

Commonwealth Charter Prospectus Outline

Sea Star Charter School of Cape Cod

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Prospectus for Sea Star Charter School of Cape Cod

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Name of Proposed Charter School: Sea Star Charter School of Cape Cod

School Address (if known): Unknown at this time

School Location (City/Town REQUIRED): Yarmouth or Barnstable

Primary Contact Person: Kenneth J. Keenan

Address: 217 Lothrop Avenue

City: Harwich State: MA Zip: 02645

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1. The proposed school will open in the fall of school year: 2014-2015 2015-2016

School Year	Grade Levels	Total Student Enrollment
First Year	K-5	192
Second Year	K-5	192
Third Year	K-5	192
Fourth Year	K-5	192
Fifth Year	K-5	192

2. Grade span at full enrollment: K-5

3. Total student enrollment when fully expanded: 192

4. Age at entry for kindergarten, if applicable: Children must be five years of age before September 1st.

5. Will this school be a regional charter school? Yes No

If yes, list the school districts (including regional school districts) in the proposed region.
Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

<u>Bourne</u>	<u>Sandwich</u>	<u>Falmouth</u>
<u>Mashpee</u>	<u>Barnstable</u>	<u>Dennis-Yarmouth</u>
<u>Nantucket</u>	<u>Chatham</u>	<u>Nauset-----</u>

Orleans Brewster Eastham

Truro Wellfleet Provincetown

Dennis Yarmouth Monomoy

If no, please specify the district’s population as reported in the most recent United States census estimate for the community the school intends to serve: _____. *The Board of Elementary and Secondary Education shall not approve a new Commonwealth charter school in any community with a population of less than 30,000 as determined by the most recent United States census estimate [available at <http://www.census.gov/>], unless it is a regional charter school. (MGL c. 71 § 89(i)(1).*

6. For all proposed charter schools, list the districts that are contiguous with the proposed school’s district or region. Please only list districts that are included in Appendix B. (Use additional sheets if necessary.)

<u>Barnstable</u>	<u>Dennis-Yarmouth</u>	<u>Harwich</u>
<u>Dennis</u>	<u>Yarmouth</u>	<u>Monomoy</u>

Mashpee _____	Sandwich _____	_____
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7. Will the proposed school serve a district where overall student performance on the MCAS is in the lowest 10 percent, as designated in Appendix B? Yes No

8. Will the proposed school serve a district or districts in which the 9 percent net school spending cap is, or could be, exceeded by 2013-2014 applications? Yes No

9. Have members of the applicant group previously submitted a prospectus or final application that did not result in a charter? Yes No

If yes, is the present submission related in content to the previous application? Yes No

If yes, please indicate the name of the previous proposal and the year submitted.

_____	_____
_____	_____
_____	_____

10. Is the applicant group currently the board of trustees of an existing charter school? Yes No

11. Is the applicant group/board of trustees intending to create a network of schools? Yes No

If yes, how many applications is the group submitting in the 2013-2014 application cycle?

11. Do members of the applicant group currently operate or are they employed by a private or parochial school? Yes No

12. Are any members of the applicant group present or past members of a charter school board of trustees or a school committee? Yes No (If applying as an existing board of trustees, please indicate only if members are or have been members of a different charter school's board.)

If yes, please indicate the person's name; the charter school name and school location, or school committee district; and dates of membership.

Janelle D'Aprix, Barnstable Community Horace Mann Charter Public School, Barnstable.
MA 2004-2019

Certification Statement

CERTIFICATION STATEMENT

Proposed Charter School Name: Sea Star Charter School of Cape

Cod

Proposed School Location (City/Town): Yarmouth or

Barnstable

I hereby certify that the information submitted in this prospectus/application is true to the best of my knowledge and belief and that this prospectus/application has been or is being sent to the superintendent of each of the districts from which we expect to draw students and from any contiguous districts. Further, I understand that, if awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, gender identity, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language or a foreign language, or academic achievement. I further understand that the information submitted in this prospectus/application serves as an initial application for start-up assistance funding under the federal Charter Schools Program grant. This is a true statement, made under the penalties of perjury.

Signature of
Authorized Person _____ Date July 24,
2013

(Please label the copy that has original signatures.)

Print/Type Name Kenneth J.
Keenan

Address 217 Lothrop Ave. Harwich, MA
02645

Daytime Phone 508-432-8515 Fax N/A

Executive Summary:

Mission Statement:

The Mission of the Sea Star Charter School of Cape Cod is to be a collaborative community that seeks to help all students identify and cultivate their innate talents and unique path in life. We seek to empower every student by stressing communication, a shared sense of ownership, the importance of self-evaluation, and the creation of evolving, innovative programs uniquely tailored to their needs. We believe that high expectations, dedication, and information literacy are key to creating a school experience in which every student and teacher is valued and best situated to make a purposeful, positive contribution to society.

Multi-age Education

The Sea Star Charter School of Cape Cod will utilize a Multi-age approach for K-5 students. A multi-age classroom is a classroom of two or more grade levels that have been intentionally blended together. The goal of this blended structure is to improve the individual child's social and academic skills in an atmosphere of cooperation rather than competition. The child's developmental needs stand out as a defining characteristic of the multi-age concept. Multi-age education involves placing children of different ages, abilities, and emotional maturity in the same classroom. Students are frequently regrouped for different learning activities rather than being consistently segregated by chronological age, and they often remain with the same teacher or teaching team for more than one year. When students are afforded the opportunity to assume the role of a peer teacher, it provides them with a powerful experience to demonstrate, practice, and internalize their skill set. When a student has to explain a skill, he/she must reflect on what they have learned and how they have learned it in order to convey the concept to another student. In the Multi-age setting, all students have opportunities to teach peers.

Educational Program

The school will be grouped into K-1, 2-3 and 4-5 classes. The school will follow the Core Competencies set forth by the Department of Elementary and Secondary Education. As noted above we feel all students should benefit from gifted and talented approaches to learning. Our curriculum will be one of academic rigor, shared with our Multi-age students through a multi-sensory, fully integrated project/problem-solving approach, recognizing multiple intelligences and strengths of the individual learner. The Sea Star curriculum will encourage all students to challenge themselves and take risks as learners, while it fosters creative, innovative, higher-level thinking that is expected of the 21st century learner.

Enrichment programs meeting the individual needs and interests of our students will be integral parts of our school community. Students will be surveyed to find appropriate choices for ongoing enrichment. Enrichment programs will be designed to go further than the regular school day.

Even the naming of our school indicates a strong relationship with the natural environment of Cape Cod. We will utilize the uniqueness of Cape Cod which includes not only the natural environment but outstanding science and art resources. Local partnerships will be developed with local artists, institutes, theaters, museums and organizations to expand and enrich our core curriculum.

Enhanced Options for Students

Families of Cape Cod have long shown support for Commonwealth Charter Schools. Two extremely well known Commonwealth Charter schools already exist on the Cape, the Sturgis Charter School in Hyannis and the Lighthouse Charter School in Harwich. These schools offer choice to students in Grades 6-12. Each school has waiting lists for every grade level numbering in the hundreds. Sea Star Charter would provide choice and exceptional options for students K-5.

At present, the only non-district choices available to K-5 students are private and parochial schools. Students with means or exceptional talents are those that access these schools. Recent statistics show that low income and high needs student populations form more than half of the school districts on Cape Cod and are at or above the low income/high needs state average. This number is amplified greater with the fact that there are declining enrollments throughout all of Cape Cod. It is the goal of Sea Star Charter to reach out to these underserved student populations so that the new charter school would be much more reflective of the entire population of Cape Cod.

Community Demonstration of Support

Community support has been strong. Not only has the idea of choice initiated positive response to the Sea Star endeavor, the concept of the unique Multi-age Education program our school would offer has garnered tremendous interest and response. Young families have expressed much interest in Sea Start Charter School as they research positive alternatives for their child's education. (see Appendices C and E)

Founding Group

Our Founding Group is comprised of current and former educators, parents, and community members interested in bringing a Commonwealth Charter School to Cape Cod. Several of our founding members have been involved in the successful development and implementation of the Horace Mann Charter School in Hyannis. Our group further breaks down to educators with special education backgrounds, Multi-age educators, administrators, as well as a member with strong financial background in implementation of school budgets. (see Appendix A)

Public Statement

The Sea Star Charter School of Cape Cod will be a multi-age school for students in grades K-5. Sea Star Charter will serve the Cape Cod community accepting applications for students from all Cape Cod towns.

The new school will be located in the Yarmouth/Barnstable area and enroll 192 students.

The naming of our school indicates a strong relationship with the natural environment of Cape Cod. We will utilize the uniqueness of Cape Cod, including not only the natural environment but exceptional science and art resources. Partnerships will be developed with local artists, institutes, theaters, museums and organizations to expand and enrich our core curriculum.

I. Charter School Mission, Vision, and Description of the Community(ies) to be Served

A. Mission Statement

Our School is a collaborative community that seeks to help all students identify and cultivate their innate talents and unique path in life. We seek to empower every student by stressing communication, a shared sense of ownership, the importance of self-evaluation, and the creation of evolving, innovative programs uniquely tailored to their needs. We believe that high expectations, dedication, and information literacy are key to creating a school experience in which every student and teacher is valued and best situated to make a purposeful, positive contribution to society.

B. Vision Statement

As we look forward, we envision a school that is central to the Cape Cod Community, providing a unique and vital source of learning that speaks to and involves the whole child, their families, school staff, and the community as a whole. Our school will strive to develop students as risk takers, surrounding them in an atmosphere of trust and acceptance. Every student will know that their voice matters, that they make a difference, that they are valued. All members of our school family – students, staff, parents, and community – will feel empowered with a sense of ownership. Communication will be a key component of our education environment.

Our school will offer thematic and inquiry based instruction that is authentic, active, constructive, cooperative, and intentional. We will offer a diverse approach to learning based upon individual learning styles and multiple intelligences. Curriculum will be differentiated to meet the needs of each student. Our school will be child centered, empowering all children to meet their full potential. The impact of information literacy on our students and school community will be recognized and supported. Our curriculum will be driven by the core curriculum standards and a foreign language, along with exposure to, active participation in, and enrichment from the arts. Ongoing assessment will provide staff with timely feedback on learning and instruction. Performance data will be used throughout the year to monitor student progress.

We see our school as being an integral part of the community, utilizing community resources, collaborating with local partners, as well as having our school be a community resource. We will offer year-round enrichment clusters for our students. We hope to provide before and after-school daycare, after-school clubs, and extended day activities as we move on in strengthening our ties with the community. We will look upon the community as both local and global, developing partnerships that expose students to the community around them, and to other cultures around the world.

Our school staff will be involved in ongoing professional development, with teaching practices always evolving. Teaching will be collaborative, supporting and encouraging. Staff will always be

striving to be innovative in their thoughts and program choices, staying ahead of the curve. There will be high expectations for all staff. Staff will be expected to be fully engaged members of our school community.

Our students will have the benefits of close networking and collaboration with the extensive resources of our Cape Cod community, along with a strong academic foundation based upon the core curriculum standards. We will be a whole school community that provides a challenging and enriching environment for all children Kindergarten through Grade Five.

C. Description of the Community(ies) to be Served

*“If you're fond of sand dunes and salty air
Quaint little villages here and there
You're sure to fall in love with old Cape Cod”*

Rothrock, C., Yakus, M., Jeffrey, A. (1957). Old Cape Cod. [Recorded by Patti Page]. On *The "Wondering"/"Old Cape Cod"* record. Chicago, IL: Mercury Records.

Cape Cod is an almost-island that sticks out 80 miles into the Atlantic Ocean, its width varying from 1 mile to 25 miles. Cape Cod is surrounded by the Cape Cod Bay in the north, in the west by Buzzards Bay, and in the south by Vineyard Sound and Nantucket Sound.

Cape Cod is well known as a resort area attracting tens of thousands of visitors each summer. The visitors are drawn to the 559 miles of coastline marked with unspoiled beaches. The summer economy drives Cape Cod and most of the full time inhabitants of the 15 towns which make up the entirety of Cape Cod.

The “Cape” is often divided into three geographical sections; Upper Cape, Mid-Cape and Lower Cape. Sea Star Charter will be located in the Mid-Cape area which is the Hub of the Cape in both population and retail business.

The lyrics of Miss Page’s song still linger to this day, the dunes and salty air still exist but it is the “quaint little villages” that have changed.

It is what happens after the tourists leave and opportunities begin to close down; many of the year round residents of the Cape are left with high unemployment, incomes less than the median income of the state, and a rising “high needs” student population.

The estimated percentage of Barnstable County children under 18 years of age in poverty grew remarkably from 3.4% in 2006 to 17.8 % in 2010. In 2011, this percentage decreased to 16.0% (5,691 children).

It is noteworthy that from 2000 to 2010 Barnstable County experienced a decline of 7,859 individuals in the population under age 15 years, a 20.9% decrease, and a decline of 14,919 individuals in

the population age 25 to 44 years, a 26.8% decrease. The decline in these two age groups, totaling 22,778 individuals, supports concern that the region is losing families with young children as well as some working-age adults in non-family households.

Our Community, Our Families, Our Students

Sea Star Charter School will offer a unique option for learning to the families of Barnstable County and, specifically, to the mid-Cape area. Multi-age classrooms have long been shown to offer advantages to all students, promoting cognitive and social growth as well as facilitating high academic achievement. All students benefit from a gifted approach to learning and there is much evidence to support the advantages of an inquiry-based, authentic or active learning method of education.

Our student populace will be very diverse, a direct reflection of the diversity of the communities we will serve. The following charts show various demographic indicators for the primary targeted towns and public school districts. Clearly, the communities which our school will serve have considerably high percentages of children who would be considered “at risk”. We feel that the environment, academic rigor and individualized attention of Sea Star Charter School will not only be beneficial for average and gifted students, but will also provide a much-needed alternative for children considered at risk in traditional graded classrooms with customary educational approaches.

