate in a structured, sequential ELA program. Students will be taught reading strategies for comprehension and analysis, phonics skills for decoding, phonemic awareness, spelling, vocabulary development, writing skills for craft and conventions, and discussion skills for engaging in meaningful dialogues.

SOAR's ELA program has four main components: 1) Reading Workshop, 2) Writing Workshop<sup>11</sup>, 3) Word Study, and 4) Accountable Talk. This ELA program has a specific, structured approach to each of the four components that all teachers will follow.

Teachers will plan for ELA instruction in four- to six-week units, which will include reading strategies, Word Study skills, writing skills, and speaking and listening skills from SOAR's ELA Standards, and will introduce and reinforce each skill over the course of the unit. Once teachers introduce a new strategy and skill, the students will have several opportunities to try it, practice it, and eventually master it.

#### **D. Support for Standards and Use of Data**

During the planning year (2009-2010), SOAR's Head of School along with the help of consultants will create SOAR's literacy curriculum, and ensure alignment with Colorado State Standards. This team has already created a curriculum for a charter school in New York City (Future Leaders Institute), and SOAR's will simply be a revised version of this, with realignment to Colorado's standards. The team will create SOAR's Social Studies curriculum in alignment with Colorado State Standards as well, and this curriculum will be written for the first time. Math and Science are packaged curricula and are already aligned with state standards.

Additionally, our student performance plan includes all required district and state assessments of student progress for grades K - 5 as well as additional measures that will serve to inform instruction and/or provide broader comparisons of student achievement. Standardized test and writing sample data is collected on an ongoing basis. Analysis of this data is again the responsibility of the DCI, under the guidance of the Head of School. They will analyze standardized data and share individual, class, grade level, and school-wide trends with teams of teachers. They will then work with teams of teachers to determine what curricular and/or instructional responses they should make. The school administration then follows up with teachers to check on the implementation of the response plans and to help teachers look for evidence of impact in their classroom assessments.

Excel spreadsheets and the District's Infinite Campus system will be used, as appropriate, to organize and demonstrate this data. In the case of CSAP, a criterion-referenced test, proficiency levels, and cohort improvements or declines of proficiency will be demonstrated.

Finally, we are anticipating purchasing Alpine Achievement software as a tool to analyze testing data.

---

<sup>11</sup> Modeled after the Teachers College Writing Workshop and Graves, Donald (1994). *A Fresh Look at Writing*. Portsmouth, NH: Heinemann.

## 4. ACCOUNTABILITY/ ACCREDITATION

### A. Accountability

SOAR Charter School takes seriously its accountability to the school community, the district, and the state. Several structures have been created to oversee and enforce accountability.

- **EXECUTIVE COMMITTEE:** The executive committee will consist of the Board of Trustees Chairperson, Vice-Chair and Treasurer. This committee will oversee personnel issues, including establishing qualification criteria for employees, forming dismissal procedures, and approving codes of conduct.
- **SCHOOL ACCOUNTABILITY COMMITTEE:** This standing committee of the Board, consisting of Board members, the Director of Curriculum and instruction, Head of School and up to two lead teachers selected because of interest and expertise, selects tools to be used for student and staff evaluation, oversees administration of the assessment program, evaluates results and makes recommendations for changes and improvements based on those results. Each year, the SAC will produce an annual report that will be posted on the school's website and sent to the school's authorizer, Denver Public Schools.

SOAR will receive accreditation from the Denver Public School District. Effective collection, analysis and use of data will be an important element of the accreditation process. The Director of Curriculum and Instruction will lead the data management and accreditation processes at SOAR. Formal data reviews will occur, at a minimum, at the end of every trimester, and will be communicated to DPS regularly as part of the accreditation review. The School Accountability Committee is ultimately responsible for the annual school accountability and accreditation review as well as the annual improvement plan.

At the time of contract negotiation, DPS was considering changing some accreditation standards, but they will include the following:

- Achieving Adequate Yearly Progress as defined by No Child Left Behind
- Percentage of students meeting proficient or better on the CSAP meets or exceeds district and state averages
- Closing the achievement gap at a rate that meets or exceeds district and state averages
- Sound fiscal health
- Sound enrollment and high re-enrollment rates
- Attendance
- Competent Board governance
- High levels of student and parent satisfaction
- Adequately meeting the needs of special education students and English Language Learners

The major part of the assessment work that teachers will engage in is with classroom assessment data. Students will have regular examinations, projects, papers and other assignments which will be graded. When teachers design learning experiences, they determine which standards students will progress toward, how they will make the intended progress toward standards clear to students, and what assessment methods they will use to measure progress.

Grades are based on the degree to which students have met learning targets that are aligned with state standards. Examples of learning targets might include: Students are able to use nonfiction features to understand text; or Students preview text in order to anticipate what they will be reading about. It is essential that in this process teachers analyze the type of learning target, knowledge, reasoning or skill and design assessments that will give them and their students an accurate picture of how close the student is to the learning target.

Additionally, our student performance plan includes all required district and state assessments of student progress for grades K - 5 as well as additional measures that will serve to inform instruction and/or provide broader comparisons of student achievement. Standardized test and writing sample data is collected on an ongoing basis. Analysis of this data is the responsibility of the DCI, under the guidance of the Head of School. They will analyze standardized data and share individual, class, grade level, and school wide trends with teams of teachers. They will then work with teams of teachers to determine what curricular and/or instructional responses they should make. The school administration then follows up with teachers to check on the implementation of those response plans and to help teachers look for evidence of impact in their classroom assessments. The data generated from these assessments will also be forwarded to the School Accountability Committee. Although the SAC advises and makes recommendations, ultimately, school staff determine how data is used. SOAR has not yet decided on which software the school will use to collect information, but is currently reviewing Alpine.

**Measurement & Evaluation of Academic Progress**

In accordance with Denver Public School’s accreditation plan, SOAR’s annual achievement goals and objectives are as follows:

<b>DPS School Performance Framework Indicators</b>	<b>Charter School Annual Achievement Goals and Measures</b>
<b>Academic Performance and Success</b>	
<b>Student growth over time toward state standards</b>	At least one-third of all students scoring unsatisfactory or partially proficient on the CSAP test in the previous year will increase at least one category in Reading, Writing, and Mathematics.

<p><b>Student Achievement Level/Status</b></p>	<ul style="list-style-type: none"> <li>• 70% of SOAR 5th grade students who have attended the school for three or more full years will score in the Proficient or Advanced category on the CSAP Reading, Writing, and Mathematics</li> <li>• 65% of SOAR 4th grade students who have attended the school for two or more full years will score in the Proficient or Advanced category on the CSAP Reading, Writing, and Mathematics</li> <li>• 60% of SOAR 3rd grade students who have attended the school for 1 or more full years will score in the Proficient or Advanced category on the CSAP Reading, Writing, and Mathematics test in 3rd grade</li> <li>• Each sub-group of students will make Adequate Yearly Progress in reading, writing, and mathematics as defined by the No Child Left Behind legislation.</li> <li>• 65 % of SOAR students who have attended the school for one or more full years will score at grade level on the DRA/ WRAP assessments.</li> <li>• 70 % of SOAR students who have attended the school for two or more full years will score at grade level on the DRA/ WRAP assessments.</li> <li>• 75 % of SOAR students who have attended the school for three or more full years will score at grade level on the DRA/ WRAP assessments.</li> </ul>
<p><b>Student Engagement</b></p>	<p>SOAR will average 95% daily student attendance each school year.</p>
<p><b>Organizational &amp; Financial Viability</b></p>	
<p><b>School Demand</b></p>	<ul style="list-style-type: none"> <li>• SOAR student enrollment will be at 100% of the projected enrollment described in the charter application at the beginning of each year.</li> <li>• The SOAR waiting list will be equal to 25% of the Kindergarten enrollment at the beginning of each school year.</li> <li>• 90% of the students who begin the school year at SOAR will remain in the school throughout the academic year.</li> <li>• 90% of the students who complete the school year at SOAR will re-enroll for the following school year.</li> <li>• 90% of families will demonstrate satisfaction on an annual survey.</li> </ul>

**Leadership & Governance Quality**

- Budgets for each school year demonstrate effective allocation of financial resources to ensure effective delivery of the school mission as measured by yearly balanced budget submitted to Denver Public Schools. This budget will be reviewed monthly by the Finance Committee of the Board of Trustees.
- The soundness of SOAR's financial records and management will be verified by a yearly unqualified audit by an experienced, independent auditor that will reveal no major material findings and no major exceptions with the school's fiscal practices.

SOAR Charter School measures academic progress in the following ways:

1. CSAP. SOAR administers the CSAP test annually in accordance with Denver Public Schools policies. Teachers use CSAP findings to design learning outcomes for students and embed them in appropriate units of study.
2. Benchmark Assessments. SOAR will use DPS benchmark assessments as part of our test preparation program leading to the CSAP. Teachers use benchmark findings to design learning outcomes for students and embed them in appropriate units of study, as well as to design the test preparation unit of study.
3. Diagnostic Reading Inventory (DRA—K-2) and WRAP (Writing and Reading Assessment Profile 3-5). All students are tested in October, February and May of each academic year. In accordance with the Colorado Basic Literacy Act, the information is used for individualized teaching plans in alignment with Colorado State Standards, and providing small group instruction and cohort analysis.
4. SOAR Interim Assessment Model (SIAM). SIAM is an interim assessment model developed by SOAR staff that directly aligns with our instructional approaches in all core subject areas, and informs teaching in real time. It improves student performance by building the capacity of teachers to develop and use assessment tools to drive instruction. Specifically, SIAM measures how students are progressing toward meeting state standards.

In planning for weekly SIAM meetings, teachers consider the types of student assessment data they will collect and analyze to inform the direction of their teaching program to best cater for their students' needs. It is assessment and evaluation that drives planning and teaching. Good teaching starts with evaluating what the student knows and determining what the student needs to know next. Analyzing student assessment data tells teachers what their students already know, understand and can do. When teachers have analyzed student assessment data, they are now informed about their students' learning and are able to devise teaching programs to effectively address future needs.

SIAM's assessment cycle follows the steps below and repeats for every new unit. In most subjects, units run from 4-6 weeks.

- Develop learning outcomes based on standards

- Develop, administer and assess a pre-unit assessment based on unit plan learning outcomes
- Develop Unit Plan
- Develop mid-unit assessment tool based on unit plan learning outcomes
- “Give” mid-unit assessment tool
- “Grade” mid-unit assessment
- Analyze mid unit assessment
- Drive Instruction
- Refining unit assessment tool based on unit plan learning outcomes
- “Give” unit assessment tool
- “Grade” unit assessment
- Analyze unit assessment
- Drive Instruction (future unit plan modification, etc.)

Data is used constantly to inform instruction and better hone educational practice. Following each spreadsheet analysis, teachers submit to the Director of Curriculum & Instruction a schedule of re-teaching standards, documenting exactly when and how standards that were not achieved will be re-taught. SIAM data is used to rapidly modify instruction.

### **C. Longitudinal Assessment**

Data is used constantly to inform instruction and better hone educational practice. Following each spreadsheet analysis, teachers submit to the Director of Curriculum & Instruction a schedule of re-teaching standards, documenting exactly when and how standards that were not achieved will be re-taught. SIAM data is used more rapidly, to modify instruction as well. DRA and CSAP data are reported to students as a group and individually.

#### Information Systems

SOAR Charter School uses Infinite Campus for primary data and information, as required by DPS. SOAR also elects to use Infinite Campus for student grades. The Head of School and Director of Curriculum and Instruction are regularly involved in the analysis of data and the implementation of appropriate professional development. Soar intends to create a Microsoft access system for use in warehousing and analyzing SIAM data.

#### Corrective Action

SOAR’s many levels of data analysis described above ensure that ample warning is available for low student performance, and multiple levels of intervention exist in response. Please see the education program section of this application for a detailed discussion of interventions. Should these interventions be insufficient, the Board of Trustees Program Committee would engage in its own analysis in consultation with the Head of School to recommend action in areas of need.

## **5. PARENT/COMMUNITY INVOLVEMENT AND BOARD GOVERNANCE**

### **A. Parent/Community Involvement**

SOAR originally involved potential parents by surveying the surrounding community around the school, which showed that families are support the placement of a high expectations, child-centered school with a holistic approach, strong social curriculum and a defined parent engagement component.

Since then, SOAR has spent a significant amount of time and effort gathering community support for placement in this facility. We have engaged the community through many open information sharing meetings, one-on-one meetings, an on-line survey, and mailings. Numerous families, community groups such as Montbello 20/20, and Friends of Far Northeast Neighbors, Inc., have pledged their support and made direct outreach to Denver Public Schools in support of SOAR. As well, Councilman Michael Hancock, Pat Hamill, CEO of Oakwood Homes, Landri Taylor, CEO of the Urban League, and Foundation for Educational Excellence have lobbied for SOAR's placement at Green Valley Ranch. Confirmation that SOAR can reside in the new facility is expected to occur in November.

