



Charter Renewal Site Visit Questionnaire

Dear School Leader,

The renewal site visit schedule will draw on the current implementation steps of the major improvement strategies identified in the Unified Improvement Plan (UIP) as identified by the school leader during the pre-visit call. If needed, organizational and financial components will be added to the site visit if these areas have been identified for improvement in the DCSD Compliance Process, or through conversations with the DCSD Office of Choice Programming.

The site visit protocol will primarily focus on areas for collaborative school improvement, and the visit will also include an opportunity for the school to highlight components of their program that are unique or are a source of pride for the school. Site visits may include instructional observations, focus groups with staff, students, and interviews with school Board members and any other relevant governing committees. The visit may include additional components as determined during the planning call.

Please review the form below prior to the pre-visit planning call. After the conversation, an initial draft will be provided to the school leader to review in order to ensure that the outcomes for the site visit are clear and mutually agreed upon.

Pre-Visit Questionnaire (Please Complete)

Site Visit Contact Name	Alan McQueen , Kera Pratt
Site Visit Contact Title	Co-Directors
Site Visit Contact Email	
Site Visit Contact Cell Phone	
Visit Date	

Section 1 - Pre-visit Planning Call Prep - The area in “Charter Response” should be completed by the Charter Leader prior to the Site Planning Call. The Reviewer will add notes and responses in preparation for the Site Visit.

School Mission

Question from DCSD	Charter Response	Reviewer Response and Notes
Describe your school’s mission and vision	<p>Mission: To provide a content-rich academically rigorous education with a well-defined, sequential curriculum in a safe, orderly and caring environment. Our mission is accomplished by:</p> <ul style="list-style-type: none"> - Attracting and Retaining dedicated and talented educators - Selecting and Implementing curriculum with rigor and fidelity - Employing evidence-based instructional methods and resources - Facilitating consistently supportive and respectful learning environments throughout the school - Embracing a framework based on leadership and synergy - Prioritizing our students’ needs when making decisions - Using common language and expectations - Welcoming feedback and accountability <p>Vision: Empowering students and educators to be lifelong learners, thinkers and leaders.</p> <ul style="list-style-type: none"> - Offering daily opportunities to practice - Modeling the ideal - Embracing the paradigm that Everyone is a 	

	<p>Leader</p> <ul style="list-style-type: none"> - Celebrating growth 	
How might the site visit team observe the school's mission/vision?	<ul style="list-style-type: none"> - Visiting Classrooms / Observing lessons and interactions - Talking directly with teachers and/or students - Reading the walls - Noticing themes and student work displayed on bulletin boards in classrooms and hallways / Displays & Messages for Adults - Lounge - Observing hallway transitions - Observing adult interactions 	

Academic Components

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #1	<p>Achievement in Writing: Platte River Academy Elementary students (3rd-5th grades) will earn an average of 40% of eligible points when constructing written prose responses on CMAS ELA in May of 2024; and PRA Middle School students (6th-8th grades) will earn an average of 50% of eligible points when constructing written prose responses on CMAS ELA in May of 2024.</p>	
Observable Action Step(s)/Implementation Benchmark	<p>Reports showing recent results from PRA's internal assessment can be shared with the team during the site visit.</p> <p>Additional action steps in place to move the needle in writing:</p> <ul style="list-style-type: none"> ● PRA conducts a Writing assessment process 3X/year which provides benchmark data 	

	<ul style="list-style-type: none"> ● Schoolwide writing data trackers, per teacher ● PD Calendar, Early Dismissal-Data Days ● Student-Teacher Data Conferences (Nov/Feb) 	
How might the site visit team observe this action step/Implementation Benchmark?	<p><i>Step Up to Writing</i> instruction during language arts classes would allow the team to observe methods and practice. Additionally, student writing may be happening in science, social studies, or specials classes during the visit.</p> <p>PRA Leaders can show the visitor(s) what the writing assessment prompts look like and describe the scoring process. This system provides teachers with specific data to guide their instruction and intervention planning throughout the school year.</p>	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #2	<p>Growth in Math:</p> <p>At least 70% of Platte River Academy students (K-8) will meet or exceed Typical Growth goals as determined by iReady and measured fall to spring through the end of year diagnostic administered in May.</p>	
Observable Action Step(s)/Implementation Benchmark	<p>Reports showing recent results from iReady can be shared with the team during the site visit.</p> <p>Additional action steps in place to grow our students in Math:</p> <ul style="list-style-type: none"> ● PD Calendar, Early Dismissal-Data Days ● Student-Teacher Data Conferences (Nov/Feb) 	

