

Charter School Modified Renewal Application

Platte River Academy

Submitted to: *Douglas County School District - Choice Programming*

Submitted by: *Platte River Academy*

Submitted at: *09/03/2024 10:49 AM*

Application Elements

A) Basic School Information & Required Attachments

1. Basic School Information

Status: **Completed**

Form Result

Mission & Vision

Platte River Academy Mission and Vision

The mission of Platte River Academy is to provide a content-rich academically rigorous education with a well-defined, sequential curriculum in a safe, orderly and caring environment. Platte River Academy's vision is to empower students and educators to be lifelong learners, thinkers and leaders.

- | | |
|---|---|
| Grades served at your school (any and all educational services you provide (i.e. Preschool, Homeschool, Post-Secondary Classes, etc.) | <input checked="" type="checkbox"/> Pre-K |
| | <input checked="" type="checkbox"/> K |
| | <input checked="" type="checkbox"/> 1st Grade |
| | <input checked="" type="checkbox"/> 2nd Grade |
| | <input checked="" type="checkbox"/> 3rd Grade |
| | <input checked="" type="checkbox"/> 4th Grade |
| | <input checked="" type="checkbox"/> 5th Grade |
| | <input checked="" type="checkbox"/> 6th Grade |
| | <input checked="" type="checkbox"/> 7th Grade |
| <input checked="" type="checkbox"/> 8th Grade | |

Total Enrollment 643

% Free or Reduced Price Lunch Students 4

% Special Ed Students 12

% Multilingual Learners Students 2

Notes

 Note was added at 08/20/2024 03:13 PM by Becky Bonner

Numbers reflected in this section are for Platte River Academy's K-8 Main Campus and Homeschool Campus combined. The document linked below provides a breakdown of numbers of students at our Main Campus. When reporting our academic data, only students involved in PRA's K-8 Main Campus are included.

[Enrollment Demographics](#)

 Note was added at 08/29/2024 05:52 AM by Becky Bonner

We are in the midst of restructuring our relationship with Espree Learning Center which has changed our role in offering Preschool. Pre-K is shown in the form as an age PRA serves; however, beginning with the 24-25 school year, this will no longer be the case. There are additional documents in 5-Year Planning that describe the agreements and Preschool model moving forward.

Evaluation Rubrics

This application element is not evaluated

2. Required Attachments

Status: Completed

Form Result

Unified Improvement Plan and progress toward achieving the goals set forth.

PublicUIPview_Print.pdf

234.38 KB • Added 2 months ago

Areas of perceived strengths in the program and any areas identified as areas in need of improvement.

UIP_ 2023-2025 Presentation.pdf

3.69 MB • Added 2 months ago

Other particular achievements you would like the Board to be aware of.
For example... John Erwin, Governors distinguished.

Achievements & Celebrations.pdf

312.59 KB • Added 2 months ago

Board Conflict of Interest forms

Board Code of Ethics and Conflict of Interest (1).pdf

893.77 KB • Added 2 months ago

Board Oath of Office (1).pdf

1.1 MB • Added 2 months ago

Board Code of Ethics.pdf

51.18 KB • Added 2 months ago

Board Confidentiality Agreements.pdf

1.5 MB • Added 2 months ago

ESP Agreement, if applicable.

Enrollment Preferences, Selection Methods, Enrollment Timelines and Procedures.

PRA GB Policy Book July 2020.pdf

295.19 KB • Added 2 months ago

PRA Enrollment Policy .pdf

53.62 KB • Added 2 months ago

Notes

 Note was added at 08/26/2024 11:58 AM by Becky Bonner

Enrollment Information on PRA's Website: [ENROLLMENT](#)

Evaluation Rubrics

This application element is not evaluated

B) Mission and Key Design Elements

1. Mission & Key Design Elements

Status: Completed

Form Result

What are the school's key design elements? What have you implemented since your last charter renewal in response to student/community needs? Have there been any focused changes to curriculum, professional learning, or student supports? Emphasize the unique and innovative features of the educational program.

What are the school's key design elements?

PRA Knows and Grows Every Learner

The Platte River Academy educators and supporting staff members believe every child is a unique individual and learner. As educators, our greatest challenge is to recognize the ability level and learning style of each student and to provide an opportunity for the student to succeed. The Core Knowledge Scope and Sequence offers each student a well-defined, sequential education in which active participation is encouraged in a content-rich, academically rigorous environment.

Student academic growth and achievement are the primary goals of Platte River Academy. Our underlying philosophy is that in order to master higher-level skills and content, students must first master the fundamentals through a spiraled curriculum approach. Students are exposed to topics as is developmentally appropriate, multiple times throughout their K-8 experience. Through this strategic exposure, layers of background knowledge are established that equip students to pursue subject matter more deeply. Mastery-- the ability to demonstrate knowledge or a skill repeatedly and accurately – requires repeated exposure to the subject matter, an increasing degree of challenge, and considerable practice both at school and at home. Mastery of the core academic subjects is central to the overall philosophical concept of Platte River Academy.

Just as we focus on the growth of our students, we also require our personnel to be lifelong learners and pursue continuous growth. Our faculty and staff set clear and attainable academic goals for themselves and for each student through the analysis of data and data team meetings. It is from this analysis that specific educational plans are developed for a class and the individual students within the class. Likewise, our faculty uses this data to set professional goals and determine action steps accordingly. Through this process of continuous improvement, instructional procedures and methods are honed to meet the needs of the entire class as well as each individual in the classroom.

Platte River Academy operates with the belief that students develop an understanding of educational principles and acquire knowledge in a variety of ways. Thus, Platte River Academy delivers its curriculum using a differentiated instructional approach (including inquiry – learning led by curiosity), making learning accessible to every student. Platte River Academy educators strive to engage students in learning by providing instruction that is interesting, valuable, and relevant.

Also central to our philosophy are our **Guiding Principles**.

Our tag line, *Platte River Academy Knows and Grows Every Learner*, is accomplished through the three principles noted

below:

Fostering a Sense of Belonging

We have created a school culture with a family atmosphere which entrusts students to maintain our core values of respect, responsibility, compassion and integrity.

Honoring Our Traditions

We give students a sense of predictability through well-established curriculum, themed events, awards ceremonies, and family activities which promote engagement.

Developing the Whole Child

We empower students to be confident and successful in their learning journey by providing an academically rigorous program focused on high expectations, cultural literacy and technology proficiency.

What have you implemented since your last charter renewal in response to student/community needs?

Empowering Leaders

PRA Leaders listen to their teachers. During the 21-22 school year, teachers shared that only half of them (54%) actually felt "effective" in their role at PRA. As leaders, we were compelled to do something to empower and elevate our teachers' efficacy. Believing we needed to start by having a clear and shared definition of what it means to be effective, we launched a year-long book study of Stephen Covey's **The 7 Habits of Highly Effective People**. Through the book study, we were able to examine particular habits and practices that related to our respective roles. Teachers and Staff were empowered by this process, and we saw many forms of leadership emerge within our staff. One year later, 94% of our teachers believed they were highly effective in their role.