All parents/guardians will sign the "SOAR Community Building Contract" at small group meetings with staff to discuss the contract. This document outlines the basic expectations for staff, students, and parents/guardians. Discussions about the contract allow for dialogue to begin and for common ground to be reached. Also, at these meetings SOAR staff and families will discuss SOAR's Family Handbook in order to understand key policies and procedures.

Parents will also be asked to join SOAR's PVC (Parent Volunteer Corps). There will be varying levels of commitment, depending on the availability and interests of families. Parents will be asked to commit to some form of volunteer work so that the school can benefit from their talents and expertise. In addition to the PVC, SOAR parents will be encouraged to be actively involved through the classroom visits, monthly breakfasts with the HOS, field trips, and the school advisory council.

As per Colorado law, SOAR will also have a School Advisory Council on which elected parents will serve. SOAR will not have a parent serve on the school's Board of Trustees. Each year, SOAR will hold an election for the School Advisory Council and all parents will be eligible to vote.

### **B. Charter School Governing Board**

The SOAR Charter School Board of Trustees will ensure that the school fulfills its graduation requirements. The school has the authority to hire and fire its own staff, determine its own curriculum in accordance with state standards, and set its own graduation requirements. harter by providing oversight and governance, particularly over policies, finances, and legal responsibilities. SOAR Charter School's Board of Trustees is comprised of nine high-capacity and experienced individuals with skill sets that demonstrate the capacity to establish and operate a successful charter school, including leadership, management, education, business, finance, politics, and community organizing. Their deep involvement and commitment to this project provides oversight, enthusiasm, and capacity for success.

SOAR's Board is currently comprised of nine highly skilled and dedicated members. All decisions by the Board of Trustees will be made within the parameters of the mission and vision of the school, always keeping in mind the interest of students. Board members share a firm belief in providing a rigorous academic program to a diverse group of students. The purpose of the Board is to provide a vision and general direction for the school, not to provide day-to-day management.

The qualifications for Board membership include, but are not limited to, agreement with the mission and vision of the school, familiarity with the curriculum and teaching practices of the school, familiarity with open meetings law, professionalism, motivation, integrity, honesty and respect. Prior Board experience is helpful, though not required. Experience in an educational setting is also valuable. Ultimately, the Board of Trustees will be held accountable by the State of Colorado when it evaluates whether or not the school has reached its educational goals and by parents, who will have the opportunity to attend Board meetings and register any complaints they have with the Board and/or school.

The current Board of SOAR will be engaged in ongoing professional development. Board meetings will include presentations from outside speakers on topics ranging from goal setting and accountability to fundraising to school finance. A calendar of trainings for the coming year will be adopted and will include open meetings law, employee relations, and pay for performance among other topics. This continual dedication to learning and improvement will be a distinguishing feature of the SOAR Board and be based on whatever the current needs are on the SOAR Board.

Training for new members will be required, and will be based on a needs assessment developed in collaboration with the Colorado League of Charter Schools. New Board members receive a training manual and have an additional meeting with the governance committee chair and Head of School to understand current Board business and orient to Board culture. All new members are added annually, in June, and so their first meeting is the annual Board retreat. All new members are expected to attend the retreat.

## **6. LOW INCOME AND AT-RISK STUDENTS**

### **A. Number and Percentage of Low-Income and At-Risk Students**

SOAR has targeted the Green Valley Ranch (GVR) area of Denver. In GVR, in 2007, 59.58% of students qualified for FRL. Demographic data shows that 41.4% of students are African American, 41.15% Latino, 11.61 White, 5.84% other races. In the neighboring Montbello, from which we also intend to recruit and serve students, 80.51% of students qualified FRL. 32.11% of students are African American, 62.41% Latino, 3.52% White, and 1.96% other races. By targeting this area, we intend to recruit a population that is racially diverse and at least 67% FRL.

SOAR will work with Michael Hancock's Montbello 20/20 group, which will help make enrollment for the most at-risk families simple and easy, by providing convenient locations for pick up and drop off of lottery forms, such as churches, libraries, and Boys & Girls Clubs.



## **B. Outreach Activities**

SOAR intends to attract a diverse student body and to serve families that are interested in an academically rigorous program. The aim of the school is to reflect the rich diversity of Denver's student population, in terms of race, ethnicity, and socioeconomic status. Every effort will be made to reach out to a wide range of potential students who currently attend regular district schools, charter schools, and area private schools. Recognizing that middle and upper income families may be more likely to be aware of choice programs and to submit applications for their children, special effort will be made to recruit low-income students. Because we are targeting a FRL population of at least 67%, we intend to qualify for Title 1 services.

SOAR will target recruiting to the low-income communities in Far Northeast Denver. SOAR anticipates a direct mailing of school information to families in the area. All families will receive school information regardless of special education status or past academic performance. SOAR will also work with local nursery schools and pre-schools at the discretion of the Head of School to distribute information about the school. As much as possible, our recruitment effort will include as much face-to-face contact in our targeted communities as possible.

Outreach and marketing efforts, which continue to be a major focus of the early fall/winter activities of the Board and staff of SOAR, will include meetings from leaders of local nonprofit organizations, local school leaders, visits to neighborhood day-care facilities, e-mail and postcard marketing campaigns and the design of a web page. Once a school site has been confirmed, SOAR will conduct at least three community meetings to make area residents aware of this new school choice.

SOAR understands the Colorado Basic Literacy Act, and will use DRA data to identify and monitor students who are reading below grade level, and will follow standard CBLA reporting procedures. Teachers will meet with consultants to determine the most immediately necessary strategies for reading, will create ILPs, and will use small group needs-based instruction and one-on-one conferences. This monitoring and intervention will happen at all grade levels.

## **7. BUSINESS CAPACITY**

### **A. Business Office Practices and Policies**

SOAR leadership developed a five-year operating budget projection, which is based on assumptions provided by the Denver Public Schools (DPS). SOAR worked closely with The Office of School Reform and Innovation at DPS to develop a budget and budget narrative as part of SOAR's charter school application. The Office of School Reform and Innovation reviewed and commented on SOAR's budget and continues to be a resource if SOAR needs it.

SOAR's budget demonstrates fiscal viability and sustainability by projecting income from the following sources:

**Per Pupil Revenue** – SOAR anticipates receiving 97% of Per Pupil Revenue. The remaining 3% will be withheld by the District to support central administrative overhead costs. Kindergarten students are factored at .5 FTE.

**Anticipated Funding Sources** – In addition to PPR, SOAR anticipates receiving funds from several other sources.

- **Title I:** Based on the demographics of the targeted neighborhood, SOAR expects to enroll a student population that exceeds the DPS Title I threshold. Therefore, SOAR is budgeting \$400 per student for 67% of the student population (DPS 2008 Title I threshold is 66%).
- **Mill Levy:** Based on information provided by DPS, SOAR assumes it will access Textbooks, Library, Reading Assistance, Arts, Computer, and Extended Kindergarten Mill Levy funds.
- **Capital Construction:** SOAR assumes that Capital Construction funds will be available, at least \$100 per student.
- **CDE Start-Up Grant:** SOAR views the CDE Start-Up Grant as a critical source of funding for curriculum development and the purchasing of necessary materials, supplies, and furniture.
- **Private Funding:** A Walton Start-Up Grant of \$250,000 was awarded in July 2009. SOAR received a \$20,000 planning grant from Walton in January 2009. Additionally, SOAR intends to seek grant monies from the Daniels Foundation, Donnell Kay Foundation, Rose Foundation, and Piton Foundation and from individual donors. SOAR will solicit support both for general operating support and for specific programs, such as its enrichment program.

The Board of Trustees will bear responsibility for the financial oversight of the school. As such, the Board will select a Treasurer with professional experience in finance or accounting, and will organize and regularly convene a standing finance committee (which include the Head of School, Board Treasurer and two other Board members). The finance committee will appropriate receive monthly, quarterly, and annual reports from the business manager (i.e. cash flow, bank reconciliation, budget, budget modifications, etc.). This committee will also serve to oversee the annual audit process of the school, and will be responsible for reporting to the larger Board of Trustees the outcome of the audit.

The Head of School and Business Manager will issue monthly financial reports to the Board and will meet quarterly with the Finance Committee. The school will use an industry-standard accounting software program to maintain financial records, and will do so in accordance with GSAB #34.

The school will hire an experienced, independent auditing firm to conduct a financial audit annually, following the conclusion of each fiscal year on June 30. The audit report will be submitted to Denver Public Schools in a timely fashion and will be included in the school's annual report, as appropriate. SOAR is currently researching potential data management systems, and expects to use Alpine. SOAR expects to finalize this decision by March 2010.

## **B. Development of Governance and Management Structures**

SOAR initially developed its governance and management structures while developing its charter school application and is now in the process of actively building its Board.

The Board Development Committee of the SOAR Charter School Board of Trustees is responsible for identifying prospective new members. Committee members develop a matrix of needed skills and expertise, speak with existing members for referrals,

and generate a list of candidates. Candidates visit the school for a tour and meet with the Head of School. Candidates meet a group of Board members, including officers and governance committee members, for a question and answer session specifically related to their experience of the school and their areas of expertise. Board members are proposed for discussion at a Board meeting, and then their status is an action item for vote at the following meeting.

Through its various committees, in particular the educational-accountability committee, the Board will ensure that the operations of the school will continually support instructional goals and student achievement. The following accountability structures will be put in place to measure this: CSAP, Benchmark Assessments, Diagnostic Reading Inventory and Writing and Reading Assessment Profile, SOAR Interim Assessment Model (SIAM).

The Board will start with two committees charged with monitoring the school's activities, policy implementation, and regulatory compliance: the executive committee overseeing personnel issues; and the finance committee overseeing all of the school's finances.

The Board will institute a semi-annual, performance-evaluation process of the Head of School, led by the Executive Committee, which will then report the results to the entire Board. The performance evaluation will be based on a set of pre-determined goals for the Head of School and include an explicit rating of her performance in achieving this set of goals. SOAR is currently considering the use of Vanderbilt's performance evaluation systems for evaluating the HOS.

SOAR will be working with the Colorado League of Charter Schools to determine areas of need in regard to Board training. The Board will undergo a significant training and development phase to assume the responsibility of SOAR. This may include a Board retreat focused on growth and strategic planning facilitated and an ongoing strategic planning process to learn of best practices for broader governance from national charter management organizations and refine our local governance practices. Annually, the Board will conduct a self assessment to determine next steps in professional development.

## **8. FACILITIES**

### **A. Description of Facility**

SOAR is willing to co-locate or share a facility with another school, and intends to explore fully the opportunity to operate SOAR Charter School in a DPS facility.

A new school facility is being constructed in Green Valley Ranch by Denver Public Schools. At least one "pod" of this facility will serve as the home to a new school serving elementary grades. The planning team has begun conversations with both DPS and the organization responsible for development of the new school facility. Confirmation that SOAR can reside in the new facility is expected to occur in November.

It is our initial preference to share a facility and locate in DPS space. However, we will also consider alternative facility options in the community. If this is the case, we will contract with a broker, search broadly for available facilities, and consider all manner of fundraising, financing, and renovations as needed. Two of SOAR's Board

members have significant real estate experience and would be resources for this effort.

### **B. Compliance with Code**

SOAR does not yet have a facility selected. Before selecting any site, SOAR will evaluate whether or not the facility is up to code.

### **C. Financing**

We have few, if any, unusual or particular facility needs. Our program is fully operational with relatively modest facility requirements. An assembly area for our daily morning meeting and weekly community meeting is necessary, but this could be a gym, auditorium, or cafeteria.

In the event that SOAR is placed in a shared campus where no closure is occurring, we would use our grant funds to purchase furniture.

The SOAR budget assumes a cost of \$7 per square foot for facility costs including utilities and custodial costs. Based on the square footage use of the schools opening in DPS's new Shared Campuses, SOAR's budget anticipates requiring approximately 25,000 square feet in year one, approximately 32,000 square feet in year two, approximately 39,000 square feet in year three, and approximately 43,000 feet at full growth.

## **9. NETWORKING AND EXTERNAL SUPPORT**

### **A. Networking and External Support**

SOAR has been actively engaged in developing partnerships and seeking external support prior to its approval in June 2009. Initial funding came from the Walton Family Foundation, while the Colorado League of Charter Schools and Get Smart Schools have provided ongoing technical support. These organizations have helped SOAR with various aspects of development ranging from governance to goal setting.