One of the unique challenges faced by our public school districts is in maintaining engagement and enrollment year-round with many of our part-time inhabitants. We anticipate that more involvement from community leaders of all ethnicities and backgrounds, enrichment programs tailored to the interests of each child and family and will bridge the gap and make Sea Star Charter a success.

Currently, the only non-district alternative educational options for K-5 are private and parochial schools. Private education is not a viable option for Cape Cod’s high number of low income families and we believe that Sea Star Charter School will successfully serve the needs of those families in a unique way. There is a desperate need for educational options at the K-5 level in Barnstable County. Sea Star Charter School will fill this void on Cape Cod.

The great success of other alternative public education options such as Lighthouse Charter School, Sturgis Charter School and the Cape Cod Regional Technical High School hopefully will be joined by Sea Star Charter School.

The Multi-age classroom provides an environment of trust and acceptance amongst its students and celebrates each student’s individuality and diversity. Our school will endeavor to collaborate with and incorporate partnerships with surrounding communities to maximize experiences for its students in the arts and natural sciences, richly inherent here on Cape Cod. Our residents take great pride in what the Cape has to offer and are enthusiastic for the opportunity to expose their children to well-rounded

opportunities which are available locally. Currently, there is little collaboration with the Cape's local resources and our school will place a focus on such partnerships.

Our school will also provide many opportunities for families and the community to engage and invest in children's educations through the many varied enrichment programs offered. This is a unique offering from existing K-5 schools. Sea Star Charter School will be founded on the ideology that all children can and will learn and that each child's unique abilities and interests are special and that they have a voice which will be heard. This learning environment empowers students to achieve a strong academic foundation which will launch their academic career towards future successes secondary school, college and beyond.

In accordance with M.G.L. Ch. 71 § 89, Massachusetts Charter School Law, Sea Star Charter School of Cape Cod will require that students who reside in the school district in which the charter school is located shall be provided transportation to the charter school by the resident district's school committee.

II. How will the school demonstrate academic success?

A. Educational Philosophy

Sea Star Charter School believes that all students, regardless of their background, can learn and achieve at high levels when held to high expectations for learning. We strive to provide a supportive, enriching and challenging learning environment for all children Kindergarten through Grade Five. Our educational philosophy is founded on effective, data driven, research-based educational practices, teaching methods and high standards for student learning. Our philosophy specifically aligns with our Mission and responds to the needs of our population in three ways:

1. Our School is a collaborative community that seeks to help all students identify and cultivate their innate talents and unique path in life.
 - ✓ Sea Star Charter School will create a culture of purposeful, on-going collaboration; collaboration that happens naturally as a means to continually critique and generate new ideas.
 - ✓ Members of the school community will work together to transform every classroom into an effective learning environment, where students and teachers are encouraged to think creatively and explore their interests, and where they are given the capacity and the encouragement to achieve at high levels.
 - ✓ Sea Star Charter School recognizes the importance of our school families and their participation in everyday school life. We will create dynamic, structured exchanges with parents to extend learning into the home.
 - ✓ Sea Star Charter School will look beyond the walls of the classroom, to utilize the community as an arena for relevant and authentic experiences including employing the unique natural and creative resources of Cape Cod. We will collaborate with community partners/teachers (role models and

mentors from our community of parents, businesses and friends of the school) to enhance each child's learning experience.

2. We seek to empower every student by stressing communication, a shared sense of ownership, the importance of self-evaluation, and the creation of evolving, innovative programs uniquely tailored to their needs.

- ✓ Sea Star Charter School will seek out, acknowledge, and build upon every child's natural curiosity, encouraging students to construct knowledge through exploration and discovery, and to see connections between school activities and their lives outside the classroom. All of these learning experiences require imaginative thinking, complex reasoning, and problem solving.
- ✓ Sea Star Charter School will establish methods to formally evaluate and critique our own teaching practices to help ensure consistency, continuity and quality.
- ✓ Through our Multi-age classrooms students will learn how to belong to a community in a meaningful, "real-world" way, and become lifelong learners. Multi-age practices allow for flexible groupings, academic diversity, and individual pacing as well as:
 - ✓ Recognize and build on children's diverse backgrounds, understandings and experiences
 - ✓ Understand how children learn
 - ✓ Build connectedness between learning experiences
 - ✓ Acknowledge children as unique individuals with diverse and complex identities
 - ✓ Recognize children as active "agents" of their own learning

3. We believe that high expectations, dedication, and information literacy are key to creating a school experience in which every student and teacher is valued and best situated to make a purposeful, positive contribution to society.

- ✓ The entire school community will make learning relevant by building on children's strengths in a systematic way. Sea Star Charter School will create its own evolving set of effective learning experiences based on its own unique needs, strengths, and vision.
- ✓ Sea Star Charter will pursue an academically rigorous curriculum that will develop analytical, practical mathematicians; able readers; effective writers; problem solvers and critical-thinkers.
- ✓ Through an enriched learning environment, Sea Star Charter will empower creative, complex thinkers who are able to apply learning from basics to authentic, real-life issues; who are explorers of the arts as woven through the academic curriculum; and will be challenged to their own personal level.
- ✓ Sea Star Charter School will align professional development so that it directly relates to our own professionalism and dedication as educators and the strengthening of our abilities to advance the educational experience in meeting the needs of all learners.

Our community will be a true partnership, as we share a unity of purpose while striving toward a common set of goals that become the focal point of everyone's efforts. When we succeed we will do so together, because we will build strong connections with each other, developing trust, all in the service of children. Our community of students, staff, parents, and partners will work to embody the principles of Sea Star Charter School of Cape Cod.

PRINCIPLES of LEARNING: The learning experience at Sea Star Charter School will be a powerful one, creating analytical, creative problem-solvers. Learning will be hands-on, thematic, project-based, multi-disciplinary and challenging. Our multi-age curriculum will be driven by the Massachusetts Curriculum Frameworks. Instruction will allow for varied learning styles and multiple intelligences, and will differentiate curriculum for each student. The Multi-age experience will provide students with increased opportunities to learn as they teach each other and collaborate together.

EMPOWERMENT: All community participants will make important educational decisions together. Our governance system will reflect empowerment, especially through our Steering Committee. Students will be empowered to take risks, to stretch themselves, and to have a say in their learning. All community members will have ongoing opportunities to make their voices heard.

RESPONSIBILITY: Our community will share responsibility for implementing decisions, and for the outcome of those decisions. The responsibility for education will belong at the school site, in the hands of all involved. Each individual will be accountable to follow our principles and support their fellow community members in doing the same. When staff, students, parents, and community partners share the same standards and expectations, consistency becomes the norm.

COLLABORATION: As a community, we will share our gifts, talents, and insights with each other. The gifts and talents of all individuals will be identified, nurtured, and developed. Students will engage each other in the collaborative process, as they work together in their class community. The entire school community will collaborate to create situations in which teachers become facilitators, and students become discoverers.

DIVERSITY: Our school culture will have a diverse population reflective of our Cape Cod community. Students and families will represent a wide range of backgrounds, strengths, talents, and needs. Sea Star will welcome and celebrate the diversity in our community through literacy, cultural events, and our enrichment program. Our community members will contribute their unique, diverse gifts to our school family as we learn from and appreciate each other.

B. Curriculum and Instruction

Sea Star Charter School curriculum will be one that recognizes the whole child, individual strengths and challenges that impact each student, differentiating curriculum through our Multi-age model that recognizes multiple intelligences and fosters academic, social, and character building attributes that make

up each child. We will take an inquiry, project-based approach to curriculum, encouraging all students to stretch themselves as problem-solvers, collaborating with their classmates to investigate and master skills that are presented as they employ higher-level thinking skills. We will use a thematic-based approach to curriculum delivery, incorporating all disciplines, providing opportunities to learn and practice skills across the curriculum. All students will be empowered to make decisions about their learning and their approach to task. They will have the school community behind them, supporting and ensuring their success. We will incorporate the Responsive Classroom model to foster growth of character and social skills as we address the needs of the whole child.

Academic Rigor:

Reading/Language Arts/Writing Core and Enriched Competencies

Sea Star Charter School will use a comprehensive, differentiated approach to reading and writing instruction. It is based on the common core framework that is designed to help all students learn to read and write effectively. During our Literacy Block, teachers will teach Reading, Vocabulary, and Writing using a range of strategies. The focus is on integration of skills and strategies in meaningful context and reading comprehension. Flexible grouping of students within a classroom setting allows teachers to cluster groups of students at their instructional level. In addition, students will be clustered to promote cooperative learning in which students learn how to collaborate on various project-based assignments.

As shown in the following example our curriculum will be aligned with the current state frameworks. The frameworks will be the driving document behind our course of study. We will match our program and practices to the state standards and assessments. Our curriculum will have a clear scope and sequence that includes the standards. We will use data and assessments listed in the assessment section to guide curriculum development and to guarantee continued alignment with the Common Core frameworks.

Example of 2 / 3 ELA/Literacy Content:

- ✓ Students will be exposed to grade-level texts of appropriate complexity with a balance of informational text and literature that students are expected to read, including reading in ELA, science, social studies, and the arts.
- ✓ There will be a balance of student writing, as set by Common Core Standards, that will include analytical (present opinions and explain/inform) and narrative with a mix of on-demand and review-and-revision writing assignments. Technology will be part of instruction to build student competence and confidence.
- ✓ Opportunities for students to compose one extended project that uses research to address a significant topic, problem, or issue will be woven throughout the curriculum. Students can present their findings in a variety of modes in both informal and more formal contexts.

- ✓ Students will take a close look at the texts they encounter the following skills listed in the standards; *Cite evidence, Analyze content, Study and apply grammar, Study and apply vocabulary, Conduct discussions, and Report findings.*
- ✓ Students will recognize words and read with fluency through the following skills listed in the standards; *Decode words and Read fluently*
- ✓ Students will write with increasing sophistication to present the relationships between ideas and information efficiently
- ✓ Students will speak with growing maturity to convey ideas and information clearly. They will develop listening skills that allow them to participate effectively and contribute to group discussions

Math Core and Enriched Competencies

Our Mathematics Curriculum will be aligned with the DESE Common Core Curriculum frameworks addressing the five strands: number sense and operations; patterns, relations and algebra; geometry; measurement; and data analysis, statistics and probability. Sea Star Charter Curriculum will provide an effective, mathematics program that is based on a carefully designed set of content standards that are clear and specific, focused, and articulated over time as a coherent sequence. Through rigorous instruction and an authentic, interactive, inclusive and continuous approach that builds student confidence, and prepares students for more complex thinking and problem solving, the focus will be on concepts and not drills. Providing real-life relevance creates opportunities for teachers to take examples from life to motivate problem solving, critical thinking, effective communication, and collaboration. Students must be able to explain their process and critique the reasoning of others. Math will be integrated across other content areas and as part of ongoing classroom routines throughout the day.

Science and Social Studies

Sea Star Charter School's Science and Social Studies Curriculum will be aligned to the DESE Curriculum frameworks, and will be instructed in 45 minute increments respectively. Sea Star Charter School will implement researched based programs, thematic-based approach and resources that will enhance instructions in these content subjects meeting the needs of our learning objectives of rigor, character education, excellent instruction and service learning.

Art and Music

The Arts curriculum will be integrated into the learning instruction and applied across the curriculum. The Music curriculum will empower a positive learning experience for students. Research suggests that integrating soft classical music played during a classroom writing period, helps students stay focus and on topic responding to writing prompts and/or mathematical problem-solving open responses.

Curriculum decisions will be made:

- ✓ for valid educational reasons

- ✓ on the basis of the best available evidence.
- ✓ in a context of broadly conceived aims of education
- ✓ within a context of previously made decisions and of needs for additional decision making so that balance and other important curriculum considerations may be safeguarded.
- ✓ by achieving a resolution of forces originating in the nature and development of learners, the nature of learning processes, demands of the society at large, requirements of the local community, and the nature and structure of subject matter to be learned.
- ✓ cooperatively by persons who are legitimately involved in the effects of the decisions.
- ✓ taking into account the many differences among learners.
- ✓ with a realistic view of certain organizational or engineering matters that can affect the quality of the decisions themselves.
- ✓ with some forethought about ways in which they may be communicated and shared.
- ✓ only with reference to subject matter and pupil experiences that cannot be offered as satisfactorily outside the school

Data Driven Instruction

Sea Star Charter School will implement a Data Based Decision Making approach that uses quantitative data to help describe or define problems, direct activities, target interventions, and allocate resources. Sea Star Charter will find, organize, and analyze data to meet the goal of success for all students. Using data in a unified, integrated, and meaningful way will help Sea Star Charter School to more accurately and efficiently choose interventions and determine if they are working; as well as help build a culture of inquiry and continuous improvement.

Sea Star Charter School Data Teams will analyze student performance data and use it as a basis for decision-making at both the student level and the system level. Conducting effective Data Team Meetings are critical for identifying when to adjust instruction for individuals and groups, as well as evaluating the effects of instruction as a whole.

In Data team meetings, teachers will analyze common formative assessment data and create a plan to address three areas: re-teaching of weak areas in measurement; inclusion of test-taking strategies in instruction; explicit Tier 2 vocabulary instruction to support English Language Learners.

Key Concepts:

- ✓ Identify long-term achievement goals for expected performance.\
- ✓ Assure that ongoing progress monitoring and in-program assessment results fully inform instructional decisions
- ✓ Use decision rules to evaluate the impact of instructional programs and interventions for all students
- ✓ Support grade level team problem solving at the system and student levels

Professional Development (Curriculum):

Sea Star Charter School will align professional development so that it directly relates to our own professionalism and dedication as educators and the strengthening of our abilities to advance the educational experience in meeting the needs of all learners. The school will focus on professional development, which will enable teachers’ success in creating, improving, and revising their curriculum each year. We will devote significant time before the school year begins to professional development days. The majority of that time will be spent in team co-planning sessions refining past successful units and lesson plans and creating new ones as needed. Throughout the school year, teachers will engage in professional development sessions. During this time, teachers collaborate to improve their practice. Teachers will examine scholar work and performance data to identify areas for improvement at a class-wide and individual-scholar level and brainstorm new strategies for success. We will use that data to inform decisions about modifying the curriculum and to establish best practices.