During this same school year (21-22), some of our teachers brought forward a concern about our SEL curriculum. They shared that they believed the Second Step, PRA's selected social emotional curriculum, was causing students to withdraw from the topics and discussions rather than engaging them and inviting personal reflection and growth. The digital resources within the Second Step curriculum presented stories and situations that made many students uncomfortable. Teachers felt like they had been placed in a no-win situation. Some shared that they did not feel equipped to host the conversations in their classroom as suggested by the curriculum. Additionally, we had parents requesting to opt their children out of Second Step lessons. Students were telling their teachers and their parents that the content shared in Second Step was not relevant or helpful to them. We had to listen, and we had to make a change. We stood up a team to explore other research-based SEL curriculums to replace Second Step. As a result of this process,

and our staff’s familiarity with the 7 Habits, we selected Franklin-Covey’s **Leader in Me**. The **Leader in Me** framework closely aligns with PRA’s mission, core values, and academic programming. PRA became a **Leader in Me** school in 2023. Even though we have only one year of experience, we are already observing dramatic changes in our community. Because the language, habits and paradigms fit within PRA’s core beliefs, we have seen leadership flourish in our students and our staff. We anticipate continued growth and success program-wide as a result of being a [Leader in Me school](#).

To Begin With the End in Mind is one of the 7 Habits, and the **Leader in Me** framework provides a playbook for Platte River Academy to follow so that we can effectively meet our mission.

The graphic below highlights our intended outcomes:

Leadership	Culture	Academics
Student Leadership Students are developing the mindsets, behaviors, and skills to be effective, lifelong leaders.	Supportive Environment for Students School is a welcoming, inclusive, supportive environment where students feel valued and actively engaged in leadership and decision-making.	Goal Achievement Teachers provide their students with the knowledge, opportunity, and support to set and achieve meaningful goals—connecting their achievement to the school’s Wildly Important Goals.
Staff Leadership Staff are provided with support to build their personal and professional capacity so they can confidently live, model, and teach social-emotional leadership skills.		Empowered Learners Students have the mindsets, skills, and supportive relationships they need to take ownership of their learning.
Family & Community Engagement Families and community organizations are included as valued school partners that support student development.	Supportive Environment for Staff Staff members feel supported and empowered with voice, choice, and opportunities to have a positive impact while doing meaningful work.	Empowering Teachers Teachers positively impact students by using evidence-based instructional practices that empower their students to lead their own learning.
		Life Readiness (Secondary) Students are developing the skills and mindsets needed to succeed in college, career, and life.

Have there been any focused changes to curriculum, professional learning, or student supports?

Since our last contract renewal, we’ve made significant changes to our math curriculum, professional learning and student supports in the area of Math:

Math Implementation at PRA

In order to support a successful implementation of new Math curriculum at PRA for all stakeholders, we have intentionally staggered the starting years across grades. The graphic below illustrates the sequence and expenses for complete implementation.

2022-23	2023-24	2024-25	2025-26
<p>Kindergarten - 3rd Grade</p> <p>PRA adopts the 2020 HMH <i>Into Math</i> curriculum for elementary grades. Year 1 for K-3 <i>Big Ideas</i> selected for 6-8</p> <p>Cost: \$21,000 3 year [ESSER Grant 21-22 Budget]</p>	<p>4th Grade: <i>Into Math</i> 8th Grade: <i>Big Ideas</i></p> <p><i>Into Math</i> grows into 4th grade. 5th Grade supplements IM into Saxon lessons/ 6/7 pilots <i>Big Ideas</i>: 8th Gr + Algebra</p> <p>Cost: \$8,600 + \$6765 (3 years) [22-23 Budget]</p>	<p>5th Grade: <i>Into Math</i> 6th/7th Grades: <i>Big Ideas</i></p> <p><i>Into Math</i> will be fully implemented K-5. <i>Big Ideas</i> will be fully implemented 6th-8th</p> <p>Cost: [23-24 Budget Estimates] \$8,600 + \$7500 (3 years)</p>	<p>K-5: <i>Into Math</i> 6-8: <i>Big Ideas</i></p> <p>All PRA students will be using current, standards-based math curriculum.</p> <p>K-3 Renew 3-year [24-25 Budget] 4/8 Year 3 (no new expense) 5-7 Year 2 (no new expense)</p>

Notes regarding Math Curriculum Changes:

- PRA had been using SAXON Math (K-7) since opening its doors in 1997.
- Curriculum Committee Review process during 21-22 school year included program material studies, site visits to schools utilizing curriculum, and a data analysis comparing curriculum.
- Applied for (2021) and received ESSER Grant funds for new curriculum (2022) for Kdg-3rd grade.
- Staggered implementation (see graphic above) to effectively support teacher development, provide consistent parent communication, and maintain student learning and growth through the process. Our experience validates this staggered implementation.
- We saw immediate gains in i-Ready data for K-3 students the first year of implementation. We credit this to the fact that the language and approach to problems in *Into Math* matches that within i-Ready, thus preparing students to perform.
- 2024-2025 will be the first year where every PRA student (K-8) will be engaged with updated math curriculum: K-5 uses *Into Math* and 6-8 uses *Big Ideas*. Although the two programs are published separately, they use similar language and approaches, creating a rigorous sequence for all students through the 8th grade.
- Throughout this process significant time and resources have been devoted to supporting teachers' professional

learning: We've provided professional trainers, access to online resources, professional study groups, instructional coaching, and site visits. Teachers continue to have conversations and support one another as they grow in their learning.

Emphasize the unique and innovative features of the educational program.

See **attached** document for a list of **Unique Features of PRA's Programming**.

Attachments (optional)

Unique Features of PRA's Program.pdf

61.64 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. Curriculum

Status: **Completed**

Form Result

(1) Describe the school's curriculum and how it is aligned to the state standards.

See **attached** document: **B.2 Curriculum**

The founding parents of Platte River Academy selected the Core Knowledge curriculum because international research shows that the highest achieving students receive a rigorous, content-based education.

Students learn new knowledge by building upon what they already know. The Core Knowledge Sequence clearly defines the knowledge and skills students will master at each grade level and raises the bar for student accomplishment. Core Knowledge gives students the foundation they need for success in school and beyond.

(2) Describe the school's process and rationale for reviewing and revising the curriculum as needed.