SOAR participated in the League's external review process with its charter application. The School will also be working with League staff around issues of Board governance and oversight of SOAR's Head of School and Performance Goals. SOAR will be participating in many of the League's various professional development opportunities such as Alpine Training, Colorado's Growth Model, Infinite Campus, RTI, and Finance Seminars.

SOAR is currently part of Get Smart School's New Schools Fellowship Program, which provides support in areas including financial oversight, branding, and data management. SOAR is working with GSS's Director of Health Services to partner with local mental health service providers, health clinics, and healthy school foods providers.

SOAR is in the process of formalizing a partnership with Environmental Learning for Kids (ELK), an outdoor environmental nonprofit focused on providing outdoor, science-based experiences to low income children and families of color.

### **B. Funds for Conferences or Networking Opportunities.**

SOAR is not requesting funds for networking opportunities.

## 10. PROFESSIONAL DEVELOPMENT

### A. Professional Development Plan

SOAR Charter School operates with the assumption that the most important element in a child's education is an excellent, highly trained teacher. Research has borne evidence favoring this core belief; as Haycock (1998) puts it, "If education leaders want to close the achievement gap, they must focus, first and foremost, on developing qualified teachers." Because excellent instruction is our priority, we will foster our strong school culture of collegiality and collaboration and invest significantly in developing our teachers. SOAR's professional development model is backed by research, this structure is shown to improve teacher effectiveness.

SOAR's governance model includes a Head of School dedicated primarily to working with teachers on improving teaching and learning in the classroom. SOAR's Head of School has prior experience in founding a charter school, which included designing the curriculum and professional development framework of the school.

SOAR also has a Director of Curriculum and Instruction (DCI), whose primary responsibility is ensuring effective instruction is designed and implemented. The Head of School will work closely with the DCI to support teachers. The DCI directly reports to and is evaluated by the Head of School.

The Director of Curriculum & Instruction observes teachers informally on a weekly basis, provides written feedback of strengths and challenges, and a conference if necessary. The DCI also observes each teacher formally four times a year, completing a detailed observation protocol for a full-period observation. Twice a year, teachers meet with the DCI and the HOS for a mid-year review, where performance is discussed with respect to the formal evaluations. Although teachers report directly to the DCI, the DCI and HOS will work closely together to set goals for teaching staff.

In addition to supervising and evaluating teachers, the Head of School and DCI will set specific professional growth goals for the year (both school-wide and individual), plan and lead weekly workshops and the annual summer institute, and visit classrooms regularly to conduct demonstration lessons and provide constructive feedback on teachers' practice.

To assist in setting annual goals, the DCI uses data gathered from various sources:

- Teachers complete a survey three times a year about their needs in professional development and what has not worked; The survey is designed by the DCI and Head of School, and will be used to help evaluate whether or not teachers are on track to meet their annual goals.
- The teachers have a mid-year review with the Head of School and DCI.
- Teachers, the Head of School and DCI talk and e-mail after each workshop.
- The Head of School and DCI meets with the staff developers and consultants to gain written and verbal assessments of the teachers' progress.
- The Head of School and DCI, periodically throughout the year, give students in each classroom assessments to measure how they are progressing in reading and math.

SOAR teachers will complete a summer program of three weeks for returning faculty and four weeks for new faculty. The first week of this program, for teachers new to the school, is dedicated to Responsive Classroom training provided by an RC consultant. In the remaining weeks, teachers review the instructional policies and procedures, professional development specific to curriculum design and daily instructional practices, and the school administrative systems.

Also key to student success are SOAR's Weekly Data Analysis and Planning Workshops. An early dismissal of students allows for this weekly time for teachers to analyze data, meet in department or grade level groups, and participate in workshops led by the Head of School, DCI, or Staff Developers. Weekly workshops are essential for staff to be able to link classroom practice to student outcomes, and to make data driven decisions about effective instructional practices and how better support students who are not performing at expected levels. Staff will be trained in effective use of technology, used for inputting, storing and analyzing data trends.

Staff developers include Mike Askew, Director of Mathematics at Kings College, London; Isoke Titilayo Nia, former Director of Research and Development at the Reading and Writing Project at Teacher's College; and Terrance Kwame Ross, Director of Research at Origins.

### **B. Funding**

SOAR will be requesting funds to hire staff developers to provide Theory, Demonstration, Feedback, Coaching, and Follow-up as described above, at SOAR's Summer Institutes, Monthly PD days, and on an ongoing basis in classrooms.

### **C. Technology Training**

Technology professional development will be needs-based and ongoing. For example, as teachers are expected to record and analyze student data and make instructional decisions based on their findings, they will need to be trained in the use of a data system. In this case, the system will likely be Alpine. Such training will be delivered as needed during weekly data analysis sessions.

Another example of technology professional development is training for the use of smartboards and projectors. Again, these trainings would happen on a needs basis, at monthly PD days, and followed by in classroom demonstration, practice, and feedback and coaching.

### **D. Highly Qualified Teachers**

SOAR's intention is to hire teachers that are already meet HQ requirements pursuant to The No Child Left Behind Act. However, in instance that a teacher SOAR teacher is not HQ, the school will identify where those teachers are deficient in meeting NCLB requirements and set aside funds to ensure that they get appropriate training and credits.

## **11. CONTINUED OPERATION**

### **A. Public Funds**

As the attached operating budget demonstrates, SOAR will be able to operate, with limited additional fundraising, on PPR funds from the school district starting in year

4 when full enrollment of 428 students is reached. The school anticipates a long-term commitment to outside fundraising to bring supplemental programs to students, but it will be able to sustain many of its core operations without these additional resources. It is important to note that SOAR intends to replicate with multiple school sites the creation of a Charter Management Organization (CMO) which would oversee multiple schools; thus additional funding possibilities arise and each school becomes more cost-effective.

Funds from this grant, from the Walton Family Foundation, and from private donors will be used primarily to purchase startup curriculum materials, supplies, technology and professional development items required to implement our school's educational plan.

As part of the budgeting process, SOAR has planned to build a reserve fund of approximately \$100,000 that will be available for emergencies and unforeseen expenses. This contingency reserve fund is in addition to the Capital Reserve Fund mandated by TABOR.

### **B. Additional funds**

SOAR is currently preparing grant applications for Denver-area foundations that have historically funded education and charter schools, such as The Daniels Fund, Rose Community Foundation and Donnel Kay Foundation. The school will also participate in the district's grant process to receive Title funds for which it is eligible.

### **C. Student Demand**

In reviewing current educational options for elementary school students in far northeast Denver, only two of the schools are meeting AYP, and the highest student proficiency rate on 4<sup>th</sup> grade CSAPS is below 50%. Additionally, schools in the area are at over 100% capacity with overcrowding in many classrooms. SOAR will set a high standard for student success in the area, and offer smaller class sizes; furthermore our history and track record will attract many families. It is important to note that schools in Green Valley Ranch and Montbello are over capacity, and that area charter schools have long waiting lists. We do not anticipate enrollment being a problem, and have an aggressive recruiting plan that will launch once the facility is named.

## **12. CONTRACTUAL AUTONOMY**

### **A. Developers**

SOAR Charter School is being developed by a group of dedicated educators and community members. The school filed its articles of incorporation in July 2009 and will be incorporated as nonprofit organization in the state of Colorado. The school submitted a charter application to Denver Public Schools in April 2009 and was approved in June 2009. Our contract was executed in September 2009.

Founding team members have a variety of backgrounds and areas of expertise. They share a commitment to improving education in metro Denver, and a passion for providing a rigorous and holistic program to a diverse group of students.

### **B. Autonomy**

SOAR anticipates being afforded maximum flexibility under the Charter Schools Act in its charter contract with Denver Public Schools. The mission, vision, curriculum and

governance models were fully developed by our founding Board members. The Head of School will manage the day-to-day operations of the school, with overall policy-setting and fiscal accountability the responsibility of the Board of Trustees.

### **C. Waivers**

SOAR has applied for waivers from both the school district and the state. The list of requested waivers was developed using a combination of recommendations on “standard waivers,” consultation with the Colorado League of Charter Schools, and a review of all district policies. All waivers, such as curriculum adoption, school calendars, staff evaluation practices, and hiring, requested by the school, have been granted in our executed contract.

### **D. Purchased Services**

SOAR plans to provide all instructional and administrative services directly.

The only service that SOAR is certain it will purchase from the district is special education, as mandated by the district. (Note, we will purchase special education services, but will employ our own teachers.) As part of the annual budgeting process, SOAR will evaluate the services available for purchase from the district; weigh the cost of purchasing the services from the district against other options, and make a decision about the services to be purchased for that year.

## **13. TECHNICAL ASSISTANCE NEEDS**

As a new school, SOAR recognizes the need for technical support and assistance, and greatly values the resources available through the Colorado Department of Education’s Charter School Program. As part of this grant we request:

- CSAP 101 – to be attended by Administrators, faculty, staff and Board members
- Data driven decision making – to be attended by teachers, administrators, select Board members and EL consultants
- Governing Board Training Basics – to be attended by Board members and the Head of School. This training is requested as soon as reasonably possible after the grant is awarded.
- Administrator Development & Partnerships — We anticipate hiring a business manager for the school in late spring 2009 and would like for that person to attend the fall Finance Seminar and participate in the business manager network.



# DISCLOSURE INFORMATION

## **A. Other Agreements or Contractual Relationships**

SOAR is not affiliated with a charter school management organization although the school design is based on FLI (Future Leaders Institute) in New York City and the founders for both schools are the same. Once established, SOAR Charter School will operate independently and have no formal link to FLI.

## **B. Relationships with Service Providers**

SOAR is not currently affiliated with any service provider. However, we intend to contract with Responsive Classroom for professional development services. Responsive Classroom is research-based, and has shown success with similar populations. Furthermore, FLI, the school on which SOAR is based, showed significant success after using Responsive Classroom as a service provider. Responsive Classroom will be paid as a consultant and will not hold any assets of the school.

## **C. Governing Board's Composition**

Responsive Classroom will have no representation on the governing Board. SOAR's Head of School will supervise the consultants from Responsive Classroom in order to determine length/continuation of services.

# ATTACHMENTS & APPENDICES

## Appendix A: Charter school lottery policy/report

SOAR Charter School will recruit students in a manner that ensures equal access to the school and does not discriminate against students of a particular race, color, national origin, religion, language of origin, sexual orientation, or sex, or against students with disabilities.

The first step in gaining admission to SOAR is to submit a lottery entry form. Lottery applications must be received by January 29, 2010 to be included in the lottery. Families must complete a separate form for each student that they wish to have entered into the lottery.

Families will be notified in writing no later than February 12, 2010 whether or not their students have been admitted to the school. If a child is admitted to SOAR, families will receive an enrollment packet that must be completed and returned to the school by March 12, 2010.

If seats are filled through the lottery, remaining names will be placed on a wait list for their respective grade levels. Wait lists are randomly generated and renewed/regenerated annually.

The following enrollment priorities will apply:

- Siblings of current students will be automatically enrolled into SOAR as long as there is space available;
- Children of current teachers and administrators automatically enrolled into SOAR as long as there is space available;\*
- Children of founding families.\*

The preference for the combination of children of founding families and children of teachers must constitute less than 20% of an entering class.