	<ul style="list-style-type: none"> ● Panther Time (Interventions) <ul style="list-style-type: none"> ○ Small Group & Indiv iReady Instruction 	
How might the site visit team observe this action step/Implementation Benchmark?	<ul style="list-style-type: none"> ● Classroom Observations -Math instruction in the defined curriculum ● Observation of Interventions - PANTHER Time ● Sm Groups with interventionists for targeted needs ● PRA's Math Coach may be co-teaching Math lesson in a grade level (timing may not align to directly observe) 	

Question from DCSD	Charter Response	Reviewer Response and Notes
From your current UIP, please identify Major Improvement Strategy #3	Literacy Instruction & Intervention: PRA Students with active READ plans will meet/exceed their stretch goal for READING as set within iReady by the end of year diagnostic.	
Observable Action Step(s)/Implementation Benchmark	Strategic intervention and analyzing iReady and Lexia data are key to monitoring progress for students with READ Plans. PRA has very few students on active READ plans; because the number is so small, particularly within each grade level, it would not be appropriate to point out which student(s) is on a plan. However, leadership can make sure the team is able to see one of our Reading interventionists working directly with a small group during Panther Time. Methods are targeted and research-based; our methods align with Science of Reading principles.	
How might the site visit	<ul style="list-style-type: none"> ● Students working independently in Lexia or 	

team observe this action step/Implementation Benchmark?	iReady during PANTHER time <ul style="list-style-type: none"> ● Small group intervention with Reading Interventionists 	
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If there are additional focus areas identified for improvement within the school that will be highlighted during the site visit, in the renewal application, or mentioned during the renewal process, please describe them here.

Optional Additional Focus Areas

Additional Focus Areas	Charter Response	Reviewer Response and Notes
How might the site visit team observe these additional focus areas?	Implementation (Year 2) as a Leader in Me School <ul style="list-style-type: none"> ● Leader in Me common language: Habits, Paradigms, Leadership ● Classroom mission statements ● Student leadership and collaboration may be observed by walking through classrooms and common spaces; directly talking with students about opportunities to lead ● Elev8 - Student Leaders may greet and tour visitors 	

Required Components of the Renewal Site Visit:

[Click These Links to Jump to the Section](#)

[Classroom Observations](#)

[Governing Board Obligations and Board Member interview](#)

[Board Governance](#)

[Staff Interviews](#)

[Student focus group \(if appropriate for grades served\)](#)

Classroom Observations - Instruction

****Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.***

CRITERIA	0	1	2	3	SCORE
Engaging Students in Learning	Students are not at all intellectually engaged in significant learning, as a result of inappropriate activities or materials, poor representations of content, or lack of lesson structure.	Students are partially intellectually engaged, resulting from activities or materials or uneven quality, inconsistent representation of content or uneven structure of pacing.	Students are intellectually engaged throughout the lesson, with appropriate activities and materials, instructive representations of content, and suitable structure and pacing of the lesson.	Students are highly engaged throughout the lesson and make material contributions to the representation of content, the activities, and the materials. The structure and pacing of the lesson allow for student reflection and closure.	3
Curriculum	The school does not have research-based, Common Core/CAS-aligned curricula in	The school has research-based, Common Core/CAS-aligned curricula for all core subjects in place.	All criteria for partially meets expectations plus: Common Core/CAS-aligned curricula and resources extend into	All criteria for meets expectations plus: The school has tailored their curriculum to meet the needs of the	3

	place.	There are scope and sequence documents that outline grade and subject learning objectives; teachers are familiar with curriculum documents and use them consistently to guide their planning.	intervention, special education, acceleration, the arts, and PE.	particular student population.	
Academic Intervention and Acceleration	The school provides limited support for students who are struggling academically or in need of acceleration. The RTI process is not systematically structured to assist all learners in need of intervention.	Tiered interventions are in place to provide needed additional academic and behavior support. Although the MTSS/RTI process is in place and used by some teachers, the MTSS/RTI process is unclear to some.	All criteria for partially meets expectations plus: There are sufficient research-based resources and strategies available to provide services to students in need of intervention and/or acceleration.	All criteria for meets expectations plus: The school collects data to inform and regularly evaluate the effectiveness of academic intervention and acceleration programming.	3
English Language Development	Observed content instruction does not demonstrate explicit strategies to effectively meet the needs of Multilingual Learners (MLL). The focus of the lesson is on	Observed content instruction meets the needs of only a subset of MLL students. Language is referenced but is not taught explicitly and/or the teacher provides some opportunities for	Observed content instruction meets the needs of all MLL students. Instruction explicitly addresses academic language and vocabulary, and teachers provide regular opportunities for students to	All criteria for meets expectations plus: Strategies and supports utilized for MLL students (in ELD or content classes) are monitored on an ongoing basis for effectiveness.	3