The Process is described in the **attached** document: **B.2 Curriculum**

At PRA, the process of analyzing the need for a curriculum change and selecting a replacement involves the following elements:

- **Time** – We spend a minimum of 6 months analyzing data and reviewing practices before determining the curriculum needs to change.
- **Review/Selection Team** – The Director of Academics assembles a team of 5-7 educators, specialists, parents, Board/SAC members to interview staff, discuss the needs, and determine three potential curriculum choices to replace the current curriculum.
- **Selection** – We examine at least three separate curriculum that meet an established set of criteria (built by team). Meeting Colorado's Academic Standards and/or delivering "best practices" are always included among the criteria.
- **Materials** – The team spends time "test-driving" materials. We request samples; allow teachers time to investigate, ask teachers to select lessons and/or materials to use with students; observe and solicit reactions; and we discuss/reflect on experiences/feedback after applying resources.
- **Site Visits** – When feasible, we visit other schools who are currently using a certain curriculum. If visits are not feasible, we explore results and data of schools who are using materials.
- **Financial Impact** – Cost proposals are requested and forecasted budgets are drafted based on numbers of students and proposed costs over 3-5 years.
- **Board Approval** – Director of Academics, with the Selection Team, presents findings and recommendations to PRA's Governing Board.
- **Communication** – Before the school year in which the new curriculum is to be implemented, communication is prepared to inform school staff and community about the change.

(3) Describe the school's Social Emotional Learning Curriculum and its implementation.

PRA has selected **Leader in Me** as our SEL curriculum and overall framework for continuous school improvement in the key areas of Leadership, Culture and Academics. The selection and implementation of **Leader in Me** are described in the **attached** document: **B.2 Curriculum**

Also attached:

- PRA Governing Board Resolution to adopt Leader in Me (June 2023)
- Leader in Me Framework
- Research regarding Leader in Me's effectiveness
- Leader in Me Competencies Profile (intended outcomes for every learner)
- Letter to PRA Parents introducing Leader in Me

Attachments (optional)

Leader in Me Program Adopted as PRA's SEL curriculum.pdf

73.11 KB • Added 2 months ago

LiM_Leader Profile Competencies.pdf

602.08 KB • Added 2 months ago

B.2_ Curriculum.pdf

139.99 KB • Added 2 months ago

Welcome LiM 23-24 (Parents).pdf

55.91 KB • Added 2 months ago

Leader in Me - Research SEL:Culture.pdf

2.27 MB • Added 2 months ago

Leader-in-Me-Framework.pdf

81.9 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

3. Assessment

Status: **Completed**

Form Result

(1) Describe the school's assessment systems and how they are used to improve instructional effectiveness and student learning.

See attached document: **B.3 Assessment** for a thorough description of PRA's assessment tools and systems.

Additional attachments provided to clarify PRA's Assessment Systems & Processes:

- Writing Assessment Timeline (updated and shared with staff annually to align practices)
- Parent Communication providing the rationale for Early Release Days (Added to PRA's school calendar 22-23 school year)

(2) Describe how the school uses other data (qualitative and quantitative) to evaluate the effectiveness of the academic program.

See attached document: **B.3 Assessment** for a thorough description of how PRA's leadership, committees and educators use all forms of data to evaluate our effectiveness.

Additional attachments provided as examples of data sources PRA uses to assess program elements:

- 2023 SPF - School Performance Framework shared by CDE
- 2024 SAC Survey Summary - Describes and interprets results from the most recent Parent Survey. Historical results of all of the SAC Surveys (Family and Student) can be found on PRA's Website: [SAC Public Documents](#)

Attachments (optional)

SAC Survey Summary (2024).pdf

549.63 KB • Added 2 months ago

B.3_ Assessment.pdf

332.72 KB • Added 2 months ago

2023 Final SPF (1).pdf

341.2 KB • Added 2 months ago

Writing Assessment Timeline (24-25).pdf

37.36 KB • Added 2 months ago

Parent Communication_ Rationale Early Release.pdf

41.96 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

4. Organizational Capacity

Status: **Completed**

Form Result

(1) Describe the school's organizational structure and roles of responsibilities of key personnel. Be sure to include the following in your response:

Process and system for decision-making

Platte River Academy is governed by a Governing Board of Directors (Governing Board) made up of seven board members, which include the four officer positions: President, Vice-President, Treasurer, and Secretary. At PRA, all Board Members are active parents and serve the school as volunteers.

The Governing Board oversees two employees of Platte River Academy: the Director of Academics and the Director of Operations. Although the Governing Board supports the Director of Academics and the Director of Operations as needed in decisions related to the teachers and staff, it is ultimately the Director of Academics and the Director of Operations who are responsible for the oversight of the teachers and staff. The primary function of the PRA Governing Board is to uphold and support the mission of the school and to refine and/or establish policy.

It should be noted that each Director facilitates a shared leadership model with key school personnel. The depth and breadth of people/positions/roles listed in the ORG Chart are critical to our overall effectiveness. The Chart illustrates which Director oversees which aspects of PRA's program. In addition to meeting with one another weekly, the Director of Academics and the Director of Operations also meet regularly with their respective teams as a way to efficiently create communications, develop training, identify/resolve difficulties, and to stay connected to processes and people within the school.

Director Team Meetings

Director of Academics

- Academic Leadership Team
- MTSS
- Learning Services
- Teacher Teams
- Administrative Team

Director of Operations

- Finance
- Facilities
- Homeschool
- Preschool
- Administrative Team

The weekly Administrative Team meetings include both Directors, as well as the Business Manager, Office Manager, and Facilities Manager to discuss current /up-coming events, procedures and practices. Much of the day-to-day operations of the school are controlled and administered by this group of individuals.

Please see the [Dual Director](#) document (attached) for a rationale behind this leadership model and a high level graphic which

illustrates the general division of responsibilities for the two leaders.

[PRA Roles & Responsibilities](#)

This spreadsheet (also attached below as a PDF) shows the organizational structure in place at Platte River Academy. Please note that since it is an internal document, some of the links to job descriptions may not be available. Nevertheless, it does outline each of the Director's roles and with which key personnel they team and lead.

DECISION - MAKING at PRA

All decisions are made with a focus on the mission, goals and objectives of the school, and in light of what is best for all Platte River Academy students. If a matter arises regarding teachers and staff, the Director of Academics and the Director of Operations are empowered by the Governing Board to make decisions to resolve the matter and the Governing Board is there to support and offer guidance as requested. Further details regarding the roles and responsibilities of the Governing Board can be found in Platte River Academy's Governing Board Bylaws and the Governing Board Policy Manual as well as in the documents provided as reference below.

ATTACHED REFERENCES:

Process and system for evaluating school leaders.

Platte River Academy's Board of Directors performs, at a minimum, an annual review of both the Director of Academics and the Director of Operations. This review consists of teacher/staff surveys, parent surveys, a self-evaluation by the Director of Academics and the Director of Operations by way of our strategic plan, a formal written evaluation by the Governing Board of Directors, and a meeting between the Governing Board and the Director of Academics and the Director of Operations to discuss all details completed during the evaluation process.

Directors are also evaluated based on progress towards aspects of the Platte River Academy Strategic Plan. Each Director has goals within the Strategic Plan respective of their position focus: academics or operations of the school.