Founding Families. The term “founding family” shall mean those families who:

- a. Were members of the Board of Trustees prior to July 31, 2010
- b. Were members of the Advisory Board prior to July 31, 2010
- c. Were employees of the school prior to July 31, 2010

## Appendix B

### CDE Budget Form (developed using the electronic Excel spreadsheet)

#### CDE CHARTER SCHOOL GRANT PROGRAM

Name of Charter School: SOAR Charter School  
 School District Name: Denver Public Schools

Please Check  
 the year(s)  
 you are  
 applying for:

Start-Up - Year 1   
 Implementation - Year 2   
 Implementation - Year 3

Budget Report: **Original Budget**  
 Revision number:

Date: **October 12, 2009**

List the projects by year (as applicable) below:

Project No.	Year 1	Year 2	Year 3
1	Reading	Reading	Reading
2	Achievement in Math	Math	Achievement in Math
3	Professional Development	Professional Development	Professional Development
4	Data Analysis	Data Analysis	Data Analysis
5	Science	Science	Science

**Name of person completing this information**

Name: **Gianna Cassetta**  
 Phone No.: **646.387.6402**  
 E-mail: **giannacassetta@gmail.com**

Submit this excel file to : **electronic\_budget@cde.state.co.us**

Grants Fiscal Staff **David Lyon: (303) 866-6836**  
 Charter School Staff **Jennifer Brittenham:**  
 Contact: **(303) 866-6864**

**CDE use only**  
**Funding Summary**

Project	Request-Year 1	Request-Year 2	Request-Year 3	Approved-Year 1	Approved-Year 2	Approved-Year 3
One	\$ 22,000	\$ 67,600	\$ 63,400			
Two	\$ 20,000	\$ 30,000	\$ 20,000			
Three	\$ 29,000	\$ 11,000	\$ 11,000			
Four	\$ 44,000	\$ 21,200	\$ 21,600			
Five	\$ 35,000	\$ 20,000	\$ 34,000			
<b>Total:</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>			

**COE CHARTER SCHOOL GRANT PROGRAM  
BUDGET DETAIL**

SOAR Charter School		COE Charter School		Date: 12/20/8	
1	2	3	4		
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	Description/Budget Narrative	Expected Date of Completion
Inst - Supplies (0610)	Project 1-Year 1	2	10,000	Classroom Supplies - K-2 classrooms)	10-11
Inst - Supplies (0610)	Project 1-Year 2	2	10,000	Classroom Supplies - grade 3-7/2 classrooms)	11-12
Inst - Supplies (0610)	Project 1-Year 3	2	10,000	Classroom Supplies - grade 4-7/2 classrooms)	10-12
Inst - Purchased Professional & Technical Services (0330)	Project 1-Year 1	1	10,000	Consultants - reading instruction summer training and follow up feedback and coaching	10-10
Inst - Purchased Professional & Technical Services (0330)	Project 1-Year 2	1	10,000	Consultants - reading instruction summer training and follow up feedback and coaching	11-11
Inst - Purchased Professional & Technical Services (0330)	Project 1-Year 3	1	10,000	Consultants - reading instruction summer training and follow up feedback and coaching	10-12
Inst - Supplies (0610)	Project 1-Year 2	75	1,800	Test preparation materials - grade 3	10-11
Inst - Supplies (0610)	Project 1-Year 3	150	5,400	Test preparation materials - grade 4 and 5 replacement	11-12
Inst - Supplies (0610)	Project 1-Year 1	10	2,000	Diagnostic reading assessment programs (DRA and WRAP) - K-2	11-10
Inst - Supplies (0610)	Project 1-Year 2	5	1,500	Diagnostic reading assessment programs (DRA and WRAP) - grade 3 and K-2 replacement	10-11
Inst - Supplies (0610)	Project 1-Year 3	15	3,000	Diagnostic reading assessment programs (DRA and WRAP) - grade 4, 5 and K-3 replacement	11-12
Inst - Supplies (0610)	Project 2-Year 1	4	10,000	Main curriculum and associated materials (TERC Investigations) - K-2	11-10
Inst - Supplies (0610)	Project 2-Year 2	4	10,000	Main curriculum and associated materials (TERC Investigations) - grade 3 and K replacement	10-11
Inst - Supplies (0610)	Project 2-Year 3	4	10,000	Main curriculum and associated materials (TERC Investigations) - grade 4 and 5, 2 replacement	11-12
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 1	1	10,000	Staff development for math teachers. This includes summer training for staff as well as in classroom demonstration and coaching.	11-10
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 2	1	10,000	Staff development for math teachers. This includes summer training for staff as well as in classroom demonstration and coaching.	11-11
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 3	1	10,000	Staff development for math teachers. This includes summer training for staff as well as in classroom demonstration and coaching.	10-12
Inst - Supplies (0310)	Project 2-Year 1	4	12,000	Math curriculum and associated materials (TERC Investigations) - grade 5 and K-3 replacement	10-10
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 2	1	5,000	Responsive Classroom training - New Staff for introductory summer training	11-11
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 3	1	5,000	Responsive Classroom training - New Staff for introductory summer training	10-12
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 1	1	4,000	Language Acquisition Training - All staff summer training	10-10
Inst - Purchased Professional & Technical Services (0330)	Project 2-Year 2	1	6,000	Language Acquisition Training - All staff summer training	10-11



**CDE CHARTER SCHOOL GRANT PROGRAM  
BUDGET DETAIL**

October 12, 2009

SOAR Charter School							
Budget Object	Project Number/Budget Year	Quantity Unit	Cost	Description/Budget Narrative	Expected Date of Completion		
Inst. - Purchased Professional & Technical Services (0300)	Project 3-Year 3	1	6,000	Language Acquisition training - All staff summer training	Jul-12		
Inst. - Supplies (0600)	Project 4-Year 1	1	3,600	Alpine System	Jul-10		
Inst. - Supplies (0600)	Project 4-Year 2	1	2,500	Online Benchmark Assessment	Jul-11		
Inst. - Supplies (0600)	Project 4-Year 3	1	2,500	Online Benchmark Assessment	Jul-12		
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 1	1	3,000	Data system development consultant to train staff in use of Alpine, online benchmark assessments, infinite campus, laptops	Jul-10		
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 2	1	3,300	Data system development consultant Follow up training for staff in use of Alpine, benchmark assessments, infinite campus, Laptops	Jul-11		
Inst. - Purchased Professional & Technical Services (0300)	Project 4-Year 3	1	3,700	Data system development consultant Follow up training for staff in use of Alpine, benchmark assessments, infinite campus, Laptops	Jul-12		
Inst. - Supplies (0600)	Project 5-Year 1	4	10,000	FOSS curriculum and materials - kindergarten	Jul-10		
Inst. - Supplies (0600)	Project 5-Year 2	3	10,000	FOSS curriculum and materials - grade 3	Jul-11		
Inst. - Supplies (0600)	Project 5-Year 3	3	10,000	FOSS curriculum and materials - grade 4	Jul-12		
Inst. - Purchased Professional & Technical Services (0300)	Project 5-Year 1	1	5,000	Staff development for teachers of science	Jul-10		
Inst. - Purchased Professional & Technical Services (0300)	Project 5-Year 2	1	10,000	Staff development for teachers of science	Jul-11		
Inst. - Purchased Professional & Technical Services (0300)	Project 5-Year 3	1	10,000	Staff development for teachers of science	Jul-12		
Inst. - Supplies (0600)	Project 5-Year 1	3	10,000	FOSS curriculum materials, grade 1	Jul-10		
Inst. - Supplies (0600)	Project 5-Year 3	3	10,000	FOSS curriculum materials, grade 2	Jul-10		
Inst. - Purchased Professional & Technical Services (0300)	Project 3-Year 1	1	10,000	Responsive classroom administrative coaching--working with the HOS, Director of Curriculum and Instruction, and Dean of Students on creating and maintaining school wide systems for discipline	Jul-10		
Inst. - Purchased Professional & Technical Services (0300)	Project 3-Year 1	1	5,000	Responsive Classroom in classroom demonstration and coaching, grades	Jul-10		
Inst. - Supplies (0600)	Project 1-Year 2	2	10,000	Classroom libraries - k and grade 1 replacement	Jul-11		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Classroom libraries - grade 2 replacement	Jul-11		
Inst. - Supplies (0600)	Project 1-Year 3	1	5,000	Classroom libraries-grade 4, 1 library	Jul-12		
Inst. - Supplies (0600)	Project 5-Year 3	2	10,000	Classroom libraries - grade 3-4 replacement	Jul-11		
Inst. - Supplies (0600)	Project 5-Year 3	4	4,000	FOSS replacement materials for k-3	Jul-12		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Classroom libraries - grade 3 (1 classroom)	Jul-11		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Guided reading books for grade k small group reading instruction	Jul-11		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Guided reading books for grade 1 small group reading instruction	Jul-11		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Guided reading books for grade 2 small group reading instruction	Jul-11		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Guided reading books for grade 3 small group reading instruction	Jul-12		
Inst. - Supplies (0600)	Project 1-Year 2	1	5,000	Guided reading books for grade 4 small group reading instruction	Jul-12		
Inst. - Supplies (0600)	Project 1-Year 3	1	5,000	Guided reading books for grade 5 small group reading instruction	Jul-12		
Inst. - Supplies (0600)	Project 1-Year 3	2	10,000	Classroom libraries, grade 5, 2 classrooms	Jul-12		
Inst. - Supplies (0600)	Project 1-Year 3	1	5,000	Classroom libraries, grade 5, 1 classrooms	Jul-12		

**CDE CHARTER SCHOOL GRANT PROGRAM**

Name of Charter School: SOAR Charter School  
 School District Name: Denver Public Schools

Budget Report: **Original Budget**  
 Revision number:

Date: **October 12, 2009**

List the projects by year (as applicable) below:

Please Check  
 the year(s)  
 you are  
 applying for:

Start-Up - Year 1            x  
 Implementation -  
 Year 2                        x  
 Implementation -  
 Year 3                        x

Project No.	Year 1	Year 2	Year 3
1	Student Academic Achievement in Reading	Student Academic Achievement in Reading	Student Academic Achievement in Reading
2	Student Academic Achievement in Math	Student Academic Achievement in Math	Student Academic Achievement in Math
3	Professional Development	Professional Development	Professional Development
4	Data Analysis Student Academic Achievement in	Data Analysis Student Academic Achievement in	Data Analysis Student Academic Achievement in
5	Science	Science	Science

**Name of person completing this information**  
 Name: Gianna Cassetta  
 Phone No.: 646.387.6402  
 E-mail: giannacassetta@gmail.com

Submit this excel file to : electronic\_budget@cde.state.co.us  
Granta Fiscal Staff David Lyon: (303)  
Contact : 866-6836  
Charter School Staff Jennifer Brittenham:  
Contact: (303) 866-6864

**CDE use only**

Project	Request-Year 1	Request-Year 2	Request-Year 3	Approved-Year 1	Approved-Year 2	Approved-Year 3
One	\$ 22,000	\$ 67,800	\$ 63,400			
Two	\$ 20,000	\$ 30,000	\$ 20,000			
Three	\$ 28,000	\$ 11,000	\$ 11,000			
Four	\$ 44,000	\$ 21,200	\$ 21,800			
Five	\$ 35,000	\$ 20,000	\$ 34,000			
<b>Total:</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>	<b>\$ 150,000</b>			

**CDE CHARTER SCHOOL GRANT PROGRAM  
BUDGET SUMMARY - START UP, YEAR 1**

SOAR Charter School

10/12/09

Line	DESCRIPTION	Student Academic Achievement in Reading	Student Academic Achievement in Math	Professional Development	Data Analysis	Student Academic Achievement in Science	Total
<b>INSTRUCTIONAL PROGRAM</b>							
1	Salaries (0100)	0	0	0	0	0	0
2	Employee Benefits (0200)	0	0	0	0	0	0
3	Purchased Professional & Technical Services (0300)	10,000	10,000	29,000	3,000	5,000	57,000
4	Other Purchased Services (0500)	0	0	0	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0	0	0	0
6	Supplies (0600)	12,000	10,000	0	3,600	30,000	55,600
7	Subtotal-Instructional Program	22,000	20,000	29,000	6,600	35,000	112,600
<b>SUPPORT PROGRAM</b>							
8	Salaries (01000)	0	0	0	0	0	0
9	Employee Benefits (02000)	0	0	0	0	0	0
10	Purchased Professional & Technical Services (03000)	0	0	0	0	0	0
11	Other Purchased Services (05000)	0	0	0	0	0	0
12	Travel, Registration, and Entrance (05800)	0	0	0	0	0	0
13	Supplies (06000)	0	0	0	0	0	0
14	Subtotal- Support Program	0	0	0	0	0	0
15	Grand Total - Instructional and Support Programs	22,000	20,000	29,000	6,600	35,000	112,600
16	Equipment (0730)	0	0	0	37,400	0	37,400
17	Total - Lines 15 and 16	22,000	20,000	29,000	44,000	35,000	150,000



**CDE CHARTER SCHOOL GRANT PROGRAM  
BUDGET SUMMARY - START UP, YEAR 1**

Line	DESCRIPTION	10/1/2018						Total
		Student Assessment Achievement in Reading	Student Academic Achievement in Math	Professional Development	Class Analysis	Student Academic Achievement in Science		
<b>INSTRUCTIONAL PROGRAM</b>								
1	Salaries (0100)	0	0	0	0	0	0	0
2	Employee Benefits (0200)	0	0	0	0	0	0	0
3	Purchased Professional & Technical Services (0300)	10,000	10,000	28,000	3,000	6,000	57,000	0
4	Other Purchased Services (0400)	0	0	0	0	0	0	0
5	Travel, Registration, and Entrance (0500)	0	0	0	0	0	0	0
6	Supplies (0600)	12,000	10,000	0	3,000	0	25,000	56,000
7	Subtotal-Instructional Program	22,000	20,000	28,000	6,000	6,000	112,000	112,000
<b>SUPPORT PROGRAM</b>								
8	Salaries (0100)	0	0	0	0	0	0	0
9	Employee Benefits (0200)	0	0	0	0	0	0	0
10	Purchased Professional & Technical Services (0300)	0	0	0	0	0	0	0
11	Other Purchased Services (0400)	0	0	0	0	0	0	0
12	Travel, Registration, and Entrance (0500)	0	0	0	0	0	0	0
13	Supplies (0600)	0	0	0	0	0	0	0
14	Subtotal-Support Program	0	0	0	0	0	0	0
15	Grand Total - Instructional and Support Programs	22,000	20,000	28,000	6,000	6,000	112,000	112,000
16	Equipment (0700)	0	0	0	87,400	0	87,400	27,400
17	Total - Lines 15 and 16	22,000	20,000	28,000	44,000	6,000	150,000	150,000



