U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

CSP Non-SEA Planning, Program Design, and Implementation (84.282B)

CFDA # 84.282B

PR/Award # U282B130014

Gramts.gov Tracking#: GRANT11448029

OMB No. 1894-0006, Expiration Date: 09/30/2014

Closing Date: Jul 12, 2013

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11. Form ED_SF424_Supplement_1_2-V1.2.pdf e467

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
07/11/2013	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Innovative Schools Development Corporation

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
55-0793336	1363498130000

d. Address:

* Street1:	100 W. 10th Street
Street2:	Suite 403
* City:	Wilmington
County/Parish:	New Castle County
* State:	DE: Delaware
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	19801-1643

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	Dr.	* First Name:	Deborah
Middle Name:			
* Last Name:	Doordan		
Suffix:			

Title: Executive Director

Organizational Affiliation:

* Telephone Number:	302-656-4737	Fax Number:	302-358-2645

* Email: ddoordan@innovativeschools.org

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.282

CFDA Title:

Charter Schools

*** 12. Funding Opportunity Number:**

ED-GRANTS-061113-001

* Title:

Office of Innovation and Improvement (OII): Charter Schools Program Non-State Educational Agencies (Non-SEA) Planning, Program Design, And Initial Implementation Grant CFDA Number 84.282B

13. Competition Identification Number:

84-282B2013-2

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment | Delete Attachment | View Attachment

*** 15. Descriptive Title of Applicant's Project:**

Innovative Schools: Supporting Start-Up Activities for Academia Antonia Alonso Charter School

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant DE-000 b. Program/Project DE-000

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2013 * b. End Date: 09/30/2016

18. Estimated Funding ($):

* a. Federal	[redacted]
* b. Applicant	0.00
* c. State	0.00
* d. Local	103,095.00
* e. Other	475,000.00
* f. Program Income	0.00
* g. TOTAL	[redacted]

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on 07/10/2013.

☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.

☐ c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

☒ ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: Dr. * First Name: Deborah

Middle Name:

* Last Name: Doordan

Suffix:

* Title: Executive Director

* Telephone Number: 302-656-4737 Fax Number: 302-358-2645

* Email: ddoordan@innovativeschools.org

* Signature of Authorized Representative: Deborah Rodenhouser * Date Signed: 07/11/2013

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U. S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).

12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Deborah Rodenhouser	Executive Director
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Innovative Schools Development Corporation	07/11/2013

Standard Form 424B (Rev. 7-97) Back

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* Innovative Schools

** Street 1* 100 W. 10th Street *Street 2* Suite 403

** City* Wilmington *State* DE: Delaware *Zip* 19801-1643

Congressional District, if known: DE-000

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
N/A

7. * Federal Program Name/Description:
Charter Schools

CFDA Number, *if applicable:* 84.282

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

*** Signature:** Deborah Rodenhouser

***Name:** *Prefix* Dr. ** First Name* Deborah *Middle Name*

** Last Name* Doordan *Suffix*

Title: Executive Director **Telephone No.:** 302-656-4737 **Date:** 07/11/2013

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)

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NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

IS-AAA-GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

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GEPS Statement for Academia Antonia Alonso Charter School

Innovative Schools proposes to carry out the design, planning and implementation for Academia Antonia Alonso Charter School. Financial assistance received through grant funds from this project will support the school in their start-up activities and will serve a high-needs student population of primarily Hispanic Latino English Language Learners who reside in an area of Wilmington, Delaware, that meets the definition of high-poverty, as defined in the Federal Register Notice for this project.

In this capacity, Innovative Schools ensures equitable access to and participation in all Federally-assisted program activities included in this project for students, teachers and other program beneficiaries, regardless of gender, race, national origin, color, disability, or age.

Examples of how equitable access will be ensured include, but are not limited to, arranging for Spanish translation services for all manner of communications; conducting a fair and equitable student enrollment lottery; planning welcome activities for all students and their families; encouraging broad outreach initiatives to encourage community involvement; collaborating with the Latin American Community Center; maintaining the school's commitment to the employment of a racially and culturally diverse faculty; securing enhancements for facility access and use by individuals with disabilities; considering ease of access to public transportation for any school-related activities and events; and, ensuring appropriate accommodations for students with disabilities.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than $10,00 0 and not more than $100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subjec t to a civil penalty of not less than $10,000 and not more than $100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Innovative Schools Development Corporation

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Deborah Middle Name:

* Last Name: Doordan Suffix:

* Title: Executive Director

* SIGNATURE: Deborah Rodenhouser * DATE: 07/11/2013

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment: AAA Abstract-Final.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

INNOVATIVE SCHOOLS: SUPPORTING START-UP ACTIVITIES FOR ACADEMIA ANTONIA ALONSO CHARTER SCHOOL - ABSTRACT

Academia Antonia Alonso (AAA) plans to open as an Expeditionary Learning (EL) charter elementary school (K-5) in Delaware for the 2014-15 school year. As such, AAA intends to target elementary-aged Hispanic Latino English Language Learners in a high poverty community as its primary student population and has chosen the EL model that will maximize learning for this student population. The primary goal of this project is to support the Board of AAA to fulfill their school's purpose – to exist as an elementary charter school for a diverse population of students, including English Language Learners, that will support a two-way bilingual maintenance program; maximize learning in a rigorous student-centered environment; engage students in high-quality academic products through learning expeditions to accelerate student performance; and, prepare students to be strong, contributing members in the communities in which they live. Innovative Schools (IS) successfully supported the charter application development for AAA; and, their charter was approved on May 17, 2012, by the Delaware State Board of Education.

Innovative Schools (IS) is a non-profit support organization for Delaware public schools who's Charter Management Organization's (CMO) work is designed to build the capacity of the schools with which they partner to independently operate an organizationally healthy, high-achieving charter school by the time of their first charter renewal. IS is committed to ensuring the successful planning, program design and implementation efforts of the school; and is seeking financial assistance through this project to support AAA in this capacity. The project is clearly aligned with and meets the purpose of the Charter School Program and 84.282B. The contributions of this project will further enhance IS' CMO best practices and the ability to provide meaningful support to new charter schools in Delaware during their start-up years.

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Project Narrative File(s)

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INNOVATIVE SCHOOLS: REQUESTING FUNDS TO SUPPORT START-UP ACTIVITIES FOR ACADEMIA ANTONIA ALONSO CHARTER SCHOOL

CFDA #84.282B

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ABSOLUTE PRIORITY

Accelerating Learning and Helping to Improve High School Graduation Rates and College Enrollment Rates in High-Poverty Schools.

Poverty is a factor that puts children at risk for academic failure. Two additional factors include having a mother who did not complete high school and/or is a single-parent, and having parents who speak a language other than English in the home. These broad indicators, several of which are interrelated, do not necessarily predict a student is destined for school failure. However, students whose families have combinations of these factors are more likely to have difficulty in school.[1] **Academia Antonia Alonso (AAA)**, a new charter school slated for densely populated Wilmington, Delaware, will serve such a population within a diverse school setting.

Through a partnership with the Charter Management Organization (CMO) Innovative Schools (IS) and the Latin American Community Center (LACC), AAA is scheduled to open for the 2014-15 school year as a K-5 bilingual charter school. The student population will seek to reflect a 50-50 male to female ratio and a diverse student population comprised of 50% Spanish speaking students and 50% non-Spanish speaking students. It is anticipated that a minimum of 75% of the student population will qualify for free or reduced priced lunches, and AAA will therefore qualify as a high-poverty school, as defined in the Federal Register Notice for this funding opportunity.

Located in New Castle County and the urban core of Wilmington, Delaware, the school will serve students primarily residing in the Hilltop section of Wilmington. The Hilltop

[1] (Schneider, Barbara, Sylvia Martinez, and Ann Owens, "Barriers to Educational Opportunities for Hispanics in the United States," in *Hispanics and the Future of America*, edited by Marta Tienda and Faith Mitchell (Washington, DC: The National Acadamies Press 2006)

community is located in the Wilmington section of the Red Clay Consolidated School District and is one of the most densely populated areas in the State of Delaware. Please see Appendix A for more information about the Hilltop community. The highest percentage of Delaware's Hispanic population (24.3%) resides in Hilltop, racial diversity is 44%, 41.2% reported some type of disability, and 29.8% of the residents age 25 and older have achieved less than a high school diploma or its equivalent. The per capita personal income is $18,147.[2] LACC is located in the heart of this community and it is anticipated that many of the students will be elementary-aged Hispanic English Language Learners (ELLs). To address the needs of this Hispanic ELL population, and to create an academic program that provides all students attending the school with community and global awareness and 21st century skills, the academic program will be a replication of the nationally recognized and research-based Expeditionary Learning (EL) model, combined with the Two-Way Immersion (TWI) instructional strategy. Expeditionary Learning's integrated instructional content, emphasis on 'learning by doing' project-based expeditions, and intense focus on literacy will support students' instructional and language acquisition needs, additionally strengthened by the incorporation of the TWI strategy. Wrap-around services offered through the nearby LACC will complement the academic program and provide optional before- and after-school support, along with language acquisition programs for families.

The LACC currently operates a highly-regarded, nationally accredited Head Start/ECAP pre-K program that enrolls 49 students yearly, with an extensive waitlist. Virtually all of these students complete the program and enter kindergarten in neighboring schools. One of the initial impetuses for AAA charter school was the fact that parents were not satisfied with the

[2] Hilltop/Little Italy Blueprint Communities, January 2009.

kindergarten programs that were available to their children upon completion of the LACC's pre-K program. Many complained that their child/ren entered kindergarten well-ahead of their peers, but lost progress within the first few years of elementary school.

Expeditionary Learning schools are achieving significant and incredible success serving student populations that desperately need help and aren't being reached otherwise (see Appendix B and C for EL Overview and Evidence of Success Data). In addition to the proven record of academic achievement in Expeditionary Learning (EL) schools, the addition of a Two-Way Immersion (TWI) instructional approach will provide students with a rich opportunity to become bilingual, bi-literate, and bicultural. TWI is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction in both English and the partner language. Key elements of two-way language immersion include: a balance between speakers of each language; integration of the two groups of students for most instruction; academic instruction in both languages, each for approximately fifty percent of the time at all grades; and strict separation of languages for instruction. Ideally, TWI begins in the primary grades and extends at least through grade five, making it highly applicable to AAA's K-5 grade configuration.[3] Furthermore, the two-way language immersion strategy has been found to be among the most effective long-term approaches leading to academic achievement for ELLs who are native speakers of the targeted second language (in this case, Spanish); and, a growing body of research also indicates that students from low socio-economic benefit the most from language immersion programs.[4] TWI is an ideal instructional strategy that will integrate well with EL, and will promote the school's

[3] The Center for Applied Linguistics and Dual Language Education of New Mexico.
[4] Source: Dual Language Education of New Mexico

goals of bilingualism and bi-literacy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.

The combination of the Expeditionary Learning school design with the TWI instructional model will accelerate learning for a predominantly high-poverty student population, ensure they reach grade level benchmarks, closing the achievement gap and and putting the students on a path that prepares them for a rigorous middle school and high school, significantly impacting the high school graduation rates and college enrollment rates for this students.

COMPETITIVE PREFERENCE PRIORITIES

***Competitive Preference Priority 1 – Improving Achievement (Students w/ Disabilities & ELL's):* Accelerating learning and helping to improve HS graduation rates and college enrollment rates for students with disabilities, and English language learners (4 points).**

As with other schools implementing the EL model, AAA will provide all students with an innovative and proven academic program that challenges them through non-traditional, project-based teaching and learning methods. This innovative school design has demonstrated particular effectiveness for high-need subgroups, specifically students with disabilities, low-income students, and African-American, Hispanic and ELL (English Language Learner) students (see Appendix C for EL Evidence of Success Data).

Students with Disabilities – When students enter AAA, they will be organized into vertical teams where they loop with their teacher for two years before moving on to the next teacher on the vertical team. As a full inclusion model, special education teachers will be tethered to each vertical team based on the special education enrollment so that special education services are

directly aligned and coordinated with the regular education teacher and the regular curriculum. Each student will be supported by the members of his/her team at every level of intervention, and will have a network of highly trained educators who know them well and, are vested in his/her success, and have the passion to assist him/her in academic and social growth.

AAA will use a Response to Intervention (RTI) process for students who are experiencing difficulty with the general curriculum as determined by a student's performance on interim assessments and grade level benchmarks. Based on the data, once a student is identified as not meeting benchmarks the teachers of the student's team will meet to discuss the data and annotated observations in order to identify the interventions that will be put in place to increase student achievement in the classroom. Benchmarking data will be collected during this process, with the teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student's success within the general curriculum does not increase, the teachers will bring their concerns, as well as data from the interim assessments, grade level benchmarks, and monitoring during the classroom-based interventions in Tier One that reflect specific difficulties, to the Instructional Support Team (IST). Looking at each student on an individual basis, the IST will determine and approve the appropriate resources, strategies and supports to be implemented in efforts to increase that student's success within the general education classroom.

Members of the IST will include, but not be limited to, the student's teacher, the principal, the student's parent/guardian, a special educator, and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, math specialist and ELL teacher.

As additional resources, supports and strategies are needed, AAA will move through the tiered RTI process with fidelity so as to accurately identify, assess, and accommodate student needs. It will be of primary importance to educate all students in their Least Restrictive Environment and all intensive services will be implemented within the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the IST for the student to be evaluated for the possibility of a disability that is hindering his/her learning and progress in the general curriculum. The evaluation process will be completed with full compliance to state and Federal timelines and regulations as described below. For more information about the RTI process in Delaware, please see Appendix D.

Because parents play such an important role in their children's education, conversations with parents will be ongoing regarding interventions, movement of children between RTI tiers, . Ultimately, if deemed necessary by the IST, parental permission will be solicited for the student to be tested for eligibility of Special Education Services as required by Section 504 regulatory provision at 34 C.F.R. 104.35(b), and parents will be explained their rights under the Procedural Safeguards in either English or Spanish, as appropriate.

For a student who moves beyond the RTI process and is served via an Individual Education Plan (IEP), the IEP team will meet on a regular schedule in compliance with IDEA to determine what placement constitutes the Least Restrictive Environment for that child and what accommodations and/or modifications will assist the student in learning within the regular classroom.

English Language Learners (ELL) – AAA intends to target elementary-aged Hispanic Latino ELLs as its primary student population and has chosen the Expeditionary Learning (EL) model because of its track record of success in closing the achievement gap for ELLs and its ability to maximize learning for this student population.

The 2008 Delaware Hispanic Needs Assessment found that Latino children in New Castle County, where AAA will be located, have many of the risk factors for academic failure. Of the 57% of survey respondents living in a household with at least one child: a) around two-thirds (66.2%) lived in New Castle County; b) more than half (54.8%) were not proficient in English; c) over 45 percent (45.7%) had household incomes of less than $20,000 per year; d) about a third (32.8%) were unemployed; e) thirty seven percent did not have a high school diploma; and, f) over 56 percent do not have access to health insurance. These risk factors have impacted the academic success of Latino students in New Castle County. For more information about the 2008 Delaware Hispanic Needs Assessment, as reported in *KIDS COUNT in Delaware Issue Brief, Winter 2009*, please see Appendix E.

Competitive Preference Priority 2 – Promoting Diversity: Projects that are designed to promote student diversity, including racial and ethnic diversity, or avoid racial isolation (2 points).

The purpose of Academia Antonia Alonso (AAA) is to be an elementary charter school for a diverse population of students, including English Language Learners (ELLs), that will support a two-way bilingual program, maximize learning in a rigorous student-centered environment, and engage students in high-quality academic products through learning expeditions that integrate academic content to accelerate student performance and prepare them to be strong, contributing members in the communities in which they live (Appendix C- EL Evidence of Success).

The goals and objectives of AAA are aligned to the core principles of EL. Among these:

Diversity and Inclusion *– Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Schools and learning groups are heterogeneous.* This value, along with the other core principles, not only promotes and celebrates racial and ethnic diversity, but also can help to significantly reduce the racial and ethnic isolation these students often feel in more traditional school settings.

APPLICATION REQUIREMENTS

***Application Requirement (a)*: Describe the educational program to be implemented by the proposed charter school, including how the program will enable all students to meet challenging State student academic achievement standards, the grade levels or ages of children to be served, and the curriculum and instructional practices to be used.**

This application requirement is addressed in Selection Criterion (1).

***Application Requirement (b)*: Describe how the charter school will be managed.**

This application requirement is addressed in Selection Criterion (6).

***Application Requirement (c)*: Describe the objectives of the charter school and the methods by which the charter school will determine its progress toward achieving those objectives.**

This application requirement is addressed in Selection Criterion (3).

***Application Requirement (d)*: Describe the administrative relationship between the charter school and the authorizing public chartering agency.**

This application requirement is addressed in Selection Criterion (7).

<u>Application Requirement (e)</u>: Describe how parents and other members of the community will be involved in the planning, program design, and implementation of the charter school.

This application requirement is addressed in Selection Criterion (4).

<u>Application Requirement (f)</u>: Describe how the authorized public chartering agency will provide for continued operation of the charter school once the Federal grant has expired, if that agency determines that the charter school has met its objectives as described in paragraph (c) of this section.

This application requirement is addressed in Selection Criterion (6).

<u>Application Requirement (g)</u>: If the charter school desires the Secretary to consider waivers....

Innovative Schools will not be seeking a waiver.

<u>Application Requirement (h)</u>: Describe how the grant funds will be used, including a description of how these funds will be used in conjunction with other Federal programs administered by the Secretary.

Innovative Schools is seeking $525,000 in financial assistance through this project to support the planning, program design, and initial implementation of Academia Antonia Alonso (AAA) charter school. Funds received through this grant will be used to fund the school's start-up activities over 3 years – the planning year, and the first 2 years of school operations. The use of these funds can be categorized into 3 key areas – School Leader (Principal) Salary, Academic Program Design and Management Fees, and Instructional Support Salaries (Paraprofessionals). In each case, these activities are critical to the successful opening of the School. Additional activities, such as attendance at the annual 2-day meeting for Project Directors, are noted in the Budget pages and Budget Narrative.

Budget Request – over 3 years:

Principal Salary & Benefits	$100,000
Expeditionary Learning & Management Fees	$205,000
CMO Management Fees	$70,000
Salaries (Paraprofessionals)	$150,000

School Leader Salary & Benefits (Planning Year) – In order to successfully launch the school, the Principal has been hired and started working as of July 2013. Given that this is more than a year before the school will open, he will lead all of the activities during the planning year. He will be involved in setting up every aspect of the School's academic program, hiring every teacher, and establishing the School's culture from day one.

Expeditionary Learning Fees (Planning Year - $45,000, Operating Years 1 & 2 - $80,000 per year) –These fees will be paid directly to Expeditionary Learning. The Expeditionary Leaning model is referenced throughout this application, and serves as the core design for the school. The contract with Expeditionary Learning will provide for on-site visits by the School Designer, professional development for the principal and teachers, and afford access to the vast on-line library and resources, and the entire Expeditionary Learning network.

CMO Management Fees – (Planning Year - $30,000, Operating Years 1 & 2 - $20,000 per year) These funds will be used to pay for the support and services provided by Innovative Schools. During the start-up year, Innovative Schools will work with the Board and the principal to identify and prepare a facility, set-up all of the necessary systems for the proper operation of the

School, and support the enrollment process. During the first three years of operations, Innovative Schools will provide the equivalent of 1.5 FTE staff to ensure the successful implementation of the instructional program and back-office operations.

Instructional Support Salaries (Paraprofessionals) – These funds will be used to provide additional classroom teaching support. These positions are an important part of the academic program and will be fully funded after the first two years of operation.

Application Requirement (i): Describe how students in the community will be informed about the charter school and be given an equal opportunity to attend the charter school.

AAA will advertise the open application period from December through January (specific dates to be published annually) of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. All applications for grade levels that are oversubscribed at the end of the open application period will be subject to a lottery.

AAA will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law. When there are more applicants for grade level enrollment than 'seats available,' admissions preferences shall be applied in the following sequence: 1) Children of the school's founders; 2) Children of staff members employed on a permanent basis by AAA for at least 30.0 hours per week during the school year; and, 3) Children with siblings concurrently enrolled at AAA. When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, an objective community

member having no ties to AAA, or a representative from the DDOE, along with members of the school's Board, shall be in attendance. AAA's enrollment policies may be found in Appendix F.

***Application Requirement (j)*: Describe how a charter school is considered an LEA under state law….and will comply with the Individuals with Disabilities Education Act (IDEA).**

This application requirement is addressed in Selection Criterion (2).

***Application Requirement (k)*: If the eligible applicant desires to use grant funds for dissemination activities…**

Innovative Schools will not use grant funds from this project for any dissemination activities.

SELECTION CRITERIA

***Selection Criterion (1)*: Quality of the proposed curriculum/instructional practices (15 points).**

Academia Antonia Alonso (AAA) is scheduled to open for the 2014-15 school year as a K-5 bilingual charter school. As described in the Absolute and Competitive Priorities above, the student enrollment is expected to reflect a predominantly high-poverty, Hispanic ELL population. To address the unique needs of this student body, the educational program will be a replication of the nationally recognized Expeditionary Learning (EL) model, combined with the Two-Way Immersion instructional design – each specifically selected because it will enable all students at the school to meet Common Core State Standards for math and English Language Arts, Next Generation Science Standards, and Delaware content standards in all other areas. This combination will create an academic program that will provide students with community and global awareness, along with 21st century skills. EL's integrated instructional emphasis of project-based expeditions will support students' instructional and language acquisition needs, and will enable all students to meet challenging academic achievement standards.

Expeditionary Learning (EL) schools are achieving significant and incredible success serving populations that desperately need help, and aren't being reached otherwise (see Appendix B and C for EL Overview and Evidence of Success Data). The EL *Evidence of Success* data clearly shows students attending EL schools have higher percentages of students scoring 'proficient' or 'advanced' on state achievement tests, schools with deeper implementation of the EL model yield even higher achievement scores, and EL schools consistently out-perform other school districts with 5 or more years of partnership with the EL Network. Expeditionary Learning's national network has been lauded by many – students, teachers, administrators, parents, city and state leaders; even President Obama has said that an Expeditionary Learning school he visited in Washington, DC was an "example of how all our schools should be."[5]

The core practices address five key dimensions of life in school:

1. **Learning Expeditions** makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.

2. **Instruction** is alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility.

[5] Press release online: http://elschools.org/sites/default/files/obama-visit-capital-city.pdf

In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.

3. **Culture and Character** build a school culture of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that contributions to the school and world are celebrated.

4. **Assessment** is embraced by leaders, teachers, and students and drives the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.

5. **Leadership** development allows school leaders to build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in our schools goes beyond a single person or team – it is a role and expectation for all.

In addition to the proven record of academic achievement in Expeditionary Learning (EL) schools, the addition of a Two-Way Immersion (TWI) instructional approach will provide

students with a rich opportunity to become bilingual, bi-literate, and bicultural. TWI is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction in both English and the partner language. Key elements of two-way language immersion which will be replicated at AAA include: a balance between speakers of each language; integration of the two groups of students for most instruction; academic instruction in both languages, each for approximately fifty percent of the time at all grades; and strict separation of languages for instruction. Ideally, TWI begins in the primary grades and extends at least through grade five, making it highly applicable to AAA's K-5 grade configuration.[6] Furthermore, the two-way language immersion strategy has been found to be among the most effective long-term approaches leading to academic achievement for ELLs who are native speakers of the targeted second language (in this case, Spanish); and, a growing body of research also indicates that students from low socio-economic benefit the most from language immersion programs.[7] TWI is an ideal program which will promote the school's goals of bilingualism and bi-literacy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. A review of the research around Two-Way Immersion may be found in Appendix G.

At AAA, the combination of the EL school design with the TWI instructional model will accelerate learning for a predominantly high-poverty student population and help to improve the high school graduation rates and college enrollment rates for these students. The combined approach of EL and TWI will engage and energize students, teachers and school leaders. Extensive benefits for students will include:

[6] The Center for Applied Linguistics and Dual Language Education of New Mexico.
[7] Source: Dual Language Education of New Mexico

- Increased motivation and engagement through high-level tasks and active roles in the classroom;
- Utilization of case studies and projects to connect students to real-world audiences while meeting rigorous college and career standards;
- Clear expectations and tight follow-through for respect and responsibility, teamwork and contribution, and commitment to high quality work;
- A school culture where students feel safe, respected, and pushed to be their best selves;
- An academic program that trusts them with deep cognitive challenges and important responsibilities and prepares them to be leaders; and,
- Critical thinking and problem-solving skills needed to succeed in college and beyond, leading to increased high school graduation rates and closing the achievement gap.

Expeditionary Learning is a comprehensive K-12 educational design which emphasizes research-based instructional frameworks and strategies where all instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and learner-centered pedagogy. Students work in small, flexible cooperative learning groups to facilitate reaching Common Core State Standards, Next Generation Science Standards, and Delaware's Prioritized Standards. As part of Delaware's rigorous charter application process, curriculum maps and sample instructional units were evaluated by the DDOE and the curriculum for all instructional areas was determined to be in alignment with the standards. The curriculum includes:

Math	Trailblazers from Kendall/Hunt
LA/Phonics/Word Study	*Words Their Way*, Donald R. Bear by Marcia R. Invernizzi, Shane Templeton and Francine R. Johnston

	Words Their Way for English Learners by Lori Helman, Donald R. Bear, Shane Templeton and Marcia R.
	Academic vocabulary from Expeditions
LA/Comprehension	Reader's Workshop/Classroom Library/Fiction related to the learning expeditions
	Expedition related non-fiction books and articles
	Fountas and Pinnell Leveled Readers, for interventions and differentiated instruction
LA/Fluency	*The Fluent Reader* by Timothy Rasinski
LA/Writing	Writer's Workshop/6+1 Traits of Writing
Science	Delaware Science Coalition Curriculum and Kits, built from Foss and Smithsonian Science Kits
Social Studies	Delaware Social Studies Coalition Curriculum

The Academia Antonia Alonso (AAA) standards-aligned curriculum defines the essential skills and content that students will need to master in order to graduate on a successful path through middle and high school and into college. Each fall and spring, instruction is organized around an in-depth, 12 week learning expeditions that integrate content and provide relevant application of literacy and mathematics. Before, after, and between the expeditions, teachers will engage students in "intensives." These are shorter units of instruction that are focused on shorter instructional segments, such as teaching ritual and routines early in the school year and/or providing opportunities for highly differentiated instructional units based on a student needs analysis and designed to address specific learning gaps.