It is also worth noting that PRA's Director of Academics retired at the end of the 23-24 school year; therefore, the Governing Board, along with a committee of staff and parents, spent a good portion of the second semester going through a rigorous hiring process to select Kera Pratt to be PRA's Director of Academics for the 2024-25 school year. The Board had decided that the Co-Director model was serving the school well, so they agreed to maintain the current leadership structure to include the new leader. **Beginning July 2024, Mrs. Pratt and Mr. McQueen lead Platte River Academy as co-directors.**

Process and system for evaluating and coaching teachers.

Please refer to this document for details regarding PRA's process for evaluating and coaching teachers.

[Evaluating and Coaching Teachers](#)

Process and system for staff professional development.

The document (Evaluating and Coaching Teachers) **linked above** also provides information about professional development at PRA.

Attachments (optional)

PRA Dual Director Model FAQ (1).pdf

127.14 KB • Added 2 months ago

PRA Roles and Responsibilities Doc (Internal).pdf

90.18 KB • Added 2 months ago

Director Decision Making - Google Sheets.pdf

63.66 KB • Added 2 months ago

Time:Attention Graph_Decision Making.pdf

167.4 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

C) School Climate & Culture

1. School Climate & Culture

Status: Completed

Form Result

Safety and security

Safety and security plan.

Platte River Academy considers the safety of our students, staff and families to be a top priority. As verified during our annual site visit with DCSD staff, we have several processes and practices in place to ensure safety at PRA: [Safety Practices at PRA](#)

PRA's Director of Operations conducts a training with all staff each year prior to our students returning in August. The documents provide detail about safety & security at PRA:

- [Staff Safety Training Presentation](#) (24-25 SY)

The Director of Operations also creates a printed set of materials to share with PRA families to outline the various measures in place to keep our students and staff safe.

- [Family Communication Regarding Safety at PRA](#) (22-23)

Additional measures to ensure safety at PRA:

- Safety & Security Committee [\[website link\]](#)
- Watch D.O.G.S. (Dads of Great Students who volunteer as additional eyes & ears on campus)
- Full time School Resource Officer who monitors safety at all three PRA locations (Main Campus, Homeschool, Preschool). SRO also teaches 6th-8th grade YESS lessons and offers parent-information sessions on important safety topics (Parenting in the Digital Age)
- Security equipment: Hardened front entry with ballistic glass; safety film installed on windows; doors with automatic magnet releases act as "man-trap" in front lobby; cameras throughout the building and exterior
- Raptor System to check in and identify every visitor in the building
- Walkie Talkies and Phone Systems to allow instant communication in the event of an emergency
- Regular Drill Practices in all of the Standard Response Protocols

EMCR plans.

[LINK](#) to Platte River Academy's ERCM (Emergency Response Crisis Management) Plans.

District security trainings.

Platte River Academy schedules security trainings (i.e., Lockdown) with the DCSD security team once each semester. From feedback received following each of these events, PRA staff and students handle Lockdowns and emergency situations well.

District Data privacy training.

All PRA staff members complete DCSD's Data Privacy training as a part of the annual mandatory training. Additionally, PRA maintains a page on our school's website with information for staff and families to access related to maintaining data privacy:
[Student Data Privacy](#)

Attachments (optional)

ERCM PLANNING.pdf

3.45 MB • Added 2 months ago

Safety_Security Practices at PRA.pdf

320.67 KB • Added 2 months ago

2024-25 Safety & Security Training.pdf

1.33 MB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. Family & Community Engagement

Status: Completed

Form Result

(1) Explain how the school promotes family and community involvement. Be sure to include specific examples.

Evidence of how plans have been realized.

Platte River Academy promotes a culture that is inviting and supportive of a quality education by parents, staff and students. We exercise guidance and discipline that reinforces our PRA Core Values (Integrity, Respect, Responsibility, Compassion). PRA is known for emanating a tangible culture with strong school traditions built around character, achievement and leadership.

At the center of PRA's culture is SERVICE. As a school, we look for opportunities to help serve others (within and outside of the school) and in return our students learn the gift of compassion. We teach and model respect for one another and personal responsibility. Emphasis on the quality of being honest and having moral principles helps develop integrity in each and every student. This is what makes our school culture unique, healthy and safe.

PRA Families contribute to our community of service through their active engagement in all aspects of PRA programming.

Evidence & Examples of Family Involvement:

- **PRA has engaged and connected parents who volunteer their time and talents (on average 12,000 - 15,000 hours a year) inside and outside of PRA.**
- **PRA Families are a critical part of PRA's daily operations as they volunteer their time to:**
 - **Monitor Safety in our school's crosswalks (AM and PM) Daily**
 - **Support Teachers and Administrators with clerical duties**
 - **Support Library Services**
 - **Serve & Clean Up the Lunchroom (3 times a day)**
 - **Plan, Organize, Host, Clean Up School Events:**
 - **Core Knowledge Events (K-5)**
 - **Cultural Events (8th Grade)**
 - **Veterans Day (All School)**
 - **Book Fairs (All School)**
 - **Back to School Picnics**
 - **Fundraising Events**

- **Join Facilities Team on landscaping or maintenance projects**
- **Chaperone on Field Trips (some multiple days)**
- **Lead small groups during PANTHER Time**
- **Plan and Facilitate Fun at Parties**
- **Serve on one of the school's [Parent Committees](#)**
- **Parents are also invited to community events such as our annual back to school family social, donuts with dad, muffins with mom, father/daughter dance, a mom and son event, bingo night, movie night, talent show, art show, and more!**
- **Approximately half of our parents (48%) volunteered at least 40 hours of time to the school during the 2023-24 school year!**
- **Almost 100% of PRA Parents attend Registration & Back to School Nights held at the beginning of the school year!**
- **Almost 100% of PRA Parents meet with their child's teacher(s) at Parent-Teacher Conferences held in Fall/Spring!**

(2) Describe the various partnerships the school has developed with educational institutions and/or community organizations. Be sure to include:

How these relationships promote and help achieve the school's mission.

During November of 2020, PRA began a new tradition of community outreach and service called PRA Cares. Now a tradition sponsored by PRA's PTO, the PRA Cares event has resulted in amazing outreach experiences!

- **2020-2021:** PRA students, staff and families sent cards, letters and origami butterflies (still on display at Windcrest) to the residents at various assisted living facilities in the Highlands Ranch area.
- **2021-2022:** PRA PTO facilitated a school-wide PRA Cares [BINGO Game](#) that encouraged families to serve one another in their homes, in their classrooms, in their school, and in the community.
- **2022-2023:** PRA's school community joined in [DCSD's One Book, One School Campaign: If You Come to Earth](#). Teachers planned classroom experiences connected to the book; a school-wide Art installation was displayed in our main hallway; and PTO sponsored a Book Drive where families donated books – PRA donated
- **2023-2024:** PRA 4th Grade Students initiated the idea of collecting food to donate to a local food bank. PTO joined the effort and PRA's School Community launched a Thanksgiving Food Drive in November.