**CDE CHARTER SCHOOL GRANT PROGRAM  
BUDGET SUMMARY - START UP, YEAR 1**

SOAR Charter School

Line	DESCRIPTION	Student Academic Achievement		Professional Development	Data Analysis	Student Academic Achievement		Total
		1	2			3	4	
<b>INSTRUCTIONAL PROGRAM</b>								
1	Salaries (01100)	0	0	0	0	0	0	0
2	Employee Benefits (02000)	0	0	0	0	0	0	0
3	Purchased Professional & Technical Services (03000)	10,000	10,000	26,000	3,000	6,000	57,000	
4	Other Purchased Services (03500)	0	0	0	0	0	0	0
5	Travel Registration, and Entrance (05600)	0	0	0	0	0	0	0
6	Supplies (06000)	12,000	10,000	0	3,000	50,000	56,000	
7	Subtotal-Instructional Program	22,000	20,000	26,000	6,000	56,000	112,000	
<b>SUPPORT PROGRAM</b>								
8	Salaries (01100)	0	0	0	0	0	0	0
9	Employee Benefits (02000)	0	0	0	0	0	0	0
10	Purchased Professional & Technical Services (03000)	0	0	0	0	0	0	0
11	Other Purchased Services (03500)	0	0	0	0	0	0	0
12	Travel Registration, and Entrance (05600)	0	0	0	0	0	0	0
13	Supplies (06000)	0	0	0	0	0	0	0
14	Subtotal- Support Program	0	0	0	0	0	0	0
15	Grand Total - Instructional and Support Programs	22,000	20,000	26,000	6,000	56,000	112,000	
16	Equipment (07300)	0	0	0	87,400	0	87,400	
17	Total - Lines 15 and 16	22,000	20,000	26,000	44,000	56,000	150,000	

10/12/06

**CDE CHARTER SCHOOL GRANT PROGRAM  
BUDGET SUMMARY - IMPLEMENTATION, YEAR 3**

SOAR Charter School

10/12/2009

Line	DESCRIPTION	Student Academic Achievement in Reading	Student Academic Achievement in Math	Professional Development	Data Analysis	Student Academic Achievement in Science	Total
<b>INSTRUCTIONAL PROGRAM</b>							
1	Salaries (0100)	0	0	0	0	0	0
2	Employee Benefits (0200)	0	0	0	0	0	0
3	Purchased Professional & Technical Services (0300)	10,000	10,000	11,000	3,700	10,000	44,700
4	Other Purchased Services (0500)	0	0	0	0	0	0
5	Travel, Registration, and Entrance (0580)	0	0	0	0	0	0
6	Supplies (0600)	53,400	10,000	0	2,500	24,000	89,900
7	<b>Subtotal-Instructional Program</b>	<b>63,400</b>	<b>20,000</b>	<b>11,000</b>	<b>6,200</b>	<b>34,000</b>	<b>134,600</b>
<b>SUPPORT PROGRAM</b>							
8	Salaries (01000)	0	0	0	0	0	0
9	Employee Benefits (02000)	0	0	0	0	0	0
10	Purchased Professional & Technical Services (03000)	0	0	0	0	0	0
11	Other Purchased Services (05000)	0	0	0	0	0	0
12	Travel, Registration, and Entrance (05800)	0	0	0	0	0	0
13	Supplies (06000)	0	0	0	0	0	0
14	<b>Subtotal- Support Program</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>
15	<b>Grand Total - Instructional and Support Programs</b>	<b>63,400</b>	<b>20,000</b>	<b>11,000</b>	<b>6,200</b>	<b>34,000</b>	<b>134,600</b>
16	Equipment (0730)	0	0	0	15,400	0	15,400
17	<b>Total - Lines 15 and 16</b>	<b>63,400</b>	<b>20,000</b>	<b>11,000</b>	<b>21,600</b>	<b>34,000</b>	<b>150,000</b>

SOAR Charter School

**Error Checking**  
CDE CHARTER SCHOOL GRANT PROGRAM

October 12, 2009

	Detail Sheets	5-Budget Summary	
3-Budget Detail	381,800	381,800	equal
4-Equipment	68,200	68,200	equal
Total	450,000	450,000	equal

If the subtotals do not equal each other, the most likely problem is on the detail sheet. All required entries may not have been entered.



## Appendix C:Charter School Annual Budget or last audited financial statement (no more than 2 pages)

REVENUE	Year 1	Year 2	Year 3	Year 4	Year 5
Per pupil funding	\$ 1,351,020	\$ 1,841,854	\$ 2,310,956	\$ 2,758,926	\$ 2,758,926
Mill Levy	\$ 144,518	\$ 168,409	\$ 202,222	\$ 208,286	\$ 208,286
Title I	\$ 61,840	\$ 80,132	\$ 97,620	\$ 114,704	\$ 114,704
Title II	\$ -	\$ -	\$ -	\$ -	\$ -
Capital Construction	\$ 23,000	\$ 29,500	\$ 36,500	\$ 42,800	\$ 42,800
ELPA	\$ -	\$ -	\$ -	\$ -	\$ -
CDE Charter School Start up grant	\$ 150,000	\$ 150,000	\$ -	\$ -	\$ -
Other grants (please describe)	\$ 300,000	\$ 150,000	\$ 225,000	\$ 225,000	\$ 225,000
Other income	\$ 71,280	\$ 71,280	\$ 71,280	\$ 71,280	\$ 71,280
Rollover from previous year	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Revenue</b>	<b>\$ 2,101,458</b>	<b>\$ 2,491,375</b>	<b>\$ 2,943,778</b>	<b>\$ 3,420,996</b>	<b>\$ 3,420,996</b>
<b>EXPENSES</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
<b>Personnel</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Principal	\$ 100,000	\$ 100,000	\$ -	\$ 55,000	\$ 55,000
Head of School	\$ -	\$ -	\$ 90,000	\$ 90,000	\$ 90,000
Business Manager	\$ 60,000	\$ 60,000	\$ -	\$ 35,000	\$ 35,000
Assistant Business Manager	\$ -	\$ -	\$ 50,000	\$ 50,000	\$ 50,000
Dean of Support Services	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000	\$ 60,000
Director of Curriculum and Instruction	\$ 80,000	\$ 80,000	\$ 70,000	\$ 70,000	\$ 70,000
Teachers	\$ 825,722	\$ 849,194	\$ 1,027,971	\$ 1,206,749	\$ 1,206,749
Special Education Teachers	\$ 89,389	\$ 134,083	\$ 178,778	\$ 178,778	\$ 178,778
Paraprofessionals	\$ 7,633	\$ 7,633	\$ 7,633	\$ 7,633	\$ 7,633
Secretary	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000	\$ 32,000
Nurses	\$ -	\$ -	\$ -	\$ -	\$ -
Counselors/Social Workers	\$ -	\$ -	\$ -	\$ -	\$ -
Substitutes	\$ 20,160	\$ 27,720	\$ 34,020	\$ 39,060	\$ 39,060
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Salaries</b>	<b>\$ 1,074,903</b>	<b>\$ 1,350,630</b>	<b>\$ 1,550,402</b>	<b>\$ 1,824,220</b>	<b>\$ 1,824,220</b>
<b>Benefits</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Retirement	\$ 79,950	\$ 100,277	\$ 114,942	\$ 135,315	\$ 135,315
Health	\$ 65,788	\$ 84,861	\$ 102,821	\$ 119,341	\$ 119,341
FICA	\$ 1,250	\$ 1,719	\$ 2,109	\$ 2,422	\$ 2,422
PCOPS	\$ 144,711	\$ 181,503	\$ 208,048	\$ 244,924	\$ 244,924
Workers Comp	\$ 6,328	\$ 7,937	\$ 9,098	\$ 10,711	\$ 10,711
Other	\$ 17,931	\$ 22,489	\$ 25,778	\$ 30,348	\$ 30,348
<b>Total Benefits</b>	<b>\$ 315,957</b>	<b>\$ 398,787</b>	<b>\$ 462,796</b>	<b>\$ 543,061</b>	<b>\$ 543,061</b>
<b>Books and Supplies</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Texts and instructional materials	\$ 46,000	\$ 59,800	\$ 73,000	\$ 85,600	\$ 85,600
Computers	\$ 13,750	\$ 17,875	\$ 21,925	\$ 25,500	\$ 25,500
Software	\$ 6,544	\$ 8,507	\$ 10,384	\$ 12,177	\$ 12,177
Classroom supplies	\$ 11,500	\$ 14,950	\$ 18,250	\$ 21,400	\$ 21,400
Office supplies	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Custodial supplies	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 17,250	\$ 22,425	\$ 27,375	\$ 41,550	\$ 41,550
<b>Total Books &amp; Supplies</b>	<b>\$ 100,044</b>	<b>\$ 128,557</b>	<b>\$ 155,934</b>	<b>\$ 191,227</b>	<b>\$ 191,227</b>
<b>Services &amp; Contracts</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Custodial	\$ -	\$ -	\$ -	\$ -	\$ -
Bookkeeping	\$ -	\$ -	\$ -	\$ -	\$ -
Legal	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000	\$ 5,000
Security services	\$ -	\$ -	\$ -	\$ -	\$ -
Student testing and assessment	\$ 3,000	\$ 5,390	\$ 9,350	\$ 13,130	\$ 13,130
Special Education services	\$ 92,920	\$ 120,796	\$ 147,460	\$ 172,912	\$ 172,912
Consultants	\$ 20,000	\$ 20,000	\$ -	\$ -	\$ -
Food service	\$ -	\$ -	\$ -	\$ -	\$ -
Transportation	\$ -	\$ -	\$ -	\$ -	\$ -
Audit	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000	\$ 6,000
Liability & property insurance	\$ 24,140	\$ 25,382	\$ 26,570	\$ 27,704	\$ 27,704
Waste disposal	\$ -	\$ -	\$ -	\$ -	\$ -
Professional development	\$ 98,000	\$ 110,000	\$ 135,000	\$ 155,000	\$ 155,000
Travel	\$ -	\$ -	\$ -	\$ -	\$ -
Internet services	\$ 25,000	\$ 26,500	\$ 28,000	\$ 32,000	\$ 35,000
Postage	\$ 3,450	\$ 7,475	\$ 9,125	\$ 10,700	\$ 10,700
Copier	\$ 5,750	\$ 7,475	\$ 9,125	\$ 10,700	\$ 10,700
Telephone services	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ 12,000	\$ 7,000	\$ 7,000	\$ 7,000	\$ 7,000
<b>Total Services and Contracts</b>	<b>\$ 293,280</b>	<b>\$ 341,018</b>	<b>\$ 382,630</b>	<b>\$ 440,146</b>	<b>\$ 443,146</b>
<b>Facilities</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Rent or mortgage	\$ 175,000	\$ 225,000	\$ 275,000	\$ 300,000	\$ 300,000
Furniture	\$ 7,500	\$ 7,500	\$ 7,500	\$ 7,500	\$ 6,500
Gas/electric	\$ -	\$ -	\$ -	\$ -	\$ -
Water	\$ -	\$ -	\$ -	\$ -	\$ -
Other	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Facilities</b>	<b>\$ 182,500</b>	<b>\$ 232,500</b>	<b>\$ 282,500</b>	<b>\$ 307,500</b>	<b>\$ 306,500</b>
<b>Other</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>
Capital and Insurance Reserve	\$ 68,540	\$ 89,102	\$ 108,770	\$ 127,544	\$ 127,544
Insert other needs here:	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total Other</b>	<b>\$ 68,540</b>	<b>\$ 89,102</b>	<b>\$ 108,770</b>	<b>\$ 127,544</b>	<b>\$ 127,544</b>
<b>Total Expenditures</b>	<b>\$ 2,035,204</b>	<b>\$ 2,540,593</b>	<b>\$ 2,943,032</b>	<b>\$ 3,433,697</b>	<b>\$ 3,435,697</b>
<b>VARIANCE</b>	<b>\$ 73,738</b>	<b>\$ 24,722</b>	<b>\$ 97,443</b>	<b>\$ 100,123</b>	<b>\$ 112,783</b>