Learning expeditions are a powerful pedagogical tool for delivering and reinforcing specific skills and content while engaging students in meaningful work that integrates literacy

with social studies, science and the arts, providing a coherent framework through which Common Core standards will be taught (Cross & National Clearinghouse for Comprehensive School Reform, 2004[8]; Udall & Mednick, 2000[9]; Academy for Education Development, 1995[10]). Teachers design learning expeditions based on rigorous standards to produce high quality work that will be shared with parents, teachers, peers, and community members. Expeditions utilize: a) Project-based learning (PBL), organized around guiding questions that address a problem or explore an issue that is relevant to the local community (see Appendices H, I, and J for more information about PBL, why it works and a PBL Research Summary); b) immersion activities to build student interest and engagement, including multiple pedagogical strategies to scaffold student understanding and development such as small, flexible grouping, direct instruction, modeling, independent work, student self-reflection, and high quality work products developed over time; c) significant projects, activities, and fieldwork that incorporate learning goals and are developed over time; d) community resources highlighting the expertise of local authors, experts, and community leaders who bring to life the history and culture of Wilmington and Delaware; e) meaningful community service through service learning; and, e) showcases, portfolios, and/or exhibitions through which students present their work and articulate what they have learned to an audience of parents, peers, teachers, community members, and professionals. A sample EL Learning Expedition for grade 1, Farms and Food, is included as Appendix K.

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[8] Cross, C. T., & National Clearinghouse for Comprehensive School Reform. (2004). *Putting the pieces together: Lessons from comprehensive school reform research*. Washington, DC: National Clearinghouse for Comprehensive School Reform.

[9] Udall, D., Mednick, A., & Expeditionary Learning Outward Bound (1996). *Journeys through our classrooms*. Dubuque, IA: Kendall/Hunt Pub. Co.

[10] Academy for Education Development (1996). *Expeditionary Learning Outward Bound: Summary Report*. Retrieved 10 June 2013 from http://elschools.org/sites/default/files/Academy-for-education-development-1995.pdf

The curriculum for AAA was built to take advantage of expeditions that are currently published through the Expeditionary Learning (EL) Network. The Integrated Curriculum Matrix (Appendix L) summarizes each grade level's expeditions shows how each of the four content areas are integrated, creating deep and powerful learning and contextualized learning for reading, writing, research, and math. During the planning year, EL school designers will work with the teachers of AAA to contextualize each of the expeditions, identifying local experts and places for field study and making the expeditions reflect more of the local context and community of Wilmington and Delaware. This work will allow the teachers to take a greater ownership in the expeditions and teach them with greater engagement. A sample of a fully integrated expedition may be found in Attachment M.

Whether a teacher is leading his/her students through an expedition or engaging in differentiated learning intensives, he/she will utilize:

Active Pedagogy: Using active instruction, teachers take full advantage of each moment of instructional time by asking questions, listening to students, taking notes about what they see and hear, and providing regular and specific feedback to each student. Active classrooms serve students with different levels of skills and background knowledge by ensuring that every student has a role in and a responsibility for learning. This approach to instruction teaches students to advocate for themselves and ask questions of their teachers and peers, and no one gets by with just a right answer; students must explain and justify their thinking and show learning in concrete ways. Active pedagogy empowers all students and holds them accountable.

Integrated English Language Arts – All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day, including Readers Workshop (RW), Writers Workshop (WW) and Guided Reading (GR) (Calkins, 2001, 1994[11]; Fountas and Pinnell 2001, 2003, 2003, 2011[12]). While this learning period focuses primarily on developing language arts skills, it will be well integrated with the students' expeditions as they explore texts and compose and revise writing samples that align with the standards focused on in each expedition (Cousins, Mednick, and Campbell, 2000[13]). For example, a first-grade class engaged in an expedition about marine life might hear *A House for Hermit Crab* as a read-aloud, read nonfiction text about the ocean in RW, and write sentences about their class pet hermit crabs in WW. This approach to ELA aligns with Expeditionary Learning's benchmarks for teaching reading and writing across the disciplines and integrating literacy into the content areas. The ELA instruction will align with Common Core State Standards for ELA.

Mathematics - AAA will use *Trailblazers* as the foundation for the K-5 curriculum, supplementing it with additional resources as necessary to ensure alignment with Common Core State Standards. This curriculum employs a high level of intellectual rigor, provides frequent opportunities for deliberate practice, and challenges students to think boldly by applying

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[11] Calkins, L. (1994). *The art of teaching writing*. Portsmouth, N.H: Heinemann.
Calkins, L. (2001). *The art of teaching reading*. New York: Longman.

[12] Fountas, I. C., & Pinnell, G. S. (2001). *Guiding readers and writers, grades 3-6: Teaching comprehension, genre, and content literacy*. Portsmouth, N.H: Heinemann.
Pinnell, G. S., & Scharer, P. L. (2003). *Teaching for comprehension in reading: Grades K-2*. New York: Scholastic Professional Books.
Fountas, I. C., & Pinnell, G. S. (2006). *Teaching for comprehending and fluency: Thinking, talking, and writing about reading, K-8*. Portsmouth, NH: Heinemann.
Pinnell, G. S., & Fountas, I. C. (2011). *The continuum of literacy learning teaching library*. Portsmouth, NH: Heinemann.

[13] Cousins, E., Mednick, A., Campbell, M., & Expeditionary Learning Outward Bound. (2000). *Literacy all day long*. Dubuque, Iowa: Kendall/Hunt.

concepts to new contexts. Like ELA instruction, math will be taught during a dedicated one hour math block each day. Additionally math will be integrated into expeditions to support the conceptual understanding and application of critical mathematical ideas. Math will be taught using both a whole-group setting and flexible ability groupings.

Science – Science will be taught using the curriculum available through the Delaware Science Coalition and based on the Foss and Smithsonian Science kits. These units have been carefully and thoughtfully integrated into each grade level's expeditions, providing a case study for each one that leads to a deeper understanding of that expedition's guiding question.

Social Studies – Like science, social studies units from the Delaware Social Studies Coalition have been integrated into expeditions as case studies. Students will study local, state, national, and global issues throughout history through the use of technology, primary and secondary sources, and local resources. Whenever possible, teachers will integrate local resources in the Wilmington area through community partnerships, visiting experts and class trips.

Technology – Students will receive technology instruction based on state technology standards and use technology as a tool in the learning process. Through the research process, students will learn about credible sources and websites. They will use web quests and eventually search for information on databases and websites. Students will become proficient in using basic Microsoft Office applications – Word, Power Point, and Excel. They will also develop digital stories and manipulate multiple types of media within single presentations. They will build cumulative digital portfolios and publish their expedition work on the web.

Visual and Performing Arts – Visual and performing arts will be integrated into the academic curriculum as much as possible. The curriculum matrix developed for AAA specifically demonstrates how visual arts will be integrated and how art becomes a medium through which students display their learning. The visual arts will also be a core component to the students' service learning. In many EL schools the students produce a product such as note cards, calendars, books, jewelry, or other artifacts that give them not only a platform for articulating their learning, but also a product to sell. The money earned through these projects is donated to a local charity connected thematically to the expedition. In some cases the money earned is used to fund a school enhancement project related to the expedition, such as a rock and sculpture garden, a vegetable or flower garden, a mural painting, or an animal habitat. Music will need to be a part of school-wide morning meetings, as well as other programs across the school.

Physical Education and Health – Students will have time each week for physical education and health education. As soon as possible, the physical education teacher will be trained in the 'Coordinated Approach To Child Health' (CATCH) program and will implement a physical education program from those materials. For health, the teacher will use Risk Watch and Health Teacher.com. Like the music teacher, the PE/health teacher will be charged with meeting with grade-level teams to learn about the expeditions and to develop ways in which PE and health concepts can be integrated into those curricular areas.

<u>Selection Criterion (2)</u>: The extent to which the proposed project will assist educationally disadvantaged students in meeting State academic content standards and State student academic achievement standards (3 points).

The activities through this project will assist educationally disadvantaged students in meeting rigorous Common Core and Delaware State Standards through the implementation of a high-quality program design that has a proven track record of success with ELLs along with students with special needs and those living in poverty. All instruction is characterized by active teaching, differentiation, and learner-centered pedagogy

A more complete description of how educationally disadvantaged students will be served may be found in Competitive Preference Priority #1. The curriculum and instructional strategies previously described will assist these educationally disadvantaged students in meeting Delaware's Common Core State Standards and Delaware Prioritized Standards.

The combination of the Expeditionary Learning school design with the TWI instructional model AAA will accelerate learning for a predominantly high-poverty student population and help to improve the high school graduation rates and college enrollment rates for these students.

A charter school is considered an LEA under Delaware's charter school law. As an authorized LEA, AAA is obligated to comply with the Delaware Regulations Administrative Code, Title 14 provisions, the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).

<u>Selection Criterion (3)</u>: The quality of the strategy for assessing achievement of the charter school's objectives (15 points).

There are multiple assessment tools that will be used to continually measure AAA's objectives for academic performance, school culture, parent satisfaction, and market accountability. The following assessment tools are described first, followed by the school's objectives:

Delaware Comprehensive Assessment System (DCAS) : AAA will give the DCAS each spring to every student in grade 2 or above, and every fall to students in grades 3-5, in order to get a skill-based snapshot of student achievement in reading, math, social studies (grade 4 only), and science (grade 5 only). DCAS will also be used as a growth measure to document students' reading and math achievement. The information from the DCAS in reading and math will be used by grade-level teams in the fall and winter as a screening tool for RTI. Teachers will also use the DCAS data to form flexible groupings in the classroom for leveled readers. The school-wide data will also be used to evaluate progress and ability to meet AYP.

DIBELS/DCAS: DIBELS (Dynamic Indicators of Basic Literacy Skills) will be used in grades K-2 to screen students for RTI purposes, to measure growth in reading, and to give some diagnostic data for forming flexible groups. In grades 3-5, DCAS will be used for this purpose.

ACCESS: AAA will use *ACCESS* annually to assess ELL students' progress towards achieving fluency in the English language and to make sure that students receive appropriate ELL services.

Universal Screening Tool for Number Sense (DDOE): This tool will be used both to diagnose the needs of individual students and to obtain assessment information about a class as a whole. Teachers will use the detailed information as a tool both for determining which students need

Tier II instruction and for determining what Tier I instruction needs to be whole-class and what Tier I instruction needs to take place in small, flexible groups. Because of the specificity of the rubrics used with these assessments, the data gathered can be used to design Tier I and II instruction to address student needs.

Benchmark Assessment System (BAS): The BAS from Fountas and Pinnell will allow teaches to monitor reading levels in English three times each year. This assessment will yield benchmark level (with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension. The assessment has been extensively field tested. Students may also a complete writing prompt to further assess comprehension. Optional assessments can be used to monitor progress in phonemic awareness, phonics, letter learning, and high frequency word knowledge. These data will be used by the IST to further define the interventions in reading.

Sistema de Evaluación de la Lectura (SEL), grades K-2: *Sistema de Evaluación de la Lectura* is a one-on-one, comprehensive assessment to determine instructional and independent reading levels (A–N) for students in Spanish. SEL places students on the Fountas and Pinnell Text Level Gradient, allowing teachers to form guided reading groups at text appropriate levels. Through SEL, teachers and administrators will have an assessment tool to assess students' Spanish literacy and to link it meaningfully to classroom instruction.

LAS *Español*, grades 3-5: LAS Links Español is a research-based, diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. It helps to identify language difficulties a student may have in Spanish and track and monitor progress in attaining Spanish language proficiency.

Home Language Survey: This assessment is designed to identify students who communicate in a language other than English; students whose families use a primary language other than English in the home; and students who use a language other than English in daily non-school surroundings. This assessment identifies students English Language Learners and is helpful to classroom teachers, but a student's eligibility for services is based on the ACCESS.

The objectives of AAA are outlined below and involve measurements of academic performance, school culture, parent satisfaction, and market accountability. For each objective, the school will use several targets to measure the school's progress toward meeting the objective. These same objectives and targets are in the school's approved charter.

Student Performance Objectives:

Objective #1 (Literacy): Students will become effective readers, writers, speakers, and listeners in English and Spanish.

Literacy Target 1.1: By the end of the third year of operation and for each year thereafter, students in grades 3-5 at AAA will meet or exceed the state average performance on the Reading Delaware Comprehensive Assessment System/Smarter Balance Assessment Consortium (DCAS/SBAC) for each disaggregated cell.

Literacy Target 1.2: By the end of the third year of operation and for each year thereafter, students at AAA in grades 3-5 will meet or exceed the average performance of comparable students in the same demographic and geographic area on the Reading (DCAS/SBAC) for each disaggregated cell.

Literacy Target 1.3: By the end of the second year of operation and for each year thereafter, 90% of students at AAA in grades K-2 will meet annual benchmark standards on the DIBELS reading assessment.

Literacy Target 1.4: By the end of the second year of operation and for each year thereafter, students at AAA will demonstrate growth on LAS Links® Español, showing increasing proficiency in Spanish.

Literacy Target 1.5: Students at each grade level will demonstrate growth in writing achievement as measured by the SBAC or an analytically scored writing sample in English for those grades not assessed by Smarter Balance. ,.

Literacy Target 1.6: Students at each grade level will demonstrate growth in writing achievement through an analytically scored pre and post writing sample in Spanish.

Literacy Target 1.7: Students will present their learning through bilingual presentations in Spanish and English that utilize visual media and/or technology two times per year.

Objective #2 (Mathematics): Students will develop their math and problem-solving skills.

Math Target 2.1: By the end of the second year of operation and for each year thereafter, students at AAA will meet or exceed the state's average performance on the mathematics DCAS/SBAC for each disaggregated cell.

Math Target 2.2: By the end of the second year of operation and for each year thereafter, students at AAA will meet or exceed the average performance of comparable

students in the same demographic and geographic area on the mathematics DCAS/SBAC for each disaggregated cell.

Math Target 2.3: By the end of the second year of operation and for each year thereafter, 90% of students in grades K-2 will meet annual benchmark standards on the DIBELS math assessment.

Objective #3 (Science): Students will develop their knowledge of the natural sciences.

Science Target 3.1: By the end of the second year of operation with grade 5 and for each year thereafter, students in grade 5 will meet or exceed the state's average performance on the science DCAS for each disaggregated cell.

Science Target 3.2: By the end of the second year of operation with grade 5 and for each year thereafter, students in grade 5 at AAA will meet or exceed the average performance of comparable students in the same demographic and geographic area on the science DCAS for each disaggregated cell.

Science Target 3.3: Each year, all students will participate in at least one activity outside of the school building that connects them to the natural world.

Objective #4 (Social Studies): Students will grow in their understanding of the world around them and both American and Hispanic cultures.

Social Studies Target 4.1: By the end of the second year of operation with grade 4 and for each year thereafter, students in grade 4 will meet or exceed the state's average performance on the social studies DCAS for each disaggregated cell.

Social Studies Target 4.2: By the end of the second year of operation with grade 4 and for each year thereafter, students in grade 4 at AAA will meet or exceed the average performance of comparable students in the same demographic and geographic area on the social studies DCAS for each disaggregated cell.

Social Studies Target 4.3: Each year, all students will participate in at least one activity which demonstrates an integration of American and Hispanic language and cultures.

Objective #5 (Personal Qualities/Leadership): Students will grow in their personal qualities as contributing members of the school.

Personal Performance Target 5.1: Each year, all students will participate in at least one service learning project that contributes to the local community.

Personal Performance Target 5.2: Each year, all students will complete one activity or project that builds their capacity as a leader in the school and/or the community.

Personal Performance Target 5.3: Each year, all students will participate in one adventure-based activity that builds the culture of the school and the students' confidence that they can succeed.

Personal Performance Target 5.4: Each year, average daily attendance at AAA will meet or exceed the state attendance average for the K-5 grade cluster, or be equal to or greater than 90%, whichever is higher.

School Performance Objectives:

Objective #6 (School Culture): AAA will demonstrate an inclusive, safe, caring culture.

School Culture Target 6.1: Each year, the number of students who complete the school year at AAA will meet or exceed the state average for the K-5 grade cluster, or be equal to or greater than 90%, whichever is higher.

School Culture Target 6.2: Each year, the number of suspensions from school will fall below the state average for suspensions for the K-5 grade cluster.

School Culture Target 6.3: Each year, AAA will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public K-5 schools in New Castle County.

Objective #7 (Parental Involvement): AAA will demonstrate strong parental involvement and satisfaction.

Parental Involvement Target 7.1: After the first year, and for every year thereafter, 90% of parents, guardians, or adult family members will participate in at least one student exhibition each year.

Parental Involvement Target 7.2: Surveys measuring parent satisfaction will have a 75% return rate.

Parental Involvement Target 7.3: Responses to the parent satisfaction survey will indicate that 90% of parents are satisfied or highly satisfied with the school.

Parental Involvement Target 7.4: Parents, guardians, or adult family members will contribute at least 4 hours of volunteer service per student to the school each year.

Parental Involvement Target 7.5: All communications with parents will be available in both English and Spanish. At parent meetings, all English will be translated into Spanish and Spanish will be translated into English.

Objective #8 (Market Accountability): AAA will demonstrate market accountability and commitment from the community.

Market Accountability Target 8.1: Each year, AAA will achieve at least 90% of enrollment allowed by the charter.

Market Accountability Target 8.2: Each year, AAA will re-enroll 95% of the students from the previous year who have not moved from the area.

Objective #9 (Hispanic Culture) Academia Antonia Alonso will cultivate a Hispanic culture so that students value both the American and Hispanic cultures.

Hispanic Culture Target 9.1: Each week, elements of the Hispanic culture will be woven into the whole school morning meeting.

Hispanic Culture Target 9.2: All learning expeditions will include at least one element of Hispanic culture (field trip, culture study, expert, music, writing, project etc.)

Hispanic Culture Target 9.3: Each year all classes will develop a bilingual artistic (visual and/or performing arts) performance reflective of Hispanic culture and present it at Academia Antonia Alonso's Annual Heritage and Community Day.

In addition to demonstrating achievement in the school's Annual Report, AAA will assess achievement of their objectives (Objectives and Targets) by using the Charter

Performance Frameworks adopted by Delaware's State Board of Education (Appendix N, and will adhere to all assessment requirements mandated by the Delaware Education Regulations. These assessments will be used to monitor the progress of students in meeting the standards for reading, math, science, and social studies. More information about the Charter Performance Agreement and the Annual Report may be found in Attachment O.

Selection Criteria (4)*: *The extent of community support and parental community involvement.

Extent of Community Support for the Application (4 points) – AAA enjoys broad support from parents and the surrounding community, as evidenced by the letters of support that may be found in Appendix P. In fact, one of the initial impetuses for AAA was the fact that parents were not satisfied with the kindergarten programs that were available to their children upon completion of the Latin American Community Center's (LACC) pre-K program. Many complained that their child/ren entered kindergarten well-ahead of their peers, but lost progress within the first few years of elementary school. Parents and community members associated with LACC and their pre-K program are passionate about maintaining a superior educational opportunity for their children; hence, they have been – and will continue to be – intensely involved in the planning, program development and implementation activities associated with opening the school. The LACC currently operates a highly-regarded, nationally accredited Head Start/ECAP pre-K program that enrolls 49 students yearly, with an extensive waitlist. Virtually all of these students complete the program and enter kindergarten in neighboring schools.

Extent to Which the Proposed Project Encouraged Parent/Community Involvement (4pts)

Preparation of the charter application, along with the development of Academia Antonia Alonso's (AAA) academic program, has involved Delaware teachers, parents, and community members, who comprised the school's Board and share a common desire to see a more effective school model for the education of English Language Learners in Delaware and for promoting community and global awareness among all students in Delaware. The process was coordinated by Innovative Schools (IS), a non-profit school support organization hired by AAA's Board for this purpose. Following AAA's charter approval in 2012, Delaware teachers, parents and community members have remained involved in the ongoing planning, program design and implementation activities.

Engaged parents – included in the goals and objectives of AAA – are a cornerstone of the daily life and culture at the school. Parents will be integrated into all aspects of their students' educational experiences and supports as the primary educators and advocates for their children. Parents and staff will actively collaborate to successfully carry out the mission and vision of AAA. In addition to parent representation on the school's Board of Directors and on the Citizens Budget Oversight Committee (CBOC), it is anticipated that parents, teachers and community members will assume leadership roles through their involvement with the Board, along with their participation on committees and other functions within the school. Additionally, parents will be asked to contribute at least 4 hours of service hours to the school. Among other tasks, hours may be accrued through assisting in classrooms, chaperoning field studies, being a visiting expert, scoring student exhibitions, or serving as a member of the Family Engagement Committee and/or Parent Teacher Association.

The Principal will collaborate with the Board, IS, and the Latin American Community Center (LACC) to ensure the target enrollment of 300 students is met by August of 2014. AAA's Year 1 recruitment strategies will focus on two key audiences: (1) Spanish-speaking parents 3 and 4 year old children living in New Castle County, and (2) non-Spanish-speaking parents of 3 and 4 year old children living in New Castle County. The goal is to recruit a student population with a 50-50 male-to-female ratio that is composed of 50% Spanish-speaking students and 50% non-Spanish-speaking students To execute the school's marketing plan (Appendix Q), AAA's Principal will work with Innovative Schools' (IS) to access their marketing and community engagement resources, and with the Latin American Community Center (LACC). Because the school will be targeting students from the Hispanic/Latino communities, the LACC will help to ensure that all marketing materials are accurately translated into Spanish and that strategies are cognizant and respectful of the cultural traditions and needs of this community.

Selection Criteria (5): Quality of project personnel (22 points).

Employment of Traditionally Under-Represented Groups (2 pts**):** Innovative Schools values and celebrates diversity, as evidenced in their Mission Statement and Values, their staff, the diversity of the schools with which they work and support, the diversity of the professionals who participate in their staffing initiatives (Delaware Leadership Project and Delaware Talent Management); and, the under-served student groups for whom their Portfolio of School Models have demonstrated success. Please see Innovative Schools' website for more information at: www.innovativeschools.org.

Qualifications, Training and Experience of Key Project Personnel (20 pts)

Project Director: Dawn M. Downes, Ed.D. will serve as Project Director and is Innovative Schools' Director of Teaching and Learning. In this capacity, she supervises professional development and curriculum development; provides professional development to local charter schools; researches successful and replicable models of comprehensive school design to replicate in Delaware schools; works with district and school leaders in Delaware around planning and school redesign for model implementation in existing schools; develops the academic and educational programs sections for new, renewal, and expansion charter applications and district replications of new school designs; problem-solves how innovative instructional practices impact school operations; and, interfaces with DDOE around innovative elements of instruction in the models. Dawn holds an Ed.D. in Curriculum and Instructional Literacy from the University of Delaware, an M.Ed. in School Leadership from Wilmington College, and a B.A. in English Education from the University of Delaware.

Project Manager/School Principal: As principal of AAA, Jesús Urdiales will serve as the on-site Project Manager for the planning, program design and implementation of AAA. Having recently completed his 'Principal in Residence' program, through the Delaware Leadership Project, in Colonial School District, he gained experience through an intensive leadership training program interwoven with a position as a member of the school's administrative team. Experiences included a daily focus on classroom walk-throughs and feedback, DPAS II observations, positive school culture, discipline, managerial duties, parent contact, and data-driven decision-making. Residency tasks included implementation of school-wide, professional learning communities, faculty meeting presentations, open houses, teacher interviews, and

school/district administrative meetings. The program allowed for constant reflection, constructive feedback, a focus on the Common Core Standards and DPAS II, scheduling, budgeting, and weekly mentoring sessions. As a graduate of the DLP, Jesus will receive 60 hours of coaching per year by DLP coaches in addition to the support he will receive from the CMO and Expeditionary Learning. Jesús is uniquely positioned to serve as the school's first principal, given his extensive experience in bilingual education. He was a bilingual program teacher for 12 years in Houston, Texas, where he assumed leadership to establish and maintain a program of instruction for bilingual and ESL students. He was also an English as a Second Language (ESL) Adjunct Instructor; Universidad de Monterrey, Campus Humberto Lobo; Monterrey, México. Jesús holds an M.Ed. in Administration and Supervision form the University of Houston, and a Doctor of Dental Surgery from Universidad Autónoma de Nuevo León; Monterrey, México.

Innovative Schools Leadership Team: As CMO for the AAA, Innovative Schools' (IS) Leadership Team will serve in key roles for the planning, program design and initial implementation activities of the school. In this capacity, team members will serve to ensure the successful launch of AAA, assist with the development of EL's innovative school design elements, provide leadership and organizational management to executing all project tasks, build the Board's capacity for effective school governance and management through the IS Board Development Program, support effective curriculum development and implementation, and ensure strong fiscal management. Collectively, the leadership team will ensure stable and effective governance and leadership, and superior student performance and school operations in order to achieve the school's mission/vision. Resumes for each may be found in Attachment R.