Our Students Serve the Community!

- **8th Grade (Elev8 Leaders)** Students commit a [Service Day](#) every year in November. In teams, they go into the community to serve at multiple locations/organizations and in many different ways.
- **PRA's NJHS Members** (7th & 8th Graders) Serve the PRA neighborhood and school communities in the following ways:
 - Host a weekly "Homework Club" for 2nd-4th grade students
 - Host an annual "Trunk or Treat" event at PRA for school & surrounding community
 - Serve at PTO's annual "Holiday Streets" event in December
 - Create & Deliver "May Baskets" to PRA neighborhood

- **PRA's 6th-8th Graders** Clean up Falcon Park EVERY May before using the park for the annual Field Day event – We emphasize that for every privilege, there is a corresponding responsibility: We Clean Up to Play All Day!

How they align with the school's education program.

We have many long-standing partnerships that have benefited both ourselves and the respective organizations. In all cases, these partnerships have helped fulfill our mission, which is "... to provide a content-rich, academically rigorous education with a well-defined, sequential curriculum in a safe, orderly and caring environment." In all cases, the organizations below not only add to the education and experience of our students, but also allow us to share our facilities and spaces with organizations that share our Core Values: Respect, Responsibility, Integrity and Compassion.

See Attached: "Family & Community Engagement" for specifics.

Attachments (optional)

Fundraising & Corporate Sponsorship.pdf

149.33 KB • Added 2 months ago

Elev8 Leaders Serve Others!.pdf

337.67 KB • Added 2 months ago

2425 Corporate Sponsors.pdf

811.74 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

D) Board Governance

Status: **Completed**

Form Result

(1) Provide evidence that the board governs the school effectively. Be sure to include the following in your response:

Evidence that the board has the appropriate skills (legal, financial, educational, community, etc.) and experience to govern the school effectively.

The primary function of the Platte River Academy Governing Board is to uphold and support the mission and vision of the school. All decisions are made with a focus on the mission, vision, guiding principles, strategic goals, and objectives of the school, and in light of what is best for all Platte River Academy students, staff and families.

In accordance with our **Bylaws (attached)**, the Platte River Academy Governing Board is currently made up of seven members. All of our Governing Board members are elected, and are all parents of students at Platte River Academy. These seven members all have the appropriate skills and experience to govern Platte River Academy effectively with strong backgrounds in communications, banking, finance, business ownership, real estate, security analysis, corporate leadership plus a deep involvement with the school.

- **President:** Currently serving a second term, the President is a Design Team Lead who has held that position for two years during her previous team, and will now be serving a third year as President in 2024-25.
- **Vice-President:** A Wealth Planner and Financial Advisor for a financial planning firm in his second year of service to the Board.
- **Treasurer:** Also serving a second 3-year term on the Board, is a civil engineer and a former small Colorado business owner.
- **Secretary:** A Strategic Plan Analyst at a financial services firm in his first year of service on the Board.
- **Three additional Directors** serve on our standing committees in addition to their role on the Board:
 - One has a degree in communications and experience in public relations
 - One is the Vice President of a portfolio management firm
 - One is the Outreach and Stakeholder Engagement Director at a local aerospace company

All members of the Platte River Academy Governing Board actively identify and recruit potential candidates to fill upcoming vacancies for the Governing Board each year. Potential candidates are requested to complete a candidate questionnaire which is distributed to the Platte River Academy families prior to

distribution of a video clip from each candidate so that the families can “Meet the Candidates.” The Governing Board then completes its election process in accordance with the [Governing Board of Director Bylaws](#). When members of the Board resign their positions (as has occurred in previous years), the Board follows the process indicated in the Bylaws to fill vacancies by appointing interested candidates.

Evidence that the board regularly monitors progress relative to its priorities.

Each year, the Platte River Academy Governing Board meets to complete a self-evaluation, performs a review of the Governing Board Bylaws, performs a review of the Governing Board Policy Manual, and develops **annual board goals** (attached below) and **strategic plans** (uploaded in Supplemental Section H) for the next fiscal year. These are in alignment with the multi-year Strategic Plan that is outlined and reevaluated every 3-5 years. Additionally, the Governing Board reviews and maintains its **Year-at-a-Glance** planning document (attached below) which allows the Governing Board to plan ahead and not miss any tasks or reviews that are important to the functioning of the school administration and operation.

The Platte River Academy Governing Board meets on a monthly basis, except for the month of July. During these meetings, the Governing Board reviews its progress relative to its committees and relative to its Strategic Plan. Additionally, the Governing Board provides an opportunity to the Directors to provide updates as desired by the Directors or directed from the Governing Board. The Governing Board also comes together for Working Sessions as necessary to address any matters needing further attention or timely resolution. When needed, the Governing Board may also go into Executive Session to discuss matters it believes should be discussed without public witness including personnel decisions, matters related to individual students, and to receive legal advice. No decisions are made by the Governing Board during an Executive Session.

Evidence that the board evaluates the school leader(s), school business administrator, and/or management organization on an annual basis and holds these individuals accountable for meeting specified goals.

Platte River Academy's Director of Academics and the Director of Operations are the only TWO employees of the Board; therefore, PRA's Board is solely responsible for the recruitment, retention, development and evaluation of these school leaders. Both Directors are licensed school administrators and possess years of administrative experience.

The Directors create annual goals and objectives based on Platte River Academy's strategic goals. Both Directors report on action steps taken and progress toward meeting their goals at each Board meeting within their respective "Director's Report." This process keeps the goals at the front of mind for all involved, including the general PRA community who may attend meetings and/or review the minutes to stay abreast of their school's leaders' effectiveness. The public nature of this process and monthly check-ins facilitates high levels of accountability. Beyond this ongoing form of accountability, the Platte River Academy Governing Board also performs, at a minimum, an annual review of the Directors. This review consists of teacher/staff interviews, a self-evaluation by each Director, a formal written evaluation by the Governing Board of Directors, and a meeting between the President of the Governing Board and the Directors to discuss all details completed during the evaluation process, as well as the Director's goals and desired outcomes for the following school year. The formal written evaluation by the Governing Board is maintained on the Governing Board's Google Drive and can be provided upon request.

Attachments (optional)

Platte River Academy - Bylaws - Dec 2022.doc

19.81 KB • Added 2 months ago

2023-24 Governing Board Goals.doc

18.73 KB • Added 2 months ago

YAAG.xls

19.63 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

E) Access & Equity

1. Special Education

Status: **Completed**

Form Result

(1) Describe the steps the school takes to identify students in need of Special Education services.

At Platte River Academy, our unwavering belief is that all students are capable learners. This belief is the cornerstone of our approach to providing every student with the supports and services they need to succeed.

At Platte River Academy, we firmly believe in the potential of all students. Our approach to Special Education services is built on a strong collaboration between the special education and MTSS teams. This partnership, combined with scientifically proven teaching methods, solid curriculum, and evidence-based interventions, guarantees that every student receives the tiered instruction they need to overcome any learning challenges.