REVENUE	Amount	Underlying Assumptions
Per pupil funding	\$ 1,351,020	\$7330.55 assumed as PPR. .5 FTE for each k student. 3% deducted to cover DPS administrative set aside.
Mil Levy	\$ 144,518	See budget narrative.
Title I	\$ 61,040	Assumes \$400 per Title I eligible student (87% of student body).
Title II		
Capital Construction	\$ 23,000	Assumes \$100 per student.
ELPA		
CDE Charter School Start up grant		
Other grants (please describe)	\$ 150,000	Assumes year 2 and year 3 of CDE start up funding.
Other income	\$ 300,000	See budget narrative.
	\$ 71,280	Assumes 33% (non free/reduced lunch percentage of student body) of students paying \$270 per month for ten months for full day kindergarten.
<b>Total Revenue</b>	<b>\$ 2,101,458</b>	
<b>EXPENSES</b>		
Personnel		
Head of School	\$ 100,000	See budget narrative.
Principal		See budget narrative.
Business Manager	\$ 60,000	See budget narrative.
Assistant Business Manager		See budget narrative.
Dean of Support Services	\$ 60,000	
Director of Curriculum and Instruction	\$ 80,000	See budget narrative.
Teachers	\$ 626,722	See budget narrative.
Special Education Teachers	\$ 89,389	See budget narrative.
Paraprofessionals	\$ 7,633	Covers salary and fringe.
Secretary	\$ 32,000	
Nurses		
Counselors/Social Workers		
Substitutes	\$ 20,160	year.
Other		
<b>Total Salaries</b>	<b>\$ 1,074,903</b>	
Benefits		
Retirement	\$ 79,950	Assumes 7.58%.
Health	\$ 65,788	Assumes \$2500 per employee + medicare contributions.
FICA	\$ 1,250	For substitute teachers.
PCOPS	\$ 144,711	Assumes 13.72%.
Workers Comp	\$ 6,328	Assumes .6% per full time staff member.
Other	\$ 17,831	Unemployment insurance at 1.7%.
<b>Total Benefits</b>	<b>\$ 315,957</b>	
Books and Supplies		
Texts and instructional materials	\$ 45,000	Assumes \$200 per student.
Computers	\$ 13,750	Assumes \$25 per student + \$400 per staff member (accessories and lease of computers).
Software	\$ 6,544	Assumes \$10 per student plus \$18.45 per student for Infinite Campus costs.
Classroom supplies	\$ 11,500	Assumes \$50 per student.
Office supplies	\$ 5,000	Assumes \$500 per month.
Custodial supplies	\$ -	SOAR assumes it will be located in a DPS facility. Custodial and other operating costs are appropriated in the "Rent or Mortgage" line below.
Other	\$ 17,250	per student in grade 5 for overnight field trip.
<b>Total Books &amp; Supplies</b>	<b>\$ 100,044</b>	
Services & Contracts		
Custodial	\$ -	SOAR assumes it will be located in a DPS facility. Custodial and other operating costs are appropriated in the "Rent or Mortgage" line below.
Bookkeeping	\$ -	Business Manager will be responsible for bookkeeping.
Legal	\$ 5,000	
Security services	\$ -	
Student testing and assessment	\$ 3,000	Covers DRA kits and practice test materials.
Special Education services	\$ 92,620	Based on \$408 per student.
Consultants	\$ 20,000	Financials consultant.
Food service	\$ -	See budget narrative.
Transportation	\$ -	No transportation will be provided to students.
Audit	\$ 6,000	Market rate.
Liability & property insurance	\$ 24,140	Market rate.
Waste disposal	\$ -	SOAR assumes it will be located in a DPS facility. Custodial and other operating costs are appropriated in the "Rent or Mortgage" line below.
Professional development	\$ 95,000	Assumes \$6000 per teacher in year 1 and \$5000 per teacher in subsequent years.
Taxel	\$ -	
Internet services	\$ 25,000	Includes internet service, telephone service, IT infrastructure, and IT maintenance and support.
Postage	\$ 3,450	Assumes \$15 per student.
Copier	\$ 9,750	Assumes \$25 per student.
Telephone services	\$ -	See Internet Services line.
Other	\$ 12,000	Marketing and community relations.
<b>Total Services and Contracts</b>	<b>\$ 293,260</b>	
Facilities		
Rent or mortgage	\$ 175,000	See budget narrative.
Furniture	\$ 7,500	See budget narrative.
Gas/electric	\$ -	SOAR assumes it will be located in a DPS facility. Custodial and other operating costs are appropriated in the "Rent or Mortgage" line below.
Water	\$ -	SOAR assumes it will be located in a DPS facility. Custodial and other operating costs are appropriated in the "Rent or Mortgage" line below.
Other	\$ -	
<b>Total Facilities</b>	<b>\$ 182,500</b>	
Other		
Capital and Insurance Reserve	\$ 68,540	Assumes \$298 per student.
TABOR Reserve	\$ 61,066	Assumes that a total of 3% of Total Expenditures is available in reserves in any given year.
Total Other	\$ 68,540	Does not include TABOR reserve. TABOR reserve is subtracted in the VARIANCE row.
<b>Total Expenditures</b>	<b>\$ 2,035,204</b>	
VARIANCE	\$ 73,738	TABOR has been subtracted out. Therefore, the VARIANCE equals the amount of contingency available. Any contingency not used will become reserves.

**Appendix D**  
**Technology Plan**  
**(if requesting technology funds)**

**SOAR TECHNOLOGY ACTION PLAN**

**July 1, 2010 through June 30, 2013**

***Technology Plan***

District Name:	Denver Public Schools
Address:	7789 E. 25 Ave., Denver, CO 80238
Contact Person:	Gianna Cassetta
Phone:	(646) 387-6402
E-mail:	giannacassetta@gmail.com
Effective Dates:	School will open in the fall of 2010

***School District Introduction/Demographics***

SOAR has targeted the Green Valley Ranch (GVR) area of Denver. In GVR, in 2007, 59.58% of students qualified for FRL. Demographic data shows that 41.4% of students are African American, 41.15% Latino, 11.61 White, 5.84% other races. In the neighboring Montbello, from which we also intend to recruit and serve students, 80.51% of students qualified FRL. 32.11% of students are African American, 62.41 Latino, 3.52 White, and 1.96 other races. By targeting this area, we intend to recruit a population that is racially diverse and at least 67% FRL.

***Vision***

SOAR's vision is for all teaching staff to be excellent, highly trained teachers by providing them with a professional development program that provides current best practices in education through intensive trainings throughout the school year delivered by national experts in the field of education.

***Goals***

SOAR's overall goal is to incorporate technology into all aspects of its curriculum and include the following:

**1. Technology Acquisition:**

SOAR is currently in the process of securing appropriate facilities. Some of the line items in our technology budget may be modified dependent upon the condition of those facilities. For example, if SOAR opens its doors in the new Green Valley Ranch Campus, which we anticipate based on feedback from Denver Public Schools, money will not need to be spent on the network infrastructure (i.e. cabling, phones, etc) as it will be included in the FFE in that building. Also included in the FFE are Smart boards and projectors for every classroom.

Over our first three (3) years of operations, we are planning to make the following purchases:

**TECHNOLOGY BUDGET**

<b>Expense Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Professional Development (note: same line is included in data management plan)	3000	3300	3700
Seventeen Dell Inspiron 15 laptop computers for staff , at an estimated cost of \$2200 per computer. Minimum requirements for the laptop computers are: Pentium 4 1.8Ghz Duo-Core, 1GB RAM, writable CDROM/DVD,120GB Hard Drives, gigabit network cards, sound cards, and speakers.	37,400		
Seven Dell Inspiron 15 laptop computers for staff , at an estimated cost of \$2200 per computer. Minimum requirements for the laptop computers are: Pentium 4 1.8Ghz Duo-Core, 1GB RAM, writable CDROM/DVD,120GB Hard Drives, gigabit network cards, sound cards, and speakers.		15,400	
Seven Dell Inspiron 15 laptop computers for staff , at an estimated cost of \$2200 per computer. Minimum requirements for the laptop computers are: Pentium 4 1.8Ghz Duo-Core, 1GB RAM, writable CDROM/DVD,120GB Hard Drives, gigabit network cards, sound cards, and speakers.			15,400
Four color laser printers, with scanners included, estimated at 1000 dollars each.	4000		

Two Xerox machines, estimated at \$6,000 dollars each	12,000		
Thirty digital cameras, estimated at \$94 dollars each	2,820		
Two video recorders, estimated at \$382 each	764		
A rolling laptop lab of 30 Dell Inspiron 15 computers for student use, estimated at \$2200 each		66,000	

**2. Technology Integration into the Curriculum:**

- A. All SOAR classroom teachers will become proficient in the use of technology. Technology will be the vehicle for daily staff communication, and data recording and analysis.
- B. SOAR will have mobile laptop carts for use in the classroom. Computers will be used for student projects in the humanities, graphing and developing spreadsheets in math, and conducting science laboratory work. Students in grades 3-5 will learn word processing and presentation skills. By grade 5, students will learn Power Point.
- C. In order to properly prepare our students, it is important that our staff have the resources necessary to teach their lessons and carry-on in a professional manner. Some critical uses of the technology include but are not limited to; access to the Internet for teaching and student research, printing of lesson plans, creation of projects, and collaboration with educators on a local and national level.
- D. Soar will use an On-Line Benchmark Assessment program such as Princeton Review. This assessment program will be used to assess student learning in relation to the Colorado standards. It will be administered three times per year to determine baseline student skill levels, to inform curriculum and instruction, and as a predictor for CSAP performance.
- E. Denver Public School District requires that SOAR School report student and financial data through the Infinite Campus system. In order to meet this requirement, the school is required to purchase hardware, software and updates to integrate into this system.

**3. Collaboration:**

SOAR will also be reaching out to area businesses for corporate donations and financial support. Given our anticipated student demographics, we believe we are in a strong position to attract financial support from multiple sources.

**4. Staff Development:**

- A. Our staff will take part in on-site professional development and training about the effective use of technology. The costs associated with this type of training are part of the services and support provided by our technology consultants. The



dates are TBD, but will be scheduled prior to school opening in August 2010, and throughout the school year on an as-needed basis.

- B. Teachers will receive training in accessing and using our on line benchmark assessment program, as well as Alpine. These trainings will take place with the entire staff and will continue on an as needs basis throughout the year.
- C. Staff members will receive appropriate training on any additional software purchased by the school as that software becomes available.

#### **5. Resources:**

- A. 1. SOAR Charter School will be accessing the Internet via a T1 line. The provider and circuit ID will likely be DPS. The T1 will also allow SOAR to connect to the Denver Public Schools' Infinite Campus system via a secured VPN for the data transfer that is required by the district and to access appropriate systems (i.e. financial and student management).
- B. 2. We will have an Open License Agreement, which includes the appropriate number of computers for Microsoft Office 2007 and Microsoft Publisher 2007 through Microsoft's Software Assurance program.

#### **6. Funding Sources:**

SOAR will be using a combination of Walton start-up finds, this grant, and PPOR to pay for the items described in this technology plan.

### **Policies**

SOAR has currently not developed student/Patron policies for accessing equipment and resources, but will have one in place by the time it opens in the Fall of 2010.

### **Evaluation**

This technology plan will be evaluated and updated at least annually (in June) by a technology committee consisting of [the Head of School, Director of Curriculum Instruction and two Board members).

**Appendix E**  
**Library Development Plan**  
**(if requesting library funds)**

Not applicable

**Appendix F**  
**Professional Development Plan**  
**(if requesting any professional development funds)**

**SOAR - Professional Development Plan**

***Vision***

SOAR's vision is for all teaching staff to be excellent, highly trained teachers by providing them with a professional development program that provides current best practices in education through intensive trainings throughout the school year delivered by national experts in the field of education.

***Goals***

Professional Development is one of the six core elements of SOAR Charter School. We believe teachers must be in a constant act of refining their craft and to do that, must have current information on best practices. Our goals are:

- Upon starting work at SOAR, in July of 2010, 100% of staff will be trained in the Responsive Classroom Approach. In July of 2011, new staff will receive training. Responsive Classroom is a research based approach that teaches students social emotional competencies in a safe and joyful learning environment.
- Upon starting work at SOAR, in July of 2010, 100% of staff will be trained in language acquisition strategies, as we expect 20 % of our students to be ELL. In July of 2011, new staff will receive training.
- Upon starting work at SOAR, in July of 2010, 100% of self-contained classroom teachers and special education teachers will be trained in DRA administration and analysis. In July of 2011, new staff will receive training. DRA will be an essential tool in allowing teachers to establish baseline reading data.
- 100% of trained teachers will receive ongoing professional development support throughout the school year in years 2010-2011, and 2011-2012.