Dr. Deborah L. Doordan is Innovative Schools' Executive Director. Since joining the organization in February 2008, her leadership has provided direction through major restructuring, transforming and reframing the organization as the Center for School Innovation, and has poised it to plan an intrinsic role in revolutionizing public education in Delaware.

Among her many leadership abilities – effective skills in communication, human relations, curriculum implementation, staff development, management and organization - Debbie's commitment to innovative school reform, dedication to cultivating effective partnerships, and capacity to foster collaborative teamwork have strengthened the organization's potential to promote outstanding student achievement in Delaware by developing excellent schools. Professionally, Debbie dedicated more than 20 years serving public education in Delaware. . As a teacher, her work in special education helped to move students with disabilities out of isolated special schools and into their age-appropriate home schools. As an urban school principal in Wilmington, Debbie's team significantly raised the academic performance of students at-risk for failure and narrowed the achievement gap among disaggregate student groups. And as a district administrator, her experiences broadened to include extensive work in curriculum and instruction, professional development, and secondary education reform. Debbie earned her B.S. in Special Education from Lynchburg College, and her M.Ed. and Ed.D., in Educational Leadership from the University of Delaware.

Donald E. Liberati is the Director of Finance and Operations at Innovative Schools. Don spent nearly 20 years in the private sector in various roles that focused on creating and executing strategic plans to operate and scale new initiatives and programs, as well as overseeing the day-to-day operations related to Finance, Human Resources, and Talent Management. Most recently,

Don served as the Chief of Staff for AMC Theatres, focused on developing the infrastructure to operate a new business line and deploy the concept throughout the United States. He led the efforts of cross-functional working teams to develop standard operating procedures related to service delivery, financial reporting & systems, marketing, human resources, administration, and information technology. Don volunteers regularly at various organizations and is a member of the ReStore Advisory Committee for Habitat for Humanity Philadelphia. Don received a B.S. in Organizational Dynamics from Immaculata University and is currently pursuing the Master of Public Administration at the Fels Institute of Government at the University of Pennsylvania.

Nicole Topkis Pickles is the Director of Development at Innovative Schools. In this capacity, she oversees a number of projects designed to support members of the community with replicating new school models. Projects she oversee include The Innovative School Model Initiative, a competitive grant competition run through a partnership with the United Way of Delaware to provide public schools with up to $210,000 to replicate new school models, and the Alliance of Model schools, a networking resource for educators replicating deeper learning school models. Nicole will also be responsible for overseeing and coordinating Innovative Schools' newest business strategy to serve as a Charter Management organization for start-up charter schools in Delaware. Nicole has been an accomplished senior executive with proven leadership skills, relationship management capabilities, and an extensive professional network in Delaware. Her experiences have spanned running a financial advisory firm, building its client base and managing/growing relationships to working in a start-up development position on a non-profit field. Nicole holds a B.A. from Emory University.

Charles W. Sheppard, Jr. joined Innovative Schools in June of 2012 as a Program Director. He has over 17 years of experience in the education field. Charles' last 9 years have been spent as a principal at two different elementary schools within the Appoquinimink School District. Prior to that, he was an Assistant Principal in the Christina School District. A former Teacher of the Year, he taught 5th and 6th grade at Stubbs Elementary School, also in the Christina School District. Charles earned a Bachelor's from the University of Delaware and now holds an M.Ed. and Administration Certification from Wilmington University.

Expeditionary Learning: Expeditionary Learning partners with school districts and charter boards to open new schools and transform existing schools at all levels, pre-K–12, and in all settings-urban, rural, and suburban. EL provides schools with professional development, coaching, and online tools to improve curriculum design, instruction, school culture, leadership, and assessment practices. The national network of EL schools and professional colleagues includes more than 150 schools, 4,000 teachers, and 45,000 students. Expeditionary Learning, as a school design partner with Innovative Schools, will provide valuable expertise around development and implementation of the EL model, curriculum alignment assistance, new school development guidance, and professional development support.

***Selection Criteria (6)*: Quality of the management plan (18 points).**

The Board of Academia Antonia Alonso (AAA) has contracted with Innovative Schools (IS) to serve as the Charter Management Organization (CMO) for the first five years of the school's existence. The intent of this contractual relationship is twofold:

1. As CMO, IS will support full implementation and monitoring of the EL academic program, and will serve as the main partner; EL will serve as its subcontractor; and,
2. As CMO, IS will build the capacity of AAA board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of their first charter renewal after the fourth year of operation.

In this capacity, the CMO agreement (Appendix S) between the Board of AAA and IS will optimize the implementation of AAA's academic program and school operations with support from a range of professional education experts who have worked extensively in Delaware's public school system. In addition to the support provided by the Project Director and Manager for this project, Innovative Schools' will also place its own administrative Operations Manager (OM) at the school site. This relationship will streamline administrative costs during the first five years of the school's scale-up activities, save time and money, allow maximum resources to be re-directed to the classroom, and ensure transparency of operations, an effective administration, and strong board governance. IS has been performing these administrative services for Delaware's charter schools for several years as a School Support Organization. A listing of Innovative Schools' past/ current clients, along with services rendered: Appendix T.

During the first five years of the school's operation, the IS charter school finance specialists will work directly with AAA's Operating Manager (once this position is filled), Principal, Board, and Citizens Budget Oversight Committee (CBOC) to develop a projected budget for the next fiscal year for review and approval by the Board. Additionally, IS' charter school finance specialists will provide initial training to the Operations Manager (OM) on financial management software selected by IS and will work closely with the OM to perform the

tasks and specific deliverables which are described in detail in the CMO contract between AAA and IS, included in Appendix S..

AAA will follow the Delaware State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. The Payroll Human Resource Statewide Technology (PHRST) system will be used for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by IS' charter school finance specialists. All personnel involved in executing these processes will be properly trained in accordance with state requirements. In order to maintain responsible fiscal accounting, planning and management practices – and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code – a Citizens Budget Oversight Committee will be established during year 1 to review and analyze all financial expenditures, management practices and budgeting. This Committee will have at least five members, including one educator from AAA one Board member, at least two parents or community members who are not school employees or Board members, and representation from the Delaware Department of Education (DDOE). Training for the Citizen Budget Oversight Committee will be provided by DDOE to ensure the committee has been adequately prepared to assume their responsibilities.

Internal controls will be established, monitored, and modified as needed. Such internal controls will include, but not be limited to, the approval of all school budgets by the Board, monthly reconciliation with expenditure reports, monthly disclosure to the Board of

expenditures, authorized approval documentation on appropriate financial transactions, and employment of a system of checks and balances in processing financial transactions. Since financial transactions will be processed through the FSF system, complete and accurate documentation will be regularly available for inspection.

Responsibility for the oversight of the school's operations will include IS (as CMO), Principal, OM, Board of Directors, and CBOC. The Principal and OM will work directly with IS for professional support services to ensure all financial operations and practices are in accordance with the standards established by the Government Accounting Standards Board (GASB), Delaware's State Budget and Accounting Policy Manual, and DDOE Regulations.

For all Delaware public schools – once they are open and in operation – funds are generated to sustain school operations in three ways: 1) state funds generated based upon the school's actual student enrollment on September 30th of each school year; 2) local funds based upon revenue generated by the students' districts of residence; and 3) Federal and state funds applied for through the LEA Consolidated Grant process in Delaware. The school will also rely on carryover state and local monies from current operations.

AAA has also developed an aggressive fundraising plan (Appendix U) to supplement the costs for school operations. While these funds are not necessary to open and maintain the basic operations of the school, they will certainly become a core element in building flexibility and enhancements into expenditure decisions considered by the Board. A combination of these funds will provide for continued operation and sustainability following the expiration of Federal funds received through this CSP program.

Innovative Schools' Administration: Innovative Schools (IS) intends to implement an efficient and effective management plan to implement the primary project goal – to ensure the planning, program design, and implementation of Academia Antonia Alonso (AAA) is successfully achieved on time and within budget. Innovative Schools' Director of Teaching and Learning, Dawn M. Downs, Ed.D., will have the lead responsibility for directing, managing and coordinating all aspects of the project.

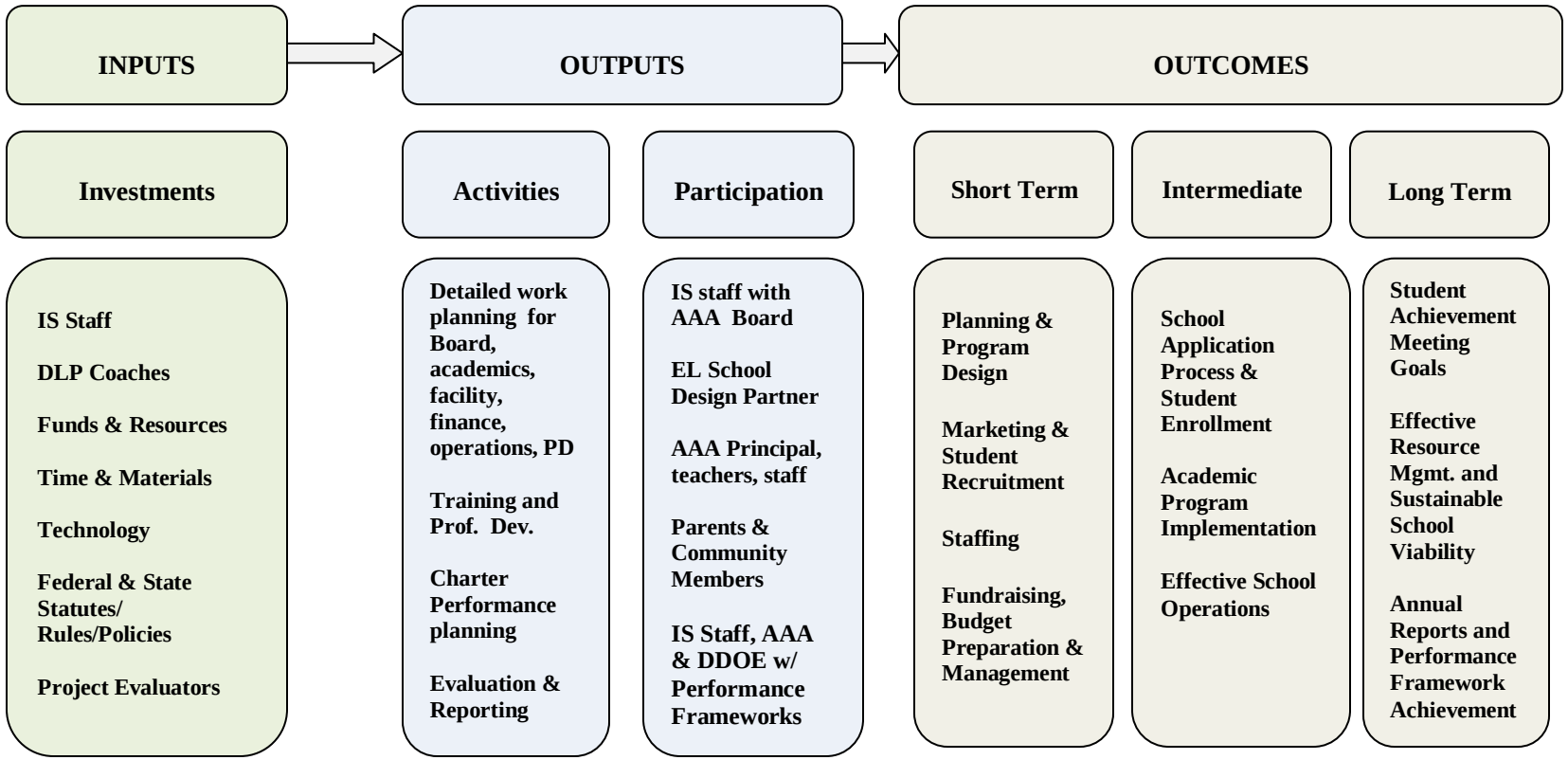
In order to ensure the efficient and effective management of the CSP grant, IS will employ the school's newly hired principal, Jesús Urdiales, as Project Manager with specific responsibilities directly tied to the successful implementation of the project activities on time and within budget. The Project Manager will be responsible directly to the Innovative Schools' Director of Teaching and Learning and work under the auspices of the same. Effective and successful implementation of the CSP grant will also require extensive coordination and collaboration with parents and our community partners. The resumes of the Project Director and Project Manager are among the Mandatory Attachments.

Management Plan to Achieve the Objective of the Project: The following page outlines the plan for achieving the project objective on time and within budget, including clearly defined responsibilities, timelines and milestones for completing the project activities and tasks.

INNOVATIVE SCHOOLS' CHARTER SCHOOLS PROGRAM (CSP) GRANT 84.282B

OBJECTIVE: To support the planning, program design, and initial implementation activities for Academia Antonia Alonso, a new charter school in Delaware.

THE PROJECT OBJECTIVE RELATES TO THE PURPOSE OF THE CSP GRANT: The objective directly aligns with the purpose of the CSP program: To increase the national understanding of the charter school model by expanding the number of high-quality charter schools available to students across the nation; providing financial assistance for the planning, program design, and initial implementation of charter schools, and evaluating the effects of charter schools, including their effects on students, student academic achievement, staff and parents.



<u>Selection Criteria (7)</u>: Existence and quality of a charter/performance contract between the charter school and its authorized public chartering agency, and the extent to which the charter or performance contract describes how student performance will be measured in the charter school pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school (16 points).

The Delaware Department of Education (DDOE) is the authorized chartering agency for AAA; the school's charter was approved by the State Board on Education on May 17, 2012. AAA's approved charter application and the Approval Letter from DDOE (Attachment V) serves as the basis for the Performance Agreement and will function as an enforceable contract between the school and DDOE. The term of this agreement is consistent with the charter's approval term and is prescribed by law. For new charter schools, the term expires at the end of the fifth fiscal year following the charter's initial approval.

The Performance Agreement is currently in development and will fully describe how student and school performance will be measured relative to the academic, financial and organizational performance frameworks, as defined by the DDOE (Attachment N). The Charter Performance Framework sets the academic, fiscal, and organizational standards by which Delaware's public charter schools will be evaluated, informing the authorizer and charter school about each school's performance and sustainability. More information about the Charter Performance Agreement and the Annual report may be found in Attachment O. Once the school has opened, it will also be required to submit an Annual Report on or before November 1st of each year that will demonstrate the school's progress toward achieving the Goals and Targets for Student and School Performance.

<u>Selection Criteria (8)</u>: The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (3 points).

Delaware gives its charter schools a high degree of autonomy and operational flexibility in return for accountability for achieving high levels of student performance. Delaware charter schools are free of many State and district rules and regulations governing public education. Instead, charters are subject to regular review and held to high standards of measurable student performance to maintain their charter, leading some to significantly outperform other schools that serve similar populations. The authority for charter school autonomy is defined in § 501.[14]

Specifically, § 504A defines the powers of an authorized charter school. Charter schools have the power to: (1) manage the education program approved in the school's charter; (2) determine their own budget and operating procedures; (3) acquire and convey interest in real property; (4) incur debt; (5) accept gifts; (6) execute contracts; (7) hire, manage and terminate employees; (8) establish reasonable academic and disciplinary standards; and, (9) establish applications and admission processes. The full text of this subsection may be found in Delaware's charter school law (14 Del. C., Ch. 5).

Each charter school in Delaware is considered to be its own local education agency (LEA). As such, Delaware's charter schools are treated just like regular public school districts in terms of how they receive their funding and the degree of autonomy and control they have over their budgets and expenditures. Charter schools must submit financial reports and comply with all First state Financial (FSF) requirements, processes and procedures.

[14] Del. C., Ch.5 § 501.

The State's school funding formula ensures that charter schools receive equitable funding and flexibility in how they use their funds. Charters are given 100 percent division funding using the same formulas as a traditional school district, but in most cases are not held to the same spending restrictions that apply to other public schools. Like traditional school districts, charter school funding is determined based on student enrollment using the unit system, but they have greater autonomy with how they spend money. Charter schools, are not covered by collective bargaining agreements and therefore have more flexibility to set their own salaries and staffing levels. Overall, traditional LEAs have restrictions on over 70 percent of the funds they receive from the State, while charter schools have restrictions on only 10 percent of their state funding. This flexibility allows charter schools to be innovative and adaptive in how they manage their schools and to maximize their resources to meet the needs of their students.

To supplement funding under the unit system, the State provides additional funding for school services. Charter schools, as well as traditional public schools, are eligible for State funding dedicated to professional development hours, driver education and/or disciplinary programs. Charters receive a percentage of the transportation allocation given to the vocational district in which they are based, rather than being funded directly through the state transportation formula. Charters can solicit competitive bids for services or provide the services internally and keep any surplus funds for operations, while traditional school districts must return any dollars not spent on transportation. In addition, the State provides Charter School Tax Relief Funds to schools that have been in operation since 2000 to be spent at each school's discretion. And finally, the State provides minor capital funding to charter schools at the same rate and based on the same formula as traditional school districts. Minor capital funding is appropriated by the

State and allocated to charters and traditional school districts based on respective September 30 enrollments. Charter schools automatically receive this funding while traditional public school districts are required to provide matching funds to receive the allocation. Delaware does not currently provide major capital funding for charter schools, but does not restrict use of any State funding for such purposes. In addition to providing State funding, Delaware ensures that charter schools receive equitable portions of local tax revenues. The Department calculates the local revenue per pupil that a LEA must pass on to a charter school serving students from their district. The Department oversees the flow of funds to ensure that charter schools are compensated for their students by local LEAs.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** CSP Assurances-Signed.pdf

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

To add more "Other Attachment" attachments, please use the attachment buttons below.

Add Optional Other Attachment | Delete Optional Other Attachment | View Optional Other Attachment

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

CHARTER SCHOOLS PROGRAM ASSURANCES

NON-SEA APPLICANTS FOR PLANNING, PROGRAM DESIGN, AND IMPLEMENTATION

Pursuant to Section 5202(b) of the ESEA, an applicant for CSP funds that is not a State educational agency (SEA) must provide the following assurances.

As the duly authorized representative of the applicant, I certify that the applicant will submit to the Secretary:

(a) All items described in the application requirements;

(b) An assurance that the eligible applicant will annually provide the Secretary such information as may be required to determine if the charter school is making satisfactory progress toward achieving the objectives described in section 5203(b)(3)(C)(i) of the ESEA;

(c) An assurance that the applicant will cooperate with the Secretary in evaluating the program assisted under this subpart;

(d) A description of how a charter school that is considered a local educational agency under State law, or a local educational agency in which a charter school is located, will comply with sections 613(a)(5) and 613(e)(1)(B) of the Individuals with Disabilities Education Act;

(e) Proof that the applicant has applied to an authorized public chartering authority to operate a charter school and provided to that authority adequate and timely notice, and a copy, of this application; or an assurance that this application is for a precharter planning grant and the authorized public chartering authority to which a charter school proposal will be submitted has not been determined;

(f) A copy of proof of applicant's non-profit status;

(g) The applicants' DUNS and TIN numbers;

(h) A statement as to whether or not an applicant for planning and implementation funding has previously received funding for this program either through a State subgrant or directly from the Department;

(i) Such other information and assurances as the Secretary may require;

(j) An assurance that the eligible applicant will use the funds to plan and implement a charter school in accordance with the Charter Schools Program; and

(k) Assurances that the State educational agency will (i) grant, or will obtain, waivers of State statutory or regulatory requirements; and (ii) will assist each subgrantee in the State in receiving a waiver under section 5204(e) of the ESEA.

Deborah Doordan	Executive Director
NAME OF AUTHORIZED OFFICIAL	TITLE
Deborah L. Doordan	7/10/2013
SIGNATURE OF AUTHORIZED OFFICIAL	DATE
Innovative Schools	7/11/2013
APPLICANT ORGANIZATION	DATE SUBMITTED

Innovative Schools: Academia Antonia Alonso Charter School
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STATE OF DELAWARE
SECRETARY OF STATE
DIVISION OF CORPORATIONS
FILED 03:30 PM 07/12/2002
020449267 - 3538112

CERTIFICATE OF INCORPORATION

OF

INNOVATIVE SCHOOLS DEVELOPMENT CORPORATION

The undersigned incorporator desires to form a non-stock corporation under Title 8, Section 101, et seq. of the Delaware Code, as amended, and hereby adopts the following Certificate of Incorporation.

ARTICLE I

The name of the corporation shall be "Innovative Schools Development Corporation" (the "Corporation").

ARTICLE II

The Corporation's Registered Office in the State of Delaware is to be located at 100 West 10th Street, Suite 704, in the City of Wilmington, in the County of New Castle, zip code 19801. The registered agent in charge thereof is Stephanie Clark Fitzgerald.

ARTICLE III

This Corporation is organized and shall be operated exclusively as a nonprofit, non-stock corporation for charitable, educational, scientific, and literary purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or corresponding provision of any future federal tax laws. Notwithstanding any other provision of this Certificate of Incorporation, the Corporation shall have no power to engage in activities not in furtherance of the foregoing purposes. Subject to the foregoing limitations on the Corporation's powers, in furtherance of, and not in limitation of, the general powers conferred by the laws of the State of Delaware, and the purposes herein set forth, it is expressly provided that the Corporation shall also have the following powers:

(i) Acting through its directors, its president and other officers, and its employees or agents, subject to the powers and restrictions of this Certificate of Incorporation and its Bylaws, to do all such acts as are necessary or convenient to the attainment of the purposes herein set forth;

(ii) To purchase, receive, take by grant, gift, devise, bequest or otherwise, lease, or otherwise acquire, own, hold, improve, employ, use and otherwise deal in and with real and personal property, and any interests therein, wherever situated, and to sell, convey, lease, exchange, transfer or otherwise dispose of, or mortgage, pledge or otherwise encumber, all or any of the Corporation's property and assets, and any interests therein, wherever situated;

(iii) In general, to possess and exercise all the powers and privileges granted by the Delaware General Corporation Law or by any other law of Delaware or by this Certificate of Incorporation together with any powers incidental thereto, so far as such powers and privileges are necessary or convenient to the conduct, promotion or attainment of the purposes of the Corporation.

ARTICLE IV

The Corporation initially intends to make grants and perform activities consistent with the purposes set forth in Article III, including operating as a nonprofit, tax exempt organization as described in Sections 501(c)(3) and 509(a) of the Code, with the initial purpose and mission to assist in creating a new kind of system of public schooling that is responsive to parent and community demand and provides a high quality education for all children, as well as to provide facility/capital needs solutions for Delaware's charter schools by providing financial expertise and assistance, and develop and coordinate resources to provide technical assistance to Delaware's charter schools, the Delaware Department of Education and all schools of innovation.

ARTICLE V

A. No part of the net earnings of the Corporation shall inure to the benefit of or be distributable to its directors, officers or other private persons, except that the Corporation shall be authorized and empowered to pay reasonable compensation for services rendered and to make payments and distributions in furtherance of the purposes set forth in Articles III and IV hereof. No substantial part of the activities of the Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation. The Corporation shall not participate in or intervene in (including the publishing or distribution of statements) any political campaign on behalf of or in opposition to any candidate for public office.

B. It is intended that this Corporation shall have the status of a Corporation which is exempt from federal income taxation under Section 501(a) of the Code as an organization described in Section 501(c)(3) of the Code, and which is other than a private foundation by reason of being described in Section 509(a)(1) or (a)(2) of the Code. This Certificate shall be construed accordingly, and all powers and activities of the Corporation shall be limited accordingly.

C. Notwithstanding any other provision of this Certificate, the Corporation shall not carry on any activities not permitted to be carried on by a corporation: (1) exempt from income tax as described in Section 501(c)(3) of the Code or corresponding provision of any future federal tax laws; (2) contributions to which are deductible for income tax purposes under Section 170(c)(2) of the Code or corresponding provision of any future federal tax laws; (3) bequests, legacies, devises, and transfers to which are deductible for estate tax purposes under Section 2055(a)(2) of the Code or corresponding provision of any future federal tax laws; or (4) gifts to which are deductible for gift tax purposes under Section 2522(a)(2) of the Code or corresponding

provision of any future federal tax laws.

ARTICLE VI

To the extent that any of the following code sections are applicable to the Corporation, the Corporation:

(i) shall distribute its income for each taxable year at such time and in such manner as not to become subject to the tax on undistributed income imposed by section 4942 of the code;

(ii) shall not engage in any act of self-dealing as defined in section 4941(d) of the code;

(iii) shall not retain any excess business holdings as defined in section 4943(c) of the Code;

(iv) shall not make any investments in such manner as to subject it to tax under section 4944 of the Code; and

(v) shall not make any taxable expenditures as defined in section 4945(d) of the Code.

ARTICLE VII

The Corporation shall not have any capital stock and this Corporation shall be a nonprofit corporation. The provisions governing operation of and membership in the Corporation shall be more specifically set forth in the Bylaws of the Corporation.

ARTICLE VIII

The Corporation shall have perpetual existence.

ARTICLE IX

Upon dissolution of the Corporation, the Board of Directors, after making provision for the payment of all of the liabilities of the Corporation, shall arrange for the distribution of all of the assets of the Corporation exclusively for the tax-exempt purposes of the Corporation, by distribution to one or more organizations organized and operated exclusively for charitable, educational, educational, literary or scientific purposes as shall at the time qualify as an exempt organization or organizations under Section 501(c)(3) of the Code or corresponding provision of any future federal tax laws, as the Board of Directors shall determine. Any such assets not so distributed shall be distributed by the Court of Common Pleas of the county in which the principal office of the Corporation is then located, exclusively for the tax exempt purposes of the Corporation or to such organization or organizations, as such Court shall determine, which are

organized and operated exclusively for such purposes.