C. Performance, Promotion, and Graduation Standards

The Sea Star Charter School of Cape Cod has pledged to uphold high performance standards and assessment requirements set forth by the Massachusetts Department of Elementary and Secondary Education. We strongly believe that our Multi-age approach to the delivery of these high standards will be extremely successful with the students of Sea Star Charter.

As Sea Star Charter is configured, students will have the chance to excel in work on the MCF (Massachusetts Curriculum Frameworks) because of the nature of the Multi-age program naturally providing differentiated instruction in each classroom. Conversely, a struggling student can also benefit from this natural differentiation in the Multi-age class.

The following is a sample chart of what would be considered to be performance standards at the end of the year for a second year student in one of the K-1 classrooms.

English Language Arts

Mastery	Emerging	Needs Improvement
Ask and answer questions about key details in a text.	Most often ask and answer questions about key details in a text	Rarely is able ask and answer questions about key details in a text.
Retell stories, including key details, and demonstrate	Retell stories, missing some key details, and demonstrate	Retell stories, missing many details, and has difficulty

understanding of their central message or lesson.	understanding of their central message or lesson.	demonstrating understanding of their central message or lesson.
Describe characters, settings, and major events in a story, using key details.	Often describes characters, settings, and major events in a story, using key details.	Has difficulty describing characters, settings, and major events in a story, missing key details.
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Most often identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	Are inconsistent identifying words and phrases in stories or poems that suggest feelings or appeal to the senses.
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	Can explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types but not consistently.	Has difficulty explaining major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Identify who is telling the story at various points in a text.	Is able to identify who is telling the story at various points in a text most of the time.	Shows lack of ability to identify who is telling the story at various points in a text.
Use illustrations and details in a story to describe its characters, setting, or events.	Use illustrations and details in a story to describe its characters, setting, or events but often misses some details.	Has trouble using illustrations and details in a story to describe its characters, setting, or events.
With prompting and support, read prose and poetry of appropriate complexity for grade 1.	Often can with prompting and support, read prose and poetry of appropriate complexity for grade 1.	Show difficulty with prompting and support, read prose and poetry of appropriate complexity for grade 1.

Writing

Mastery	Emerging	Needs Improvement
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, sometimes supplies a reason for the opinion, and provide some sense of closure.	Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, does not supply a reason for the opinion, and has difficulty providing some sense of closure.
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.	Write informative/explanatory texts in which they name a topic, supply few facts about the topic, and provide little sense of closure.	Write informative/explanatory texts in which they name a topic, have difficulty supplying any facts about the topic, and provide little sense of closure.
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	With guidance and support from adults, often will focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Has difficulty frequently with guidance and support from adults, to focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, use a small variety of digital tools to produce and publish writing, including in collaboration with peers.	With guidance and support from adults, has difficulty using a variety of digital tools to produce and publish writing, including in collaboration with peers.
Participate in shared research and writing projects (e.g., explore a number of “how-to”	Participate in shared research and writing projects with some difficulty (e.g., explore a	Rarely participates in shared research and writing projects (e.g., explore a number of

books on a given topic and use them to write a sequence of instructions).	number of “how-to” books on a given topic and use them to write a sequence of instructions).	“how-to” books on a given topic and use them to write a sequence of instructions).
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, frequently recalls information from experiences or gather information from provided sources to answer a question.	With guidance and support from adults, has trouble recalling information from experiences or gather information from provided sources to answer a question.

Mathematics

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	Frequently use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem	Has difficulty using addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem
Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20,	Solve word problems most often that call for addition of three whole numbers whose sum is less than or equal to 20,	Solve word problems that call for addition of three whole numbers with little accuracy whose sum is less than or equal to 20,
Apply properties of operations as strategies to add and subtract. ^[1] Examples: If $8 + 3 = 11$ is known, then $3 + 8 = 11$	Most often times apply properties of operations as strategies to add and subtract. ^[2] Examples: If $8 + 3 = 11$ is	Rarely apply properties of operations as strategies to add and subtract. ^[3] Examples: If $8 + 3 = 11$ is known, then $3 + 8$

is also known. (Commutative property of addition.)	known, then $3 + 8 = 11$ is also known. (Commutative property of addition.)	$= 11$ is also known. (Commutative property of addition.)
Understand subtraction as an unknown-addend problem.	Most often understand subtraction as an unknown-addend problem.	Has difficulty understand subtraction as an unknown-addend problem.
Relate counting to addition and subtraction	Frequently relate counting to addition and subtraction.	Has shown frequent trouble relating counting to addition and subtraction.
Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on from 10.	Can at times add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on from 10.	Is inconsistent in adding and subtracting within 20, demonstrating fluency for addition and subtraction within 10. Use mental strategies such as counting on from 10.
Determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Frequently can determine the unknown whole number in an addition or subtraction equation relating three whole numbers.	Rarely determine the unknown whole number in an addition or subtraction equation relating three whole numbers.
Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Often can compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.	Has trouble comparing two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols $>$, $=$, and $<$.
Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a	Working on adding within 100, including adding a two-digit number and a one-digit number, and adding a two-digit	Rarely adds within 100, including adding a two-digit number and a one-digit number, and adding a two-digit

multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.	number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.
Tell and write time in hours and half-hours using analog and digital clocks.	Tell and write time in hours and half-hours using analog (frequently has difficulty with analog) and digital clocks.	Tell and write time in hours and half-hours using analog (unable to read with analog) and digital clocks.

Promotion Standards

The Multi-age approach that will be used at Sea Star will allow great flexibility in the promotion of students. Students will generally be in the same classroom with the same group of students and the same teacher for two years. This enables the student to work on frameworks and standards over a longer period of time without having to face the possibility of the ultimate failure of “being kept back.”

Mathematics

As school promotion standards will be carefully developed but with all of the RTI and other regular assessment options for staff to use with students struggling students should be identified early. After early detection an aggressive remedial program will be put in place.

“Exit Standards” for a student leaving Sea Star Charter School of Cape Cod in the areas of Mathematics, Language Arts and Science.

Mathematics

In keeping with the requirements of the Massachusetts Curriculum Frameworks in Mathematics, Language Arts and Science, the “Exit Standards” proposed for students upon completion of the Sea Star Charter School of Cape Cod will also reflect the vision of the school. Students exiting the school should

be accomplished in the MCFs but also taking with them a definitive view of the offerings of the natural resources and arts of Cape Cod.

Students leaving Sea Star Charter in their final year will have developed fluency with addition and subtraction of fractions, and developed an understanding of the multiplication of fractions and of division of fractions. They will also have extended division to 2-digit divisors, integrated decimal fractions into the place value system and developed understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations and continued a developing understanding of volume. These skills will be added to the successful completion of the MCF in Mathematics.

The typical student will have achieved these Math skills while participating not only in a rigorous Math curriculum but having shared in several “enrichment clusters” which would utilize those skills. An example might be the student who participated in a cluster offered by a commercial fisherman who taught each student how to find the worth of his daily catch. In doing so the fisherman demonstrates the process of figuring out the weight of his catch, the daily price of the catch and finally being able to attain the value of his catch. This process would involve many different Mathematical processes never mentioned in a text yet common to Cape Cod life.

Language Arts

It is expected that after finishing their final year at Sea Star Charter that each student will be a capable reader and successful student by mastering the MCFs. On completion of the student’s final year at Sea Star the student would have successfully completed the following sample standards successfully.

1. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
2. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).
3. Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text.
4. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
5. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topics or subject area.
6. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, and problem/solution) of events, ideas, concepts, or information in two or more texts.
7. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
8. Know and apply grade-level phonics and word analysis skills in decoding words.

9. Read with sufficient accuracy and fluency to support comprehension.

Once again, the typical student leaving Sea Star would have been introduced on several occasions and extension of the curriculum through the enrichment program. (Enrichment programs at Sea Star Charter School of Cape Cod will not only take place during the school week but are scheduled to occur on Saturdays and during school vacation.) The extension of the Language Arts program would involve the prospect of working with the Harwich Junior Theater. Other programs brought to the school would have students participating in performances taught by community members who are skilled performers. These opportunities would extend the curriculum and bring a hands-on approach to the Language Arts offered at Sea Star.

Science

The following sample standards for Science will have been mastered by the student completing their tenure at Sea Star Charter School of Cape Cod. These samples are representative of Earth and Space Science.

1. Identify the three categories of rocks (metamorphic, igneous, and sedimentary) based on how they are formed, and explain the natural and physical processes that create these rocks.
2. Explain and give examples of the ways in which soil is formed (the weathering of rock by water and wind and from the decomposition of plant and animal remains).
3. Recognize and discuss the different properties of soil, including color, texture (size of particles), the ability to retain water, and the ability to support the growth of plants.
4. Explain how air temperature, moisture, wind speed and direction, and precipitation make up the weather in a particular place and time.
5. Distinguish among the various forms of precipitation (rain, snow, sleet, and hail), making connections to the weather in a particular place and time.
6. Describe how global patterns such as the jet stream and water currents influence local weather in measurable terms such as temperature, wind direction and speed, and precipitation.
7. Give examples of how the cycling of water, both in and out of the atmosphere, has an effect on climate.
8. Give examples of how the surface of the earth changes due to slow processes such as erosion and weathering, and rapid processes such as landslides, volcanic eruptions, and earthquakes.
9. Recognize that the earth is part of a system called the “solar system” that includes the sun (a star), planets, and many moons. The earth is the third planet from the sun in our solar system.
10. Recognize that the earth revolves around (orbits) the sun in a year’s time and that the earth rotates on its axis once approximately every 24 hours. Make connections between the rotation of the earth and day/night, and the apparent movement of the sun, moon, and stars across the sky.

11. Describe the changes that occur in the observable shape of the moon over the course of a month.

The “graduating” Sea Star student will have successfully completed the exiting standards along with other significant standards throughout their time at SSCSoCC. The science standards have been chosen with an eye to the importance of science on Cape Cod. Cape Cod is a unique area but is constantly changing and those changes must be studied by its inhabitants if it is to survive.

A possible study for students would be the increase of Great White Shark sightings along the coast of Chatham. This sort of inquiry topic will be a cornerstone of the way curriculum is presented at Sea Star Charter.

D. Assessment System

All students at Sea Star Charter School will be assessed continuously, using formative, diagnostic, and summative assessment tools. Sea Star Charter School will implement the Response to Intervention (RTI) model, a multi-tiered approach, to ensure that all children have access to high quality instruction, and that struggling learners – including those with learning disabilities – are identified, supported, and served early and effectively. Students' progress will be closely monitored at each stage of intervention to determine the need for further research-based instruction and/or intervention in general education, in special education, or both.

See Appendix F for RTI Chart

Internal Instruments:

Students will be assessed through observation, writing samples, completed work and work in progress, conferencing, report cards, and portfolios. In addition to teachers maintaining a portfolio for each student, all students will keep their own portfolios, giving them an opportunity to reflect on their process, product, and learning. Students will have ownership of their own portfolio, choosing selections based on work they are proud of, work they want to improve on, work they have questions about, work they want to remember, work that might have been frustrating, or work they enjoyed collaborating on and completing. This provides students with an opportunity to be analytical about their learning.

Teachers will employ project-based rubrics, writing rubrics, math rubrics, checklists, reading and math benchmark tests three times a year, RTI model, unit tests in math and reading, and thematic tests to evaluate all students and plan a differentiated curriculum for each student.

External Instruments:

Sea Star Charter School will use the MCAS/PARCC to assess the core competencies as defined by the state frameworks. The MCAS/PARCC test will assess how individual students are performing based on set standards, as well as providing data on how Sea Star is performing overall as a school. Sea Star will also administer the ACCESS to assess ELL students.

For Assessment Chart See Appendix ____

E. School Characteristics

Students	Teachers
School Calendar: The student school year will be 180 days.	School Calendar: The teacher school year will include 195 days in the first two years in order to plan for and to develop our academic programs and student support services. By the third year our teacher school year will be 190 days.
Daily Schedule: The student day will be from 8:45 a.m. - 3:30 p.m.	Daily Schedule: The teacher day will begin at 8:30 a.m. to accommodate a daily staff member communication meeting. The teachers will have a planning period each day while the students are at specials
Groupings: There will be two classrooms for each Multi-age grouping. Two classes of kindergarten and grade 1 students, two classes of grade 2 and 3, and two classes of grade 4 and grade 5 students. Class size will be approximately 16 students.	Groupings: Each Multi-age classroom will have a teacher. Teachers at each grade level will collaborate with the teachers at each grade level to ensure effective curriculum mapping and exemplary instruction.
Supports: Students with IEP's will be supported by highly qualified Special Education Teachers in the classroom. Assistive technology will be accessible to support the instructional needs of all students.	Supports: Teachers will meet with a special education teacher each week in order to collaborate ways in which to differentiate instruction and assignments so that each student is successful.
# of School hours each week: 32.25 # of School Hours each year: 1161	# of Contact Hours each Week: 28.5 # of Planning Hours each Week: 6.75
Co-Curricula's: Students will attend specials each school day during the week. The specials will include: Information Literacy Instruction /Technology Instruction, Physical Education/Health, Art, Music, Language. In addition to a daily special, each school year	Co-Curricula's: Specialist teachers will meet with students at scheduled times each week. These teachers will also meet with classroom teachers to provide additional resources to support the classroom instruction. The teachers will be active and present an enrichment cluster at the three

student's will select an enrichment activity to participate in during the three enrichment cluster sessions in the fall, winter and spring.	sessions each school year. Parent volunteers and community members will be involved throughout the year to offer their expertise in a particular field and to assist with the Enrichment Program planning and implementation.
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Sample Weekly Schedule K-5

	Monday	Tuesday	Wednesday	Thursday	Friday
7:00 a.m.	Daycare				M, T, W, TH, F
8:15 a.m.	Breakfast				M, T, W, TH, F
8:45 a.m.	All	School	Community	Meeting	M, T, W, TH, F
9:00 a.m.	Morning	Meeting and	Calendar	Math	Enrichment Clusters
9:30 a.m.	Reading/	Language Arts/	Writing Core	Enriched Competencies	M, T, W, TH, F
10:30 a.m.	Reading	Partnerships	and	Snack	M, T, W, TH, F
10:45 a.m.	Specials				M, T, W, TH, F
11:30 a.m.	Social Studies/	Cultural	Enrichment		M, T, W, TH, F
12:15 p.m.	Recess				M, T, W, TH, F
12:40 p.m.	Lunch				M, T, W, TH, F
1:00 p.m.	Math Core	and	Enriched	Competencies	M, T, W, TH, F
2:00 p.m.	Science	and	Cultural	Enrichment	M, T, W, TH, F
3:00 p.m.- 3:30 p.m.	Reflection	And	Dismissal		M, T, W, TH, F

2. The required age for Kindergarten will be five- years-old as of September 1. In September 2014 students who have been accepted by lottery will be admitted into a multi-age classroom that will include:

Kindergarten-Grade 1

Grades 2- 3

Grades 4-5

Each class will be comprised of approximately 8 students per grade for a total of sixteen students in each multi-age classroom.