The Director of Learning Services holds quarterly grade-level MTSS meetings to discuss students with any type of learning plan (IEP, MTSS, 504, RtI, ELLP, ALP) and any students who may have dropped below the 25th percentile on any measures of academic performance. At these meetings, we also discuss any students who have made significant gains or losses, students' specific behavior challenges, and any other possible obstacles that may be present and preventing learning at the individual student level.

Any student needing help closing a learning gap or performing up to their potential is provided an intervention appropriate to their needs. In addition to quarterly meetings, the special education and MTSS teams are available by appointment during teacher planning periods and the second, third, and fourth Thursdays of every month after school until 5:00 pm. Carefully crafted and shared documents are shared amongst the grade-level teams to have open and continual communication.

The Building Resource Teacher also plays a crucial role in our proactive approach. They hold monthly Data Team meetings with each grade level to support the remaining Tier I and Tier II learners.

Additionally, the **special education team meets weekly** to discuss the services provided and review data. These meetings are instrumental in demonstrating student growth and identifying students who may need a special education evaluation. [A sample agenda is attached.]

Once it is established that a student would benefit from Special Education Services, the Director of Learning Services, and the other members of the IEP team begin the formal evaluation process. PRA adheres to best practices and recommendations from the DCSD Special Education Team for all steps involved in developing and providing services for a student with special learning needs.

(2) Describe the special educational programs and range of services the school provides for identified students.

Please refer to the attached document "**PRA SpEd Services and MTSS Plan**" for a description of our program and the range of services we provide.

(3) Submit a copy of the school's written RtI or IMTSS procedures.

Upload Procedures

SAMPLE MTSS Meeting Notes.pdf

883.85 KB • Added 2 months ago

mtss-strategy-guide.pdf

269.17 KB • Added 2 months ago

SAMPLE- Learning Services Meeting Agenda.pdf

152.61 KB • Added 2 months ago

PRA - MTSS (1).pdf

284.48 KB • Added 2 months ago

PRA's SpEd Services & MTSS Plan.pdf

72.07 KB • Added 2 months ago

PRA's MTSS Plan.pdf

71.46 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. Multilingual Learners

Status: Completed

Form Result

(1) Describe the steps the school takes to identify Multilingual Learners.

At Platte River Academy, our unwavering belief is that all students are capable learners. This belief is the cornerstone of our approach to providing every student with the supports and services they need to succeed. In order to identify and serve our multilingual learners at PRA, we have hired a licensed teacher, with ELD endorsement, as our school's Multilingual Learner (ML) Coordinator.

Our ML Coordinator works closely with the DCSD LCE/ELD Department to obtain the most current forms, practices and supports. The identification process at PRA is aligned directly with DCSD protocols (as illustrated in the attached flowchart).

Steps of the Identification Process:

- **PRA's Registrar provides the ESL (ML) Coordinator with all the incoming students' Home Language Surveys (HLS) that answer "yes" to any one of the three language questions on the HLS:**

- **What was the first language that this student spoke?**

What is/was the student's first spoken language?

- **Is there a language other than English spoken in the home? NO/YES Which language(s)?**

Does the student speak a language(s) other than English?

If yes, specify the language(s)

- **Does the student speak a language other than English? NO/YES Which language(s)?**

What language(s) is/are spoken in your home?

The ESL Coordinator carefully reviews the HLS to determine:

a) If the student has been enrolled in another DCSD school. If so, verification of status is required:

- **ESL Coordinator reviews documentation in Infinite Campus, Educlimber or Project Education and the student's cum folder**
- **Verifies the student has taken WIDA Screener**
- **If ESL Coordinator determines student hasn't taken Wida Screener 1-12 (W-APT) but should take it, the ESL Coordinator assesses the student**

- PRA may also reach out to previous school's registrar and/or ESL teacher for more information

b) If the student has been enrolled in another Colorado school, ESL Coordinator will:

- Submit a pipeline request through DCSD LCE Department to determine the student's linguistic status
- Administer WIDA Screener K-12
- Conduct parent interview / Complete linguistic profile
- Determine the student's linguistic status
- Complete DCSD paperwork in support of the student's status & process according to DCSD protocols

c) If the student has been enrolled in a school out of state, ESL Coordinator will:

- Administer WIDA Screener 1-12
- Conduct parent interview / complete linguistic profile
- Determine the student's linguistic status
- Complete DCSD paperwork in support of the student's status & process according to DCSD protocols

d) If the student has not been enrolled in school before, ESL Coordinator begins the identification process:

- ESL Coordinator administers the WIDA Screener 1-12 within 30 days of enrollment at the beginning of the school year, or within two weeks of enrollment per Colorado Department of Education guidelines, conducts and completes DCSD Parent Interview, and consults student's classroom teacher
- The Home Language Survey is one tool used by the ESL Coordinator to identify potential MLs. Regardless of information reflected on the Home Language Survey, evaluation of a potential EL may be requested by the student's parent, guardian, or teacher if a language other

than English is observed as an influence in a student's life and/or his or her academic performance.

(2) Describe the programs and range of services the school provides for identified Multilingual Learners students.

Platte River Academy, as a school, seeks to involve families of all of our Multilingual students in school activities. For example, our middle school's parents from India had an opportunity to highlight their food, culture and clothing during a special event. Last year, our school also celebrated Chinese New Year as our middle school students were learning about East Asian history, geography and cultures.

The ESL Coordinator is the school's point person for providing interpretation or translation services (Argo/Talking Points App) for any parents that need support with understanding school and DCSD information.

Based on assessment and a body of evidence, and in collaboration with classroom teachers and parents, the ESL Coordinator writes an individual Multilingual Learning Plan for each identified ML student. The plan creates goals for Speaking, Listening, Reading and/or Writing. The MLP is provided to DCSD's LCE Department, parents, teachers and uploaded into Project Education per DCSD LCE protocols.

Based on students' needs, the range of services for identified ELL students may include but are not limited to:

- **Direct English language and content instruction to individual or small groups during P.a.n.t.h.e.r. Time**
- **Push-in support and/or co-teaching with classroom teacher to support ML students, as part of PRA's MTSS practices**
- **Combination of individual/small group services during P.a.n.t.h.e.r. time and push-in classroom support**
- **Consulting and coaching classroom teachers to support Monitor students**
- **On-going monitoring of student progress.**
 - **For students designated as Monitor Year 1 or Monitor Year 2, the Coordinator, along with the child's homeroom teacher, will hold a conference (at least once during the school year) with the child's parents, teachers and any other appropriate support staff to discuss the child's BoE/data and academic progress.**

ESL Coordinator works with Platte River Academy Assessment Team to administer annual ACCESS 2.0 to NEP and LEP

students according to Colorado and DCSD guidelines. When scores are received, ESL Coordinator communicates scores to parents and mails copies of the score reports to the home.