ARTICLE X

The name and address of the incorporator is:

Name: Stephanie Clark Fitzgerald
Mailing Address: 100 West 10th Street Suite 704, Wilmington, Delaware 19801

I, The Undersigned, for the purpose of forming a corporation under the laws of the State of Delaware, do make, file and record this Certificate, and do certify that the facts herein stated are true, and I have accordingly hereunto set my hand this 12th day of July, A.D. 2002.

BY: Stephanie Clark Fitzgerald
Incorporator
NAME: Stephanie Clark Fitzgerald

KMUSCH01/1319791.1

Delaware Secretary of State

TO WHOM IT MAY CONCERN:

I currently have the name "Innovative Schools Development Corporation" (reservation # 2538112) reserved with your office. Please release this name reservation to The Corporation Trust Company to file the Certificate of Incorporation of Innovative Schools Development Corporation.

Stephanie Clark Fitzgerald

Stephanie Clark Fitzgerald
100 West 10th Street, Suite 704
Wilmington, Delaware 19801

173015.1/000020.004

STATE OF DELAWARE
SECRETARY OF STATE
DIVISION OF CORPORATIONS
FILED 01:30 PM 03/27/2003
030204747 - 3538112

CERTIFICATE OF AMENDMENT
OF
CERTIFICATE OF INCORPORATION
OF
INNOVATIVE SCHOOLS DEVELOPMENT CORPORATION

Innovative Schools Development Corporation, a Delaware non-stock, nonprofit corporation, DOES HEREBY CERTIFY:

FIRST: That the Member and Board of Directors of said corporation adopted a resolution proposing and declaring advisable the following amendments to the Certificate of Incorporation of said corporation (additions or revisions are in bold type):

RESOLVED, that the Certificate of Incorporation of Innovative Schools Development Corporation be amended by adding provisions to Articles III and IV thereof, such that said Articles III and IV shall be and read as amended as follows:

"ARTICLE III

This Corporation is organized and shall be operated exclusively as a nonprofit, non-stock corporation for charitable, educational, scientific, and literary purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), or corresponding provision of any future federal tax laws. Notwithstanding any other provision of this Certificate of Incorporation, the Corporation shall have no power to engage in activities not in furtherance of the foregoing purposes. Subject to the foregoing limitations on the Corporation's powers, in furtherance of, and not in limitation of, the general powers conferred by the laws of the State of Delaware, and the purposes herein set forth, it is expressly provided that the Corporation shall also have the following powers:

(i) Acting through its directors, its president and other officers, and its employees or agents, subject to the powers and restrictions of this Certificate of Incorporation and its Bylaws, to do all such acts as are necessary or convenient to the attainment of the purposes herein set forth;

(ii) To purchase, receive, take by grant, gift, devise, bequest or otherwise, lease, or otherwise acquire, own, hold, improve, employ, use and otherwise deal in and with real and personal property, and any interests therein, wherever situated, and to sell, convey, lease, exchange, transfer or otherwise dispose of, or mortgage, pledge, place as a guaranty or otherwise encumber, all or any of the Corporation's property and assets,

and any interests therein, wherever situated;

(iii) In general, to possess and exercise all the powers and privileges granted by the Delaware General Corporation Law or by any other law of Delaware or by this Certificate of Incorporation together with any powers incidental thereto, so far as such powers and privileges are necessary or convenient to the conduct, promotion or attainment of the purposes of the Corporation.

ARTICLE IV

The Corporation initially intends to make grants and perform activities consistent with the purposes set forth in Article III, including operating as a nonprofit, tax exempt organization as described in Sections 501(c)(3) and 509(a) of the Code, with the initial purpose and mission to assist in creating a new kind of system of public schooling that is responsive to parent and community demand and provides a high quality education for all children, as well as to provide facility/capital needs solutions for Delaware's charter schools by providing financial expertise and assistance, providing loan guaranties, and developing and coordinating resources to provide technical assistance to Delaware's charter schools, the Delaware Department of Education and all schools of innovation.

SECOND: The Member consented to and approved such amendments in accordance with the requirements of the Bylaws, and the Board of Directors thereafter approved and adopted such amendments at a meeting.

THIRD: That the aforesaid amendment was duly adopted in accordance with the applicable provisions of Sections 242 and 228 of the General Corporation Law of the State of Delaware.

IN WITNESS WHEREOF, Innovative Schools Development Corporation has caused this certificate to be signed by Stephanie Clark Fitzgerald, its president, this 28 day of February, 2003.

Innovative Schools Development Corporation,
a Delaware non-stock, nonprofit corporation

By: Stephanie Clark Fitzgerald
Stephanie Clark Fitzgerald

1384756.1

State of Delaware
Secretary of State
Division of Corporations
Delivered 10:30 AM 01/25/2006
FILED 10:30 AM 01/25/2006
SRV 060073433 - 3538112 FILE

STATE OF DELAWARE
CERTIFICATE OF CHANGE
OF REGISTERED AGENT AND/OR
REGISTERED OFFICE

The Board of Directors of Innovative Schools Development Corp, a Delaware Corporation, on this 23rd day of January, A.D. 2006, do hereby resolve and order that the location of the Registered Office of this Corporation within this State be, and the same hereby is 100 W. 10th Street Suite 403 ~~Street~~, in the City of Wilmington, County of New Castle Zip Code 19801.

The name of the Registered Agent therein and in charge thereof upon whom process against this Corporation may be served, is Gary Fredericks.

The Corporation does hereby certify that the foregoing is a true copy of a resolution adopted by the Board of Directors at a meeting held as herein stated.

IN WITNESS WHEREOF, said Corporation has caused this certificate to be signed by an authorized officer, the 23rd day of January, A.D., 2006.

By: Joanne F. Schlosberg
Authorized Officer

Name: Joanne F. Schlosberg
Print or Type

Title: V.P. of Operations and Finance

TRENDS IN TWO-WAY IMMERSION EDUCATION
A Review of the Research

Elizabeth R. Howard
Julie Sugarman
Donna Christian

Center for Applied Linguistics

Report 63

August 2003

This report was published by the Center for Research on the Education of Students Placed At Risk (CRESPAR), a national research and development center supported by a grant (No. R117-D40005) from the Institute of Education Sciences (IES, formerly OERI), U.S. Department of Education. The content or opinions expressed herein do not necessarily reflect the views of the Department of Education or any other agency of the U.S. Government. Reports are available from: Publications Department, CRESPAR/Johns Hopkins University; 3003 N. Charles Street, Suite 200; Baltimore MD 21218. An on-line version of this report is available at our web site: *www.csos.jhu.edu*.

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THE CENTER

Every child has the capacity to succeed in school and in life. Yet far too many children fail to meet their potential. Many students, especially those from poor and minority families, are placed at risk by school practices that sort some students into high-quality programs and other students into low-quality education. CRESPAR believes that schools must replace the "sorting paradigm" with a "talent development" model that sets high expectations for all students, and ensures that all students receive a rich and demanding curriculum with appropriate assistance and support.

The mission of the Center for Research on the Education of Students Placed At Risk (CRESPAR) is to conduct the research, development, evaluation, and dissemination needed to transform schooling for students placed at risk. The work of the Center is guided by three central themes—ensuring the success of all students at key development points, building on students' personal and cultural assets, and scaling up effective programs—and conducted through research and development programs in the areas of early and elementary studies; middle and high school studies; school, family, and community partnerships; and systemic supports for school reform, as well as a program of institutional activities.

CRESPAR is organized as a partnership of Johns Hopkins University and Howard University, and is one of 12 national research and development centers supported by a grant (R117-D40005) from the Institute of Education Sciences (IES, formerly OERI) at the U.S. Department of Education. The centers examine a wide range of specific topics in education including early childhood development and education, student learning and achievement, cultural and linguistic diversity, English language learners, reading and literacy, gifted and talented students, improving low achieving schools, innovation in school reform, and state and local education policy. The overall objective of these centers is to conduct education research that will inform policy makers and practitioners about educational practices and outcomes that contribute to successful school performance.

ABSTRACT

Two-way immersion (TWI) is an instructional approach that integrates native English speakers and native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages. While the model has been in existence in the United States for almost 40 years, the most dramatic growth has been seen over the past 15 years. Not surprisingly, the recent growth of two-way immersion education has prompted increasing interest in various aspects of such programs, such as design and implementation, student outcomes, instructional strategies, cross-cultural issues, and the attitudes and experiences of students, parents, and teachers involved. Along with the increase in number of TWI programs, the research base on this educational approach is growing steadily. The purpose of this report is to summarize the research that has been conducted to date, synthesize the key findings across studies, and point to areas of need for future research.

ACKNOWLEDGMENTS

The authors would like to thank Drs. Mary Cazabon and Robert Slavin for their valuable feedback, and acknowledge Raquel Serrano and Cate Coburn, who provided assistance in annotating the literature reviewed in this report.

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INTRODUCTION

Two-way immersion (TWI) is an instructional approach that integrates native English speakers and native speakers of another language (usually Spanish) and provides instruction to both groups of students in both languages. The first two-way immersion education programs in the United States started almost 40 years ago, with programs such as Ecole Bilingue, a French/English program in Massachusetts, and Coral Way, a Spanish/English program in Florida. However, while the program model has been in existence in this country for quite some time, the growth in popularity of the model is a more recent phenomenon. For the first 20 years, the number of new programs remained relatively low, with 30 programs documented in the mid-1980s (Lindholm, 1987). Since then, the number of programs has increased dramatically, with 266 documented programs in 2002 (Center for Applied Linguistics, 2002). The majority of these programs are public Spanish/English programs at the elementary level.

Two-way immersion is an educational alternative that has the potential to expand even further given the current demographics and societal needs in the United States. The population of language minority students (students whose first language is a language other than English) continues to grow rapidly, with the population of native Spanish speakers continuing to be the largest presence (National Clearinghouse for English Language Acquisition [NCELA], 2002). At the same time, the drop-out rate for Hispanic students is extremely high, suggesting that current educational efforts are not meeting the needs of these students and that alternative educational approaches that will better serve them need to be developed and/or implemented on a larger scale (National Center for Education Statistics [NCES], 2002). For native English speakers, the United States has traditionally had a weak foreign language education system, typically producing students with some familiarity with other languages and cultures, but with limited ability to speak, read, or write in a second language. TWI programs provide native English speakers with the opportunity to develop high levels of oral and written language competence in their second language. For all students, given the evidence of an increasingly global economy, bilingualism, biliteracy, and cross-cultural awareness are three key assets for an individual and for society as a whole. Because TWI programs strive to develop these abilities in all students, in addition to helping them attain grade-level academic achievement, they are timely educational models that will help participating students meet the demands of the society they inherit.

Not surprisingly, the recent growth of two-way immersion education has prompted increasing interest in various aspects of such programs, such as design and implementation, student outcomes, instructional strategies, cross-cultural issues, and the attitudes and experiences of students, parents, and teachers involved. Along with the increase in number of TWI programs, the research base on this educational approach is growing steadily. The purpose of this report is to summarize the research that has been conducted, synthesize the key findings across studies, and point to areas of need for future research.

As is the case in educational research in other areas, there are a number of methodological challenges associated with research on two-way immersion that make it difficult to pinpoint definitive findings. One general concern about educational research that focuses on program comparisons is the issue of non-random assignment, which can affect the interpretation of findings. Because two-way immersion programs are voluntary, self-selection may influence student outcomes. In other words, if students in TWI programs are found to do better than their peers in other programs, it is difficult to know if this is because of the effects of the TWI program itself, or due at least in part to inherent differences among the student populations and their families. And this is assuming that it is even possible to have a comparison group of students in an alternative program within the school or within the district. In many districts, there is a clustering effect where a single model is clearly the dominant choice for certain groups of students, making program comparisons difficult. For example, all of the native Spanish speakers (with the exception of the few whose parents choose another program) might be placed in TWI, while all of the language minority students from other language backgrounds would be grouped in ESL classes, thus making any comparisons of the performance of native Spanish speakers in TWI vs. other programs impossible. Finally, there is frequently a real socioeconomic difference between the language minority students and native English speakers who participate in TWI programs. The language minority students are more likely to come from homes where there is poverty and where parents have limited formal schooling, and the native English speakers are more likely to come from homes that are solidly middle class and where parents have substantial formal education. This difference in the backgrounds of the two groups of students makes internal comparisons of student performance difficult, as the students frequently differ by more than just native language.

All of these issues point to a need to conduct research in a way that deals with these methodological concerns and seeks clarity as much as possible. As was stated in the report *Improving schooling for language minority children: A research agenda* (August & Hakuta, 1997), there is a need to move away from global program comparisons and towards a research paradigm that looks more closely at features within a program model that impact student achievement, such as literacy instructional practices or grouping strategies. These types of within-program issues could be looked at experimentally, as students within programs could be randomly assigned to different educational 'treatments.' In addition, given that bilingualism, biliteracy, and cross-cultural awareness are three specific goals of TWI programs, there is a need to employ longitudinal designs that will enable researchers to map the developmental trajectories[Comment1]

of TWI students in these areas. Finally, ethnographic research and other methods such as discourse analysis can provide valuable insights about a number of issues in two-way immersion education, such as student self-grouping patterns, teachers' perceptions about instructional strategies in two-way immersion programs, and teachers' and students' language use. In summary, employing a variety of research strategies in appropriate ways is likely to yield the most fruitful information to help the field move forward.

The research base for this report was the online two-way immersion bibliography developed and maintained by the Center for Applied Linguistics (http://www.cal.org/twi/bib.htm). This bibliography was generated through research archives maintained by the Center for Applied Linguistics (CAL) and supplemented by searches of ERIC, PsycINFO, and UMI Dissertation Abstracts. Because the research base in this field is fairly new, an expansive approach was taken that included articles in peer-reviewed journals, research and practitioner reports generated by research centers, books, dissertations, and publicly available conference papers. Although they do provide data on academic achievement and biliteracy, program evaluations to satisfy federal grant requirements were not included in this review both because they are so numerous and because the majority are not readily available. While great breadth was allowed in terms of dissemination format, there was clear focus with regard to topic. Only research that relates directly to two-way immersion education in the United States was reviewed for this report. Although various terminology was used in the research included in this report (e.g. referring to two-way immersion programs as dual-language programs or to language minority students as English Language Learners), the terms and abbreviations used most frequently by the authors of this report have been used throughout the report for clarity and consistency.

As mentioned above, the 113 references on two-way immersion cited in this report were culled from a variety of sources: 36 journal articles, 34 doctoral dissertations, 14 reports, 10 conference papers, 5 books, 5 book chapters, and a number of other sources such as ERIC Digests and ERIC documents. The research studies present findings from both new and established programs all over the U.S., with California, Massachusetts, and Texas being the most frequently represented states. The majority of studies are small-scale studies conducted with elementary school-age students in Spanish programs.

The report is divided into the following topic areas: general information, implementation, program profiles, academic achievement, language and literacy outcomes, cultural context and social impact, integration of language minority and language majority students, language status, student attitudes, teachers' experiences and professional development, and parent attitudes and involvement. With the exception of the section on general information, each section includes an introduction, a brief summary of each relevant study, and a conclusion that synthesizes findings across studies and points to general methodological issues and existing gaps in the research. The report concludes with an overview of the current state of knowledge about two-way immersion education and suggestions for future areas of research.

GENERAL INFORMATION

Definition and Goals

The definition and goals of two-way immersion education have been clearly articulated in the literature (Christian, 1994, 1996a; Christian, Howard, & Loeb, 2000; Genesee, 1999; Howard & Christian, 2002; Lindholm-Leary, 2000, 2001). Two-way immersion is an educational

approach that integrates language minority and language majority students for all or most of the day, and provides content instruction and literacy instruction to all students in both languages. Stating this another way, there are three defining criteria of TWI programs. First, the programs must include fairly equal numbers of two groups of students: language minority students, who in the United States are native speakers of a language other than English, such as Spanish, Korean, Chinese, etc; and language majority students, who in the United States are native English speakers. Second, the programs are integrated, meaning that the language minority students and language majority students are grouped together for core academic instruction (i.e., content courses and literacy courses) for all or most of the day. Finally, TWI programs provide core academic instruction to both groups of students in both languages. Depending on the program model, initial literacy instruction may not be provided to both groups in both languages, but by about third grade, regardless of program model, all students are generally receiving literacy instruction in both languages. Following from this definition, there are four central goals of all TWI programs:

1. Students will develop high levels of proficiency in their first language (L1). This means that the language minority students will develop high levels of speaking, listening, reading, and writing ability in their native language (e.g., Spanish) and native English speakers will develop high levels of speaking, listening, reading, and writing ability in English;
2. All students will develop high levels of proficiency in a second language (L2). TWI programs are considered additive bilingual programs for both groups of students because they afford all students the opportunity to maintain and develop oral and written skills in their first language while simultaneously acquiring oral and written skills in a second language;
3. Academic performance for both groups of students will be at or above grade level, and the same academic standards and curriculum for other students in the district will also be maintained for students in TWI programs; and
4. All students in TWI programs will demonstrate positive cross-cultural attitudes and behaviors.

A Recent Overview of TWI Programs in the United States

A report by Howard and Sugarman (2001) provided a summary of program-level and demographic information for the 248 TWI programs in the 2000 *Online Directory of Two-Way Bilingual Immersion Programs in the United States* maintained by the Center for Applied Linguistics (http://www.cal.org/twi/directory/). The majority of the programs were in public schools, operated as strands within schools, served the elementary grades, and provided instruction in Spanish and English. Fifteen of the 248 programs provided instruction in Chinese, French, Korean, or Navajo.

While there was significant variation across schools, three basic program models were identified at the elementary level. Some programs provided most instruction (80-90%) in the minority language in the early grades, increasing the amount of English at each higher grade level until the use of the two languages was about equal (usually by fourth grade). These programs, often referred to as “90/10” or “minority language dominant,” comprised 42% of the programs in the 2000 directory. Another basic model involves equal amounts of instruction in

the two languages from the beginning of the program. Called the "50/50" or "balanced" model, it represented 33% of the programs in the directory. Finally, a small percentage of programs (2%) were "differentiated," in that they provided differing ratios of instruction in the two languages for English-speaking and language minority students. The directory also included secondary programs (13% of the schools listed), and 9% of the schools did not supply information about program model.

With regard to initial literacy instruction, 31% of the programs reported that they provided initial literacy instruction through the minority language to all students, 22% used both languages simultaneously, 20% separated the students by native language, 1% provided initial literacy instruction solely in English to all students, 14% did not serve primary grades, and 12% were unreported. Regarding staffing, 54% of programs reported that 100% of teachers were proficient in both languages, and 29% of programs reported that 100% of staff members were proficient in both languages.

The survey also reported demographic trends. In terms of racial/ethnic diversity, 54% of programs had no clear racial/ethnic majority of native English speakers (NES), 17% had mostly (75% or more) White NES, 13% had mostly Latino NES, 2% had mostly African American NES, 1% had mostly Asian NES, 1% had mostly Native American NES, and 12% did not respond. With regard to socioeconomic status (SES), in 32% of the programs, more than half of both native English speakers and language minority students were eligible for free/reduced lunch. Overall, however, there were more low-income language minority students than language majority students in the TWI programs included in the analyses.

IMPLEMENTATION OF TWO-WAY IMMERSION PROGRAMS

Key Issues

A number of sources have highlighted the key issues involved in effective implementation of elementary TWI programs, including student population, program design, school environment, staffing, and instructional strategies (Calderón & Minaya-Rowe, 2003; Christian, 1994, 1996a; Christian, Howard, & Loeb, 2000; Howard & Christian, 2002; Howard, Olague, & Rogers, 2003; Lindholm, 1990; Lindholm-Leary, 2000, 2001).

The student population of TWI programs needs to include both native English speakers and native speakers of a single minority language. The two groups of students should be fairly well balanced, with each making up approximately half of the student population at each grade, and with neither group falling below one-third of the total at any grade level.

As mentioned in the last section, there are two main program designs in TWI: 1) 90/10 (or a common variation, 80/20), in which most instruction in the primary grades is provided in the minority language, with a gradual increase in English instruction through third or fourth grade, when a 50/50 balance is reached; and 2) 50/50, in which instruction at all grade levels is divided equally across the two languages. Regardless of the model chosen, the program should continue for at least the full span of the elementary grades (K-5).

The school environment should maintain high academic expectations for all students, encourage parental involvement, and demonstrate clear support for bilingualism and multiculturalism. Staffing in TWI programs is very important, in particular the need to have certified teachers who have additional certifications in bilingual and/or ESL instruction and are familiar with issues of second language learning and bilingualism.

Finally, instructional strategies that promote language development, interaction, and mastery of academic concepts should be employed, such as cooperative learning, hands-on activities, thematic units, separation of languages, and sheltered instruction.

Two articles by Peregoy (1991) and Peregoy and Boyle (1999) looked at the issue of instructional strategies as they relate to teaching native English speakers in a Spanish dominant kindergarten class. To ensure the academic and social success of native English-speaking students, the teachers used multiple "environmental scaffolds" in both teacher-directed instruction and child-initiated play and interactions. Environmental scaffolds at the classroom level included: adherence to daily routines and schedules; the daily repetition of routine phrases, songs, and poems; daily activities such as changing the date on the calendar (i.e., repetition of vocabulary); the teacher's use of gestures, pictures, and toys to reinforce new vocabulary; and modeling of verbal responses by native Spanish-speaking students.

Many studies on two-way immersion include research- and experience-based suggestions for implementing new two-way immersion programs. Overall, these suggestions stress planning, flexibility, and communication. Two of the most comprehensive research-based sources for such implementation suggestions are the *Dual-language Instruction: A Handbook for Enriched Education* (Cloud, Genesee, & Hamayan, 2000) and *Designing and Implementing Two-way Bilingual Programs: A Step-by-step Guide for Administrators, Teachers, and Parents* (Calderón & Minaya-Rowe, 2003). Aside from elaborating on the realization of the above critical features of TWI, the authors of each book also discuss issues related to communicating with parents, planning the growth of the program, and adapting curriculum and assessment to the two-way classroom.

Beyond the standard requirements for dual-language programs, Mora, Wink, and Wink (2001) argue that especially for bilingual programs where there is so much contested terminology and so many differing ideologies of implementation, the degree of congruence between ideology and implementation is as crucial to the success of the program as the features of the program itself. They name three necessary characteristics of effective TWI programs: 1) a pedagogically-sound model of instruction that fits the demographic realities and resources of the school community; 2) fidelity to the model in all aspects of implementation; and 3) a timely and appropriate means of addressing any incongruity between the model, school/community needs, and systems of implementation. The authors use the interrelationship of three factors to establish congruence between a theoretical model and classroom practice—the model, teacher beliefs, and classroom language use—in evaluating program quality.

Case Studies of Program Implementation

As an illustration of what can happen when the congruence recommended by Mora, Wink, and Wink does not exist at a given school, Ramos-Pell (1996) described a seven-year-old 50/50

program in upstate New York, where there was an incongruence and breakdown in communication between the administration and the teachers over the critical features of the program. Her investigation revealed that various groups of stakeholders had different motivations for advocating the same program, causing deterioration of their initial unity and a breakdown of communication. The school initially housed separate transitional bilingual and foreign language immersion programs for native Spanish speakers (NSS) and native English speakers (NES), respectively. At the time of the transition to a TWI program, the administrators were most concerned with racial integration of the diverse, inner-city school, while teachers and other community leaders were committed to the goals of TWI as laid out by Lindholm (1987, 1990). As the administrators' goals were achieved within the first year of implementation, the careful attention to planning and implementing the program that was evident in the initial stages was lost, leaving new teachers in the program without professional development and creating a power imbalance between the new teachers and the veteran teachers. These and other concerns were not addressed by the staff because of communication problems that developed during implementation.

In contrast, Treadway (2000) attributed the successful implementation of a 50/50 program in New Mexico to the congruence of community support, administrative vision, teacher flexibility, and curricular innovation. The program benefited from support from parents and other community members, as well as the flexibility of state and local standards and assessment procedures. Teachers used culturally-integrative, child-centered approaches in the classroom, and those who followed the principal's vision and were fully understanding of the individual, home, and community resources of the students were best able to adapt their teaching to the new TWI program. Those teachers who did not attend planning or training sessions did not display the attributes of successful TWI programs in their classrooms, thus the author suggested that professional development for all teachers in the school be mandatory and ongoing.

Wiese (2001) studied the nested contexts of implementation (including national/state educational goals, official school policy, informal school-wide agreements, and teachers' instruction) in an ethnically diverse Spanish/English TWI program in the San Francisco Bay area. Considering school policy in theory and in practice, Wiese discovered that the "official" position as a TWI program offering biliteracy to all students was undermined by administrators and teachers who had different expectations for NSS and NES students. In implementing this program, the staff's initial frame of reference focused on student selection and on expectations for each group of students, who were often delineated on racial/ethnic lines. Staff eventually refocused their efforts on creating a dynamic curriculum based on the needs of the diverse population. Teachers negotiated their day-to-day instruction in the context of the program's evolving definition and goals, and had an extra challenge in implementing the biliteracy program as individual students were given initial literacy instruction in either English or Spanish, depending on teacher evaluations.

Leoni-Bacchus' case study (2002) provides another example of how the implementation and continued development of a program relies on teachers' reflections on their experiences in the classroom. A kindergarten teacher in New York City implemented the

goals of second language learning and academic achievement by fostering communicative competence and opportunities for interaction for her students in the Spanish half of the day, using what is described as a fluid and intuitive style of planning, teaching, and assessing. She discovered that even in this established, successful program, she and her fellow Spanish teachers needed to develop a more formal planning and assessment process, especially to support and monitor Spanish language development.