There will be approximately 192 students entering the Sea Star Charter School in September 2014.

3. Sea Star Charter School of Cape Cod will have all teachers trained in the “Responsive Classroom”. “Responsive Classroom” is a research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate.

During the summer, the Sea Star Charter School will send at least two members of the Sea Star Community to “Confratute” at the University of Connecticut. Confratute supports gifted learning for all students.

Sea Star Charter School will also affiliate itself with resources provided by “Project Zero”. Project Zero’s work includes investigations into the nature of intelligence, thinking, creativity, ethics, and other essential aspects of human learning. Their mission is to understand and enhance high-level thinking and learning across disciplines and cultures. We feel that the mission of “Project Zero” matches very well with Sea Star’s mission and vision. Several of our Founding Members have worked closely with “Project Zero”.

In our first year we will hold a Summer Institute, introducing the Multi-age Concept to all staff members and interested community members. We have already been in contact with Martha’s Vineyard Public Charter School to assist us with support and training in the multi-age approach to education.

Sea Star Charter School will seek to form partnerships with local community organizations who offer an elementary education outreach program as part of their work. Organizations such as The Cape Cod Museum of Natural History, Greenbriar Nature Center, Harwich Junior Theater, Woods Hole Oceanographic Institute, The Cahoon Museum of American Art, to name a few. We are also exploring off-Cape collaborations, such as the Northeastern Marine Science Outreach Program. These partnerships will enrich our curriculum as they provide powerful opportunities for all students to explore science and the arts in hands-on, authentic ways.

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with Sea Star’s mission and vision. Several of our Founding Members have worked closely with “Project Zero”.

4. Typical School Day: the following is an example of what typical students in our second/third grade Multi-age class might experience:

7:00 am – early morning daycare – small group morning care for children, offering art, building projects, games, story reading, and peer-to-peer and peer-to-staff conversations

8:30am – early morning breakfast – breakfast for those who qualify for reduced lunch, all others may purchase

8:45 – All-School community Meeting – each day will begin with our school family coming together to start our day, to build unity, to share school news, and to celebrate the upcoming day of learning and collaboration

9:00 – Class Meeting – share daily schedule, complete academically driven activities (calendar work, daily message reading, language arts and math games, student news sharing time)

9:30 – Reading/Language Arts/Writing Core and Enriched Competencies – each student will work at their instructional level, regardless of grade level, in accordance with our multi-age principles. Students will have opportunities to work in cooperative groups, will mentor other students, will work in direct instruction groups with teacher, will complete project-based learning activities with parent volunteers, and will complete ongoing assessment pieces to aid in the differentiated instruction that will take place.

Learning and instructional groups will be fluid, depending on the need of each student as they approach and study new concepts and tasks. All students will have access to all curriculum being presented, and will have that curriculum differentiated for each individual developmental level.

10:30 Reading Partnerships – students will form partnerships to share read aloud time with each other, utilizing our multi-age philosophy to blend children in supportive partnerships regardless of chronological age and grade. This provides students with an opportunity to practice fluency. Children will have snack at this time.

10:45 – Art, Music, Fitness, Spanish, Library/Technology

11:30 – Social Studies/Cultural Enrichment – After having a lesson presented by the classroom teacher or visiting expert, students will explore social studies and cultural enrichment topics presented to them in research format, working in flexible groups to study, research, and present research to their class in a way that is tailored to their strengths – groups will collaborate to make decisions on their presentation and on the role each student will hold to make a contribution to their group’s finished product.

12:15 – Recess

12:40 – Lunch

1:00 – Math Core and Enriched Competencies – students will be grouped by ability regardless of chronological age and grade to learn, study and explore math concepts. Curriculum will be differentiated to meet the needs of each student. Students will work together to mentor each other as they strengthen their math skills. Students will work on problem-solving skills as they collaborate to complete math tasks.

2:00 – Science/Cultural Enrichment – After having a lesson presented on a given topic by the classroom teacher or visiting expert, students will collaborate on investigating science and cultural enrichment topics, utilizing a project-based learning approach as they research and plan ways to demonstrate their acquired knowledge. Students will mentor each other through this process.

3:00 – Class Meeting – students will review and reflect on the day, sharing their thoughts about what they learned, and about the various activities they were engaged in – students will review homework expectations – teacher will share a read aloud story with students.

3:30 – Dismissal

***** On Fridays students will have an Enrichment period from 8:45-10:00, providing students with a wide variety of enrichment choices for them to choose from – our enrichment program will be year-round and will utilize the talents of staff, local community members and organizations, parents and others who will share their expertise with our student body.**

5. A Typical School Day:

8:00 – teacher begins their day, prepping, making connections with fellow staff members, readying themselves for their day ahead

8:30 - teacher greets and connects with students and with parents who may stop by, making themselves accessible to all

8:45 – teacher attends All-School Community Meeting with her class

9:00 – Teacher initiates morning Class Meeting and facilitates meeting components as students share in the presentations and discussions

9:30 – Reading/Language Arts/Writing Core and Enriched Competencies – the teacher will have a variety of roles, presenting lessons, working with small groups and individuals, completing ongoing assessment pieces, acting as guide and facilitator to various groups of students, delivering guided instruction

10:30- Reading Partnerships – Teacher will circulate around room, listening to children read aloud, observing varied skills students are displaying, evaluating student literacy. The teacher will use this time to progress monitor students.

10:45 – Art, Music, Fitness, Spanish, Library/Technology - Teacher Prep Time

11:30 – Social Studies/Cultural Enrichment – Teacher will share Social Studies/Cultural Enrichment content, followed by facilitating students as they research and study topic – teacher will encourage mentoring and peer relationship as students explore topic

12:15 – Recess – Teacher Prep Time

12:40 – Lunch – Teacher Prep Time

1:00 - Math Core and Enrichment Competencies – Teacher will present instruction to various groups as other groups work independently, then will facilitate individual and small group work on given concepts – teacher will complete ongoing assessment pieces

2:00 – Science/Cultural Enrichment – Teacher will present content lesson followed by guided discovery activities - teacher will work with small research groups and facilitate discussion and planning of how each group will demonstrate their knowledge and what role each student will have in that process

3:00 – Class Meeting – Teacher will facilitate review and daily reflection discussions, will highlight portions of the day that stood out to them, will review homework expectations, and will share a read aloud story with class

3:30 – 4:30 M, T, TH- The Teacher will participate in any staff, grade level, IEP, parent, or other meetings or tasks that are scheduled

3:30-5:00 W Teachers will participate in professional development work

6. The mission of the Sea Star Charter school of Cape Cod will be supported by a team of committed professionals, administrators, teachers, students, parents and community members. These caring adults and students will comprise a collaborative whole school community that provides a challenging and enriching environment for all children Kindergarten through grade 5. Our community supports open communication and a shared sense of ownership. In order to create this synergy between the school staff members, stakeholders and the community partners, we ask that all members agree to the established mission and vision statements for the school. This commitment will ensure that there is clear and consistent language when discussing school character. Each school year every student will receive a copy of the student handbook. The handbook will be a living document often changed and updated to reflect needs and interests of the community. In addition, all students will be introduced to the school commitments during the first weeks of school. These character commitments will be the bedrock for the expectations for behavior and will be visible for all students and community members. These commitments will be incorporated into all of the school community meetings, celebrations and routines that shape the Sea Star Charter School culture. A typical Sea Star Charter School day may include team-building activities for each class that will target each of the commitments and will present a poster, performance or video presentation explaining school rules and practices. In addition, students will have the opportunity to participate in cultivating a school community garden to foster a sense of ownership of

their school and an opportunity to work beside their peers and teachers to carry the relationships and learning opportunities outside of the classroom. Each school day students will have a daily morning meeting, providing each class with a time to check in and setting a positive tone for the work ahead. At the end of the day, each class will have Reflection, a brief time period devoted to articulating key takeaways and offering appreciation to peers who have demonstrated the key commitments.

Professional development opportunities will be encouraged to promote the creation of evolving, innovative programs and to stay current in the field of education. Professional development is critical to be aware of innovative, professional tools, and to learn methods of pedagogy and assessment. Providing an opportunity for the teachers and staff members to attend informational meetings and to then disseminate that information to the community will support our mission and the creation of evolving, innovative programs uniquely tailored to student needs. We believe that high expectations, dedication, and information literacy are integral to success. The Sea Star Charter School will provide the educational community access to resources in a variety of formats to promote student- driven learning opportunities and discovery. To support students and their different learning styles, our school strives to connect technology and education throughout the teaching curriculum. The Sea Star Charter School recognizes each child's individual learning style and strives to offer a self- directed educational program in a creative learning environment. The administrators and teachers will work to collaborate with the whole school community as well as local and Global partners to broaden cultural awareness, to model community interconnectedness and to create learning experiences that reflect an understanding of the world we live in.

The end of the school year is a bustle of activity and the focus is on whole school and community. There are several events that will bring our school together to celebrate a successful school during the last week of school we will showcase the students' work through a spring open house. This event welcomes all families to visit individual classrooms and speak with the teachers to learn more about the curriculum made evident in the displayed student projects. This is an evening to celebrate the hard work, persistence and growth of our students. A Day at the Beach will be a day of celebration and of natural discovery. This event will include a nature walk to discover tidal flats and estuaries unique to Cape Cod. The day will culminate in a seaside family and community partner cookout where family and community partners will come together with students and school personnel to celebrate the end of the school year. The school community garden will remain an active center of the school throughout the summer recess. Volunteers will be present to cultivate the harvest and the school community will host meetings for staff and families to enjoy the garden and to meet to build community and to prepare for the new school year.

Key Concepts:

- Self-directed learning

- Academic Achievement
- Project Based Learning
- Community Partners
- Global Awareness

7. At Sea Star Charter School, students, staff, parents, and community partners will all work together to support each other in following our Respect Code. All stakeholders will lead by example, recognizing that the work we do requires guidance and support. Staff and Parents will be role models, nurturing the whole child and setting a tone of positive reinforcement as we help our students navigate decision-making and good proactive behavior choices. All stakeholders will follow our Respect Code:

Sea Star Charter School of Cape Cod Respect Code

- ✓ I will do my best work each and every day.
- ✓ I will respect myself and others with my actions and my words.
- ✓ I will recognize each individual’s unique strengths, talents, and contributions.
- ✓ I will take responsibility for my actions and words.
- ✓ I will contribute to my school community and actively support my fellow community members.
- ✓ I will accept challenges and approach them with a positive attitude.
- ✓ I will listen to my fellow community members, validating and accepting all ideas, opinions, and thoughts.

In following the above Respect Code, students will develop good habits and routines that will guide them through their school day and beyond. Students will cultivate a set of beliefs by following our code, and by supporting their peers and other community members to follow our code. Students will develop integrity and hold themselves accountable for their actions and words. Students will take responsibility for their learning, and will contribute to creating a highly productive learning community. Staff and parents will hold every student to high expectations both academically and behaviorally. Students will be given opportunities to dialogue and practice appropriate behaviors as they internalize positive behavioral strategies. Students will have time to reflect on their behaviors and choices, and will have opportunities to discuss ways they can first, understand their behavior and then, address or modify it to be more successful. Students will be challenged to stretch their problem-solving skills and work cooperatively to solve issues or behaviors that may need addressing.

At the beginning of the school year students, staff, and parents will meet in discussion groups to review the Respect Code, and to share what their understanding is. They will give examples of what each Respect Code component would look and sound like in our school’s daily life, and would impact the positive climate of our school community. Students, parents, and staff would then sign a contract, committing to honor our Respect Code, and to support others in that same endeavor.

Teachers will work with their students to develop a common understanding of what each code component looks like in the classroom and all other areas of the school. Teachers will teach these habits and traits in a positive, proactive manner, utilizing discussion and role playing so that students have a tangible understanding of what our Respect Code entails and of what they are accountable for. Teachers, Administrators, and Governance Groups (School Leader, Board of Trustees, Steering Committee, ELL and IEP Parent Councils) will discuss how they can support the Respect Code and demonstrate a commitment to modeling our code. They will put strategies in place that make them visible to the school community, displaying a unity of purpose with our school family as a whole to support each other as we implement our Respect Code.

Student behavior will be managed with positive recognition and rewards, and natural consequences. If a student needs support in working through a problem behavior, that student will work with their teacher to design a behavior plan that best supports the positive behavior goals they need to achieve. The student, teacher, and our Adjustment Counselor will meet to monitor and evaluate the effectiveness of the behavior plan and the student's progress. Parents will be informed of behavior plans, and will be included in meetings so that all involved have a voice and are on the same page.

Teachers and staff will use verbal and nonverbal cues to focus a student on any adjustment they may need to make in their behavior. Teachers will employ specific praise to students (*"I notice you are focused and are working very hard on your assignment"*, *"I like the way you are listening to your project team and sharing your ideas"*). Highlighting positive behaviors is a powerful strategy to influence and direct all students, to help them key in and reflect on their own behavior and work.