	content, not on language.	students to practice language orally and/or in writing.	practice language orally and/or in writing.		
Special Education Instruction	Observed Special Education instruction and instructional environment provides minimal access to the appropriate grade level standards. Systems for developing IEPs do not result in a clear connection between the strengths and needs identified in the present levels, goals, and the service delivery statement.	Observed Special Education instruction and instructional environment provides access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc. There is a system in place to collect progress monitoring data, including evidence of student progress and growth.	Observed Special Education instruction and instructional environment provide meaningful access to the appropriate grade level standards or extended evidence outcomes such as through accommodations, specially designed instruction, etc.	All criteria for meets expectations plus: instruction and systems result in quality of programming that exceeds compliance standards.	3
Total Score					15

Scoring Scale: Instruction	Total
Exemplary	12-15
Meets Standards	9-11
Needs Improvement	7-8

Inadequate	0-6
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Classroom Observations - School Culture

**Note: The individual conducting the site visit will spend approximately 20-30 minutes, as needed, collecting information in accordance with the criteria outlined in the table below.*

CRITERIA	0	1	2	3	SCORE
Creating an Environment of Respect	Classroom interactions, both between the teacher and students and among students are negative or inappropriate and characterized by sarcasm, putdowns, or conflict.	Classroom interactions are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity.	Classroom interactions reflect general warmth and caring and are respectful of the cultural and developmental differences among groups of students.	Classroom interactions are highly respectful, reflecting genuine warmth and caring toward individuals. Students themselves ensure maintenance of high levels of civility among members of the class.	3
Establishing a Culture for Learning	The classroom does not represent a culture for learning and is characterized by low teacher commitment to the subject, low expectations for student achievement, and little student pride in work.	The classroom environment reflects only a minimal culture for learning, with only modest or inconsistent expectations for student achievement, little teacher commitment to the subject, and little student pride in work. Both teacher and students are	The classroom environment represents a genuine culture for learning, with commitment to the subject on the part of both teacher and students, high expectations for student achievement, and student pride in work.	Students assume much of the responsibility for establishing a culture for learning in the classroom by taking pride in their work, initiating improvements to their products, and holding the work to the highest standard.	3

		performing at the minimal level to “get by.”			
Managing Behavior	Student behavior is poor, with no clear expectations, no monitoring of student behavior, and inappropriate response to student misbehavior.	Teachers make an effort to establish standards of conduct for students, monitor student behavior, and respond to student misbehavior, but these efforts are not always successful.	Teacher is aware of student behavior, has established clear standards of conduct, and responds to student misbehavior in ways that are appropriate and respectful of the students.	Student behavior is entirely appropriate, with evidence of student participation in setting expectations and monitoring behavior.	3
Total Score					9

Scoring Scale: School Culture	Total
Exemplary	8-9
Meets Standards	5-7
Needs Improvement	3-4
Inadequate	0-2

Board Legal Obligations

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

Item	Met (1) / Not Met (0)	Notes
Bylaws in place that outline board role and legal obligation	1	
Articles of incorporation in place that indicate current nonprofit status	1	
Board handbook in place that outlines board member expectations	1	
Financial transparency compliance	1	
Financial reporting compliance	1	
Board complies with open meetings requirements	1	
Board holds meetings (at least quarterly)	1	
Regular revision and approval of key policies (employment, enrollment, etc.)	1	
Approval of annual audit	1	
Approval of annual budget	1	
Board meets authorizer deadlines and	1	

requirements		
The charter school has adopted and implemented conflict of interest policies that prevent real or apparent conflicts of interest.	1	
The charter school administration provides monthly financial reports to its governing board for review and approval.	1	
Total Score	13	

Scoring Scale: Board Legal Obligations	Total
Exemplary	13-14
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Board Governance

Prior to Site Visit: The school leader will consolidate all information relevant to the board governance criteria outlined below in a binder for document review.

Board Interview: The individual conducting the site visit will reserve a portion of the board interview to ask any questions that arose during document review necessary to evaluate the school according to the criteria outlined below.