Lewis (2000) interviewed parent, teacher, and administrator stakeholders in a Texas 50/50 TWI program beginning with its implementation phase. Her interviews resulted in five categories of implementation phenomena: parental interest and motivation, broad-based (community) support and leadership for implementation, academic concerns, instructional delivery, and socialization concerns. Both parents and administrators saw parental involvement as not only beneficial to implementation, but also "the catapulting force that drove the instructional pace, programmatic focus, and positive energy for learning" (p. 81) in the school. Barriers to ongoing implementation of the program included sustaining parental involvement, the quality of teachers, and the complexity of second language learning. Teachers noted concerns in the implementation phase related to the overwhelming level of parental involvement in the classroom, and the teachers' inexperience with immersion programs.

Implementation at the Secondary Level

Only one study to date has focused specifically on implementation at the secondary level (Montone & Loeb, 2000). This report was based on phone interviews with administrators in seven secondary TWI programs. According to the respondents, issues that have to be taken into consideration at the secondary level include program planning, staffing, transportation (especially if many elementary TWI programs feed into a central secondary program), and parent involvement.

In the area of program planning, there are multiple concerns. The first has to do with language distribution, curriculum, and materials. At the secondary level, TWI programs generally consist of one or two classes taught in the minority language, usually language arts and one content area. That content area frequently depends on the availability of both pedagogical materials in the minority language and a teacher with the given content certification and bilingual capabilities.

A second issue related to program planning is student participation and motivation. Secondary programs have a need to motivate adolescents in contrast to elementary programs that primarily have to recruit/motivate parents. In contrast to elementary programs, which primarily have to recruit and motivate parents, secondary programs need to motivate the students themselves to participate. This can be difficult, as secondary TWI programs face challenges from many other adolescent interests, such as electives, sports, and being with other (non-TWI) peers.

A third issue is that of attrition and late entries. Respondents stated that it is important to minimize attrition because of the difficulty of allowing late entries unless they transfer from another immersion program.

Finally, student scheduling is much more complicated at the secondary level, in part because of teams, clusters, and houses and the need to weigh the benefits of maintaining a cohesive all-TWI strand vs. allowing for integration with other non-TWI students and teachers. Overall, the reported benefits of secondary TWI education include the same benefits of elementary TWI, with the added benefits of continued development of second language skills and preparation for advanced language classes, International Baccalaureate programs, and courses leading to Advanced Placement credit.

Conclusion

A number of important commonalities about program implementation can be seen in the research and recommendations reviewed in this section:

1. It is important to have all stakeholders involved in program planning from the earliest stages in order to ensure that everyone understands the model, has a shared vision for implementation, and is clear about others' motivations for starting the program.
2. It is necessary to develop a long-term plan that will serve as a guide for implementation throughout the full elementary sequence of the program and possibly beyond. Simply planning for the first year of implementation without looking beyond to the full articulation of the program can lead to a breakdown of the program.
3. The ongoing involvement of parents in planning and implementing the program is crucial; programs may want to consider hiring a parent outreach coordinator to ensure that this occurs.
4. The support and understanding of administrators at the school and district level are critical for program success.
5. The recruitment and retention of high quality instructional staff and the ongoing professional development of these individuals are central to the success of a TWI program.
6. The school environment should be welcoming and supportive, and should promote equity by having the same academic goals for the two groups of students and working to equalize the status of the two languages and the two language groups of students.

As is clear from the case studies in this section, the issues that must be faced during planning and implementation can be quite daunting. It is easy for practice to fall short of the ideal.

PROGRAM PROFILES

Profiles of eight TWI programs are included in this section. Research reviewed in other sections (such as academic achievement) also includes profiles of the programs involved in that research (such as Amigos in Cambridge, Massachusetts), but in those cases, the profile itself is not the focus of the research. In general, program profiles provide case studies of successful TWI programs and tend to reinforce the effective features for program implementation highlighted in the previous section. Throughout this section, all of the programs are described in the past tense because changes may have occurred since the time of publication of the profiles.

A study by Smith and Arnot-Hopffer (1998) provides an overview of Tucson's Davis Bilingual Magnet School and its program for promoting balanced Spanish literacy, Exito

Bilingüe. The whole-school TWI program was originally implemented as a 50/50 program, but developed into a Spanish-dominant program after finding that its native English students lagged considerably behind native Spanish speakers in biliteracy development. The modified model began with all instruction in Spanish in the primary grades (100/0), with a gradual increase in the amount of English instruction until the ratio of Spanish to English instructional time reached 70/30 in the upper grades. Even with the increase in the amount of instruction in Spanish, fifth grade scores on *Stanford 9* English language arts and English reading assessments for the school were above both district and national averages. With a new district focus on balanced literacy, Davis implemented "Exito Bilingüe," a multi-age/flexible grouping literacy program in Spanish. Preliminary results suggested that all Davis students improved their Spanish literacy skills. The authors also found evidence of transfer of skills across languages, given that this Spanish literacy approach yielded favorable performance on English district writing assessments and *Stanford 9* English reading and language arts scores. Ongoing teacher reflection sessions were an important component of the program, as they provided teachers with sustained professional development and the opportunity to discuss the implementation. In a related study, Smith et al. (2002) added that teachers in this program had autonomy to tailor their classes to their students' needs, and that the stakeholders were very committed to the long-term goal of biliteracy development. Through their writing, students showed awareness of language and status issues, and demonstrated academic achievement in two languages.

Calderón and Slavin (2001) provided a profile of Hueco Elementary, a 50/50 Success for All (SFA)/Exito Para Todos (EPT) TWI program in El Paso, Texas. The program's students were 100% Latino, with one third English dominant, one third Spanish dominant, and one third bilingual students; in addition, the majority were low income. SFA/EPT is a literacy program for grades K-5 that calls for 90 minutes of instructional time per day and the assessment of student progress at eight-week intervals. The pre-k/kindergarten reading program was called *Early Learning/Aprendizaje Inicial.* Its components included Storytelling and Retelling (pre-reading skills such as concepts about print, phonemic awareness, alphabet familiarity, and listening comprehension), Shared Book (the use of big books to foster more pre-reading skills), Peabody Language Development Kit (vocabulary and cognitive development), Letter Investigation (letter knowledge), Rhyme with Reason (phonemic awareness), and Kinder Roots (formal reading). The first grade program, called *Reading Roots/Lee Conmigo*, involved 20 minutes of listening comprehension followed by shared reading to build on literacy skills such as sound/letter association, letter blending into words, comprehension, and fluency. The program for grades 2-5 was *Reading Wings/Alas para Leer*. Based around existing reading materials, it was designed to promote greater fluency, comprehension, reading strategies, and written fluency through listening comprehension and joint reading activities. At all grade levels, all of these activities were done alternately in English and Spanish. In the early grades, alternation occurred daily, followed by half-week rotations, and finally, weekly rotations in the upper grades. Students received simultaneous literacy instruction in both languages at all grade levels. The program also included individual tutoring for students who experience difficulty, a full-time facilitator who helped with

implementation, family support, professional development for teachers (three days pre-service and then three sessions during the year), and ongoing teachers' learning communities.

Armendáriz and Armendáriz (2002) profiled a seven-year-old 90/10 magnet school program in Albuquerque, characterized by a high percentage of students (50%) entering the program with some degree of bilingualism. The program began as a cooperative effort between teachers, parents, and administrators. At the beginning, concerns focused on some parents' devaluation of bilingualism, finding qualified bilingual staff, and convincing the community that the program was sound. An administrator cautioned that programs should not rely on "special funding," but should work within their operational budget as much as possible (this school used its "special funding" for staff training and additional materials in Spanish). District support for professional development and credentialing improved the quality of the staff. Successes included raising test scores in English and Spanish, increasing participation in gifted and talented programs, increasing the number of certified bilingual teachers, and receiving a positive response from the community.

Profiles in Two-Way Immersion Education (Christian, Montone, Lindholm, & Carranza, 1997) looked at three schools (Key, River Glen, and Inter-American). Across the programs, there were generally positive results for all students in terms of oral language proficiency, literacy, and content area mastery. All three schools also demonstrated effective features of TWI programs—strong leadership, high quality teachers with ongoing professional development, involved parents, and sound instructional practices (e.g., cooperative learning, separation of languages, and content/language integration).

The Francis Scott Key Elementary School in Arlington, Virginia started its TWI program in 1986 with a first grade class, and added a successive grade each year. Kindergarten was added in 1991. The district's program was extended to high school, and two additional elementary TWI programs were implemented in the county in 1992. Key operated on a 50/50 model, with language of instruction allocated by teacher and content area. Most of the population was Latino or White, with smaller numbers of African American and Asian students. About a third of the students were eligible for free/reduced lunch. The program began as one for gifted and talented students, but then was opened to all students.

The River Glen TWI program started as a magnet school in 1986 as part of a desegregation effort in the San Jose Unified School District in California. It was helped by the California Department of Education's Office of Bilingual Education, which had conceptualized 90/10 TWI instruction, implemented it successfully in San Diego, and was interested in expanding. River Glen started with kindergarten and first grade and received a Title VII grant to help with growth beyond K-1, expanding up to eighth grade.

The Inter-American Magnet School (IAMS) in Chicago was started as a 50/50 program by two parent/teachers who wanted their children to experience bilingualism. They began a grassroots effort to start a bilingual preschool, and with help from other parents and teachers, were able to push the program forward one grade level at a time, up to sixth grade (and ultimately, eighth grade). IAMS became a public magnet school with an 80/20 TWI program. Its students were accepted by lottery based on racial/ethnic categories (to achieve the required diversity) and gender. Siblings of current students were accepted pre-lottery.

In addition to the Christian et al. review, IAMS has been profiled by several other authors, most recently by Urow and Sontag (2001). According to their article, the student population was 65% Latino, 19% White, and 14% African American. An issue of concern for the program's linguistic balance was the increasing percentage of Latinos entering as English dominant. Twelve percent of the students required special education services. Initial literacy instruction was provided to students in their native language from pre-K through first grade. From second grade on, all students received formal language arts in both languages, in integrated settings. Instructional strategies such as separation of languages, discovery learning, and cooperative learning were central to the program. There was strong parent involvement and an extensive student teacher/mentoring arrangement with Chicago State University.

Another frequently cited school in TWI research is the Oyster School in Washington, D.C., which is one of the oldest TWI programs in the country. Fern (1995) wrote that 40% of the students in the majority-Latino school qualified for free/reduced lunch, although the school was in a high-income neighborhood. Each class was team-taught by an English teacher and a Spanish teacher, and all language and content were taught 50% in English and 50% in Spanish according to schedules determined by the individual teachers. Instructional strategies included writing workshops and the "whole language" approach to literacy.

The Alicia Chacón International School in El Paso, Texas was featured in two recent profiles (Calderón & Minaya-Rowe, 2003; Howard, 2002). This K-8, whole-school TWI program not only provided instruction through English and Spanish, but also included a third language component, whereby all students received instruction through German, Japanese, Chinese, or Russian for 10% of the school day at all grade levels. Many of the components of effective TWI programs were in place, such as strong leadership at the school and district level, qualified staff, parental involvement and satisfaction, a balance of native English speakers and native Spanish speakers, a clear mission, and appropriate curricular and instructional practices. The program was highly successful in meeting the goals of two-way immersion, as the students performed at high levels academically, and also succeeded in becoming bilingual and biliterate, with proficiency in a third language as well. According to Howard, fifth grade performance on the Texas Assessment of Academic Skills (TAAS) in Spring 2000 was very high, with 95% of Alicia Chacón students meeting the minimum expectation for all tests taken. The fifth graders likewise showed very high mean performance in oral language and literacy development in English and Spanish based on assessments administered as part of the two-way immersion study conducted by the Center for Research on Education, Diversity & Excellence (CREDE).

Conclusion

In general, these profiles of successful programs provide real-life examples of putting the theoretical ideals of two-way immersion education into practice. Specifically, these programs are similar in that they all have effective features such as a clear vision, supportive administration, parental involvement, high quality staff and ongoing professional development, and a positive school environment. In addition, the stakeholders associated with these programs demonstrate ongoing reflection and adaptability, allowing the programs to expand and change over time to meet the shifting needs of the student populations. While these

programs have these central features in common, they vary in terms of program model, student population, approach to literacy instruction, location, and length of time in operation. In this way, they stand together as an indicator that the TWI model is feasible in a number of situations with varying local conditions.

ACADEMIC ACHIEVEMENT

The academic achievement of students in TWI programs has been a central concern of educators, parents, and policymakers, and as a result, much of the research on two-way immersion has focused on the academic outcomes of students. There have been three longitudinal, large-scale, comparative studies (Lindholm-Leary, 2001; Thomas & Collier, 1997, 2002). The remaining studies have involved relatively small numbers of students in one or two schools in a single location. While these smaller studies lack the generalizability of larger studies, their strength is that they are able to contextualize the students' performance in terms of the school environment and the community where the school is located.

The majority of TWI studies that deal with student outcomes rely on standardized measures of oral language, literacy, and academic performance in the content areas. Standardized test scores are usually needed to demonstrate program effectiveness from a policy perspective. At the school level, researchers suggest that there are other important considerations when monitoring the success of the students and the program. According to Cloud, Genesee, and Hamayan (2000), teachers must distinguish between testing students' knowledge of content and their proficiency in a language, and must also take care that their assessment procedures are culturally and developmentally appropriate for the TWI population. Assessment must also monitor students' sociocultural competence and appropriate use of academic and social registers of the target language, and involve students actively in the assessment process.

Large-Scale Studies

Thomas and Collier (1997) analyzed 700,000 student records to track the long-term educational outcomes of English language learners in five school districts. These elementary students experienced various program types: ESL pullout (traditional), ESL content (including content curriculum and English language arts), transitional bilingual education, one-way developmental bilingual education, and two-way developmental bilingual education. In "one-way" developmental bilingual education, most or all of the students are language minority; "two-way" developmental bilingual education is the same as two-way immersion, in that students from two language backgrounds are integrated for instruction. Choosing programs that were well implemented, they aimed to describe a 'best-case' scenario regarding the effectiveness of each program type. They found a significant program effect that was apparent by late high school. Only those groups that received strong, grade-level cognitive and academic support in both their first and second languages for many years were found to be succeeding at the end of high school. Formal schooling in the first language was the largest

single predictor of long-term success. Length of time in the program was also found to be crucial: four to seven years were required for language minority students to close the gap between their test scores and those of their NES peers. Current teaching approaches, such as language/academic-content integration, were significant, as was sociocultural support for language minority students. TWI was found to be the program type with the highest long-term success, with students achieving well above grade level. One-way developmental bilingual education also showed above-grade-level success. Language minority students in other types of programs were unable to close the gap with NES by the end of high school.

In a later report, Thomas and Collier (2002) presented findings from their 1996-2001 continuation study. The authors found that only 90/10 and 50/50 one-way and two-way developmental bilingual programs enabled language minority students to reach the 50th percentile on standardized tests on all subjects in both languages and to maintain or surpass that level of achievement. They also found that the fewest dropouts came from these programs. In contrast, the achievement gap between language minority students in segregated, remedial programs and their peers was found to widen after language minority students re-entered mainstream classes, with even the highest quality ESL content programs narrowing the gap only about half-way. Bilingually schooled students were found to outperform their peers who were educated monolingually in English in all subjects after 4-7 years.

In another large-scale study (Lindholm-Leary, 2001), results indicated that NSS and NES in Spanish/English TWI programs performed at or above grade level in the content areas in their first language, achieving standardized mathematics and reading test scores on par with their peers statewide. In addition, both groups of students demonstrated high levels of academic achievement through their respective second languages. In both cases, results varied somewhat according to language background, student characteristics, and program type. Socioeconomic status (SES) was a significant factor in math achievement in both the first and second languages, with mid-SES students outperforming low-SES students by fifth grade. Strong, significant correlations were found in math ability across the two languages, suggesting that content learned in one language is transferred to the other language. Socioeconomic status was also significantly associated with second-language reading performance for both NSS and NES, with mid-SES students outperforming low-SES students. In first language reading, there was an interaction between native language and socioeconomic status, such that the gap between mid-SES and low-SES students was larger for NES than NSS. Lindholm-Leary hypothesized that this might have been due to greater actual variability in SES among NES than among NSS. In addition, higher levels of bilingual proficiency in English and Spanish were associated with higher levels of literacy in the two languages for both groups of students.

Small-Scale Studies

Academic Achievement in the Primary Grades

Ajuria (1994) compared the academic achievement of first grade students in a TWI school with their peers in an English-only (mainstream) school in the [Comment2]

Northeast. Overall, students in the TWI program scored higher in English and math in both fall and spring. Perhaps reflecting these demographic differences across programs, Ajuria found that in English, NES in both TWI and mainstream classes scored higher on average than their NSS peers, but the difference was only significant for the TWI NES. Additionally, while all students, on average, showed an increase in English performance from fall to spring, this increase was not significant. In Spanish, NSS within the TWI program significantly outscored NES on Spanish language arts tests, and both groups showed significant improvement over time.

Castillo (2001) compared the academic achievement of K-2 students in a predominately Hispanic, low SES, Texas TWI program (n=67 NSS and 29 NES) with 49 NES and 4 NSS controls in a non-TWI[1] program. Looking at scores from the *Iowa Test of Basic Skills* (*ITBS*) for English reading, language and math, the author found that NES in the TWI program scored significantly above the non-TWI NES students on language and math. TWI NSS scored significantly higher than non-TWI NSS students in reading and math. Within the TWI program, NES scored significantly higher than NSS on the Spanish reading, language, and math subtests of the *Aprenda* standardized test. On the *ITBS*, NES students scored slightly higher than NSS in reading and language, and slightly lower on math.

First and second grade students in two 90/10 programs in Oklahoma City showed higher scores on both the English and Spanish LAS (*Language Assessment Scales*) tests in April than in the previous September (Coy & Litherland, 2000). TWI students at these two schools were tested in reading, language, and math with the Spanish version of a nationally normed test (*Supera*), and students in English-only (EO) classes at those schools completed those subtests on the parallel English version (*TerraNova*). At one school, first grade TWI students scored higher than EO students on all three subtests, even scoring above the national average in reading and language. The second grade TWI students in that school scored lower in Spanish reading and language than the students in the EO classes did in English reading and language, but the TWI students scored higher in math. Students in the second school scored lower overall, but showed similar patterns, as the TWI first graders scored higher than EO students in reading and language but lower in math, and the TWI second graders scored comparably to EO students in reading and language but much higher in math.

Stipek, Ryan, and Alarcón (2001) presented an evaluation of the academic achievement and language use of the pre-kindergarten to second grade students enrolled during the first year of implementation of a TWI program. The study involved classroom observations and math/literacy assessments of NES in the monolingual English part of the school and NES and NSS in the TWI program. Native Spanish speakers made similar gains in English and Spanish over the year, and similar gains in English to the NES. Native English speakers in the TWI and English-only programs made similar gains in English literacy; however, the two-way NES made smaller gains in Spanish literacy than English literacy (and smaller gains than NSS

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[1] The non-TWI program's type is unspecified but is presumably mainstream/English-only

in either language). The study also found that in first and second grades, English-only students received more mathematics instruction and the TWI students received more literacy instruction. Correspondingly, NES in the mainstream program made larger gains over the year in math than NES in the TWI program, and the two-way NES made higher gains in literacy than mainstream NES. Interestingly, first and second grade NES in the TWI program made larger gains in Spanish than pre-k and kindergarten students, although classroom observations determined that teachers in the older grades used more English than the pre-k and kindergarten teachers. The authors indicated that some of these results may stem from the fact that, despite intentions, in the first year of the program, English and Spanish were not equal in status or in use in the two-way program.

Also comparing native English-speaking TWI and non-TWI students, Sera (2000) found that students in a newly-implemented, midwestern TWI program scored equal to or higher than students in a mainstream class in the same school on the *California Achievement Test* in first grade and on the *ISTEP* in third grade. TWI first graders outscored mainstream students in the vocabulary subtest in first grade and in the math computation subtest in third grade. Scores on a non-verbal cognitive test were not significantly different between the two groups. Half of the 13 NES third graders had achieved the level of "limited speaker" on the Spanish *LAS-O* (scoring between 55.4 and 67.1 out of 100), while the other seven students scored in the "non-speaker" range (scoring between 21.3 and 48.0). On a measure of English syntax development, there was no statistical difference between TWI and non-TWI students on three of four subtests, indicating that the TWI students' English development was not hindered by their second language learning.

In their first year, students in a 90/10 TWI program in southern California performed very well on standardized measures of achievement (Lindholm & Fairchild, 1990). On average, the participating kindergarten and first grade students scored at or above average in reading and math in Spanish (*La Prueba*), and demonstrated gains over the course of the school year in second language skills on a Bilingual Syntax Measure. Native English speakers showed gains in Spanish reading on the *California Test of Basic Skills* (*CTBS-Español*) between the pretest and posttest periods. Both NES and NSS showed growth over the year in Spanish math on that assessment, with all students scoring at or above grade level in reading and math. In spite of receiving only 10% of their instruction in English, native Spanish speakers in the TWI program scored equal to comparison students in an English-only program on the *CTBS-U* (English reading and math), and NES in the TWI program outscored students in the EO program on that measure.

Lindholm and Aclan (1991) examined the relationship of bilingual proficiency and academic achievement in first through fourth grade students in established 90/10 TWI programs in San Diego. Students scoring high on the *Student Oral Language Observation Matrix* (*SOLOM*) in both Spanish and English were classified as "high," those in the middle range on both tests as "medium," and those in the low range in their second language as "low." This bilingual rating was found to correspond to performance on reading and math scores in English and Spanish. All students (except "lows" and "mediums" in second grade) scored at or above the national average in Spanish reading and math, demonstrating achievement in the

language in which the majority of their instruction had taken place. While NES students consistently outscored NSS students in English reading and math (scoring at or above average), by fourth grade "medium" NSS students were scoring just below average and "high" NSS students were scoring just above average in English reading and math, despite not yet having received math instruction in English. The authors noted that the ability to demonstrate content area knowledge in a given language (English) is inhibited by a lower level of proficiency in that language. They concluded that full academic language proficiency is needed in both languages for the bilingual student to accrue full academic advantages, and that bilingual proficiency is a bridge to academic achievement.

A similar study examined English reading scores on the *Iowa Test of Basic Skills* of 12 seven- and eight-year-old children enrolled in a Texas 50/50 program for two years (Lucido & McEachern, 2000). The authors found that the more balanced bilinguals received the highest scores, the less balanced bilinguals received lower scores, and those students with the lowest scores demonstrated other cognitive delays unrelated to participation in a two-way program.

Finally, one of the most frequently studied programs is the Amigos program in Cambridge, Massachusetts. Cazabon, Lambert, and Hall (1993) compared native English speakers and native Spanish speakers from the Amigos program with NES students from a mainstream program and NSS students from a transitional bilingual education (TBE) program. These students were matched relatively well in terms of socioeconomic status and non-verbal intelligence test scores. NES Amigos performed as well or better than their NES peers in English reading and math (measured by the *California Achievement Test* [*CAT*]), and in general, both groups performed at or above grade-level norms. NSS Amigos always performed better than NSS controls in English reading and math, and both groups scored at grade-level norms in math, but both groups frequently scored below grade-level norms in reading. In Spanish reading (*CTBS-Español*), NES Amigos generally performed below grade-level norms and slightly below NSS Amigos, but in math, they performed above grade-level and higher than NSS Amigos. The NSS Amigos performed slightly above norms in reading in first grade and slightly below in second and third grade in Spanish reading, and scored higher than NSS controls in grades 1-2, with no significant difference in grade 3. In math, they scored higher than the NSS control group. Overall, since the Amigos results were usually the same as, or better than, those of the control groups, the authors concluded that there were beneficial effects of participation in the program.

Academic Achievement in the Upper Elementary Grades

Gilbert (2001) compared fourth graders across three school sites in Texas, each of which housed a TWI program (for NES and NSS students), a developmental (late-exit) bilingual education (DBE) program (for NSS students), and a regular monolingual English program (for NES and a small number of NSS who were excluded from the study). Using standardized test scores, the author found no differences in Spanish reading, math, or student self-concept between the NSS in DBE and TWI, but found that NSS in the TWI program scored higher in English reading than their DBE peers. She found no difference in English reading and math

nor in self-concept between the NES in the monolingual English program and those in the TWI program. The author concluded that because native language development was equivalent for NSS in the Spanish-dominant (90/10) DBE program and in the balanced (50/50) TWI program, and second language development was superior in the TWI program, the TWI program was more beneficial for the NSS than the DBE program. Similarly, NES progress in English was not impeded by their participation in the TWI program (as compared to their monolingual program peers).

Barbieri Elementary School in Framingham, Massachusetts, which uses a differentiated model in which students receive initial literacy instruction in their native language, demonstrated positive academic achievement of fifth graders in six cohorts (1995 through 2000) on nationally normed standardized achievement tests (the *Aprenda* in Spanish and the *Stanford 9* in English) (de Jong, 2002). NSS students scored above their NES peers in Spanish reading and slightly below the NES in Spanish math, and both groups scored at or above grade level. Fifth grade NES students consistently scored above NSS and above the 50th percentile in English reading and math, while NSS students scored just below average in English reading and above average in math. On the English language state test in fourth grade, both NES and NSS students averaged higher scores in language arts, math, and science and technology than state or the district averages (when NES were compared to students in the standard curriculum and NSS were compared to all Limited English Proficient [LEP] students). Furthermore, the average score at Barbieri was usually above the "proficient" mark for NES and consistently above "passing" for NSS.