Should a major infraction or a repeating negative behavior occur, the student, teacher, parent, school leader, and adjustment counselor would meet to discuss concerns and decide on an appropriate consequence, which could entail loss of recesses, or in or out of school suspension, depending on the severity of the problem.

Our Sea Star Community will work collaboratively to set a tone for all to do their best work and be successful, both academically and behaviorally. Discipline and our Respect Code will be integral parts of our school family's success, as we strive to thrive in all facets of our program. All students will be recognized as individuals with unique strengths and challenges in all academic and behavioral areas, and will be treated with respect. Each student's individual needs will be met with proactive, tailored interventions, to best support all students and have them meet with success.

8. Sea Star Charter School of Cape Cod will involve parents/guardians in a variety of ways, creating partnerships that support their child's education, fostering strong school community ties, and providing parents/guardians with opportunities to have a voice and contribute. Sea Star Charter School will have a Parent Involvement and Enrichment Program Coordinator. The coordinator's role would be to contact

and involve parents in all school settings, as well as to enlist parents as teachers in our year-round all-school Enrichment program. Parents would have the chance to work with our coordinator in developing topics for our Enrichment Clusters, and would have a voice in bringing in community programs, authors, artists and other resource people to work with our students. This coordinator will also develop a contract that parents will sign at the beginning of the year, committing to giving a certain amount of hours to volunteer in our school community in some capacity, encouraging parents to actively engage in their child's learning and school community. Parents will have representation on our Board of Trustees, our Steering Committee, and on our Parent ELL and IEP Councils. Parent/Guardian discussion groups and coffee hours will be held regularly. Daycare will be provided for events, so that parents/guardians may more readily attend meetings, conferences, and functions sponsored by our school.

During the school year we will have regularly scheduled family events - a kick-off barbecue, monthly family dinners, family outings, playground get-togethers, etc. We will also connect with families during the summer, offering opportunities to connect and see each other. These events will cultivate a true sense of family, of trust, and of friendship as we all share our goal of building a community of engaged learners.

Volunteerism and attendance at family and parent events will be tracked. Surveys will be given to parents to give them an opportunity to express support, ask questions, share information, and voice opinions. Our school will have an open door policy for Parents/Guardians to visit. Staff and administrators will be highly accessible to connect with Parents/Guardians.

Because Sea Star Community School recognizes that in order to best serve a community and to deliver effective, responsive service, it is important to know the community you serve. The community analysis provided essential data that allowed Sea Star Charter School to consider how local resources and community partners will enhance learning opportunities and promote a greater sense of community among our school, student families and the larger community. These programs support the stage of development of elementary school aged children who are becoming more curious about the larger world beyond home and neighborhood. Therefore, Sea Star Charter School will partner with several organizations on Cape Cod to enhance educational programming, first-hand learning opportunities, student service projects and a greater sense of environmental stewardship. Our founding group will establish relationships with the following organizations:

- ✓ **Long Pasture Mass Audubon Society**
- ✓ **Thornton W. Burgess Society/ Green Briar Nature Center**
- ✓ **The Harwich Junior Theatre (HJT)**
- ✓ **Cape Cod Museum of Natural History**
- ✓ **Cahoon Museum of American Art**

(see Appendix D)

F. Special Student Populations and Student Services

The Sea Star Charter School of Cape Cod will welcome all students and support their full access to all of our educational programming. We believe that students with disabilities and those with limited English proficiency will be highly successful in our multi-age classrooms. Differentiated instruction, small group learning and targeted intervention will be provided to all students, but are particularly important to these special student populations. Planned progress monitoring and tiered intervention are embedded in all curriculum and instruction delivered in our classrooms. We will have an innate capacity for specialized instruction for students with needs.

Our focus on supporting students to identify their strengths and talents while guiding their exploration of collaboration in a vigorous academic environment will allow all students to identify their learning style and personal goals. Multi-aged classrooms provide a safe, supportive and inclusive environment for both students with disabilities and those with limited English proficiency. Classrooms will be ADA compliant to allow for full access for all students.

Our school will use a Response to Intervention (RTI) model, vigorous progress monitoring and a system of tiered intervention for all students. Student progress in these activities will be regularly monitored by staff, and parent/s will be involved in the discussions about concerns. When appropriate, students will be referred for further assessment under applicable Massachusetts and federal special education laws and regulations.

All students entering kindergarten will be screened for the existence of disability using a parental questionnaire on their child's developmental history and a staff administered Early Screening Inventory (ESI) assessment during the entry process to school. Students suspected of being English Language Learners will be screened with the W-APT during their second semester of kindergarten, and first semester of 1st grade. A parent survey, questionnaire and interviews will be used with families to determine if their child has limited English proficiency educational needs during the entry process to our school in all grades.

Students identified as being English Language Learners, will be taught by appropriately trained and certified teachers according to the standards developed by the Massachusetts DESE in the RETELL, as applicable to charter school educators. We will adhere to all of the requirements of curriculum standards and assessment, endorsement and licensure, professional development and the support of core academic teachers and supervising administrators of our ELL students.

We believe that our planned Multi-age differentiated curriculum aligns with the WIDA system of standards and will support the equity of access of students with ELL learning needs. We will comply with the recommended instructional programming described under the *Using the MEPA Results to Plan SLE Instruction and Make Reclassification Decisions for LEP Students* (2009) guidance documents. In

addition, we will assess our students with the appropriate ACCESS assessments and all state mandated student assessments. We will access all of the resources available to us from the DESE as soon as our charter application is approved to assist in our full compliance in these requirements.

For students suspected of having a disability and referred for evaluation, parent/s will be fully informed of their procedural rights and will participate in the assessment process and Team Meeting/s. Students found eligible for services under these laws will have appropriate plans (504 or IEP) written for them so that they will access a free and appropriate education (FAP) in the least restrictive environment (LRP). All plans will include statements outlining their participation in state mandated assessments, such as MCAS and PARCC.

We will develop an intake process for students already identified as having a disability after their selection in the lottery process. It will include a parent survey and upon review seek a transfer of relevant records from their prior school setting so that the current IEP can be implemented.

Students requiring specialized instruction or support services outlined in their IEP will receive those services from staff who meet the special education qualification requirements established by the MA DESE under IDEA 34 CFR 300.156(a). It is anticipated that all instruction will be provided by appropriate staff in the classroom setting, except if the student requires a service identified as needing a different setting. Certified or licensed specialists will be contracted to provide related services delineated in student IEPs, such as speech/language or occupational therapy, not available from school staff. Specific professional development programs on special education topics and skills will be provided to all personnel working with our students.

The Sea Star Charter School of Cape Cod will fully comply with all requirements of Massachusetts and federal laws, including: IDEA; NCLB; Section 504 of the Rehabilitation Act of 1973; ADA and FERPA.

The school will engage outside consultants on an annual basis to evaluate both our ESL and special education services and report to the School Leader, Steering Committee and Board of Trustees.

A full-time school nurse will be employed by the school to maintain health records and provide the range of services to our students as required by the regulatory standards of the Massachusetts Department of Public Health (MDPH) and the DESE.

Our food services will include both a breakfast and lunch program available for all students, with a free or reduced price option for those who qualify under state and federal guidelines. We will follow the requirements of the National School Lunch Program (NSLP), the Healthy Hunger Free Kids Act (HFKA) and Massachusetts nutritional guidelines.

III. How will the school demonstrate organizational viability?

A. Capacity

The Founding Group of Sea Star Charter School of Cape Cod began meeting in the summer of 2012. The group that met back in the summer of 2012 has morphed into an energized cohesive group of parents, community members and educators. The group came together because of the idea of pursuing the concept of forming a Multi-age school for students in grades K-5.

It has long been identified on Cape Cod that there are no elementary public schools open to choice for all students. There are two very strong and popular Commonwealth Charter Schools on the Cape, Lighthouse Charter in Harwich (grade 6-8) and two Sturgis Charter Schools in Hyannis (grade 9-12). Many of the larger school districts on the Cape have changed their elementary schools hosting grades K-3 and 4-5. There is quite a bit of parent dissatisfaction with this new alignment.

Several of our Founding Group members have direct experience in a Horace Mann Charter School formed in Barnstable. The original Horace Mann Charter School was the Marstons Mills East Horace Mann Charter Public School. Later this school was forced by the school system to move to Hyannis and become the Barnstable Community Horace Mann Charter Public School.

The significance of the experience of being associated with the Horace Mann School is that three members of the new founding group were instrumental in the positive outcome of a financial crisis occurring in 2008. The group worked together to overcome the shortfall by reaching out to the school community and diligently trimming the budget without impacting the educational program offered to the students.

The educational program provided at the Horace Mann was based on the concept of gifted education for all students, a theme carried over to Sea Star. The Accelerated Schools Program was used at the Horace Mann as the model, that program has morphed since it was first used and some of the successful principles have been carried over to this application.

The education experienced Founding Members have experience with several of the programs that will be available to new staff members, including Confratute, the Responsive Classroom and the Inquiry Method. Several other Founding Members have direct experience with several of the Community Groups that will be asked to provide enrichment activities to the students of Sea Star Charter.

Members of the founding group are representative of the areas to be primarily served by the charter school. The members live in the Mid-Cape area and are part of the frustration of not having a public school choice of a Commonwealth Charter School available to their children at the early elementary age.

Our group has met monthly for over a year, until the past two months when writing of the Prospectus became the full focus of the group. During the time of our monthly meetings we also held several public meetings to bring our intentions and ideals to the community. These meetings generated

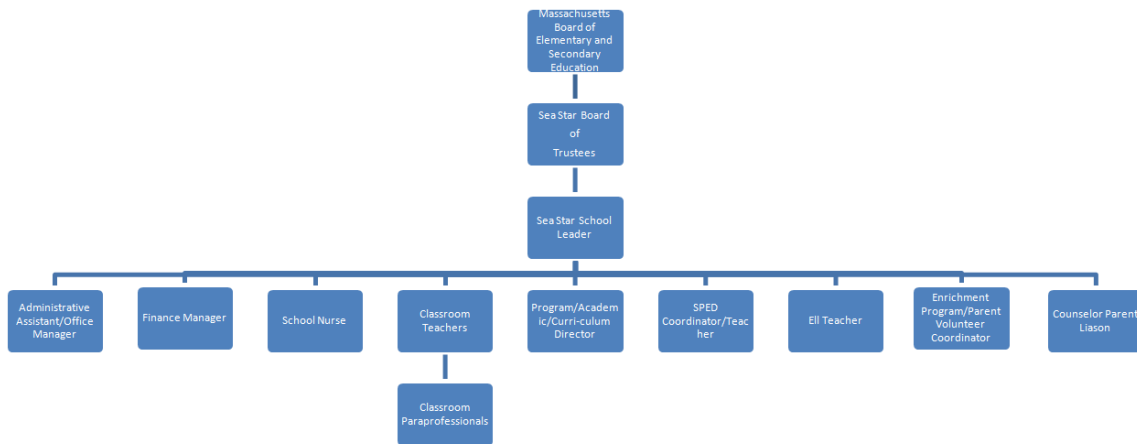
more support along with the use of social media. A Facebook page for Sea Star Charter School was created and information began to flow even further into the community.

Our original monthly meetings were spent developing the principles, configuration of the school and staff as well as researching the communities to be served. As we worked we always kept in mind possible Board of Trustee Members as well as possible staff members to be added to the school.

The writing process was a collaborative effort from interested community members as well as three of our Founding Group members. Those three members are Nancy Sandborg, Mary Jo Keenan and Kenneth Keenan. These writers have great experience with the Horace Mann Charter in Barnstable. Mary Jo was the longtime teacher of the extremely successful Multi-age program for many years. Kenneth was the principal/school leader for the Marstons Mills East Horace Mann Charter School which later became the Barnstable Horace Mann Charter Public School located in Hyannis. Nancy was the bookkeeper for several years at the Horace Mann and successfully managed the day to day financial operations of the school. She was also one of the most important people involved in the successful plan to save the Horace Mann from the financial crisis mentioned earlier in the prospectus.

All of these writers have long histories in the communities to be served and have excellent reputations in education.

C. Governance Structure



Although the organizational chart provided by the Sea Star Charter School founding group appears to be traditional, the expectations are very high. The chart is meant to indicate the relationship between all members of the Sea Star Charter in terms of responsibility and communication. An additional chart is provided in the appendix indicating how “innovations” will be brought into the school and how they will be implemented.

The strength of the Sea Star Charter is based on honest and open communication between all members of the Sea Star Community. At all times the Sea Star mission and vision will be forefront in any and all discussions and decisions made by School Community Members. Board of Trustee members must understand completely the purpose of the Charter and work hard to support the model, concepts and mission of the school. Board Members must be aware of their role as being overseers of the school not as participants in the day to day operation of the school.

The Board of Trustees of the Sea Star Charter will serve as the school's governing body, establish and maintain policies to ensure the school's success, be true to the Mission Statement, hold the school's charter and be responsible for the fiscal stability of the school.

The charter school plans to recruit Board members from the Cape community who are committed to educating our children and willing to make the investment in this new endeavor. They will be involved, engaged and will work to make the school a success. Initially the Board will consist of 9 members to include a Chair, Vice-Chair, Treasurer, and Secretary. The new Board has a responsibility to hire a School Leader who will guide the school and work effectively with the Board to achieve the school's vision. The Board and School Leader will work together to determine the school's curriculum, annual budget and set policies.

All new board members will attend an orientation which will focus on the school's mission, goals and expectations as well as educating the members about their legal duties and State and Charter School Regulations. The Massachusetts DESE Charter School Administrative and Governance Guide and the Opening Procedures Handbook: Guide for Boards of Trustees and Leaders of New Charter Schools will be utilized as a resource and guide for the new Board.

The Sea Star Charter School of Cape Cod's Board of Trustees will hold an annual retreat to review their roles in the charter as well as to make sure that new members have been properly initiated to the mission and vision of the Charter.