End of the year evaluations are conducted for each ML. Based on ACCESS 2.0 scores and a body of evidence, the ESL Coordinator, in conjunction with DCSD's LCE Department, determines if a student should be redesignated. If so, the required DCSD paperwork is compiled to complete the redesignation process.

Additionally, PRA's ESL Coordinator conducts an annual audit of all school cum records of multilingual students and reports according to DCSD's LCE protocols.

PRA's ESL Coordinator works with families of Multilingual students who are enrolled at PRA's Homeschool by:

- **Identifying ML through the WIDA screening process**
- **Offering the opportunity to exit ML status via ACCESS 2.0 Assessment**

Attachments (optional)

DCSD_School Data_ ELD Programming and Program Evaluation_With Schedule (1).xls

309.4 KB • Added 2 months ago

Interactive ELD ID Flowchart v.2 (1).pdf

681.25 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

F) Fiscal Performance

1. Financial Framework

Status: **Completed**

Form Result

(1) Based on historical financial reporting:

Provide an explanation for any Near Term or Sustainability Ratios that did not meet standard.

Financial Health Document (shared within DCSD Site Visit) is attached. According to this visual, PRA met standards for the 22-23 school year (last updated view from CDE).

The most recent **S & P Rating Report** for Platte River Academy is also attached for your reference.

S&P explains BBB- Rating:

"Solid enterprise profile, with high academic performance, steady demand, stable enrollment, and an excellent waitlist;

We assessed the academy's enterprise profile and financial profile as adequate. The rating reflects our view of PRA's strong academics, healthy liquidity, and manageable debt burden, along with improving financial performance, maximum annual debt service (MADS) coverage, and liquidity. While management expects financial performance to remain solid for fiscal 2024, the school plans to cover the up-front renovation cost on one of the leased facilities, which could moderate its performance, coverage, and liquidity for fiscal 2025. However, because officials expect this one-time expenditure to be reimbursed via annual lease credit over a few years, we expect a minimal impact on the overall finances in the long term. Combined, these support an anchor of 'bbb-' and final rating of 'BBB-'.

The rating reflects our view of PRA's:

- Solid enterprise profile, with high academic performance, steady demand, stable enrollment, and an excellent waitlist;
- Improving financial performance and lease-adjusted MADS coverage, primarily driven by additional revenues generated from the statewide rollout of mill levy for charter schools, along with enrollment growth and increased per-pupil funding;
- Sound liquidity position, with 173 DCOH based on fiscal 2023 audited figures, though it could moderate for fiscal 2025; and
- Long operating history and a good relationship with the charter authorizer, Douglas County School District, as evidenced by multiple charter renewals, with the current charter expiring on June 30, 2025.

Provide a plan with a timeline for improving any ratios that do not meet standard.

No plan required.

Attachments (optional)

Site Visit - Financial Review.pdf

264.56 KB • Added 2 months ago

Final report from S&P.pdf

353.34 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. Financial Audit

Status: Completed

Form Result

If applicable, provide an explanation for any notes to financial statements.

Platte River Academy's last completed Audit was for the 2022-2023 school year. There are no notes to bring to your attention. The full independent audit report, compiled by Hinkle & Company is attached.

Attachments (optional)

2022-23 Final Audit.pdf

420.3 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

3. Budget Information

Status: Completed

Form Result

(1) 22-30.5-110. 2(b) A charter school renewal application submitted to the chartering local board of education shall contain: (b) A financial statement that discloses the costs of administration, instruction, and other spending categories for the charter school that is understandable to the general public and that will allow comparison of such costs to other schools or other comparable organizations, in a format required by the state board of education.

Notes: Use the most recent actual revenues available from the latest enrollment count. Prepare the five year budget assuming revenues are frozen except for increase in enrollment. The purpose of the five-year budget projection is to forecast significant changes in expenses and assess future fiscal viability. Please note that these budgets are solely for forecasting.

Submit a budget summary covering projected sources of revenue and planned expenditures for the next 5 years. Using the DCSD Template.

Attach Budget Template
(with data)

5 Year Budget - 2024-2029 in DCSD format.pdf

316.74 KB • Added 2 months ago

Provide a Budget Narrative for the next 5 years.

Please refer to PRA's 5-year Budget (2024-2029) for projected numbers (Attached Above); rationale and narrative follows:

Forecasted Increases in Revenue

The PRA Homeschool program has seen a significant increase in demand from the community. In order to support this demand, PRA has added an additional 2-day per week program. Starting in the 2024-25 school year, PRA Homeschool will offer a Tuesday/Thursday program and a Wednesday/Friday program.

- 3rd-8th grade students attend both days per week. K-2 attends only one day per week.
- Homeschool increased enrollment projection
 - 10% each year for the next 5 years
 - Current enrollment - 240 (2024-25)
 - Maximum enrollment - 324 (2029-30)

Forecasted Increases in Expenses (2025-2030)

PRA has several capital improvement projects scheduled over the next five years based on the building being 21 years old. The following projects include projected budget numbers and timelines. All the projects have been earmarked on annual balance sheets and are included in the MD&A reports for annual audits. These projects are also referenced in the PRA Capital Funding Plan attachment. The funds are held in existing reserves and will be drawn down as needed and recorded in board resolutions.

- Roof replacement- \$307,450 referenced in PRA Capital Funding attachment in 2025-26.
- Driveway maintenance - Referenced in PRA Capital Funding attachment
 - \$10,000 2025-26
 - \$12,000 2027-28
 - \$12,000 2029-30
- Carpet replacement
 - \$93,752 in 2028-29
- PRA Learning Park (Outdoor Learning Space) - 2026-27

- **\$150,000 total project**
- **\$150,000 from fundraising**
- **Potential Expansion/Relocation - If pursued**
 - **\$534,000 annual debt service increase 2028-29 and beyond**
- **Curriculum change for Reading - 2026-27**
 - **\$75,000 for Open Court replacement**

For the next 5 years, provide a detailed itemized budget narrative and rationale for budget line items that have significant changes from year to year (such as planned facilities expansion, capital investments, or any other significant changes.)

Platte River Academy has projected major expenditures through a Capital Funding Project spreadsheet created by our Business Manager, Director of Operations and Facilities Manager. This spreadsheet has been shared in the Facility section in 5-year planning.

Attach Cash Flow
Schedule (optional)

Notes

 Note was added at 08/29/2024 05:33 AM by Becky Bonner

While working on the template to show budget information, our business manager encountered several issues with the spreadsheet. After reaching out to Kristin Schmidt, we were told to share our adopted and proposed budgets instead (Linked below):

- [24/25 Proposed Budget](#)
- [24/25 Adopted Budget](#)

Evaluation Rubrics

This application element is not evaluated

G) Five Year Planning

1. Enrollment

Status: Completed

Form Result

(1) Based on the school’s current enrollment, provide a five-year enrollment chart by grade level, in the prescribed format below. Note that schools must allow for the natural progression of students from year-to-year; they may not account for year-to-year attrition in their enrollment charts. If the school expects an increase in enrollment over the next charter term, provide that information in the chart. If your charter is requesting a grade expansion, this chart will serve as the expected enrollment chart of the school over the next five years.