Alanís (2000) examined linguistic and academic achievement of 56 fifth-graders enrolled for at least three years in established Texas 50/50 programs. The author found that TWI students were meeting state expectations of academic achievement as measured by the English *Texas Assessment of Academic Skills* (*TAAS*). On average, the TWI reading scores were at or above the state passing level and were slightly higher than non-TWI students' scores for each of the three years of testing. Native English speakers in the TWI programs performed slightly better than their native Spanish-speaking counterparts, who performed similarly to their non-TWI peers. TWI students also scored at or above state passing levels on the math test and were comparable to non-TWI students. Length of time in the program affected scores, with those students enrolled for three or more years receiving the best scores.

In another study of TWI programs in four Texas school districts, Kortz (2002) found that English language learners in third grade were meeting state expectations for reading as measured by the English and Spanish TAAS. His study correlated the use of *Accelerated Reader* (*AR*, a computer-assisted learning program aimed at improving the quality and quantity of reading practice through leveled reading and continuous assessment) with higher TAAS scores. For both the English and Spanish TAAS, higher reading levels, higher accumulated points (gained by reading books and passing tests), and higher scores on *AR* assessments correlated with higher TAAS scores. He concluded that students reading at the 2.6 *AR* level or above could be expected to achieve the state minimum passing scores, and those who accumulated 31-45 *AR* points could be expected to pass the TAAS at the mastery level.

At the Inter-American Magnet School (IAMS) in Chicago (see "Program Profiles" section for a description), Kirk Senesac (2002) compiled standardized test scores from 1998, 1999, and 2000. On state standardized tests, IAMS students consistently scored above district averages in terms of the percentage of students meeting and exceeding state goals in reading, writing, and math (tested in third, fifth or sixth, and eighth grades). They scored very close to or above state averages as well. A higher percentage of IAMS students also met state goals in social studies and science (tested in fourth and seventh grades) than all district students, although the comparison to state averages was more variable. Scores on the *ITBS* for LEP students eligible for free/reduced lunch who had been at IAMS for at least five years also showed that third through eighth graders performed at or above grade level in English reading and math. Students scored above the 50th percentile on the Spanish reading (*La Prueba)* in third through eighth grade for reading, and scored above the 55th percentile in Spanish writing, with seventh and eighth graders scoring from the 68th to the 83rd percentile.

Clayton (1993) analyzed reading and math scores of fifth to eighth grade students in TWI and transitional bilingual (TBE) programs in two small rural districts in Southern California with mixed Latino/Caucasian/Native American populations. She found that among the NSS students, TBE students scored higher in English reading over both years of the study (1991 and 1992), the same in math in 1991, and higher in math in 1992 (both tests administered in English). NES students in the TWI program scored higher in reading than NES students that were not in the TWI program. There was no correlation between first- and second-language reading among the two language groups in the TWI program, but there was a correlation between the English and Spanish math scores for both language groups. The higher parent education levels of the students in the transitional program and the fact that the middle school TWI program was relatively new were two factors that were seen as possibly affecting the outcomes.

In a follow-up report to the research mentioned in the section on achievement in the primary grades, Cazabon, Nicoladis, and Lambert (1998) again studied a cross-sectional sample of Amigos students, using *California Achievement Test* (*CAT*) scores for English achievement and *Spanish Assessment of Basic Education* (*SABE*) scores for Spanish, and controlling for non-verbal intelligence with the *Ravens* assessment. NSS Amigos scored above NES controls (NES in mainstream programs) on *CAT* reading in grades 4-6 and grade 8, but below in grade 7. They also scored above NES controls on *CAT* math in grades 4-6, below in grade 7, and equal in grade 8. NES Amigos scored above NES controls on *CAT* reading and math in grades 4-8 (except seventh grade math, where there was no difference). In Spanish, there was no difference on *SABE* reading between NSS Amigos and NSS controls (NSS in TBE) except at grade 8, where NSS Amigos scored higher. In math, there was no difference between NSS Amigos and NSS controls in grades 4 and 7, while NSS Amigos scored higher in grades 5, 6, and 8. NES Amigos scored below NSS controls on SABE reading in grades 4-6 and equal to NSS controls in grades 7-8. In math, there was no difference in grade 4, but NES Amigos scored above NSS controls in grades 5-8. Overall, once again, there was a positive indication of performance relative to peers in other programs within the school district.

Conclusion

On aggregate, the research summarized in this section indicates that both native Spanish speakers and native English speakers in TWI programs perform as well or better than their peers educated in other types of programs, both on English standardized achievement tests and Spanish standardized achievement tests. Within TWI programs, native speakers tend to outperform second-language learners, such that NES tend to score higher on English achievement tests and NSS tend to score higher on Spanish achievement tests. Additionally, students rated as balanced bilinguals with high levels of proficiency in both languages tend to outperform other students, perhaps lending support to Cummins' threshold hypothesis (Cummins, 1991), which states that high levels of bilingualism are required before cognitive benefits can be attained. Finally, there is some indication of transfer of content knowledge, as students were sometimes instructed in one language and assessed in the other, and still demonstrated grade-appropriate mastery of the content. For all of these studies, the methodological concerns raised earlier must be taken into consideration. In other words, any differences found or not found across groups of students within TWI and across program models may have to do with differences in student backgrounds, general quality of school environment independent of program model, etc. As a result, these findings should be interpreted cautiously. At the same time, the consistency of findings across studies suggests that the conclusions discussed here have credibility.

LANGUAGE AND LITERACY OUTCOMES

Along with academic achievement, language and literacy outcomes of TWI students are two areas of great interest to those in the field, and there has been a fair amount of research dedicated to these topics. To date, only one large-scale, quantitative study of bilingualism and biliteracy development in TWI programs has been conducted, through the Center for Research on Education, Diversity, & Excellence (CREDE) and the Center for Applied Linguistics (CAL) (Howard, Christian, & Genesee, 2003). Most of the remaining research has been qualitative, with each study focusing on a relatively small number of students in a single TWI program. Cumulatively, these studies indicate that, on average, both native English speakers and English language learners in TWI programs achieve the goal of developing bilingualism and biliteracy. The English language learners, however, tend to develop more balanced abilities in the two languages than the native English speakers. In addition, these studies point to the need for research on effective instructional strategies for promoting the language and literacy development of students in the minority language, given that the two interventions described in this section were not effective in attaining this goal.

Oral Language Development

Howard, Christian, and Genesee (2003) investigated the Spanish and English oral language development of 131 NSS and 118 NES in 11 TWI programs across the United States. Using a modified version of the SOPA (Student Oral Proficiency Assessment), they conducted English

and Spanish oral proficiency assessments with these students at the end of third and fifth grades. The average oral English proficiency of both groups of students was quite high in both third grade and fifth grade, with average scores in the mid to high 4 range on a scale of 0 to 5. This indicates advanced skills on the part of both native English speakers and native Spanish speakers. In addition, standard deviations for both groups dropped to extremely low and equivalent levels, indicating that the very high mean scores of both groups in fifth grade were reflective of most individual scores as well. In Spanish, both groups of students showed progress from third grade to fifth grade. Native English speakers showed more growth than native Spanish speakers, which was possible as their initial score at the end of third grade was much lower than that of native Spanish speakers. By the end of fifth grade, the mean scores of both groups were in the advanced range, although the mean score of the NSS was still higher than that of the NES. Additionally, the standard deviations of both groups decreased over time, but the standard deviations of the native English speakers were always much higher than those of the native Spanish speakers, indicating much more variability in Spanish language proficiency among native English speakers than native Spanish speakers. In addition, as a group, the native Spanish speakers experienced a subtle shift from slight dominance in Spanish in third grade to comparable scores in English and Spanish by the end of fifth grade, while the native English speakers were always clearly dominant in English.

Based on classroom observations and testing in a 50/50 TWI program in Virginia, Howard and Christian (1997) studied the oral and written development of elementary students in English and Spanish. In English, all NES students entered as fluent English speakers and remained that way, so there was no evidence of the TWI program causing delay or interference. The NSS students also developed strong English oral skills: all NSS third graders were rated as fluent according to the *LAS-O*, and no significant differences were found in oral English proficiency between NES and NSS students. In Spanish, development was strong but not quite as strong as in English. Eighty-eight percent of NSS tested as fluent in Spanish in first grade as compared to 100% of NES testing fluent in English in first grade. This may be attributed to the fact that most of the NSS had lived all or most of their life in the U.S., and therefore always had had English influence. In second grade and above, 100% of the NSS tested fluent in Spanish. About 20% of NES rated fluent in Spanish in grades 1-2, and about 50% rated fluent in grades 4-5. Overall, NSS tended to be more balanced bilinguals on average than NES.

A locally-developed, interview format, native language assessment instrument was used to compare NES and NSS students in the Amigos program in Massachusetts with NSS controls in grades 1-3 (Cazabon, Lambert & Hall, 1993). In all grades, NES Amigos scored higher in English than NSS Amigos and NSS controls, while NSS controls scored highest in Spanish each year, followed by NSS Amigos and NES Amigos (although the difference between the two NSS groups in third grade Spanish was negligible). Overall, in English, there was no significant group effect for NSS Amigos vs. NSS controls, but there were significant effects for grade and group by grade. There was a significant grade effect and a significant group effect for NES Amigos vs. NSS Amigos, but no significant group effect by grade

interaction. In Spanish, for NSS Amigos vs. NSS controls, there were significant differences for group, grade, and group by grade. For NSS Amigos vs. NES Amigos, there were significant group and grade effects, but no group by grade interaction.

Two studies (Montague & Meza-Zaragosa, 1999; Stein, 1997) used an intervention model to examine the outcome of specific curriculum approaches in TWI programs. Stein (1997) studied the effect of Focus on Form (FonF) in a two-way immersion program in Virginia. Because of TWI programs' emphasis on learning language through content, explicit language instruction is generally discouraged. The consequence of such an approach is that students gain reasonable proficiency in their second language but they often lack the grammatical accuracy of native speakers. This is most frequent in the case of native English speakers learning a minority language. In this study, Stein analyzed the effect of FonF in the form of implicit, incidental negative feedback in content classes. This feedback was given in relation to subject-verb agreement and noun-adjective agreement in Spanish. Four groups participated in the study: two experimental classes of fourth graders and two comparison classes of fifth graders. The former were given feedback and instruction on such agreement, whereas the latter were not. The results showed that non-native Spanish speakers were significantly lower in agreement knowledge than native speakers, demonstrating the need for instruction in this area, according to the author. However, this experimental study also showed that there was no significant effect of instruction through implicit feedback between the experimental and control classes. Stein states that this lack of an effect could be due to the subtleties of such feedback (often students do not realize they are being corrected), the lack of consistency with feedback, as the teacher did not give feedback to every error, limited opportunities for feedback because it depends on production, and the short time (6 weeks) allotted to test the effect of this FonF model.

Montague and Meza-Zaragosa's (1999) study examined the role of teacher expectations in minority language production. Participants were 45 pre-literate 4- and 5-year-old children in a 50/50 program, most of whom had been enrolled since age 3. Over the school year, the Spanish classroom teacher modified her level of elicitation during Language Experience Approach lessons. In the beginning of the year, the teacher did not specifically ask children to use Spanish, and the students generally used their stronger language. During the intervention phase, Spanish elicitation prompts were given, and NES students showed a drop in interest and participation, although the responses of NSS students in Spanish increased. Production increased during post-intervention, as did all students' metalinguistic awareness, but it did not return to the level where it was during the baseline phase.

Writing Development

Howard, Christian, and Genesee (2003) investigated the English and Spanish writing development of 344 native English speakers and native Spanish speakers in 11 Spanish/English two-way immersion programs across the United States. Nine waves of writing data in each language were collected over a three-year period, from the beginning of third grade through the end of fifth grade. An analytic rubric was used to score these writing samples on composition, grammar, and mechanics. On average, the native Spanish speakers (NSS) and native English speakers (NES) had remarkably similar trends in English and Spanish writing. At all time points, the mean scores of the native speakers were always higher than the mean scores of second language speakers (such that native English speakers had higher mean scores in English and native Spanish speakers had higher mean scores in Spanish), but the shapes of the trajectories of mean performance for the two groups in the two languages were comparable. Moreover, there was a tremendous amount of overlap in scores across the two groups. While the mean scores of native speakers were consistently higher than the mean scores of second language speakers, there were many second language speakers who scored higher than their native language peers, and vice versa. In other words, many native Spanish speakers scored higher than native English speakers in English, and many native English speakers scored higher than native Spanish speakers in Spanish. The mean English writing ability of native English speakers was always clearly higher than their mean Spanish writing ability. For native Spanish speakers, however, the situation was much different, as their mean scores in English and Spanish were virtually identical at all time points.

In a more detailed analysis of the same dataset, Howard (2003) used an individual growth modeling framework to estimate average growth trajectories in each language, as well as to assess the predictive power of native language and home language use on average final status (end of fifth grade performance) and average rate of change. Three major findings emerged from this study:

1. Writing development in both English and Spanish slowed over time, with faster growth in third grade and slower growth over fourth and fifth grades.
2. Both native language and home language use were significant predictors of English writing development, with native language related to both final status and rate of change, and home language use related only to final status. After controlling for gender, free/reduced lunch eligibility, and participation in special education, being a native English speaker and speaking more English at home were associated with higher average final status in English writing, although the gap between the native language groups diminished over time.
3. Home language use was a significant predictor of Spanish writing final status. After controlling for gender, personal problems, participation in special education, and free/reduced lunch eligibility, speaking more Spanish at home was associated with higher average final status in Spanish writing at the end of fifth grade. There was also a significant interaction between home language and free/reduced lunch on the rate of change of Spanish writing development, with students who were eligible for free/reduced lunch having varying rates of change in relation to home language use, and students who were not eligible for free/reduced lunch having the same rate of change regardless of home language use.

Serrano and Howard (2003) investigated English influence on the fifth grade Spanish writing ability of 55 native Spanish speakers in three 90/10 TWI programs. Serrano and Howard found that many samples demonstrated evidence of English influence, but that this influence was not extensive. In other words, most students exhibited a small amount of English influence in their Spanish writing. English influence was noted in three domains: 1) mechanics, 2) vocabulary, and 3) syntax. Influence in mechanics most frequently had to do with spelling or capitalization. In vocabulary, three types of influence were found: 1) direct incorporation of English words, 2) modifications of English words to reflect Spanish morphology and phonology, and 3) applying an English meaning to a similar Spanish word. Finally, at the level of grammar, three types of influence were also found: 1) direct translations of idioms; 2) word order transfer, where English word order was applied in Spanish; and 3) the use of English syntactic constructions in Spanish. English influence was found to be most common in vocabulary, followed by grammar and then mechanics.

Howard and Christian (1997) analyzed Spanish and English writing samples of four NES and four NSS TWI students in the upper elementary grades. They found that, in general, writing in both languages showed reasonable sophistication in all four domains, particularly with organization. The Spanish essays were usually comparable to the English essays with regard to organization and topic development, but they showed more mechanical errors and more linguistic/grammatical errors, usually regarding word order, word choice, and agreement. There was no code switching in the English essays and only a few instances in the Spanish ones, though all were flagged with quotation marks. The English writing samples of NES and NSS were generally comparable, especially in the upper grades (5-6). The Spanish samples of NSS tended to be more sophisticated in terms of vocabulary and grammar than those of their NES peers. However, NSS did make some grammatical mistakes in Spanish, generally at a higher frequency than in their English writing.

In a study using daily journal writing to examine emerging biliteracy in a TWI first grade, Kuhlman, Bastian, Bartolomé, and Barrios (1993) studied 16 Mexican American NSS and NES. The program was whole-language oriented and separated students by native language for language arts in the morning, with everyone together for content instruction in Spanish in the afternoon. Students wrote in their journals for 10 minutes every day after lunch, in their language of choice. Once a week, researchers observed the writing process and tape-recorded students reading their journal entries aloud. The authors found a general developmental trend—1) squiggles/drawings, 2) alphabet letters, 3) lists, and 4) sentences—but not all students passed through all stages, or in the same order. There were no differences in patterns for NSS and NES, although NSS tended to start at a different stage (letters and numbers) than NES (lists or sentences). The researchers attributed this possibly to the kindergarten curriculum, which emphasized oral English over Spanish writing for NSS. There was very little evidence of spontaneous second-language writing. There was social interaction among children during journal writing, and it seemed to make a big difference. More advanced students helped students who were at earlier stages, and native language speakers provided second-language writing encouragement to their peers in the other language group.

A qualitative study of the biliteracy development of NES and NSS in a Spanish/English TWI program in the Northeast illuminates the connection between the first, or native language (L1) and the second language (L2) in a curriculum that employs a process writing approach (Gort, 2001). In relation to *strategic codeswitching*, it was found that developing bilingual writers used their full linguistic repertoire when writing in both the first and second languages. For the most part, students used both languages while creating the texts, but the final product was monolingual. More specifically, Spanish-dominant children used English and Spanish when writing in both languages, but English-dominant children used both languages only when writing in Spanish. Codeswitching facility depended on several factors: the child's language dominance, bilingual development, the linguistic context, and the language proficiency of the interlocutors. Regarding *positive literacy transfer*, the students applied skills learned in one language to writing in the other language. It was discovered that for mature literacy processes (skills that are maintained once learned), both Spanish and English dominant children transferred patterns from their first language to their second language. As for immature processes (skills that are developmental and temporary), for both groups of students these skills appeared first in L1, then in both L1 and L2, and then in L2 only before disappearing. Again, transfer was contingent upon degree of biliteracy. Concerning *interliteracy*, it was found that developing bilingual writers inappropriately applied language specific elements, such as literacy and print conventions, of one language to the other. For both NES and NSS, these errors appeared in L1 writing first, then temporarily in both L1 and L2, and then again in L1 only.

Ha (2001) analyzed the writing ability of native English speakers and native Korean speakers (NKS) in grades 1-5 in a Korean/English 50/50 program. Although examined cross-sectionally, the author found that both NES and NKS showed progress in writing ability in both languages, although Korean writing didn't seem to experience the same leaps at each consecutive grade level that English did. For both groups of students at all grade levels, Korean writing ability was lower than English writing ability, and that gap was bigger at each consecutive grade level. Korean speakers tended to be more balanced bilinguals, showing higher writing ability in Korean than NES. Students did not show signs of L2 interference in L1 writing, and there did not seem to be a delay in writing ability in either language.

Reading Development

The majority of research on the development of reading ability among TWI students has used standardized academic achievement measures as indicators of reading ability. As a result, those studies were included in the previous section on academic achievement and are not repeated here.

As part of the large-scale study discussed above, Howard, Christian, and Genesee (2003) looked at the English and Spanish reading performance of 344 TWI students in 11 programs across the United States. Cloze measures of English reading comprehension were collected at the beginning of third grade and the end of fifth grade, while a cloze measure of Spanish reading comprehension was collected only at the beginning of third grade. In English,

the native Spanish speakers made slightly more mean progress than the native English speakers, but this was likely due, at least in part, to the fact that their mean scores in third grade were lower than those of the native English speakers. At both points, the mean scores of the native Spanish speakers were lower than those of the native English speakers, although the gap narrowed over the three-year period. In Spanish, there was once again a native language effect, where the average scores of native Spanish speakers in third grade were significantly higher than those of native English speakers. Comparing across languages at the beginning of third grade, the native English speakers had a slightly higher mean score on the English reading assessment than on the Spanish reading assessment, and the opposite was true for the native Spanish speakers. In other words, both groups had slightly higher mean scores in their native language than in their second language.

A study of 156 second, third, and fourth grade students in a Korean/English TWI program (Bae & Bachman, 1998) demonstrated that listening and reading skills in Korean were related for both native and non-native Korean speakers. Using a latent variable approach (structural equation modeling), the authors concluded that for both groups of students, the two language comprehension variables were factorially distinct, with a high correlation between listening and reading. Additionally, there were different amounts of variation in listening vs. reading across the two groups. There was more variation in listening ability among non-native Korean speakers because native Korean speakers were fluent and all scored at the top of the range. In contrast, all of the non-native Korean speakers had limited reading ability in Korean, and therefore, scored toward the bottom of the scale in reading, so there was more variation among native Korean speakers.

Conclusion

Several important findings can be drawn from the research on language and literacy development in TWI programs:

1. There seems to be a native language effect, such that native speakers generally perform higher than second language speakers in terms of both oral and written language proficiency.

2. Not surprisingly, there seem to be slightly different patterns for NES and language minority students, with NES always showing a clear dominance in and preference for English, and language-minority students demonstrating more balanced bilingualism. Sometimes the language-minority students tend to perform slightly higher in their native language, and other times slightly higher in English. In general, however, their performance on language and literacy measures across languages is much more similar than that of their NES peers.

3. There is some evidence for transfer of skills across languages, with some studies reporting similar writing processes and products across the two languages. This is not the case in the writing study conducted in a Korean/English program, however, and may point to differences in the amount of potential cross-linguistic transfer and/or interference that may

occur depending on the similarities or differences in orthographies in the two languages of instruction.

4. Both the Korean reading study in this section and the reading studies presented on academic achievement point to inter-relationships between language and literacy skills within and across languages.

From a methodological standpoint, because many of these studies involved relatively small numbers of students in a single TWI program, generalizability is limited. Additional research that looks at language and literacy development of TWI students on a larger scale is needed for a more comprehensive understanding of the developmental trajectories of oral language, reading, and writing in two languages. Further research is also needed to learn more about the developmental processes that children go through as they become bilingual and biliterate, and the instructional contexts that may impact that development, such as initial literacy instruction or the amount of instruction provided through the minority language. Finally, intervention studies, perhaps of longer duration than those reported here, are needed to learn more about effective instructional strategies for promoting oral and written language development in two languages.

CULTURAL CONTEXT AND SOCIAL IMPACT OF TWI

Two-way immersion programs in the U.S. operate in a society that is not always supportive of bilingualism and bilingual education, as evidenced by recent ballot initiatives such as Proposition 227 in California and Proposition 203 in Arizona. According to Freeman, the mainstream view of language minority students is that "…the native language and culture is seen as a problem to be overcome, and as a handicap to full participation opportunities. The solution to this problem is for the LEP student… to assimilate to monolingualism in standard English and to White middle-class norms of interaction and interpretation in order to participate and achieve in school" (1994, pp. 7-8). Two-way immersion programs, in contrast, encourage linguistic/cultural minorities to maintain their language and heritage and teach all students the value of cultural and linguistic diversity. Most of the literature reported in this section affirms the positive social impact of TWI education, but some authors issue cautions regarding potential areas of inequity in these multilingual, multicultural learning environments.

Several studies have reported on TWI students' positive attitudes toward their own language and ethnicity, that of other groups, and toward multilingualism and multiculturalism in general. A study of the Amigos program (Cazabon, Lambert, & Hall, 1993) found that students' choice of best friends did not seem to be along ethnic lines, although there did seem to be some influence of ethnicity on whom children sat with at lunch and whom they invited to parties. In general, however, there was not much self-segregation or exclusion based on ethnicity. Most students seemed to make decisions about who to work and socialize with "in an ethnic-blind and color-blind random fashion" (Cazabon, Lambert, & Hall, 1993, p. 22). Lindholm-Leary (2000) found similar results in students' attitudes toward multiculturalism,

noting that students had favorable attitudes toward other ethnicities and language groups, felt that "speaking another language could help them understand and get along better with other people" (p. 31) and enjoyed meeting people who speak a different language. Likewise, Rolstad (1997) found that Latinos and Filipinos in a Korean/English TWI program had generally more favorable attitudes toward themselves and others than Latino and Filipino students in a comparable English mainstream program. The opposite was true for Koreans. Korean students in the English mainstream program had more positive feelings toward themselves and other groups than the students in the Korean TWI program, which was surprising given the emphasis on Korean culture in the Korean program.

In a discussion paper, Valdés (1997) brought up three concerns that arise when two very different groups with very different agendas (bilingual education/minority students and foreign language education/majority students) come together to implement a TWI program. Her first concern was that the inclusion of NES students leads to watered-down Spanish, especially in the primary grades, which will have a negative impact on the Spanish language development and overall academic achievement of the NSS. Secondly, she said that students may continue to demonstrate self-segregating behavior either inside or outside of school, in line with broader societal norms, and that this may be damaging to the minority students who may feel excluded. Finally, Valdés stated that the increasing numbers of majority students becoming bilingual could take away the bilingual advantage of minority students. In other words, if employers from the majority culture are faced with the choice of hiring a bilingual person who is like them vs. a bilingual person who is different from them, they will choose the bilingual person who is more like them.

Program and Classroom Contexts

Many schools, such as Oyster School in Washington, D.C. (Freeman, 1994, 1998) and La Escuela Fratney in Milwaukee, Wisconsin (Ahlgren, 1993) were specifically established to combat the societal and educational discrimination of minorities. Oyster, for example, which was started in 1971 as a grass-roots community effort, was said to strive for additive bilingualism and to encourage all of its students to see each other as equals (Freeman, 1994, 1998). This school demonstrated its commitment to this ideal by encouraging the development of minority students' native language and culture, using a multicultural curriculum, assessing students with multiple, and often "alternative," methods, and expecting a respect for diversity within the community. Fratney (Ahlgren, 1993) also used a multicultural, anti-bias curriculum, and incorporated themes "stressing social responsibility and action" (pp. 28-29) where learning to value others' cultures and languages was explicitly taught.

At the classroom level, teachers can also incorporate multicultural perspectives and validate the students' background knowledge and experiences. For example, one study (Arce, 2000) described a first grade TWI classroom where the teacher implemented a student-centered curriculum and aimed to empower the students, build a sense of community, and use the students' life experiences in the learning process. Through critical reflection, the teacher

developed a classroom atmosphere, as well as specific activities, that focused on making meaning through interactions and critical thinking.