The School Leader will be responsible for the day-to-day operations as well as the overall educational and fiscal management of the Sea Star Charter School. The Leader will be dedicated to the school community and possess strong and positive leadership skills.

The School Leader will hire all staff members and support personnel, conduct annual reviews and oversee regular staff meetings. The Leader will set the school climate as an enriching and exciting place for children to learn. The leader will oversee student assessment, student conduct, and administer programs for student support to include before and after school activities. The School Leader will develop the budget in conjunction with the Board of Trustees and be responsible for its implementation and sound fiscal practices. The School Leader will effectively communicate the school's mission and goals with staff, parents and the community.

The School Leader will also participate in the yearly retreat of the Board of Trustees. The Program/Academic/Curriculum Director will be responsible for ensuring that the curriculum and instruction aligns with the Massachusetts Curriculum Frameworks and the educational philosophy of the school. In addition, the Director will coordinate all student assessments to include MCAS, and selected progress monitoring to measure the academic progress of all students. The Director will coordinate and implement staff training and professional development. The PACD will work closely with the School Leader in assisting in making sure that the School Mission and Vision are followed.

Teachers are the heart of the Sea Star Charter School. Using a Multi-Age approach, our Classroom Teachers will implement the educational program in a rich environment that fosters engaged learning. All teachers will be highly qualified. Significant time will be available for Professional Development to grow a strong and cohesive teacher group to maximize excellence in instruction. The School Leader and the Program/Academic/Curriculum Director will support the teachers in their role as educators and representatives of the school. Parent involvement is a key to successful learning and Sea Star Teachers will engage parents and families and encourage their involvement in student learning. All classroom teachers are expected to be SEI certified within the first year of employment.

Team Leaders will be chosen from each classroom group to serve on the Steering Committee and also to ensure that the Mission and Vision is being flowed at each level.

Classroom Paraprofessionals will serve an important role in supporting the classroom teacher in implementing the educational program. It is the intent of Sea Star Charter to draw directly from the Communities to be served to fill many of the Paraprofessional positions in the school, thus making for a direct connection to the community.

Special Education and English Language Learner students will be identified and served in accordance with state and federal laws. The SPED Coordinator/Teacher will manage and implement the Special Education program and be responsible for the student caseload. This will include development of IEPs, 504 Accommodation plans, working with students and tracking their progress. The SPED Coordinator will communicate with teachers on a regular basis about the students' accommodations and progress. Physical Therapy Occupational and Speech Therapy and other specialized services will be contracted through the Cape Cod Collaborative.

The ELL Teacher will be ELL Certified and will be expected to be an integral part of the operation and innovation of Sea Star Charter. It is the expectation that the ELL teacher consistently advocates for their students and families. The ELL Teacher will be responsible for making sure that all publications, notices and social media sites are language accessible by all families.

An Enrichment program will be an integral part of the Sea Star Charter and will be facilitated by the Enrichment Program/Parent Volunteer Coordinator. Programs will extend beyond the school day, it is

expected that within the first year of operation that Saturday and school vacation enrichment programs will be offered to the entire Cape Cod community. First preference will be given to the students and families of Sea Star Charter. The Enrichment Program/Parent Volunteer Coordinator will be responsible for recruiting and training classroom volunteers as well as enrichment presenters. The Enrichment Program/Parent Volunteer Coordinator should have direct knowledge and experience with community groups so that programs can be developed for the enrichment of the curriculum at Sea Star Charter.

Parents and families will be an integral part of the charter community. The Counselor/Parent Liaison will develop these parent/family partnerships and work cooperatively developing a family and community outreach program to meet the needs of our school community and ultimately to the benefit of Sea Star students.

The School Nurse will oversee the health and wellness of Sea Star Charter students and assist in developing a comprehensive health service program. The School Nurse will be responsible for maintaining all of the health records of students as well as the confidentiality of those records. The School Nurse will be expected to offer health related enrichment programs to the students of Sea Star Charter along with being available to offer health related referrals to parents and families to local agencies.

The daily operations of the school office will be managed by the Administrative Assistant/Office Manager. Duties will include managing student files, staff attendance, and providing support to the School Leader. The Administrative Assistant/Office Manager at Sea Star Charter is much more than a “secretarially” position, often the Administrative Assistant/Office Manager becomes the “face” of the school as they are frequently the first person any person coming to the school will meet. This first impression is critical to the success of the school.

The Finance Manager will manage the finances of the Sea Star Charter School in accordance with the Sea Star Charter’s Fiscal Policies and Procedures. The Manager will assist the School Leader and Board in formulating the Budget/Spending Plan each year and provide detailed spending reports to the Board of Trustees at their monthly meetings. The Manager will be responsible for all financial records of the school to include purchase orders, vendor payments, and inventory. Staff payroll will be processed through a payroll service. (see Appendix B)

IV. Required Attachments

Appendix A

Sea Star Charter School of Cape Cod

Founding Members

*Indicates a prospective member of the Sea Star Charter School's Board of Trustees

**Indicates a prospective staff member of the Sea Star Charter School

Founding Members

July 25, 2013

To Whom It May Concern:

I write this letter in support of the Sea Star Charter School of Cape Cod. I am excited to become involved with this new endeavor. I have had the privilege of knowing Ken & Mary Jo Keenan for several years as a parent volunteer and PTO Board member while my children attended Barnstable Community Horace Mann Charter Public School. Their commitment, our communities' commitment as well as all the founding members is strong.

We need to continue to build schools that embrace diversity and empower our children. We need nurturing, challenging environments that encourages creativity and focuses on the whole child, their families and community. The Sea Star Charter School of Cape Cod will be one of those special schools that will achieve all of these things and more.

Sincerely,
Cynthia Corbett

Janelle D'Aprix

Janelle D'Aprix

2 Greglen Avenue PMB 328, Nantucket, MA 02554 508-280-5920
daprixj@comcast.net

July 21, 2013

Thank you for the invitation to be part of the Sea Star Charter School Founding Group. I wholeheartedly give my support to this new educational opportunity for the Cape Cod community.

As the former Chairperson of the Barnstable Community Horace Mann Charter Public School Board of Trustees and former parent of a student at that school, I witnessed firsthand the benefits of parents' having a choice in their child's public school education. As a charter school, the staff, teachers and administration are able to choose an education program that is outside the normal educational delivery system of other elementary schools in the district. This allows a parent/guardian the opportunity to place their child into a teaching environment more supportive of his/her learning style. There is also a comfort level for the parent knowing that the program is not going to change from year to year. The multi-age classroom set-up is just what is needed for many young students to achieve success. I strongly believe that Sea Star Charter Public School will be filling a need on Cape Cod and will serve as a successful platform for students who may continue to matriculate into the other commonwealth charter schools on Cape Cod or to their local district school. I look forward to the DESE approval of this charter school and to the ultimate success of Sea Star Charter School.

Sincerely,

Janelle D'Aprix
Susan Friedman

To Whom It may Concern;

As a Massachusetts educator for the past 38 years, I am writing to support the vision set forth for the Sea Star Charter School of Cape Cod. I have had many opportunities to instruct multi-age classrooms K-3 and found them to be highly

beneficial for all students. In addition to teaching core curriculum at the public schools on Cape Cod, I have instructed thousands of students in dance at my private dance studio. I have observed the need for streaming all arts back into our primary school curriculum, as sadly, over the years so much has been lost. The plans proposed by this dedicated group of educators clearly, among many things, identifies integration of the arts as a priority in enriching the environment for successful learning.

I give my whole hearted support of the Sea Star Charter School which will provide a wonderful education for a wide scope of Cape Cod children.

Respectfully,

Susan Mendoza Friedman

Kenneth Keenan

Kenneth J. Keenan
217 Lothrop Ave.
Harwich, MA 02645
508-432-8515
kjkeen1950@gmail.com

It is with great excitement and enthusiasm that I offer my commitment to the Sea Star Charter School of Cape Cod. I feel that it is very important that every child on Cape Cod has the choice of a Charter School option. The endeavor undertaken by the Founding Group of Sea Star Charter is exciting because of what the group has proposed in this Prospectus. It is an extremely positive approach to education and highlights the natural resources available on Cape Cod as well as tapping into the Arts that abound on the Cape. I am anxiously awaiting to go forward in this process.

Mary Jo Keenan

Mary Jo Nolan Keenan
217 Lothrop Ave.
Harwich, MA 02645
508-432-8515
kjkeenan@comcast.net

Statement of Commitment

It is with great pleasure that I extend my support and commitment to Sea Star Charter School of Cape Cod. I believe strongly that all families should have options as they embark on choosing the best path for their child's education. Sea Star Charter School is such an option.

Sea Star Charter School will provide a rigorous education for each child that is differentiated, that builds on strengths, and that involves the entire community as it nurtures and challenges all students to be the best they can be.

Sea Star Charter School will take advantage of the many resources we have here on Cape Cod, developing educational partnerships with a variety of organizations and individuals to share the arts and sciences in meaningful, authentic ways with our entire school community.

Sea Star Charter School will speak to the whole child, engaging all students in developing character as they demonstrate our values and principles, and stretch themselves to be 21st century learners.

I am very excited about our endeavor, and look forward to your consideration and approval.

Timea Menyart

STATEMENT OF COMMITMENT
for
SEA STAR CHARTER SCHOOL
FOUNDING GROUP MEMBERSHIP

As a parent and a business professional, I am looking forward to working with the Sea Star Charter School Founding Group. I feel very strongly about this charter initiative, and believe that the school will fill a gap, and offer a positive alternative to many families.

I understand that my role as a Founding Group Member carries responsibilities, and will make those a priority. By joining the Founding Group, I:

- * Support the Mission, Vision, Values and Goals of the Charter.
- * Will offer my expertise to help ensure the success of the planning and implementation of the Charter.
- * Will actively participate in all requests for my assistance and response.
- * Will make every effort to attend the meetings.

Date: July 21, 2013

Timea Menyhart
35 Abegale Snow Road

West Barnstable, MA 02668
Phone: (508) 744-7906
Email: timea.menyhart@gmail.com

Nancy Sandborg

I am pleased and honored to be a founding member of the Sea Star Charter School. As the former Bookkeeper/Business Manager of a charter school, I am committed to share my knowledge and contribute toward the development and implementation of a financial plan for the new charter.

I have been part of a charter school community for eight years and have experienced the dedication of staff and parents as well as the sense of pride that the children have in their school. Everyone was a stakeholder, involved and went the extra mile to make the school a success. There is a definite sense of ownership in a charter school and children want to be a part of that.

All children deserve quality education and I believe parents should have a choice in their child's educational path. I am confident that the Sea Star Charter will offer a quality choice and I am willing to make the investment in this endeavor.

Jen Sawyer

My Name is Jennifer Sawyer and I am glad to become a member of the Sea Star Charter School Founding group.

As a supporter of multi-age classrooms and charter schools this is a truly exciting endeavor. The focus on community within the school is essential to the students, families and staff. It is wonderful knowing that this will play an important role in the school. I look forward to participating in this group.

Resumes

CYNTHIA CORBETT

29 Hitching Post Lane – Centerville, MA 02632
508-367-4711

Experience:

Heritage Group Planners, Hyannis, MA

2010-

Current

Group Tour Coordinator/Accounting

- Assist with coordinating tour itineraries for motor coach groups traveling into New England

Responsible for all account receivables and payables for the company

Daily duties include planning and organizing tour itineraries, contract negotiations, reserving and managing hotels, restaurants, guide service and attractions for large groups

Customer service

Babies R Us/Toys R US, Hyannis, MA

2008-2010

Sales Associate

All aspects of customer service which included assisting with Baby Registries, placing special orders,

and product demonstrations

Hosted in-store seminars on products and services

Owner/Operator, Centerville, MA

2001-2008

Licensed Family Child Care Provider

Planned and implemented fun, educational, age-appropriate curriculum and activities in a safe and

healthy environment

Maintained daily records including attendance, scheduling, invoicing and tax related documents

Tour Trends, Plymouth, MA

2001-2003

Group Tour Coordinator

Assisted with coordinating group tour itineraries throughout the Northeastern United States and Canada

- Contract negotiations with suppliers, assisted with hotel inventory, assembled tour guide packets and assisted sales staff with client communication

South Carolina Aquarium, Charleston, SC

1999-2001

Group Sales Manager

- Responsible for creating, introducing and marketing the group tour product for Charleston's newest and largest tour attraction
- Developed the marketing collateral and advertising plan
- Interviewed, hired, trained and supervised the Aquarium's Call Center personnel

- Drafted and implemented the pre-open, post-open and year-two Marketing Plans
 - Responsible for creating and managing the \$50,000 department budget
- Organized sales efforts for the Aquarium to include but not limited to; direct mail, telephone sales, sales blitzes, web site and through attendance at national and local tour association conventions and meetings
 - Participated on several committees to ensure the organization maintained and balanced mission integrity, quality control and customer satisfaction

Education:

Johnson & Wales University, Providence, RI

Sales & Meeting Management, BS, cum laude

1992

Travel & Tourism, AS, cum laude

1991

Community Involvement:

PTO Treasurer –Barnstable Community Horace Mann Charter Public School, Hyannis MA
2007-2012

Volunteer – Centerville Public Library, Centerville MA

Janelle D’Aprix*

2 Greglen Avenue, PMB 328, Nantucket, MA 02554 508-280-5920 daprixj@comcast.net

PROFILE:

A self-motivated and results-orientated team player with solid multi-tasking, time management and organizational skills with experiences in administration, management, governance and community service.

ADMINISTRATION AND MANAGEMENT:

Coordinate various adult educations programs. Serves as GED Chief Examiner.
 Conducted recruitment of exempt and non-exempt personnel in collaboration with line management.
 Interacted with employment agencies to discuss and secure qualified job candidates.
 Coordinated in-house job posting for open positions.
 Scheduled and coordinated interviews with management.
 Completed employee verifications and reference checks.
 Served as College Recruitment Coordinator.
 Designed and conducted new hire orientation programs.
 Assisted employees and candidates in attainment of visas and/or work certifications.
 Input new employee data and processed personnel change requests through the HRIS.