	Year 1	Year 2	Year 3	Year 4	Year 5
PK					
K	44	44	44	44	44
1	54	54	54	54	54
2	54	54	54	54	54
3	54	54	54	54	54
4	54	54	54	54	54
5	54	54	54	54	54
6	54	54	54	54	54
7	54	54	54	54	54
8	54	54	54	54	54
9					
10					
11					
12					
TOTAL	476	476	476	476	476

(2) If the school is requesting an increase in enrollment, provide evidence of a plan to obtain an approved amendment to the current Traffic Management Plan, approved by the appropriate local jurisdiction, along with a proposed timeline.

The 476 number shown in the table above reflects Platte River Academy's main campus (Highlands Ranch) enrollment for Kindergarten - 8th grade.

Platte River Academy has no near-term plans to pursue an increase in enrollment at the main K-8 Campus. However, our Homeschool does foresee increasing enrollment. The attached document shows the anticipated numbers for PRA's Homeschool through 2030. It is important to note that the Homeschool, operating out of Connections Church, now runs TWO 2-day K-8 programs for homeschooling families. Teachers provide background, enrichment, and activities for children in the areas of: Writing, Math, Humanities, and Science.

A narrative and timeline related to Platte River Academy's efforts to run a preschool, the resulting relationship with Espree Learning Center, and the current plan for moving forward to provide programmatic opportunities for 3-5 year olds has also been attached. Also attached is the agreement with Espree Learning Center related to preschool services; this agreement has been shared with the DCSD Choice Office for Board review.

Attachments (optional)

PRA Preschool Agreement 24-25.pdf

1.78 MB • Added 2 months ago

PRA Homeschool Program - 5-Yr Enrollment Projections.pdf

44.14 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

2. Facility

Status: Completed

Form Result

(1) Provide detailed information on the school's facility plans for the five years of the next charter, being sure to list any and all planned capital improvements. The plan should include an

adequate and detailed financial arrangement and timeline for the facility. If the school is planning on a facility expansion, please detail the timeline and budget needs anticipated for the expansion.

Since Platte River Academy's last renewal, the following major capital projects have been completed:

- Complete front entry remodel with state of the art security measures open in 2020
- New Playground installed in 2022
- Library circulation desk and community area installed 23-24
- Lunch equipment to serve Healthy Meals for All 23-24
- Cafeteria tables replaced in 2023
- Digital Marquee installed 2023
- Homeschool construction at Connections Church to accommodate increased enrollment and expanded program 2024
- Teachers' Lounge Remodeled 2024
- Gym floor resurfaced in 2024

PRA's Director of Operations, Facilities Manager and Business Manager have developed a spreadsheet (attached) to plan and budget for **Capital Expenditures (CapEx)**. PRA's Board and leadership have reserved funds to draw on for repair and replacement needs; however, the main campus facility is over 20 years old and some elements of repair are not always predictable. Nevertheless, this tool allows for prudent use of funds and sufficient time to budget for items that will cost more (i.e., replacing carpet). The Board relies on these forecasted projects/costs when making budgeting decisions.

Attachments (optional)

PRA Capital Funding Plan.pdf

89.44 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

3. Five Year Planning

Status: **Completed**

Form Result

(1) Describe the changes and improvements the school will undertake in the next five years based on the school's examination of results and student performance outcomes.

The PRA Board and Leadership have spent years investigating ways to expand/improve the current site to allow for a full-service kitchen, larger gym/stage and additional classroom spaces to accommodate 54 Kindergarten students. After the state implemented full-day kindergarten funding, we discontinued our half-day Kindergarten programs.

To be clear, discussions around expansion or relocation involve only hypothetical timelines and locations only at this time.

However, many factors would have to fall into place for PRA's Board to consider making substantial changes to the current facility or to move the school.

PRA's current 10-year bond will be available to refinance in March of 2028. At that time, the opportunity to commit to a major project would be more feasible. The \$534,000 amount reflected in the capital funding spreadsheet refers to a new debt service estimate given potential refinancing. We want to emphasize the very HYPOTHETICAL nature of these discussions and plans; no formal timelines exist.

Aside from the discussions mentioned above and the capital improvements identified within the Capital Expenditures project (see Facility), **Platte River Academy is also considering the following changes/improvements at our current locations within the next five years:**

- Potential curriculum change for Core Reading instruction (within 2-3 years), depending on continued CDE approval and publisher availability of Open Court Reading.
- Potential project to improve outdoor spaces at PRA's main campus (north and west sides) to promote student and staff wellbeing. Some suggested outcomes discussed during planning include: outdoor classroom, small group areas, walking path, sensory/wellness support, and OT therapy spaces.
- Potential construction to improve Homeschool Facility/Program needs (as enrollment continues to increase)
 - Increased classroom space / security (blueprints)
 - Increased staffing / materials

(2) Describe any significant changes the school expects to make in the following areas over the next charter term:

Amendments to your school's charter

Platte River Academy has **no near term plans** to make changes to our charter with the exception of the pending agreement with Espree Learning Center. Should this agreement be approved by the DCSD Board, changes would need to be made to current addresses shown in our official charter.

See Attached:

Preschool Narrative and Timeline for background and details
Preschool Agreement (Pending DCSD Board approval)

Governance and/or Education Service Provider (ESP) structure.

Not applicable

Attachments (optional)

PRA Preschool Agreement 24-25.pdf

1.78 MB • Added 2 months ago

PRA Preschool - Narrative and Timeline (1).pdf

678.74 KB • Added 2 months ago

Evaluation Rubrics

This application element is not evaluated

H) Optional: Supplementary Information

Status: Completed

Form Result

If there is additional information that you would like to share with the DCSD Office of Choice Programming and/or the DCSD Board of Education that is relevant to your renewal application, please feel free to include that information in this section.

Thank you for your partnership!

Enter additional
information here

To provide sufficient background and greater detail related to Platte River Academy's organization and programming, we created a folder: [Supporting Documents](#). This folder contains the following documents for your reference:

- 2022 Charter Expansion/Replication Application (submitted, but not pursued)
- 2022-2025 Strategic Plan
- 2023 Final SPF
- Bullying Prevention & Education Policy -- Revised / Adopted Jan. 2024
- Bullying Prevention Communication Flyer (simplified flyer to highlight updates)
- Family Handbook
- DCSD Annual Site Visit Report (March 2023)
- Policy Book 2020
- SAC Charter
- Proactive Discipline Plan -- Details behavioral expectations and procedures at PRA

Upload any supporting
documents (optional)

Evaluation Rubrics

This application element is not evaluated