CRITERIA	0	1	2	3	SCORE
Academic Oversight	The Board does not receive sufficient data on the school's academic performance to understand how the school is performing.	The Board regularly monitors some academic metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data.	The Board has members with expertise in E-12 education, and all Board members are able to understand student achievement data. Student achievement metrics, both interim and summative and aggregate as well as disaggregated, are regularly monitored by the Board.	All criteria for meets expectations plus: The Board receives annual PD on student achievement data.	3
Financial Oversight	The Board does not regularly monitor the school's financial performance.	The Board sets and regularly monitors progress around key financial metrics that are both short and long-term, including budget versus actuals. There is a comprehensive,	All criteria for partially meets expectations plus: The Board has members with finance expertise, and all Board members are able to understand budgets, audits, and	All criteria for meets expectations plus: The Board sets and monitors progress towards financial goals that are related to the school's long-term financial health.	3

		Board-adopted financial policies document in place that is followed by both the Board and school leadership. The Board monitors implementation of internal controls.	development. The Board sets and regularly monitors progress towards financial goals. The budget creation process is based on data, including sound revenue and enrollment projections.		
Operational Oversight	The Board does not monitor operational metrics — such as facilities, transportation, school culture, and enrollment metrics as appropriate for the school — or does not use data to inform decision making.	The Board regularly monitors some of the school’s operational metrics, which they use to guide decision making. However, the Board lacks sufficient expertise to fully understand all data or data conversations are incomplete.	The Board has members with expertise in school operations, and all Board members are able to understand operational data. Appropriate operational metrics are regularly monitored by the Board. The Board sets goals around relevant operations systems.	All criteria for meets expectations plus: The Board receives annual PD on relevant operational data.	3
Strategic Planning	The Board does not engage in strategic planning and spends the majority of its time on reactive conversations and decisions.	The Board has expertise in strategy and long-term planning but spends close to half its time on reactive conversations and decisions.	The Board regularly engages in strategic planning to influence the school’s short- and long-term direction as appropriate for its stage of	All criteria for meets expectations plus: The Board has a formal long-term strategic plan that is revisited and revised as needed on an annual basis.	3

			development.		
Human Capital Oversight	The Board has not discussed future leadership plans within the last twelve months.	The Board has discussed leadership succession in the last twelve months but has not developed any corresponding written plans.	The Board has a leadership succession plan in place to ensure consistency in implementing the mission and vision of the school during transition of leadership. The Board evaluates the school leader at least annually.	All criteria for meets expectations plus: There is a strong plan for developing /maintaining a school leader pipeline, including both internal candidate development and external partnerships for leadership development.	3
Total Scores					15

Scoring Scale: Board Governance	Total
Exemplary	13-15
Meets Standards	11-12
Needs Improvement	9-10
Inadequate	0-8

Overall Scoring for Site Visit	Rating
Instruction	Exemplary
School Culture	Exemplary
Board Legal Obligations	Exemplary
Board Governance	Exemplary

Staff Interview Notes

<p>Notes from Reviewer</p>	<p>Interviews with staff began with the Board Treasurer, Alan Neperud, Director of Operations, Alan McQueen and Kera Pratt, Director of Academics. They all spoke about the school's success being the product of their proud history, the culture that permeates every facet of operations and classroom, a proven curriculum (Core Knowledge), financial stewardship, and the trusting relationship between the school and the community. They noted that the school has earned a James Irwin award every year since the inception of the recognition. They also noted (as did the teachers interviewed) the longevity of the staff</p> <p>The teaching staff spoke about their pride in preparing students, academically, socially and emotionally for college and beyond. The school is committed to the goal to know and grow every learner to ensure academic growth and achievement are the primary goals every year.</p> <p>Identified guiding principles included fostering a sense of belonging, honoring traditions, and developing the whole</p>
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child by digging deeply into what that looks like every day to accomplish these principles.

They praised the hiring of excellent staff each year, as the staff ages and retirements increase. The staff also mentioned the size of the school as a critical factor in maintaining the culture, and making sure that everyone continues with the laser focus of what is best for students.

They noted the solid professional development in every aspect from pedagogy to special education.

Interviews with the special education staff revealed a program that used both pull out interventions and push-in support for students with academic needs. The school serves mild and moderate need students this year, but has serviced severe needs in the past. The school has a full time Learning Specialist, a full time Gifted and Talented staff member, two part time educational assistants, a full time school psychologist, part time school counselor, part time speech pathologists, and an OT specialist who is on site one time each week. Including students with 504 plans, the school's ESS SPED population represented 16% of the population. The team is committed to progress monitoring and using the data to design the appropriate interventions. The School uses "Panther Time" for all students for additional help or extra academic activities.

Student Interview Notes

Notes from Reviewer

Students in 5th through 8th grade were included in the interview. When asked what they particularly value in terms of school programs, they noted the high standards, great teaching, small classes, small grade level enrollment that results in just two classrooms per grade level, the curriculum and teaching methods, field days and middle school socials. When asked if there were any areas they would tweak or change, they mentioned a movement to include in the calendar a day off after Halloween each year, field turf on the recreational field, Less homework, an increase in study hall time for elementary and middle students, classes occasionally outside, and a change in focus in the leadership program to active leadership projects rather than reading and discussing principles of leadership.

Outside of the size of high schools they will attend, the students said they felt prepared academically, socially and emotionally for the challenges of high school.