Takahashi-Breines's (2002) description of a third grade TWI classroom teacher in a successful program in New Mexico echoed these same themes. She also illustrated how this New Mexican teacher further enhanced her students' learning environment through the connections she made to their prior knowledge, through an environment that makes explicit reference to bringing the values and expectations of their home and community into the classroom, and by creating a sense of intimacy and solidarity between herself and her students.

In another example of a student-centered classroom, Buxton (1999a, 1999b) reported the findings from the "Science Theater/Teatro de Ciencias" project in a second/third grade two-way class in a small Western town, where science was taught in both English and Spanish on alternating days. This instructional approach not only provided opportunities for students to think, analyze, and talk about science concepts, but also allowed them to relate science to their personal lives and to society as a whole. The activities were related to students' experiences and previous knowledge, and also to issues that had social implications.

Hadi-Tabassum (2000) described how certain two-way classrooms exemplified the principles of multicultural science (see Pomeroy, 1994), integrating content with the students' cultural and linguistic backgrounds. The instructional approach that was used not only provided a student-centered curriculum, and class work done in linguistically heterogeneous teams, these classes emphasized multiple epistemologies and ways of being "scientifically literate" (Hadi-Tabassum, 2000, p. 25). At the same time, activities drew upon students' interests and background knowledge about the world. Alternative assessment methods, such as the use of portfolios, allowed students to demonstrate both content and linguistic knowledge, as well as their metalinguistic awareness through the use of both languages. This empowering model increased the ability of minority students to relate to science and to express themselves in the "language of science," thus increasing their academic success.

African American Participation in TWI Programs

A small number of studies have addressed how African American students fare in TWI programs. In a case study of an established TWI program in the Northeast with a diverse student population, Carrigo (2000) characterized the school as doing a relatively good job of promoting positive attitudes toward Latinos and the Spanish language, but providing less support for African American students, who made up a sizable population at the school. She found that African American students tended to be over-represented in low-ability tracks during Spanish language arts instruction, and that the students who were the most resistant to Spanish language use in the classroom were African American. The author observed that the school's curriculum was not culturally responsive or inclusive of African American students and the knowledge that they bring from home.

Parchia (2000) studied African American enrollment and participation in two historically successful East Coast 50/50 TWI schools. She found that parents' primary motivation for enrolling and keeping their children in TWI schools was finding a school that

gave their children the best chance for future educational and job successes. These parents were said to be engaged in "black flight," taking their children out of segregated, ineffectual neighborhood schools. Students acknowledged the multicultural intention of their schools, although they thought that the TWI programs hadn't taught them much about their own heritage. African American parents were also concerned that the schools emphasized Latino cultural and academic concerns more than their own, but said that they were willing to make trade-offs—less instruction in English to gain Spanish, and less instruction about African American heritage to attend a multicultural, integrated school. Unlike non-TWI and non-integrated schools, "respondents reported that interracial conflicts and same-group separation/segregation were virtually non-existent among students and parents" (p. 193).

In investigating a 90/10 Midwestern TWI program's effectiveness for low-SES, African American students, Krause (1999) collected graduation rates and reading scores for all of the five cohorts of students who had graduated from fifth grade from the program. The program was generally 21-30% African American, and included African heritage components in the curriculum. The author found that African Americans were less likely to graduate from fifth grade (as opposed to transferring to another program in the district) and less likely to be reading on grade level than their White or Hispanic peers. Being African American and having more frequent absences during the year were the best predictors for leaving the program, and being African American, qualifying for free/reduced lunch, and being retained were the best predictors to be reading below grade level by fifth grade. The author suggested further research to determine whether the true predictor is race or actually the dialect of English brought to the program (requiring African American Vernacular English speakers to become trilingual without support in their native dialect). This suggestion was drawn from her conclusion that the African American students "lost" 50% of the time to Spanish instruction that they could have had being exposed to standard English.

Prompted by the controversial book, *The Bell Curve*, Nicoladis, Taylor, Lambert, and Cazabon (1998) put forth the hypothesis that if intelligence were genetic and associated with race, then African American students in the Amigos program would be expected to have lower scores than White Amigos students on both English and Spanish achievement tests. If it were a sociocultural issue, however, then one would only expect them to perform lower in English because the playing field would be leveled in Spanish, a new language to both groups. The authors used accumulated achievement data from students in the Amigos program from 1989-97 to increase sample sizes of each racial/ethnic group at each grade level (for grades 1-4). All students were administered three tests: the *Ravens* for non-verbal intelligence, the *CAT* for English reading and math achievement, and the *SABE* for Spanish reading and math achievement. On average, the African American students scored lower on the Ravens, so the scores were presented in two ways: as raw comparisons and as controlled comparisons, controlling for differences in non-verbal intelligence. Majority students always outperformed African American students on English reading and English math, even when controlling for non-verbal intelligence. Majority students also outperformed African American students in Spanish reading in the raw comparison, but there was no significant difference between groups in grades 1, 3, or 4 when controlling for non-verbal intelligence. Similar results were found for

Spanish math, except that in third grade there was no significant difference even before controlling for non-verbal intelligence, and when controlled for, African American students actually scored higher. The authors concluded that these results indicate the predominance of environmental factors over genetic ones in the achievement of African American students relative to majority students.

In terms of self-perception and perception by others, in Cazabon's (2000) study, African American students scored similar to White students in the Amigos program in language use (e.g., using English predominately outside of school), but more similarly to Latino students in integrative and instrumental motivation (seeing the importance of knowing students from other backgrounds and being bilingual) (see "Student Attitudes" section below for more details). On a Student Judgments Survey, teachers rated African American and Latino students lower than White students in terms of their scholastic competence, but rated all three groups equally in sociability and behavior.

Conclusion

As stated earlier, one of the primary goals of TWI is to foster cross-cultural awareness. To that end, all programs need to be concerned with cross-cultural issues. As is clear from the research presented in this section, some programs began with a multicultural focus as the primary motivating force. Teachers also have the power to emphasize cross-cultural issues in the classroom, whether or not their school does so. Based on the articles reviewed here, programs and/or teachers that emphasize cross-cultural aspects of TWI have a clear multicultural focus, draw on students' personal experiences in developing curriculum, use multiple forms of assessment, and emphasize social responsibility. Moreover, several studies indicate that TWI programs are effective in promoting positive interactions among students of varying native languages and racial/ethnic backgrounds, and that students in TWI programs develop favorable attitudes about themselves and others.

At the same time, there seem to be areas for concern. The limited research on African American participation in TWI programs indicates that programs are not always responsive to these students' needs, and there are conflicting findings in terms of African American student outcomes. Moreover, as indicated in the discussion paper by Valdés (1997), because of the dominance of the English language and native English speakers in U.S. society, TWI programs need to work very hard to ensure equity. The issues raised in this paper, such as language use in the classroom and self-grouping patterns of students, need to be investigated empirically, along with continued research on African American participation in TWI programs and the social/cultural contexts of TWI when languages other than Spanish are used for instruction.

INTEGRATION OF LANGUAGE MINORITY AND LANGUAGE MAJORITY STUDENTS

The integration of language minority and language majority (native English-speaking) students for bilingual instruction is a central feature of two-way immersion programs. Glenn (1990)

asserts that two-way immersion programs are an important way to provide native language development for minority language speakers, while integrating them into the larger school environment. He states that schools may be *desegregated*, but are only *integrated* if all groups are considered equal socially and academically. That is, where bilingualism and biliteracy are explicit and highly valued goals, where English and minority language (or bilingual) teachers work together in planning and developing curriculum, and where both languages are used for content instruction. While this ideal is a goal of TWI programs, the authors whose work is discussed in this section describe situations in which the reality falls short of the ideal, especially in terms of classroom discourse and cooperative learning activities.

De Jong (1996a, 1996b) has analyzed how different integration approaches can succeed at eliminating the marginalization language minority students suffer in certain bilingual programs. She studied five schools in Massachusetts that integrated language minority and language majority students for content instruction (in either transitional bilingual education or TWI classes), and where the languages of instruction were English plus either Spanish, Russian, or Haitian-Creole. Even when students in the two language groups were paired for instruction, de Jong observed that this pairing was not enough in itself to promote language learning. Too frequently, students did not actively participate in activities requiring their second language. De Jong asserts that teachers need to consider specific strategies to prevent status differences from being reinforced in the classroom, and ensure that all students get to be both language learners and language models. These strategies included incorporating specific activities to ensure that students from the different groups get to know each other socially and work with each other on academic tasks, intervening when students divide up work based on native language (e.g., having NES do the writing on a project in English), explicitly teaching collaborative learning skills, and raising the status of bilinguals who can act as translators.

A teacher in a southern California TWI charter school incorporated many of these techniques into her first grade, with a classroom and schedule were designed to create student interaction (Foster, 1998). The teacher, who was trained in cooperative learning strategies, encouraged interaction across the language groups, and indeed, students often chose cross-L1 partners, especially for oral/written presentations, when engaged in an activity they were "comfortable" with, or one presented to the entire class (as opposed to the homogenous-L1 language arts instruction time). In interviews, students indicated that friendship and competence were more important than L1 in their choice of partners, and that the linguistic factor was or was not considered depending on the type of task necessary.

Hausman-Kelly (2001) observed kindergartners in a newly created, ethnically diverse 50/50 program in the Northeast. Through seating arrangements, pair assignments, encouraging students to help each other, and having "centers" (small group activities), teachers encouraged cross-language interactions among the students. Students interacted across language boundaries at least half of the time, and explicitly discussed issues of friendship, culture, and language; their interactions were also generally cooperative rather than led by a single individual. Of roughly 100 observed interactions between the students, half involved mixed language groups, but only 38% contained some Spanish. Likewise, 36% of conversations

among NSS used some English while only 14% of NES conversations involved some Spanish. Barriers to cross-cultural integration include a lack of extra-curricular interaction, a lack of explicit instruction on how to interact across language groups, an unequal balance of the languages in the school, insufficient cooperative learning activities, and more students with at least some proficiency in English (as opposed to Spanish) in the classroom.

In a study of native English speakers in a fourth grade TWI class, Brauer (1998) noted that the more successful Spanish learners tended to think and plan first before asking for help from NSS. They relied on their own cognitive and metacognitive strategies and confirmed their conclusions, while the less successful students tended to ask for help from their NSS peers right away. She notes (speaking specifically about NSS in Spanish classes) that the role of the native speaker in the TWI classroom may involve translating, clarifying, peer editing, and language scaffolding as modeled by the teacher.

Panfil's (1995) case study of a 50/50 school in Virginia also found that having native speakers of each language in the classroom facilitates second language learning. She found that native speakers helped second language learners with vocabulary, syntax, and usage and also helped to keep the instructional level of the classroom high. She noted that giving help not only contributes to L2 learning for the recipient, but also allows the native speaker giving the help to develop metacognitive and metalinguistic skills.

In a qualitative case study of two "bilingual" (NSS) and two "monolingual" (NES) Latino first-graders in a Texas 50/50 program, Aguilar (2000) found that TWI students value learning a second language and that the learning processes vary by individual according to their unique abilities and personalities. The growth in complexity and accuracy of students' responses and writing in class indicated that classroom practices such as storytelling, dramatizations, continuous teacher and peer modeling, and consistent collaboration strengthened L1, and in turn L2. Despite parents' concerns that they were not doing enough for their children, the parents' participation in and commitment to the education of their children, and the linguistic input and cultural experiences they provided their children also strengthened L1 and facilitated L2 learning.

Studies regarding the language use of students and teachers in TWI classrooms bear out the concerns that merely integrating L1 and L2 students is not enough to promote the *use* of both languages. Carrigo (2000) studied teacher and student language use in integrated and non-integrated Spanish classes in a case study of an urban TWI school in the Northeast. This established Spanish/English program had a diverse student population (Latino, White, and African American), and had difficulty preserving Spanish time in the upper elementary grades, in part because the NES students were allowed to enter the program in the upper elementary grades. In addition to noting that teachers used a lot of English during Spanish instructional time, Carrigo found that when students were grouped by native language, teachers directed more comments in Spanish to the NSS group and more comments in English to the NES group, and also directed fewer comments to the NSS group in general. Like the teachers, the students used a lot of English during Spanish time. During Spanish instructional time, their use of Spanish changed depending on whether or not the situation was integrated. In non-integrated (L1) groupings, both NES and NSS used more Spanish relative to English than in integrated

groupings, especially when initiating conversations with teachers and making comments. However, in classes that used integrated groups, students read aloud in Spanish and responded to teacher-initiated conversations in Spanish more often than students in L1-grouped classes.

In comparing TWI and mainstream first grade classrooms in a Northeast school, Ajuria (1994) noted that the mainstream classroom was more "traditional," with teacher-fronted instruction, desks in rows, and fewer reading materials for student use, while the bilingual classrooms (English and Spanish) were more flexible and collaborative. In terms of interaction, she found that the students in the TWI classrooms were praised more frequently, had higher metalinguistic awareness, and had more opportunities for voluntary participation than students in the mainstream class. In the TWI program, NSS students volunteered to participate more often than NES in Spanish, and NES volunteered more in English. Rates of voluntary participation rose significantly for both groups in Spanish throughout the year. Neither language group was criticized by the teacher for behavioral reasons any more than the other language group (in either program); however, the Hispanic students were criticized for academic reasons slightly more often than NES in the TWI program. When compared to their academic performance, where native speakers outperformed second language learners and TWI students outperformed students in the mainstream class, some of these classroom factors become significant. For both classes and language groups, there was a correlation between teacher praise for cognitive reasons and voluntary participation and between participation and test scores.

Also on the topic of student language use, Pierce's (2000) discourse analysis of student utterances in a third grade TWI classroom during math instruction revealed that students collaborated in asking for help, giving directions, and providing strategies, and that this collaboration took place only in English in the English classroom, but in both English and Spanish in the Spanish classroom. Further, the emphasis of collaboration was linguistic in nature in the Spanish classroom, while it focused on math content in the English room. Pierce concluded that students used English because it was easier and more efficient for getting work done and also because it made it easier for everyone to be involved in activities. Additionally, she found that native Spanish speakers couldn't always serve as language resources in the Spanish classroom (depending on their individual personalities and/or language skills), so there wasn't always a reversal of status roles as is the ideal in TWI programs.

In contrast, Lindholm-Leary's (2001) study found that both teachers and students in the primary and elementary classrooms she observed adhered to the separation of languages, and did not mix the two languages. Furthermore, students answered most of the time in the language directed to them by the teacher.

Conclusion

The integration of language-minority and language-majority students is a key feature of TWI. The studies reviewed here, most of which used qualitative methods, document some of the ways that teachers make an effort to foster collaboration across groups, such as having purposeful seating arrangements and student pairings, and using cooperative learning strategies

and centers. As many of the studies in this section indicated, however, merely grouping students does not promote collaboration in and of itself. If students do not know how to work together and help each other, then productive collaboration will not occur. Teachers need to teach students these skills, and monitor group work in order to ensure that native speakers are not doing all of the cognitively and linguistically challenging tasks.

Several studies reported that students benefit from working together in integrated settings. The constant presence of native speakers in the classroom, regardless of the language of instruction, helps second language learners acquire vocabulary and syntax, while the native speakers themselves benefit by gaining greater metalinguistic awareness through their language brokering activities. Some studies have indicated differences in peer interaction during Spanish instructional time and English instructional time, both in terms of focus and language use. The focus of collaboration during English instructional time seems to relate more to content, while the focus during Spanish instructional time is more linguistic. In addition, collaboration during English time almost always occurs entirely in English, and collaboration during Spanish time also frequently involves the use of English. This imbalance is likely related to the greater facility that NSS students have with English, compared to their NES peers' facility with Spanish, as well as the relative status of each language. This issue will be explored further in the following section.

LANGUAGE STATUS

A number of studies about two-way immersion indicate that in spite of educators' best efforts to promote equality between English and the minority language, in many schools there are still very strong societal forces that favor English, and there are outside pressures on schools that diminish their capacity to give the two languages equal attention. For example, the high status of NES in general, especially when those students are from higher SES backgrounds than language-minority students, is one potential reason for the dominance of English in TWI programs. In addition, the current high stakes testing movement that frequently calls for the administration of English standardized achievement tests in the primary grades is an example of an external pressure that threatens the use of the minority language in TWI programs.

Language Status in the Classroom

At the classroom level, English is often inadvertently given more classroom time as both students and teachers tend to code-switch into English during Spanish time, but the reverse rarely occurs (this phenomenon is mentioned in several studies, including Carrigo, 2000; Griego-Jones, 1994; Howard & Christian, 1997). These studies also call attention to the linguistic outcome of this phenomenon; namely, that literacy attainment in Spanish is generally not as fully as literacy attainment in English. Further, although their fluency and ease of communication is generally high, NES tend to demonstrate greater limitations in grammatical constructions and vocabulary in Spanish than their NSS peers (Christian, 1996b).

Delgado-Larocco's (1998) findings in a 90/10 TWI kindergarten in northern California echoed the same concerns as the above studies. In its first year of implementation, the program served two distinct populations: middle/high-SES, White NES who had been to preschool and who had parents who were actively involved in the school, and low-SES Hispanic NSS with less involved parents and little or no prior schooling. The classroom experience, which was mostly teacher-fronted rather than collaborative, and the social life of the school, which was dominated by the native English speakers, did not promote L2 acquisition for the NES. The Spanish instruction, which rarely demanded more than one-word responses in Spanish, and the use of English for most social interactions for both NES and NSS, did not promote L1 development for NSS. All of these social and academic factors contributed to the higher status and development of English at the school.

In Carrigo's (2000) study, teachers noted that in their classes there was vocal resistance by NES to using Spanish, as well as pejorative comments about Spanish. One teacher thought that NSS picked that up and felt self-conscious and embarrassed about using Spanish, thus making them less likely to do so, although they had the skills.

To study the use of English and Spanish during Spanish lessons in a fifth grade TWI class at the Inter-American Magnet School in Chicago, Potowski (2002) focused on two native English speakers (one boy and one girl) and two native Spanish speakers (one boy and one girl) whose Spanish ability and academic achievement were comparable. She found that overall, the students used Spanish 56% of the time and English 44% of the time, but found that more Spanish was spoken by girls (66% of utterances vs. 47% for boys), to the teacher (82% of utterances vs. 32% student to student) and when on-task (68% of utterances vs. 17% off-task). Native language did not predict language use. Both girls (one NES and one NSS) used Spanish more than the boys, and, in fact, one of the NSS used the most English of the four students. According to interviews, the two girls also felt more personally invested in speaking Spanish. Native Spanish speakers did have more success gaining the floor in Spanish. In general, English served as the social language of the class and Potowski found that English was given priority temporally and symbolically in the school.

Hadi-Tabassum (2002) investigated the ways in which the program ideals of equal use of English and Spanish and strict separation of the two languages played out in a fifth grade classroom in a 50/50 program. She found that the two languages were not used or valued equally, and that this created a tension between the ideal and the reality. She also found that this tension was sometimes dealt with metalinguistically, as students and their teacher occasionally engaged in dialogue about why one language or the other was or was not used in certain contexts. However, as the students themselves noted, these metalinguistic conversations about language use were always conducted in English, thereby reinforcing the unequal status of the two languages, even during discussions about that unequal status.

Language Status at the Program Level

In a case study of Leigh Elementary in Phoenix, Arizona, a school with an ethnically diverse population, a large LEP population, and a high percentage of students qualifying for free/reduced lunch, Amrein and Peña (2000) found three types of asymmetry that favored English over Spanish: 1) *instructional asymmetry*—Spanish teachers were bilingual and could translate for NES who didn't understand, whereas NSS were forced to use all English in English classes because those teachers were not bilingual; 2) *resource asymmetry*—the Spanish class had books, educational materials, and environmental print in both Spanish and English, whereas in English classes everything was in English, and the library likewise had very few Spanish materials; and 3) *student asymmetry*—students tended to self-segregate when possible and only interacted with children from their own language background. The authors concluded that the larger sociopolitical context (e.g., English-only and anti-bilingual education initiatives such as those in Arizona) exerts a tremendous influence on TWI programs and makes them difficult to really implement equitably.

Alanís (2000) found that students in a 50/50 TWI program in Texas were developing proficiency in English, but neither NSS nor NES was making progress in Spanish, especially in the upper-elementary grades. She attributes this to several factors. First, the program's initial goal was not biliteracy, but oral proficiency in Spanish and literacy in English. Implementation of the 50/50 program was weak. By fifth grade, teachers were using more English than Spanish, and they lacked resources in Spanish in the content areas. Further, students saw English as the language of power, both in the school (where morning announcements and routines were always in English) and in the community at large.

Weak implementation was also cited by Stipek, Ryan, and Alarcón (2001) in their report of a new TWI program. In spite of intentions to create a 50/50 program, teachers realized that they were using more English than Spanish. They attributed this to students' language use and expectations, as both NES and NSS preferred to speak English.

In the context of bilingual programs that continue to struggle to encourage Spanish even among native Spanish speakers (cf. Edelsky, 1996), Smith (2000, 2001) studied the use (or lack thereof) of Spanish in "authentic" settings by students in a predominately Hispanic TWI program in Tucson. Although students were taken to a local (Barrio) market and given opportunities to interact with native Spanish speakers from their home community, Smith found several barriers to the exploitation of local linguistic resources by the TWI program. Older adults, used to the idea of the loss of Spanish in the community, or believing that Spanish was inappropriate in an educational setting, often spoke to students in English, and teachers did not often encourage them to speak in Spanish. Also, many potential linguistic models in the community lacked familiarity with classrooms and language learning, or because of limited literacy abilities were unable to model both bilingualism and biliteracy for the students. The author concluded that the incorporation of local language resources can be useful for encouraging greater use of the minority language among students, but only if community members and teachers are adequately trained, and if students are explicitly taught about the local varieties of Spanish and about language shift and loss.

An ethnographic study in a middle school TWI program with a 77% Hispanic population (mostly of Mexican origin) found that although both English and Spanish were used

for instruction in the program, attitudinal factors discouraged the development of biliteracy. McCollum (1994, 1999) wrote that native Spanish-speaking students in this program were shifting to English because their vernacular was devalued by the teachers. Students were constantly being corrected for using "non-standard" Spanish, while native English speakers were praised for any attempt at Spanish. Furthermore, although students were tested at the end of the year in both English and Spanish, the English test was taken more seriously, causing schedule changes and taking up instructional time, and had actual consequences for the students' progress; in contrast, the Spanish test was "given almost as an after thought" (1999, p. 125). When the few native English speakers in the program did poorly on the English test, Spanish was no longer used for instruction, but merely for clarification. In addition, peer pressure to misbehave often resulted in students' using English during Spanish time as a form of rebellion, and the use of English allowed bilingual students more interactions with their peers who spoke only English. Thus, the "hidden curriculum" in this program was to teach students that English was the language of power, and that the use of English was a better alternative for native Spanish speakers than their devalued vernacular.

In an ethnographic analysis of a 90/10 French/English TWI program in suburban Philadelphia, Gayman (2000) found a similar imbalance of the majority and minority language to Spanish/English programs. In unstructured activities and free time, NES students in the observed kindergarten class used their native language almost exclusively, and native French speakers used both English and French, leading to the author's conclusion that English was the language of choice in social interactions. Further, L2 proficiency did not correlate with choice of language: even students who were comfortable and proficient in both languages chose to play more often with their L1 peers. She also found that students were more likely to play and interact with students from the same language group. Of all the analyzed incidents, a high percentage involved students playing alone (25% for NES and 14% for NSS), which also is an impediment to language learning. In an analysis of a particular linguistic event, the author found that the amount and kind of French used was not adequate for language learning. Due to the structure of the activity and the larger linguistic balance issues discussed above, the event itself reinforced power struggles among the students. She concluded that cross-cultural interactions were not sufficient to meet the social goals of TWI programs, and yet the school provided no instruction or motivation for cross-cultural relations. In spite of the school's official position to promote cross-cultural understanding, larger sociocultural divisions between the French and American families were not able to be overcome.

Conclusion

Taken together, the research on language status provides a clear indication of the challenges TWI programs face as they work toward the ideal of equal status of the two languages of instruction and the two native language groups of students. In study after study, the dominance of English was clearly documented. Many potential reasons were cited for this clear dominance, such as the high status of English and NES, the more fully developed bilingualism on the part of the language-minority students, the lack of available pedagogical materials in the

minority language, and the dominance of English in the school-wide environment and/or the larger community. It is clear that TWI programs have to work very hard to promote the status of the minority language and native speakers of that language.

As was the case with the research on integration, the majority of research reported in this section was conducted qualitatively, through classroom observations and interviews with key stakeholders. Both topics lend themselves to qualitative investigation, as it is informative to document the practices and opinions of students, teachers, and administrators as a way of understanding each phenomenon. At the same time, research in these areas could be further enriched by quantitative research with larger numbers of students and programs, which could lend greater generalizability to findings.

STUDENT ATTITUDES

Given that the students are centrally involved in TWI programs, it is important to tap into their attitudes and beliefs to find out more about the effectiveness of the model and the impact that it has on students. The studies reported here indicate that on average, TWI students have positive attitudes toward their programs, bilingualism and biculturalism, and other cultural groups.

Lindholm and Aclan (1993) studied the self-perception and academic performance of students in three Spanish-dominant TWI programs in California. Students' self-perception of psychosocial variables declined from third to fifth grade, confirming previous research of this phenomenon. Although there were no significant differences between native English speakers and native Spanish speakers on psychosocial variables, native English speakers rated themselves higher on academic performance than native Spanish speakers did. The four psychosocial variables (academic competence, physical appearance, self worth, and motivation) showed some degree of correlation at all grade levels, except that motivation and academic competence were not correlated at fifth grade. Students from both language groups showed progress academically, scoring at or above grade level by fifth grade in reading in their L1 and in math. Students' ratings of academic competence, however, did not correlate with their actual performance. Student motivation was highly correlated with academic achievement in fifth grade, but in general the psychosocial variables were not significant predictors of academic achievement.[2] Prior academic performance and grade level were the best predictors of academic achievement.