***Tasks***

SOAR will implement the following tasks to achieve its vision and goals:

**Working with Consultants and Summer Training**

Teachers will work regularly with consultants in all curriculum areas to plan units of study, analyze student work, and most importantly, to improve classroom practice. The Director of Curriculum and Instruction will follow up with classroom teachers to ensure that work with consultants is being transferred into classroom practice. Furthermore, new SOAR teachers will participate in four weeks of mandatory summer professional development during the Summer Institute.

**Summer Institute**

SOAR teachers will complete a summer program of three weeks for returning faculty and four weeks for new faculty. The first week of this program, for teachers new to the school, is dedicated to Responsive Classroom training provided by an RC

consultant. In the remaining weeks, teachers will to review the instructional policies and procedures, professional development specific to curriculum design and daily instructional practices, and the school administrative systems. During subsequent days, teachers create or revise curricula.

### **Weekly Data Analysis and Planning Workshops**

Building off of SOAR's annual summer institute, two-hour PD Workshops will occur each week on Friday afternoons from 2:15 – 4:15. An early dismissal of students allows for this weekly time for teachers to analyze data, meet in department or grade level groups, and participate in workshops led by the HOS, DCI, or Staff Developers. Staff will work within their grade cluster to co-plan, compare student work, track and analyze assessment data within SOAR's Interim Assessment Model (SIAM). The DCI will guide teachers during this time common planning and assessment time to analyze student work, build pre, mid and end of unit assessments, and track assessment data to inform instruction.

A culture of communication around electronic mail (teachers are encouraged to check their email accounts several times during the day for logistical and clerical communication as well as for more substantive, curriculum-based discussion) will ensure that this weekly workshop is a rich time, one in which teaching, learning and SOAR's mission are at the center.

### **Monthly Full-Day Staff Meeting**

There will be a full PD day each month during which whole staff meetings will take place. Typically, these days will focus on strengthening the SOAR community, building shared expectations, and addressing issues of school wide consistency.

### **School Visits**

At least once a year, teachers are encouraged to spend part of a day observing in other schools. School visits should be focused and the purpose should be to inform and support the work we are already doing at SOAR. For example, visiting schools that have balanced literacy instruction, constructivist mathematics, writing process, or that have trained staff in Responsive Classroom would be appropriate. Substitute teachers will be used to accommodate school visits.

### **Working with Consultants**

Teachers will work regularly with consultants in all curriculum areas to plan units of study, analyze student work, and most importantly, to improve classroom practice. The DCI will follow up with classroom teachers to ensure that work with consultants is being transferred into classroom practice. Substitute teachers will be used to provide extra coverage to teachers for debriefing and planning.

### **Workshops and Conferences**

Teachers are encouraged to attend conferences or workshops that will directly improve their classroom practices. If teachers identify workshops that they would like to attend, they should speak with the DCI about getting approval. Substitute teachers will be used to accommodate teacher attendance at conferences.

### **Informal Observations Including Walk-Throughs**

In accordance with the school's philosophy that teaching should be visible, celebrated, and examined, and constantly improved, the HOS and DCI will visit classrooms frequently and engage teachers in regular dialogue about instruction, classroom culture and environment. The majority of these visits will not be evaluative; they are designed to enable the administrators to fully understand the strengths of every staff member and support teachers in any areas with which they would like to or need to grow. Teachers will receive informal feedback at least once a month via e mail. Teachers may request an informal observation and feedback at any time.

### **Teachers as Leaders**

An important element of staff development at SOAR will be the use of Lead Teachers who have gained significant skills and knowledge in one or more content areas. These teachers double as staff developers, working in classrooms to assist in planning, observing or modeling lessons, and providing feedback to classroom teachers. Substitute teachers will be used to provide extra coverage to teachers for observing in each other's classrooms, and for debriefing and planning.

### **Shared Reading**

All staff will read books on professional topics together and participating in discussion sessions about them. The shared knowledge created by reading books together thus becomes an integral part of our professional development program. Each year, the HOS and DCI will choose two to three excellent books based on the needs of the staff and the pre-determined PD priorities. The books will be used in a variety of ways by the faculty, but always serve both an immediate, content-driven purpose and also to bring the staff together around a common activity.

### **Teachers as Researchers**

SOAR will be a place where, at any given time, the norm will be for teachers to be studying something in their own teaching lives. They may do this by reading, observing other teachers, participating in study groups, and/or reflecting on their own practice. For example, a new teacher may focus on classroom management, and therefore have other teachers observe and give feedback and participate in a "classroom management study group." A teacher that is further along might be studying the most effective ways to teach social studies and consider a question like – what roles should inquiry-based learning, textbook-learning, and project-based learning play in a social studies classroom.

### **Staff Feedback**

The administration of SOAR will solicit and use feedback about professional development from teachers. Quarterly, teachers complete a survey for this purpose. SOAR will also instituting a periodic series of two one-on-one meetings with every staff member and the HOS/DCI. These individual meetings will serve as a vehicle to differentiate our PD program. Teachers will set goals and administrators will mine the resources they bring, acquiring more insight into both their personal strengths and needs.

SOAR's organizational structure and insistence on setting both short-term and long-term goals will allow us to take a coherent view of growth over the course of several years. Rather than a disjointed, externally driven set of goals for PD, SOAR will consistently use internal needs as a basis for our program.

The professional development program is evaluated quarterly by the senior administration. However, the true evaluation of the program is the achievement of students. If the school is not meeting regular performance goals, then the DCI and the Head of School will review and revise the program to meet these needs.

### ***Model***

#### **SOAR's professional development model is based on the following structure:**

1. **THEORY:** The teacher learns the underlying research base and rationale for the instructional strategy. This is in the form of SOAR's summer institute\*, and followed by our monthly professional development days. SOAR is requesting grant funds to hire consultants to lead this work, under the direction of SOAR's Head of School.
2. **DEMONSTRATION:** The teacher has an opportunity to observe a model of what is being taught. Again, SOAR is requesting grant funds to hire consultants to lead this work. SOAR's Head of School, Director of Curriculum and Instruction, and Lead Teachers will also provide opportunities for demonstration.
3. **PRACTICE AND FEEDBACK:** Opportunities to practice are provided with immediate feedback. SOAR is requesting grant funds to hire consultants to provide

## Teacher Efficacy Rubric

	3	2	1
Classroom	<ul style="list-style-type: none"> <li>• Areas are of classroom are clearly labeled</li> <li>• Classroom is neat and orderly and conducive to learning</li> <li>• Classroom Libraries are neatly organized and labeled</li> <li>• Bulletin Boards are changed with each unit of study and display lots of student work that exhibits unit learning outcomes and is labeled accordingly</li> <li>• Charts are current and document all of the following: criteria for quality work, strategies or processes, content, and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Some areas are of classroom are clearly labeled</li> <li>• Some areas of classroom is neat and orderly and conducive to learning</li> <li>• Classroom Libraries are labeled</li> <li>• Bulletin Boards are changed periodically and display lots of student work that exhibits unit learning outcomes and is labeled accordingly</li> <li>• Charts are current and document some of the following: criteria for quality work, strategies or processes, content, and expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Few areas are clearly labeled, classroom is not neat and orderly and conducive to learning</li> <li>• Classroom Libraries are disorganized</li> <li>• Bulletin Boards are rarely changed. There is little student work.</li> <li>• Charts may not be current and document little of the following: criteria for quality work, strategies or processes, content, and expectations</li> </ul>

<p>Management</p>	<ul style="list-style-type: none"> <li>• All classroom routines are established and students are consistently reminded of them</li> <li>• Students on task almost all of the time and little time wasted for transitions</li> <li>• All students monitor themselves and work independently without the teacher’s constant reminders</li> <li>• Every task has clear expectations and directions. The teacher is explicit about what students must do</li> <li>• The teacher gives clear and immediate feedback—acknowledge students for the right thing, has students practice it again if it wasn’t done right the first time</li> <li>• The teacher models respectful language, consistently communicate and applies behavioral rules and consequences, and intervenes to support students whenever necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Most classroom routines are established and students are usually reminded of them</li> <li>• Students on task most of the time and 2-4 minutes wasted for transitions</li> <li>• Most students monitor themselves and work independently without the teacher’s constant reminders</li> <li>• Some tasks have clear expectations and directions. The teacher tells students about what students must do</li> <li>• The teacher gives clear and immediate feedback—acknowledge students for the right thing.</li> <li>• The teacher models respectful language, inconsistently communicate and applies behavioral rules and consequences, and sometimes intervenes to support students whenever necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Few classroom routines are established and students are sometimes reminded of them</li> <li>• Students on task some of the time and more than 4 minutes wasted for transitions</li> <li>• Some students monitor themselves and work independently without the teacher’s constant reminders</li> <li>• Few tasks have clear expectations and directions. The teacher mentions what students should and should not do</li> <li>• The teacher acknowledge few students for the right thing, and tells others they did the wrong thing</li> <li>• The teacher inconsistently communicates and applies behavioral rules and consequences, and rarely intervenes to support students</li> </ul>
-------------------	--	---	--



<p>Urgency</p>	<ul style="list-style-type: none"> <li>• The teacher holds all students accountable for the material being covered during the lesson, never accepting “I don’t know” as a student response.</li> <li>• Asks a variety of probing questions that promote critical thinking and push students initial expectations</li> <li>• The expectation is that all student responses directly answer the questions asked, and that answers are audible to everyone and phrased in a way that is understandable and uses conventional language</li> <li>• Teacher language and word choice consistently communicates the importance of the work at hand and shows a personal investment(ex: we must... it is really, really, important... we are all passionate about...I was thinking about how we would do this over the weekend)</li> <li>• The teacher always communicates how this lesson and work connects to the larger unit and why it is so important.</li> <li>• The teacher always uses voice modulation and gestures to engage students and build excitement around the work</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher holds most students accountable for the material being covered during the lesson, usually pushing students past “I don’t know” as a response.</li> <li>• Asks a variety of probing questions with some that promote critical thinking and push students initial expectations</li> <li>• The expectation is that all student responses directly answer the questions asked, and that answers are audible to everyone</li> <li>• In some lessons, teacher language and word choice consistently communicates the importance of the work at hand and shows a personal investment(ex: we must... it is really, really, important...we are all passionate about...I was thinking about how we would do this over the weekend)</li> <li>• In some lessons, the teacher communicates how this lesson and work connects to the larger unit and why it is so important.</li> <li>• The teacher sometimes uses voice modulation or gestures to engage students and build excitement around the work</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher holds some students accountable for the material being covered during the lesson, occasionally pushing students past “I don’t know” as a response.</li> <li>• Asks a questions--few promote critical thinking and most requiring yes or no answers.</li> <li>• The expectation is that all student responses are in some way linked to the questions asked, and that the teacher can hear the response</li> <li>• Teacher language and word choice rarely communicates the importance of the work at hand and shows a personal investment(ex: we must... it is really, really, important...we are all passionate about...I was thinking about how we would do this over the weekend)</li> <li>• In few lessons, the teacher communicates how this lesson and work connects to the larger unit and why it is so important.</li> <li>• The teacher rarely uses voice modulation or gestures to engage students and build excitement around the work</li> </ul>
----------------	---	---	---

<p>Explicit Teaching</p>	<ul style="list-style-type: none"> <li>• Teaching points are clear and purposeful and evident in every lesson</li> <li>• Charts are always prepared and support student understanding of strategies being taught</li> <li>• The teaching point is repeated frequently and maintained throughout the entire lesson.</li> <li>• Students are given ample opportunity to try out and practice the strategy being taught</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching points are clear and purposeful and evident in some lessons</li> <li>• Charts are sometimes prepared and support student understanding of strategies being taught</li> <li>• The teaching point is repeated occasionally and usually maintained throughout the entire lesson.</li> <li>• The work students are given is usually appropriate to the teaching point, and is differentiated so most students can complete it successfully and are appropriately challenged.</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching points are clear and purposeful and evident in isolated lessons</li> <li>• Charts are rarely prepared and support student understanding of strategies being taught</li> <li>• The teaching point not repeated or maintained throughout the entire lesson.</li> <li>• The work students are given is usually appropriate to the teaching point It is not differentiated.</li> </ul>
<p>Explicit Teaching (continued)</p>	<ul style="list-style-type: none"> <li>• The work students are given is appropriate to the teaching point, and is differentiated so that all students can complete it successfully and are appropriately challenged.</li> <li>• The teacher checks for student understanding at several points in the lesson, and rephrases the teaching point as necessary</li> <li>• Timelines are always established for student work and adhered to <ul style="list-style-type: none"> <li>• The teacher always reinforces or reteaches the teaching point at the end of the lesson.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• In most lessons, the teacher checks for student understanding at the end of the minilesson and during the share, and repeats the teaching point</li> <li>• Timelines are usually established for student work and loosely adhered to</li> <li>• In most lessons, the teacher reinforces or reteaches the teaching point at the end of the lesson.</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher checks for student at the end of the minilesson.</li> <li>• Timelines are usually not established for student work</li> <li>• When they leave time for a share, the teacher sometimes reinforces or reteaches the teaching point at the end of the lesson.</li> </ul>