Conducted exit interviews and responded to unemployment verifications.
Researched, created and implemented reports utilizing the Human Resources Information System.
Served as interdepartmental liaison to research and solve payroll issues.
Assisted in the organization and administration of open enrollment for over 1000 employees.
Participated in the creation of the company employee handbook.
Organized and administrated Employee Service Award and Employee of the Month programs.

Supervised and carried out day-to-day operations of retail clothing store including personnel and merchandising.

Operated POS register system to process sales and assist customers.

GOVERNANCE AND COMMUNITY SERVICE:

Served as advisor to the principal of Cyrus Piece Middle School as a School Council member.

Participated in the development of Vision and Mission Statements for Nantucket Public School System.

Developed Communication and Facilities Plans as a part of the Strategic Plan for NPS.

Facilitated monthly meetings of the Board of Trustees to Barnstable Community HMCPS.

Oversaw and advised in the development of annual budget for BCHMCPS.

Ensured school compliance with statutory and regulatory requirements.

Successfully led BCHMCPS through its first charter renewal and a major restructuring of Barnstable's school system.

COMPUTER SKILLS:

Windows XP, Word, Excel, MS Outlook, Outlook Express, PowerPoint, Publisher, QuickBooks and QuickBooks Pro, Great Plains Dynamic, OneWrite

VOLUNTEER EXPERIENCE:

2010-Present Library Assistant, Nantucket Elementary, Nantucket, MA

2010-2011 Member, School Council of Cyrus Pierce Middle School, Nantucket, MA

2010-2011 Member, Nantucket Public Schools Strategic Planning Committee, Nantucket, A

2005-2010 Chairperson- Secretary- Member, Board of Trustees to Barnstable Community HMCPS,
Hyannis, MA

WORK EXPERIENCE:

2011-Present Adult Education Coordinator, Nantucket Community School, Nantucket, MA

2008-2009 Assistant Manager, Christopher & Banks, Hyannis, MA

2007-2008 Sales Associate, Christopher & Banks, Hyannis, MA

1996-1997 Senior Human Resources Representative, Kvaerner Process, Bridgewater, NJ

1994-1996 Human Resources Assistant, Kvaerner Process, Bridgewater, NJ

EDUCATION:

Program in Professional Human Resource Management

Fairleigh Dickinson University, Madison, NJ

BA, Behavioral Science with a concentration in Industrial Relations –Minor in Spanish

Drew University, Madison, NJ

Susan Mendoza Friedman**
39 Rosewood Lane 508.367-4531

Cotuit, MA SMF318@me.com

Profile

A creative and energetic professional with a background in education and development. Known as a motivating and passionate leader whose accomplishments include a thirty year history of directing Cape

Cod's largest dance studio, and establishing a hugely successful foundation to support women's cancer research. Strengths include keen attention to detail, exceptional organizational skills, and ability to work cooperatively with others at all levels.

Experience

Owner and Director, Dance Designs, Inc., Hyannis, MA 1988-2012

Developed dance curriculum for ages 3 through adult in all styles of dance. Instructor and Supervisor of dance faculty and work-study program. Responsible for all aspects of studio operation including budgeting, advertising, staff supervision, curriculum and direct teaching. Developed and implemented innovative programs in the Cape Cod schools and community.

Movement Educator, Cape Cod. MA 2009-present

Designed and implemented creative movement and yoga curriculum for youngsters ages 1 to 5 in preschool or other group setting.

Barnstable Public Schools Enrichment Program

Cape Cod's Children Museum. Mashpee, MA

St. Peter's Nursery School, Osterville, MA

Fair Acres Nursery School, Marstons Mills, MA

Founder and Chairperson, Dancing for a Cure, Hyannis MA 2006-Present

Established a community based foundation to support ovarian and breast cancer research at Dana-Farber Cancer Institute. Responsibilities include developing donor relations, fund raising through various community events, volunteer recruitment and committee management and overall fiscal responsibility.

Implemented all aspects of public relations and branding, and production of annual dance benefit with a cast of more than 100 performers. Funds raised to date exceed \$160,000.

Friends of Dana-Farber Cancer Institute, Boston, MA 2010-Present

Member, Board of Directors

Regional Director, National Dance Week 1996-2006

Responsible for coordination of all dance events in Southeastern Massachusetts utilizing public and private venues.

Classroom Teacher, Barnstable Public Schools, Hyannis, MA 1978-1986

Classroom teacher, Grades K-2, After-school enrichment program, developed and implemented Dance

Curriculum for Barnstable Park and Recreation Department

Education

Wheelock College, Boston, MA 1973-1975

Bachelor of Science, Early Childhood Education

Boston University, Boston, MA 1971-1973

Awards

2011 Massachusetts Teachers Association Creative Leadership in Human and Civil Rights award

Selected for outstanding leadership in community awareness and fund raising for breast and ovarian cancer research.

Kenneth J. Keenan*
217 Lothrop Ave.
Harwich, MA 02645
508-432-8515
kjkeenan1950@gmail.com

LEADERSHIP & ADMINISTRATIVE EXPERIENCE:

July 2011- Present Retired

July 2007 - July 2011 Principal/School Leader

Barnstable Community Horace Mann Charter Public School,
Hyannis, MA (FKA: Marstons Mills East Horace Mann Charter
Public School)

Organizational Leadership:

- Effectively communicated and interacted positively with all stakeholders, including students, parents, staff, the community, Board of Trustees, District Administration and The Massachusetts Department of Elementary and Secondary Education. Communication would include:
 - Annual Report
 - Memorandum of Understanding (MOU)
 - Accountability Plan
 - Student, parent and staff surveys
- Developed on going lines of communication and professional relationships with local school administrators.
- Promoted all communication in a form which is meaningful to a diverse population.
- Developed and implemented an annual budget and spending plan for the School in conjunction with the Board of Trustees and the Barnstable School Committee.
- Facilitated annual financial audit.
- Oversaw in-house before and after school day care programs.
- Oversaw the development and maintenance of job descriptions, personnel policies, procedures, evaluations and coordinated with the appropriate Union regarding such personnel issues.
- Exercised authority to work with applicable Barnstable School District Unions in hiring, firing, and supervising all full and part-time teaching staff, paraprofessionals, as well as all non-teaching staff.

Instructional Leadership:

- Oversaw School's data reporting systems, classroom data, general school data and DESE data to help determine focus for instructional strategies.
- Sustained a familiarity and sensitivity to a culturally diverse community.
- Took responsibility for collaboratively developing communication and achieving goals consistent with the Charter.

- Regularly communicated with parents through a weekly newsletter, Alertnow messages and webpostings.
- Effectively supported and maintained the Response to Intervention (RTI) and Positive Behavior and Supports (PBIS) educational programs as well as the Barnstable School Department Bullying Policy.
- Coordinated, oversaw and supported all teachers in their professional development.
- Assured programs adhered to and met with Charter and Accelerated Schools Plus (ASP) goals, objectives and requirements, such as current enrichment programs.
- Conducted regular, substantive staff meetings.
- Participated, when appropriate, in teacher/parent conferences.
- Maintained and supported a working relationship with Parent Teacher Organization to implement programs for parents and the community, and with the Friends Foundation at BCHMCPS.
- Actively articulated and communicated School's mission and vision to parents and the community.

Teaching Experience:

September 1985 – June 2007 Barnstable School Department, Barnstable, Massachusetts – Elementary Classroom Teacher – Member of the Mathematics Curriculum Committee

September 1983 - June 1985 Karlsruhe Elementary School, DODDS Karlsruhe, Germany – Grade Two Classroom Teacher – Co-Chairperson of the School Reaccreditation Team

September 1978 – June 1983 Sandwich Elementary School, Sandwich, Massachusetts – Grade Four Classroom Teacher – Vice President of the Sandwich Teacher's Association

September 1975 – June 1978 Hyman Fine Elementary School – Attleboro, Massachusetts – Multi Grade Teacher 1-3

September 1972 - June 1975 Finberg Elementary School – Attleboro, Massachusetts – Grade Three Classroom Teacher – Assistant Director of Project Interserve – Cooperating Teacher for Student Teachers from Bridgewater State College and Wheaton College

Education:

1968-1972 Bridgewater State College, Bridgewater, Massachusetts B.S/ in Elementary Education

1982-1983 Cambridge College, Cambridge, Massachusetts

Mary Jo Nolan Keenan
217 Lothrop Ave.
Harwich, MA 02645
508-432-8515
kjkeenan@comcast.net

Educational Experience:

Barnstable Horace Mann Charter Public School

- Multi-age Teacher – Grades two and three – 2010-2011
- Multi-age Teacher – Grades one and two – 2008-2010

Marstons Mills East Horace Mann Charter Public School

- Multi-age Teacher – Grades one and two – 1999-2008

Marstons Mills East Elementary School

- Looping Class Teacher – Grades one and two – 1997-1999

Hyannis East Elementary School

- Looping Class Teacher – Grades kindergarten, one, and two – 1992-1997
- Kindergarten Teacher – 1982-1992
- Grade One Teacher – 1978-1982
- Transition Class Teacher – Grades kindergarten and one – 1997-1998

Marstons Mills Elementary School

- Multi-age Teacher – Grades one and two – 1976-1977
- Teaching Assistant – grade two – 1995-1996

Professional Development

Multi-age Education Program Studies

Responsive Classroom Training

Portfolio Assessment Training

Math Their Way Training

Independent Investigation Method Training

Project Zero Participant

Empowering Writers Training

Accelerated School Plus Training

AIMS Program training

Cooperating Teacher for students from Wheelock College, Bridgewater State College, and Cape Cod Community College

Committee Work

Barnstable Horace Mann Charter Public School

- Communication Cadre
- Language arts and Writing Cadre

Marstons Mills East Elementary School

- Charter School Investigation Committee
- Charter School Model Adoption Committee
- Assessment Committee
- Frameworks Alignment Committee

Hyannis East Elementary School

- Science Curriculum Committee
- Math Curriculum Committee

- TIMEA MENYART*

EXPERIENCE

TREASURER, BCHMCPS PTO HYANNIS, MA 2012-

Spearheads annual budgeting process, monitors budget throughout the year. Implemented accounting information system. Prepares and presents monthly treasurer's reports. Posts all financial transactions, and performs all necessary duties related to accounts payables and receivables. Active participant of fundraising and other activities. During the first year as treasurer, the PTO budget was not only well balanced, but helped to raise 30% more funds as compared to prior year, while cutting over 20% in expenses, resulting in a surplus for the first time in years.

TEACHER, BOSKOLA LEXINGTON, MA 2010- Preschool teacher at the Bela Bartok Hungarian Weekend School for ages 3-6.

CONSULTANT, CAPE COD HEALTHCARE (CCHC) HYANNIS, MA 2007-2009
Continued to work on below mentioned benchmarking project as an independent consultant. Trained in-house personnel to execute benchmarking tasks, as well as to create pertinent reports.

FINANCIAL ANALYST, CCHC HYANNIS, MA 2005-2007
Spearheaded a systemwide benchmarking project that involved all departments (approx. 160) at both Cape Cod and Falmouth Hospitals. Reviewed operations of all departments, collected financial and clinical data, analyzed data against national database, created quarterly reports, consulted senior management group as well as department heads on findings and made suggestions for improvement. During my tenure, based on my benchmarking, Cape Cod Hospital became a Top 100, while Falmouth Hospital became a Top 50 hospital nationwide in their respective categories. Also assisted in the annual budget process.

FINANCE INTERN, CCHC HYANNIS, MA 2004
Revise managed care (reimbursement) database and reports.

HR INTERN, CCHC HYANNIS, MA 2003-2005
Performed and assisted in various recruitment and employee benefits tasks and projects.

EDUCATION

SUFFOLK UNIVERSITY, BOSTON, MA - MBA (FINANCE), 2005

SUFFOLK UNIVERSITY, BOSTON, MA - BA BUSINESS ADMINISTRATION, 2004

SKILLS

Comprehensive knowledge of Microsoft Office programs (Word, Excel, PowerPoint, Access)
Experience with QuickBooks and with maintaining budget
Experience with HR, medical and financial database systems
Ability to work with several operating systems, including Windows, Mac OSX and Linux
Excellent communication and leadership skills

Nancy W. Sandborg
P.O. Box 19
Sandwich, MA 02653

Professional Experience

Barnstable Public Schools

P.O. Box 955, Hyannis, MA 02601

Barnstable Community Horace Mann Charter Public School – Charter Bookkeeper
2007-2013

- Responsible for all financial aspects of the Charter school.
- Prepare annual spending plan with supporting detail and provide budget information to assist in grant writing process.
- Process all financial transactions to include purchase orders, accounts payable, budget adjustments, journal entries and reports.
- Manage Charter school grants. Set up budgets, record and track expenses, reconcile activity to grant, request funds, complete and submit final reports, maintain all grant files.
- Prepare and present financial reports each month to Finance Committee and Board of Trustees. Reports include activity to date and projections for appropriation, grant and revolving funds.
- Maintain all financial records to include contracts and inventory and assist with annual Charter school audit.

Marstons Mills East Horace Mann Charter Public School - Finance and Special Education
2005-2007

- Process financial transactions to include purchase orders, accounts payable, time and attendance and reports.
- Manage grant activity, request funds, prepare financial reports and maintain files for all Charter grants.
- Assist SPED Coordinator with correspondence, scheduling and paperwork in compliance with Department of Education regulations.

Barnstable School Administration Business Office – Accounts Payable 1998-2005

Barnstable Middle School at Marstons Mills - Secretary 1994-1998

Cape Cod Community College

Route 132, West Barnstable, MA 02664

Business Office - Bookkeeper, Federal, State and Local Grants 1990-1994

Business Office – Accounts Receivable 1989-1994

Education

Cape Cod Community College

Associates in Science Degree – Dean’s List

Appendix B

Sea Star Charter School of Cape Cod

Innovation

INNOVATION

Innovation at Sea Star Charter School will be welcomed from the entire school community, but to find the ideas and programs that fit Sea Star a Steering Committee will be formed. The Steering Committee will be able to assist the School Leader and the entire School Community in bringing appropriate programs and develop ideas that support the mission and vision of the school.