	<ul style="list-style-type: none"> <li>• The teacher keeps accurate daily records on student performance by collecting anecdotal and conference notes, objective checklists, and classwork to inform short term and long term instruction</li> <li>• The teacher frequently check student work and consistently gives feedback</li> <li>• The teacher is always assessing student understanding while teaching and is able to make split second changes to support student understanding</li> <li>• The teacher uses assessment information to modify lessons, charts, and individual student work so that all students are appropriately supported and challenged</li> </ul>	<ul style="list-style-type: none"> <li>• Some days, the teacher keeps accurate records on student performance by collecting anecdotal and conference notes, objective checklists, and classwork to inform short term and long term instruction</li> <li>• The teacher frequently check students work every other week and usually gives feedback</li> <li>• The teacher assesses student understanding during the minilesson is sometimes able to make split second changes to support student understanding</li> <li>• The teacher usually uses assessment information to modify lessons, charts, and individual student work so that most students are appropriately supported and challenged</li> </ul>	<ul style="list-style-type: none"> <li>• The teacher keeps records on student performance by infrequently collecting anecdotal and conference notes, objective checklists, and classwork to inform long term instruction</li> <li>• The teacher check students work at the middle and end of the unit and rarely gives feedback</li> <li>• The teacher assesses student understanding after the lesson is over</li> <li>• The teacher rarely uses assessment information to modify lessons, charts, and individual student work so that most students are appropriately supported and challenged</li> </ul>
--	---	--	---

## ***Outcomes/Evaluation***

SOAR's governance model includes a Head of School dedicated primarily to working with teachers on improving teaching and learning in the classroom. The proposed HOS is the founder of SOAR and has prior experience in founding a charter school. She has designed the curriculum and professional development framework of the school. The HOS is able to provide her expertise to the staff due her experiences with being the Principal of another charter school and to her own ongoing professional development (PD).

SOAR also has a Director of Curriculum and Instruction, whose primary responsibility is ensuring effective instruction is designed and implemented. The HOS will work closely with the DCI to support teachers.

In addition to supervising and evaluating teachers, the HOS and DCI will set specific professional growth goals for the year (both school-wide and individual), plan and lead weekly workshops and the annual summer institute, and visit classrooms regularly to conduct demonstration lessons and provide constructive feedback on teachers' practice. In planning goals for the year as well as providing the resources to meet them, the Principal always holds at the center the core elements of assisting SOAR's staff in meeting the mission's academic and social goals.

An example of a specific academic goal is to create coherence between the grade levels in regards to curriculum. Workshops will focus staff on exploring and building consensus on the long-term scope and sequence from kindergarten to fifth grade. They will take a more global picture by asking, "What do we want to accomplish with each student over the course of six years?" A related question is, "What do we have to do in order to integrate new students into the flow of our standards, wherever their entry point?"

To assist in setting annual goals, the DCI uses data gathered from various sources:

- Teachers complete a survey three times a year about their needs in professional development and what has not worked;
- The teachers have a midyear review with the HOS and DCI;
- Teachers and the HOS DCI talk and email after each workshop;
- The HOS and DCI meets with the staff developers and consultants to gain written and verbal assessments of the teachers' progress; and
- The HOS and DCI, periodically throughout the year, give students in each classroom assessments to measure how they are progressing in reading and math.

## ***Resources***

SOAR needs the following resources to implement its professional development plan:

- Funds for consultants to provide training in the summer and conduct site visits during the school year throughout the school year in years 2010-2011, and 2011-2012.

- Funds for administrative staff for ongoing implementation support throughout the school year in years 2010-2011, and 2011-2012.

**Budget**

As Professional Development is a core element of SOAR Charter School, we are intending to use a significant portion of the grant to cover the cost in start-up years. PD will continue to be a significant line item in our budget each and every year of operation. As SOAR reaches full growth, less fundraising is necessary in order to cover the cost of Professional Development. In addition, SOAR’s long term plan is to replicate, and with multiple sites, Professional Development becomes much more cost effective.

Responsive Classroom costs are greater in start up years. Every SOAR staff member must attend a week long level 1 training, and the following year, a week long level 2 training. These training will need to occur until SOAR is at full growth. At full size and after level 1 and 2 trainings have occurred, only classroom feedback and coaching will be necessary, which should cost approximately \$10,000 per year.

<b>Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b><i>Literacy Staff Developer(s)</i></b>	10,000	10,000	10,000
<b><i>Responsive Classroom workshops and follow up consultation</i></b>	25,000	5,000	5,000
<b><i>Math Staff Developer(s)</i></b>	10,000	10,000	10,000
<b><i>Science Staff Developer(s)</i></b>	5,000	10,000	10,000
<b><i>Technology Staff Developer(s)</i></b>	3000	3300	3700
<b><i>Language Acquisition Staff Developer(s)</i></b>	4,000	6,000	6,000
<b><i>Substitute teachers</i></b>	5,000	5,000	5,000

**Overlap with rest of grant**

SOAR Charter School operates with the assumption that the most important element in a child’s education is an excellent, highly trained teacher. Research has borne evidence favoring this core belief; as Haycock (1998) puts it, “If education leaders want to close the achievement gap, they must focus, first and foremost, on developing qualified teachers.”<sup>1</sup> At SOAR, we define a highly qualified teacher as one who has

<sup>1</sup> Haycock, Kati (1998). “Good Teaching Matters—a Lot.” Thinking K-16 3:2 (Summer 1998). Education Trust. Retrieved on November 11, 2003 from the World Wide Web: [http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16\\_summer98.pdf](http://www2.edtrust.org/NR/rdonlyres/0279CB4F-B729-4260-AB6E-359FD3C374A7/0/k16_summer98.pdf). See also Haycock, Kati (2004). “The Real Value of Teachers.” Thinking K-16 8:1 (Winter 2004). Education Trust. Retrieved on August 20, 2004 from the World Wide Web: <http://www2.edtrust.org/NR/rdonlyres/5704CBA6-CE12-46D0-A852-D2E2B4638885/0/Spring04.pdf>

been in the classroom for a minimum of several years, has participated in rigorous reflective workshops such as SOAR summer institutes, has sought out sites for inter-visitations, is reflective about his or her teaching practice, can change his or her style of pedagogy when necessary, and is able to share effectively his or her expertise to the staff.

Because excellent instruction is our priority, we will foster our strong school culture of collegiality and collaboration and invest significantly in developing our teachers. We will put into place several structures for ensuring that our staff understands and pursues the mission's goals.

## Appendix G

### Data Management Plan (required of ALL applicants)

#### ***School Introduction/Demographics:***

SOAR Charter School's mission is to ensure success of its students by providing children of all backgrounds and ability levels with access to rigorous academic instruction and expanded opportunities. We aim to open in the fall of 2010 with four classes of students in mandatory full day kindergarten, and three classes of students in both first and second grade. We will add four new classes of incoming kindergarten students each fall, serving approximately 428 students in kindergarten through fifth grade by the 2013-14 school year (this school will remain K through 5).

SOAR has targeted the Green Valley Ranch (GVR) area of Denver to open its first school because of its diverse student population, strong community support and current lack of any local high performing schools. In GVR, in 2007, 59.58% of students qualified for FRL. Demographic data shows that 41.4% of students are African American, 41.15% Latino, 11.61 White, 5.84% other races. By targeting this area, we intend to recruit a population that is racially diverse and at least 67% FRL.

#### ***Purpose and Objectives***

Data management is an essential component of effective instruction at SOAR. Assessment data is collected frequently and is used to both evaluate and inform instruction. Faculty members Alpine's online data management system, to create and archive lesson plans and to track student progress toward learning objectives. The system will also allow us to identify which students are not progressing at the rate necessary for them to reach proficiency by the time they leave our school, as measured by the CSAP and benchmark assessments, and to intervene early in the school year. We will also use data to help evaluate the efficacy of our professional development program. Administrators use data to effectively manage the school's operations and finances.

#### ***Current Data Management System***

SOAR currently does not have a data management system in place. However, we have begun our data management planning process and anticipate implementing the following systems:

Student Information System:	Infinite Campus
Data Warehouse:	Alpine Achievement
Analytical Support:	Alpine Achievement, custom reports
Online Benchmark Assessment:	Still researching, but Princeton Review is likely
Financial Systems:	Still researching, but Quickbooks is likely
Hardware:	Computers for all faculty with access to student achievement data

### ***Implementation Objectives***

- Successfully implement the Infinite Campus system in year 1 to manage student enrollment data
- Successfully implement a financial system, such as Quickbooks in year 1, to assure high quality financial management
- Train all teachers in the use of Alpine in year 2, just before students arrive
- Successfully implement a data warehousing system in year two, including training for all school staff.
- At the start of fiscal year 2, when students arrive, administer the Princeton Review test to collect baseline data and to inform instruction, re-administer at the end of 1st and second trimesters to redirect instruction and to predict CSAP performance
- Use data to make resource allocation decisions including professional development plans, text acquisition and supplemental programs

### ***Activities and Measures***

<b>Activity</b>	<b>Measure</b>
Purchase and implement Infinite Campus	Successful implementation, including all appropriate staff trained and data successfully transmitted to the district.
Purchase and implement Alpine Achievement	Successful implementation, including all appropriate staff trained and desired data analyzed and reported to our school community.
Purchase and administer Princeton Review	Test administered at the start of the year and end of first and second trimester, data analyzed and used to inform instruction, all appropriate staff trained in interpreting the data
Implement QuickBooks	All financial transactions properly recorded in QuickBooks using the CDE chart of accounts, all financial reporting done on time and accurately



<b>Data Management Budget</b>			
<b>Expense Item</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Infinite Campus License	7000		
Alpine Achievement License	5500		
Princeton Review	5500	5500	
Quick books	500		
Professional Development	3000	3300	3700

***Evaluation:***

This data management plan will be evaluated and updated at least annually (no later than June 30th of each year) by a committee consisting of members such as the Head of School, teachers, an outside technology consultant, students and parents. The updated data management plan will be included in the Annual School Accountability Plan.

## Appendix H

***List of statutes and their titles from which the charter school was waived (this may be different than what was requested). Do not submit the entire waiver request; the list of statutes and their titles should not be longer than one page.***

FALL 2007

AD- Educational Philosophy/School District Mission

DJB- Purchasing Procedures

DKA- Payroll Procedures/Schedules

DKB- Salary Deductions

DKC – Expenses Authorization/Reimbursement

EBCE – School Closings and Cancellations

EBCE-R- District-wide Closure Procedures for Employees

EEAA- Walkers and Riders

FF-R – Naming of Facilities

FF/FF/r – Facility Naming

GBEBA- Staff Dress, Accessories, and Grooming for Certificated Staff (Teachers)

GBEBA-R- Staff Dress, Accessories, and Grooming for Certificated Staff (Teachers)  
Procedures

GBEBB- Dress Code for Non-Teaching Staff

GBGA – Staff Health

GBGB – Staff Personal Security and Safety

GBJ – Personal Records and Files

GBK – Staff Concerns/Complaints/Grievances

GC – Professional Staff

GCB- Professional Staff Contracts and Compensation

GCBC - Professional Staff Supplementary Pay Plans/Overtime (Athletic Coaches)

G CBD Professional Staff Fringe Benefits

GCCAF – Instructional Staff Sabbaticals

GCCAG - Instructional Staff Restoration of Health Leave

GCCBA – Administrative Staff Sick Leave

GCCBB - Administrative Staff Personal/Emergency/Legal/Religious Leave

GCCBC - Administrative Staff Maternity/Paternity/Parental Leave

GCCBE - Administrative Staff Conferences/Training Workshops

GCCBF – Administrative Staff Sabbaticals

GCCBG - Administrative Staff Restoration of Health Leave

GCCBH - Administrator General Leave of Absence  
GCCBJ - Administrative Staff Elective Office Leave  
GCD - Professional Staff Vacations and Holidays  
GCF – Professional Staff Hiring  
GCF – 2 – Professional Staff Hiring (Athletic Coaches)  
GCID and GCID–R- Professional Staff Training, Workshops and Conferences and  
Associated Procedures  
GCOC and GCOC-R – Evaluation of Administrative Staff  
GCP - Professional Staff Promotion and Reclassification  
GDA – GDQD-R – Support Staff Policies  
IC/ICA – School Year/School Calendar  
IE - Organization of Instruction  
IGD – Curriculum Adoption  
IJJ and IJJ-R - Textbook Selection and Adoption  
KCD – Public Gifts/Donations to Schools