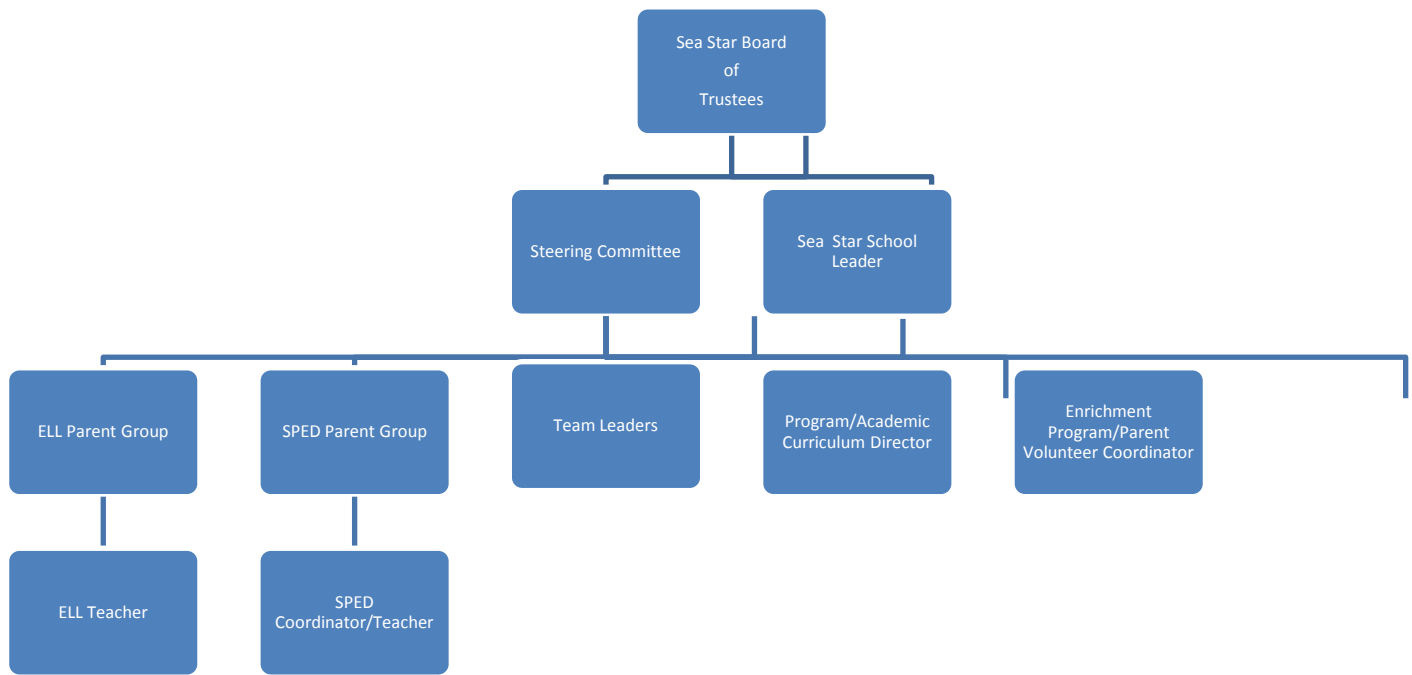
The Steering Committee concept is drawn from the Accelerated Schools Plus model which was used successfully at the Marstons Mills East Horace Mann Charter Public School and later at Barnstable Community. The concept has been adapted to the unique aspects of the Sea Star Charter.

The Steering Committee consists of all interested parties associated with the school, this would include the School Leader, Team Leaders and representatives of any group working with the school. Additional representatives would include members of PTO, ELL parent group and the SPED parent group. The goal of the Steering Committee is to be as inclusive as possible.

Roles of the Steering Committee:

1. Ensures that the entire school is moving in the direction of the school vision.
2. Serves as a clearinghouse of information.
3. Serves as a communication vehicle for disseminating to the school community.
4. Monitors the progress of all groups in the school to make sure they stay on track.
5. Helps the administration deal with incoming information to the school and assists in the “roll-out” of new programs to ensure their success.
6. Serve as the clearing house for decimation of Best Practices.

Adapted from the Accelerated Schools Resource Guide by Wendy S. Hopfenberg, Henry M. Levin and Associates. 1993 by Jossey-Bass Inc.



Appendix C

Sea Star Charter School of Cape Cod

On the Web

Sea Star Charter School of Cape Cod

On the Web

Webpage: <http://www.seastarcharterschoolofcapecod.com/index.html>

Facebook: <https://www.facebook.com/pages/Sea-Star-Charter-School-of-Cape-Cod/496371397082056?ref=stream>

Email: k5capecodcharter@gmail.com

News Articles:

<http://www.capecodtoday.com/article/2013/02/01/16897-new-cape-cod-k-5-charter-school-proposed>

http://www.barnstablepatriot.com/home2/index.php?option=com_content&task=view&id=31823&Itemid=30

http://www.barnstablepatriot.com/home2/index.php?option=com_content&task=view&id=32013&Itemid=30

<http://barnstable-hyannis.patch.com/groups/announcements/p/an--k-5-cape-cod-charter-school-informational-meeting>

<http://www.capecodonline.com/apps/pbcs.dll/article?AID=%2F20130130%2FNEWS%2F301300325%2F-1%2FNEWS01>

Appendix D

Sea Star Charter School of Cape Cod

Community Programs

Sea Star Community School recognizes that in order to best serve a community and to deliver effective, responsive service, it is important to know the community you serve. The community analysis provided essential data that allowed Sea Star Charter School to consider how local resources and community partners will enhance learning opportunities and promote a greater sense of community among our school, student families and the larger community. These programs support the stage of development of elementary school aged children who are becoming more curious about the larger world beyond home and neighborhood. Therefore, Sea Star Charter School will partner with several organizations on Cape Cod to enhance educational programming, first-hand learning opportunities, student service projects and a greater sense of environmental stewardship. Our founding group will establish relationships with the following organizations:

- ✓ Long Pasture Mass Audubon Society provides educational nature-based programs for elementary school children to learn about the environment of Cape Cod.

“Each program is aligned with the Massachusetts Department of Education frameworks with strands in Life Science, Earth Science, History, and/or Geography. Math learning standards are included in many programs.”

Retrieved from:

http://www.massaudubon.org/Nature_Connection/Sanctuaries/Long_Pasture/schoolgroups.php

- ✓ Thornton W. Burgess Society/ Green Briar Nature Center brings nature into the classroom. These experienced Naturalist’s offer hands-on learning opportunities to introduce elementary students to year round science exploration and discovery both in the field and the classroom. The classes are tailored to support the curriculum and:

"To inspire reverence for wildlife and concern for the natural environment."

Retrieved from:

<http://www.thorntonburgess.org/ThorntonBurgessMuseum.htm>

- ✓ The Harwich Junior Theatre (HJT) will provide information and activities that may be modified to accommodate for the developmental needs and differences in learning styles in children. HJT will help to support these learning styles by teaching about the dramatic arts utilizing a variety of mediums such as art production for stage and set design, improvisation, music and dance. The emphasis of the HJT is on student participation rather than performance.

The goal of Harwich Junior Theatre's Outreach in the Schools Program is to "further our mission of providing young people with the opportunity to explore and expand their creative talents and aspirations, to entertain, to develop and foster a love and full appreciation of theatre and to enrich lives through theatrical experience. It is also our goal to make theatre accessible to as many young people as possible, regardless of economic circumstances."

Retrieved from: <http://www.hjtcapecod.org/classes/theatre-in-school/>

- ✓ Cape Cod Museum of Natural History will provide students with the opportunity to discover, learn, and appreciate the nature of Cape Cod. CCMNH provides multigenerational STEM events and programs, field trips, Nature Knowledge presentations, and naturalist visits to schools to work with students on an ongoing basis.

Retrieved from: www.ccmnh.org

- ✓ Cahoon Museum of American Art will share their "Get SmART!" program with our students. This program gives children an introduction to art, media, and technique, along with history and interesting facts about each exhibit.

Retrieved from: www.cahoonmuseum.org

Appendix E

Sea Star Charter School of Cape Cod

Notices



COME LEARN ABOUT...

Day:

Tuesday,

Time:

Location:

**Yarmouth
Police Station,
Higgins
Crowell Rd.
West
Yarmouth, MA**

Commonwealth
Charter
Public School
Kindergarten through

Grades 1, 2, 3, 4, & 5



Come Join Us...

We are a small, but committed, group of people interested in forming a grade K-5 Commonwealth Public Charter School on Cape Cod.

Our group has met several times and now feels the need to expand to interested people who would want to work toward securing a regional Charter for the Mid Cape area.

Like us on...<http://www.facebook.com/pages/k5-cape-cod-charter-school>

Childcare will be provided

**Envision a
School that is...**

➤ **Challenging
& Enriching**

➤ **Collaborative
& Supportive**

Contact us at: K5CapeCodCharter@gmail.com

VENGAN A SABER DE...

Día:

Martes Local:

Museo de patrimonio de

Hora:

7:00 P.M.

**276 North St.
Hyannis, MA**

**Imagínense una
Escuela ...**

- **Desafiante y Enriquecedora**
- **Compasiva y De Colaboración**
- **Auténtica**
- **Fortalecida**

**Commonwealth
Charter
Public School
Kinder a Grados**

1, 2, 3, 4, & 5



Vengan a unir con nosotros...

Aunque sea pequeño nuestro grupo, somos personas comprometidas a instituir una escuela de Charter, de Kinder al Quinto Grado en Cape Cod.

Nuestro grupo ha reunido varias veces y ahora nos sentimos que sea necesario expandir a la gente interesada, y quien uerría trabajar juntos con la meta de establecer una escuela de Charter en la área de medio Cape Cod.

Cuidado de niños será Proporcionado



K5capecodcharter@gmail.com

Appendix F

Sea Star Charter School of Cape Cod

RTI/Assessments

Charts

Sea Star Charter School RTI Flow Chart

Universal Screening/Benchmark Testing
(3 times a year)

Tier I Universal



Core Curriculum taught in the Classroom
Powerful Learning; Flexible Grouping; Differentiated Instruction

Classroom Intervention
Develop instruction to meet individual needs
(Re-teaching, One-to-one, small groups,
differentiated lessons)

Progress Monitoring



Tier II Strategic

Intervention Plan Developed or Revised

Student continues to participate in Tier I in addition to pull out for supplemental intervention

Small groups
Increase intensity of instruction – an additional 20-30 minutes
Progress Monitoring
Progress monitoring weekly/biweekly
Benchmarking three times a year

Has Student responded to intervention(s), showing progress/meeting goal/s?

Tier III Intensive



Referral

Child Study Team meets to discuss concerns
Analyze Benchmarks/Assessments and Intervention Plan
Intervention Plan developed or revised and/or starts referral process

Progress Monitoring
Progress monitoring weekly/biweekly

Sea Star Charter School (Examples of Assessments)

**Assessments Done by Teachers
in the Classroom for the Charter Accountability Plan**

Subject	Name of	Purpose	When	Driven by	Given by
Science Social Studies	Learning Projects with rubrics	Formative ~ To assure students are creative, complex thinkers able to apply learning from basics to authentic and real life issues with the arts woven in	Up to the Classroom Teacher	Charter	Teacher
Community Service Writing reflection	Community Out Reach Project Reflection	Formative ~ To assure the utilization of our community as an arena for relevant and authentic experiences	Up to the Classroom Teacher	Charter	Teacher

Assessments Done by Teachers in the Classroom

Subject	Name of	Purpose	When	Driven by	Given by
ELA Reading	Selection Test, progress monitoring	Formative ~ Comprehension, vocabulary and fluency	Weekly	Teacher	Teachers
ELA Reading	Unit Tests	Formative ~ Assessing skills taught	Sept., Jan., May	School- wide RTI Model	Teachers
ELA Open Response	Open Response	Formative ~ To expose the students at all grade level open response/ comprehension type questions	Monthly placement in student Portfolio	Charter	Teacher
ELA	End of the Year Cumulative Test	Summative ~ Cumulative Test	June	Teacher Charter	
Math	Mid Chapter Checkpoints	Formative ~ Mid chapter assessment on skills taught up	At the end of each unit	Teacher	Teachers
Math	Chapter Test	Formative ~ Assessing skills taught	Every two to three weeks	Teacher	Teacher
Math	End of Year Cumulative	Summative ~ Cumulative Test	June	Teacher Charter	Teacher

	Test				
ELA Reading Fluency	Systematic Benchmarking	Screening ~ To show growth in Oral Reading Fluency RTI placement	Sept., Dec., April	School- Wide RTI Model	Intervention Team
Math	Systematic Benchmarking	Screening ~ To show fluency growth in Concepts & Application & Computation RTI placement	Sept., Dec., April	School- Wide RTI Model	Intervention Team

External Measurements State Mandated Assessment Tests

Subject	Name of	Purpose	When	How Often	Driven by	Given by
ELA Reading	Grades 3, 4 and 5 MCAS	Summative/Outcome Summative Assessment to show AYP in comprehension Gr. 3, 4 & 5 State Standards	March	Once a year	State	Teacher
Math	Grades 3, 4 and 5 MCAS	Summative/Outcome Summative Assessment to show AYP in all concept areas in Gr. 3, 4, & 5 State Standards	May	Once a year	State	Teacher
Science and Technology/Engineering	Grade 5	Summative/Outcome Summative Assessment to show AYP in all concept areas in Gr. 5	Spring			
ELL	ACCESS (Reading/Writing/Speaking)	Outcome/Accountability. Mass. English Proficiency Assessment/ proficiency in reading, writing, listening, and speaking English, as well as the progress they are making in learning English	January-February	Once	State	ELL Teacher