Using a questionnaire scored on a Likert scale, TWI students were found to have very positive attitudes overall with regard to their program, teachers, parents, classroom environment, learning, and positive learning behaviors (Lindholm-Leary, 2001). Students in 90/10 programs with a high percentage of students qualifying for free/reduced lunch and high ethnic density (90HI) scored more positively than students in 90/10 programs with a low percentage of students qualifying for free/reduced lunch and low ethnic density (90LO) on language attitudes and classroom environment. Free lunch participants in 90HI programs showed more negative academic attitudes and less satisfaction. African American students who qualified for free lunch were least satisfied, least likely to enjoy or continue in the program, and least positive about home environment, while African American students who did not

qualify for free lunch were comparable to Hispanic and European American students on these issues. No difference was found in the self-ratings of Hispanic and European American students on scholastic competence or global self-worth.

Van Dorp (2000) investigated the self-concept of NES and NSS fifth graders in a 40/60 TWI program in Florida versus NES and NSS in the district's corresponding mainstream programs. She found that NSS students in TWI programs displayed higher global self-concept than those in the mainstream. No differences were found for NES in the two programs, nor did esteem correlate with test scores, school achievement, or SES.

In a pilot study of students' attitudes and self-assessments in the Amigos program in Massachusetts, Lambert and Cazabon (1994) gave a 25-question survey to students in grades 4, 5, and 6, all of whom had been enrolled in the program at least four years. In speaking, understanding, reading, and writing, NSS students felt fairly balanced in English and Spanish, whereas NES students felt more English dominant in general, and balanced only in reading. NSS also considered themselves better translators than NES did. All students tended to prefer to use English in public, even with Spanish speakers. Most students wanted to continue learning Spanish. NES students felt that they were ahead of their peers in monolingual programs in English, while NSS tended to feel that they were a little behind—more so the students who spoke "more Spanish at home" than those who spoke "less Spanish at home." In grades 4 and 5, "less Spanish at home" students scored higher on English and Spanish reading than "more Spanish at home" students, but in sixth grade the trend flipped and "more Spanish at home" students did better, showing that the students' perceptions played out accurately in grades 4 and 5 but not in grade 6. Overall, most students preferred ethnically mixed classes and having friends from all groups. They would not prefer to go to an English monolingual school, and they were generally satisfied with the program. In a follow-up paper, Cazabon, Nicoladis, and Lambert (1998) found that NES and NSS students had generally favorable attitudes toward bilingualism and toward the opposite language group, and saw themselves as "a little better" in their first language than in their second language.

Using both longitudinal and cross-sectional surveys of student opinion, Cazabon (2000) studied the self-perception and motivation of students in grades 4-8 in the Amigos program. She found that all groups of students (Latinos, Whites, and African Americans) spoke mostly English outside of school but Latinos heard and used Spanish more than African Americans or Whites in their communities. In terms of perceived competence, Latinos felt stronger in Spanish where African Americans and Whites felt more balanced between Spanish and English. All students reported being asked to translate things for their families, more so as they got older. African American and Latino students scored higher than Whites in terms of integrative and instrumental motivation, showing more understanding of the importance of knowing different kinds of people and learning two languages for their social and intellectual growth. All three groups claimed to know "fairly well" how NSS and "European Americans" think, but only "somewhat well how African Americans think" (p. 106). All of the students responded favorably to having a mixed class and mixed group of friends, as well as to the program structure in general and how well they were learning in it.

Fifth grade students in 50/50 TWI programs in Texas reported positive feelings toward their program and their peers, as well as self-perceived aptitude in both Spanish and English (Alanís, 1998). Out of 15 NSS and 11 NES students participating in a focus group based on Lambert and Cazabon's (1994) questionnaire, the majority of students (88%) reported speaking Spanish at least some of the time at home. With their friends, 54% spoke both English and Spanish, 42% spoke English only, and 73% reported having no tendency to prefer either English- or Spanish-speaking friends. Two-thirds of the students felt balanced in their understanding of both English and Spanish, while for speaking, reading, and writing, the results were that roughly one-third felt stronger in English, one-third stronger in Spanish, and one-third equal. The students were nearly unanimous in thinking they were not behind in English compared to their non-TWI peers, and that they would not prefer to be in an all-English program, although only 73% wanted to continue learning Spanish. None of the students felt confused when their teacher switched from one language to the other. The majority of students also felt that too much time was spent learning English (81%) and not enough learning Spanish (100%).

At a TWI school in the Northeast (Hausman-Kelly, 2001), 44% of kindergarten students said they normally speak in English to their friends, 8% Spanish, and 48% both. Ninety-two percent of the students said they like learning in two languages, and 68% would still like to learn in both languages if given a choice of monolingual or bilingual education (of the others, 8% chose Spanish only [one English-dominant (ED) and one Spanish-dominant (SD)] and 24% chose English only [three ED, two SD, and one bilingual]). Their reasons for these preferences ranged from issues of identity to friendship to competence. Although specifically asked whether it is better to speak English or Spanish, 56% of the students spontaneously responded "both," while 24% chose English and 20% chose Spanish (evenly divided within each between ED and SD students). When asked "Who do you think is the smartest in your class?," 91% of the EDs chose an ED student (the remainder choosing a bilingual student), 100% of the SDs chose an SD student, and 80% of the bilinguals chose an ED student. Ninety-two percent of the students thought they could be friends with a person who spoke a different language, although few students had been to the house of a child who spoke a different language.

Rolstad (1997) compared academic achievement and ethnic attitudes of fourth and fifth grade native Korean speaking (NKS) students and NSS in a 90/10 Korean/English two-way immersion class, NSS in a Spanish/English two-way immersion class, and NKS and NSS in an English mainstream class. All three programs were housed in one school, which may be characterized as highly multicultural, low-income, and with high mobility. The NSS in the Korean TWI program, who entered the program proficient in English, showed high academic achievement and ethnic identification (on a Bipolar Ethnic Attitudes Survey), showing no detriment to having been in the "third language" program except the lack of development of their first language. As far as Latinos' attitudes toward their own ethnic group, those in the Spanish TWI program had the highest positive score, followed by those in the Korean program, then those in the English program. Latinos' rank of ethnic groups (Latinos, Blacks, Filipinos, Koreans, and Whites) varied by program. Latinos in the Spanish TWI class rated

themselves above other groups, those in the Korean program rated Whites highest but only slightly higher than themselves, and those in the English mainstream program rated themselves lowest (tied with Blacks). Koreans and Filipinos in both the Korean TWI and English program rated themselves highest over other groups. Latinos and Filipinos in TWI programs had generally more favorable attitudes toward themselves and others than students in the English mainstream program, but the opposite was true of Koreans. It should be noted that these findings were based on a very small sample of students.

Lindholm-Leary and Borsato (2001) studied the attitudes and academic achievement of high school students who previously attended two-way elementary programs in three schools in California, plus a comparison group of Hispanic, native Spanish-speaking high school students. The information was gathered through questionnaires, in which subjects rated their agreement with statements concerning schooling, college ambition, identity and motivation, and attitude toward bilingualism and the two-way program they attended. The results showed that most former two-way students were motivated to remain in school and not drop out, and even to continue on to college. They also appreciated the education they received in the two-way programs, continued to use Spanish, and were proud to be bilingual. Among the former TWI students, there was relatively little difference between Hispanics and Whites or between native English and native Spanish speakers on most issues, although more Hispanic TWI participants "strongly agreed" that they wanted a college degree than Whites or non-TWI Hispanics. These students also felt more strongly about the value of the two-way program. In relation to the comparison group, there were no statistically significant differences; however, the results indicated that students in the two-way program were slightly more motivated and prepared to go to college and were more likely to take higher-level math courses.

Conclusion

The research on student attitudes in TWI programs indicates that in general, students have favorable attitudes toward their programs, bilingualism and biculturalism, and other cultural groups. In addition, TWI students tend to have positive self-perceptions as indicated by their generally high self-ratings of academic competence, motivation, and language abilities. These findings came across repeatedly in multiple studies conducted at various sites around the country. With the exception of the research conducted by Lindholm-Leary (2001) and Lindholm-Leary and Borsato (2001), the studies included in this section were each conducted at a single site, thus limiting sample size and generalizability. However, the fact that the findings across studies are consistent, including the two larger-scale studies, lends strength to these conclusions.

TEACHER EXPERIENCES AND PROFESSIONAL DEVELOPMENT

Many TWI program practitioners state that a well-qualified and dedicated staff is among the most important factors in a successful TWI program (Sugarman & Howard, 2001). Studies that focus on teachers' professional experiences in TWI programs reveal that TWI teachers are highly aware of and reflective about the specific challenges of teaching in TWI programs as well as the factors that make a program successful.

Howard and Loeb's (1998) study is the only national survey of TWI teachers published to date. Based on questionnaires administered to 181 teachers in 12 TWI programs, along with interviews with 8 teachers (one each from 8 of the 12 programs), the survey found that the vast majority (86%) were female, only 30% had taught in TWI programs for more than 5 years, and they mirrored the linguistic breakdown of student population in those schools: 38% NSS, 45% NES, and 16% native bilinguals. The teachers were well-qualified, with 41% holding and 28% pursuing graduate degrees, and more than half holding bilingual certificates or credentials.

Participants in Howard and Loeb's study perceived the benefits of TWI programs to include opportunities for fairness, and in particular, validation of Spanish language and culture, as well as a greater likelihood of parental involvement of native Spanish speakers. They also noted the professional benefits of autonomy, challenge, the creativity involved in making new curriculum and assessments, team teaching, and the opportunity to use Spanish. The challenges of working in TWI programs included a more labor-intensive environment because everything is done in two languages, the need to explain the second language acquisition process to parents, linguistic challenges like teaching content through a second language and distinguishing second language learning from special needs, tensions between the TWI program and general education program within a school, scheduling, working with a teaching partner, and disagreements among staff about program features. Suggestions for TWI program improvement included recruiting and retaining qualified teachers, providing more pre-service and in-service professional development, hiring a bilingual coordinator and/or parent liaison at the school or district level to advocate for the program and handle administrative tasks, and promoting positive cross-cultural attitudes among all staff in the school—making sure that the staff is cohesive and on-board with the TWI program. Finally, recommendations for what new teachers should know included the structure and goals of TWI, the background of the particular program, subject matter competence and awareness of pedagogical strategies, cross-cultural and linguistic knowledge, and how to work in an integrated setting and elevate the status of language minority students.

Carrigo (2000) reported similar findings from interviews with four upper-elementary teachers in an urban, northeast TWI program. All four were English dominant (two NSS, one NES, one native Portuguese speaker), and all were educated mostly in the U.S. in English. The teachers said that the challenges of teaching in TWI programs include having to do everything in two languages, constantly being aware that they are teaching second language learners, and trying to integrate other curricular innovations that are district-wide and only in English (like writing curriculum, expeditionary learning, etc.) in a bilingual environment. The teachers talked about the difficulty of maintaining the Spanish language environment for students, and also raised concerns about students comprehending content, noting that they used English to

help English-dominant students understand. Three of the teachers tended to code-switch from Spanish to English, the fourth (who teaches a homogeneous group of NSS for language arts) was adamant about not code-switching, but would do it to help newly arrived NSS. The teachers felt pressure from NES parents and students to speak in English, and felt a lack of support from school administration for being strict about using only Spanish during Spanish time. Teachers noted several tensions in the program, including standardized testing in English (and the pressure that puts on them and students), paperwork, meetings, and other demands that detract from teaching time, the need for training in bilingualism and bilingual education, and the effect of a diffuse curriculum with no clear priorities. Finally, they made the following suggestions: more adults in the classroom to lower student/teacher ratio, more training and preparation, more time for reflection and collaboration, support for new teachers, and consideration of program redesign and scheduling.

Lindholm-Leary's (2001) study reinforced the same ideas. Teachers with credentials, training, and experience felt more efficient than teachers without these qualifications, and teacher satisfaction was associated with perception of support (from parents and staff), and by the belief that the school had a good program, met the needs of both groups of students, and had good leaders.

Jackson (2001) studied the relationship between teacher beliefs and program implementation in one TWI school in a large, midwestern, urban district, and found that teachers would rely on their own experiences and beliefs rather than research or program design. The 12 teachers interviewed held beliefs that were consistent with Lindholm's Criteria for Effective Two-Way Immersion (cited as Crawford, 1991; cf. Lindholm, 1990). However, their practice did not always follow suit. Teachers noted both conflicting research on second language acquisition and prioritizing the mastery of academic content over learning a second language as reasons why they would often deviate from the strict separation of languages for instruction.

Lewis (2000) noted that in a newly implemented Texas TWI program, while Spanish teachers had fewer years of teaching experience overall, English teachers reported less experience with English language learners, and neither group had taught in an immersion program before. In the first year of implementation, the English teachers had a smoother transition to instructing NSS and NES students, while the Spanish teachers noted significant interpersonal tensions between the two groups of students. Teachers also noted that they were overwhelmed and intimidated by the amount of parental participation in the classroom, especially by native English-speaking parents.

A comparison of the third grade English TWI, Spanish TWI and mainstream teachers in a newly-implemented, midwestern TWI program exemplifies some of the patterns that emerge in the literature on two-way teaching (Sera, 2000). The English TWI teacher was very experienced and her classroom was highly interactive and student-centered. She felt positive about bilingualism and the program she taught in, although she had some reservations in its early stages of implementation. The Spanish TWI teacher was not a native-speaker of Spanish, and felt ill-prepared by her teacher education program and not confident with her own Spanish abilities. Her teaching involved more use of an overhead projector and worksheets than that of

the English TWI teacher. The mainstream teacher, who was also very experienced, ran a much more disciplined, teacher-fronted classroom, with a more "traditional" teaching and assessment style than the TWI teachers did.

Calderón's study (1995, 1996) focused on teacher development through peer ethnographies in two 50/50 two-way schools (Rivera and Rusk Elementary Schools) in El Paso, Texas. Each class was team-taught by a monolingual English speaker and a bilingual Spanish/English speaker, who alternated in teaching and facilitating group work, and who had relatively broad autonomy in their curriculum and class organization. In this study, teachers were observed in their classrooms and in their professional development activities. The teachers reported that team-teaching was a positive experience, enhancing their personal and professional growth. As part of their professional development, teachers observed each other through peer ethnographies and then analyzed and discussed the data in the Teachers Learning Community (TLC) sessions held one Wednesday a month. These ethnographies included information about curriculum, teaching practices, assessment and grading systems, and parental engagement strategies, and were a positive experience as they created a cycle of observation, analysis, reflection, readjustments, and continuous learning. Calderón (1999) reported that the peer ethnographies helped the teachers discuss issues such as the disparity in status of English and Spanish in the schools. She reported that a school that discontinued its TLC program was less successful in reconciling differences among the teachers and promoting cooperation, whereas the ongoing TLCs provided a more collaborating environment among the teachers. She concluded that collaboration, not only among teachers, but also among administrators and parents, is fundamental for the continued development and success of two-way programs.

Studies also revealed that some TWI teachers hold a personal stake in these programs. For example, the authors of a study of teachers in a Navajo/English TWI program in Arizona (Goodluck, Lockard, & Yazzie, 2000) noted that because of past suppression of the Navajo language, teachers saw the importance of their being language (and cultural) models, and in aiding the revitalization of Navajo in the community by incorporating experiential learning and parent/community involvement in the formal Navajo schooling of the students. Although working in Spanish/English programs has a different sociopolitical context, these teachers also have a great awareness of the social and linguistic ramifications of their particular schools. Participants in Freeman's (1994) study also expressed personal feelings of discrimination as linguistic minorities, and Freeman noted teachers' negative feeling toward students "abandoning the native language and cultural identity" (1994, p. 7). Likewise, the second grade teacher in Schauber's study "heralds the importance of bilingual education" and "believes that developing academic biliteracy and a positive self-image is crucial to [the students'] educational and personal success" (1995, p. 486).

Conclusion

The research on teacher experiences and professional development provides a fairly clear portrait of the perceived benefits of working in a TWI program, the motivations that TWI

teachers share, and the challenges they face. Benefits include autonomy, the creativity of making new curricula and assessments, team teaching, and the opportunity to use Spanish. Motivations include elevating the status of minority languages and the native speakers of those languages, and promoting greater participation among the parents of language-minority students. The challenges discussed by TWI teachers were numerous, and include the labor-intensive nature of the programs due to the need to do everything in two languages, the challenge of making content comprehensible to second language learners, scheduling, working with a team teacher, and interacting with parents on a regular basis, many of whom are perceived as being quite demanding. The research indicates that teachers appreciate ongoing professional development to help them with these challenges, such as the Teacher Learning Community (TLC) program that was presented in this section. Once again, the majority of studies in this section used qualitative research methods in a single program site. As was also the case in other sections, the one larger study reported here supported many of the findings of the smaller studies, lending overall strength to the common findings across studies.

PARENT ATTITUDES AND INVOLVEMENT

As is the case with any educational program, parent involvement in TWI is crucial to its success. Because of the integrated nature of TWI programs, they provide an interesting opportunity to look at the attitudes, goals, and concerns of two different groups of parents—parents of language-minority children and parents of language-majority children. The research reported here investigated these issues through the use of interviews, surveys, and observations.

Craig (1996) presented a case study of parents' attitudes towards bilingualism and their reasons for enrolling their children in an urban, East Coast TWI program. English-speaking and Spanish-speaking parents, who filled out a questionnaire in their native language, showed similar positive attitudes toward most aspects of bilingualism: a positive effect on cross-cultural attitudes and understanding, fair treatment in American society, more job opportunities, as well as the importance of English fluency. Spanish-speaking parents rated the importance of language maintenance higher than English-speaking parents, whose mean score was still well in the favorable range. In open-ended questions, the English-speaking parents mentioned cultural diversity as well as second language acquisition and future job opportunities as the primary benefits of two-way programs. A few English-speaking parents also mentioned the importance of maintaining heritage language and culture. For Spanish-speaking parents the major reasons for choosing a two-way program were maintaining language and cultural heritage and instilling ethnic pride in their children. They also cited enhanced future job prospects, and the importance of English language proficiency and appreciation of the U.S. culture. The results of the survey show positive attitudes toward bilingualism and cultural diversity, and that communities with different interests can be served by TWI programs.

Parchia's (2000) parent surveys of African American parents in two East Coast TWI schools reveal similar motivations to the English parents in Craig's study. The African

American parents' primary concern was in finding a school that was racially integrated and would offer their children opportunities for future educational and financial success. Where they differ from other accounts of English-speaking parents' concerns is that they did not enroll their children in TWI programs because they were bilingual programs, but because they were known as good schools. These parents did see exposure to Spanish as a benefit for their children's future employment possibilities.

Less than a third of parents of kindergartners in a northeast TWI program reported inter-cultural play outside of school, although 87% said that their children had made at least two friends from the opposite language group at school (Hausman-Kelly, 2001). Only a third of parents had cross-linguistic relationships before their involvement in the school, but as of the time of the survey, 55% had at least two friends who spoke another language. Both English and Spanish dominant parents cited instrumental and integrative motivations for enrolling their students in the TWI program, although only Spanish dominant and bilingual parents indicated maintenance of the home language as a motivation. More than 90% of parents reported satisfaction with the program academically and socially.

Among parents involved in the early stages of a Texas TWI program (Lewis, 2000), some NES parents were concerned that the NSS students would slow down the academic progress of their children. As in the other studies, NSS parents wanted their students to be integrated into the "mainstream" of American culture. Lewis also found that parental involvement in the program was seen as contingent on ongoing, meaningful communication among the staff and parents.

Based on a multiculturalism questionnaire given to parents of first through third graders in the Amigos program, as well as parents of NES mainstream students at the same grade levels, Cazabon, Lambert, and Hall (1993) found no difference in attitudes toward multiculturalism among the two groups. This would indicate that parents of TWI students were not more predisposed toward multiculturalism than mainstream parents; it should be noted, however, that this was based on a very small sample of parents.

In Lindholm-Leary's (2001) study of parental support and involvement, the findings showed that the lower the education level of the parents, the less support they perceived from the district. In general, parents of students in the 90/10 program with a higher poverty rate perceived less support from staff than parents from 90/10 programs with a lower poverty rate. Although all parents considered parent involvement to be important, those NES and bilingual parents with more education considered involvement to be more relevant. Concerning the attitudes toward bilingualism and the reason for enrolling their children in a kindergarten TWI program, parents differed slightly in their views. For all Hispanics, their motivation was mostly integrative (keeping heritage language and culture, being able to communicate with native Spanish speakers, etc.), whereas White parents mainly had instrumental motivation and attitudes toward the program (e.g., possibility of a better career, more job opportunities). All of the parents were satisfied with the program and would recommend it; Hispanic parents, however, were more satisfied than White parents, and parents in general were more satisfied at kindergarten and the upper grades (6-8) than at the intermediate grades (3-5).

Blanchette (1994) found that parents of students in a well-established 50/50 program in New York City had more positive feelings toward bilingualism and language learning than parents in the school's corresponding English-only (EO) program. She found that the two groups of parents had fairly comparable demographics with two exceptions: ethnicity (of the 75% of each group who did not identify as White, most of the TWI parents were Hispanic, while the EO parents were split between African Americans and Hispanics) and language (more TWI parents were bilingual while more EO parents were monolingual in English, as were *their* parents). Which program their child was enrolled in had a stronger correlation with attitudes than any demographic criteria. TWI parents were more likely to see bilingualism as an advantage and feel positively toward the use of two languages while EO parents were more likely to support using only English in school and making English the national language of the U.S. Blanchette concluded that any positive feelings toward languages other than English were not linked to *action* among EO parents as they were among TWI parents, and that if EO parents felt any value toward learning a second language, they felt it was not worth the "risk" to their child's English and academic content development.

Another survey (Saucedo, 1997) conducted at an 80/20 school in Chicago found that nearly all of the parents (97%) had favorable attitudes toward their children learning a second language in school, and thought that being fluent in English and Spanish was important; 84% had materials in the child's second language at home. Of the 61 parents (whose native languages were not specified) who returned questionnaires, 97% were satisfied with their child's second language and academic development, and 95% were satisfied with their child's first language development. Most parents thought children from the two language groups could learn from each other (94%) and that cross-cultural attitudes are enhanced in TWI (98%); further, 95% of the parents thought the presence of English learners had enhanced their child's progress, and 89% thought the same of Spanish learners. Most (97%) of the parents supported parental involvement in the school, although only 53% had volunteered in their child's class.

Sera (2000) compared survey results of TWI and mainstream parents in a midwestern school. Predictably, TWI parents had more positive attitudes toward the Spanish language and bilingualism, and reported their children reading, writing, and speaking in a second language more than parents of mainstream students. There was no statistically significant difference in the level of school participation between the two groups of parents.

Continuing with the theme of volunteering, Zelazo (1995) examined parental involvement of 14 Spanish-speaking families and 13 English-speaking families in a TWI school. The randomly selected parents were interviewed and also observed in parent-teacher interactions. The authors found that:

Parents' comfort with the staff and school personnel was essential for their involvement (this includes the use of the parents' native language by the staff);
The involvement of the parents in different activities was related to the language used in those activities. For example, as meetings of the official parents' organizations were held in English, Spanish-speaking parents did not participate in them;
Parent education and socioeconomic status were also related to school involvement. The higher education and social status the parents had, the more involved they were at the school.

In some cases, inflexible jobs, lack of transportation, and baby-sitting issues prevented some parents from spending time at the school. These are all issues that schools can and should act on to encourage parental involvement, especially from language minorities. Schauber (1995) also noted that a school in Massachusetts did a poor job of communicating with native Spanish-speaking Hispanic parents, and consequently they were less involved at the school level than White parents. In contrast, Carrigo (2000) found that in a different Massachusetts program, teachers characterized parents as generally being involved and saw their involvement as an asset. They did note that some parents were resistant to Spanish, and were frustrated with their child's difficulty with Spanish homework and their inability to help.

Peña (1998) presented a case study of a K-8 public school in the Southwest in its shift from a transitional bilingual to a TWI program. The school was in a low-income, largely Hispanic, urban community. In response to low student performance, school administrators decided to adopt a TWI program to better serve the needs of the Mexican students. Although teachers/administrators and parents had similar philosophies toward schooling, there were conflicts between these two groups. The former were pressured to maintain the principles stated in the grant ("increased test scores," "bilingualism and biliteracy," and "social acceptance") and were driven by the idea that good educational practice would lead to academic improvement and upward mobility. The parents, in contrast, felt uncomfortable with and detached from the planning process, and felt that their ideals relating to "family values," such as learning, nurturing, and overcoming obstacles, were being ignored and devalued by the teachers and administration. In addition, the parents resented the emphasis of teachers and administrators on upward mobility, as it seemed to be an indictment of their child-rearing practices and culture. The author suggested that the difficulties may also have stemmed from teachers' and administrators' nervousness about a new program and desire for autonomy in decision-making. With both groups entrenched in their positions, the consequence was frustration and animosity between them. This case study demonstrated the need to implement dual-language programs with the support and cooperation of both school and parents.

Conclusion

In general, the studies reported in this section have found positive attitudes toward TWI programs on the part of the parents. NES parents tend to see the utilitarian advantages of participation in a TWI program (e.g., future job prospects) while NSS parents stress the desirability of maintaining the cultural and linguistic heritage. Both groups see the value of their children becoming bilingual and being educated in a culturally diverse setting. Two studies look at factors that affect parental participation, and both urge current and prospective TWI programs to be inclusive and to take steps to facilitate parental involvement, such as using both languages for meetings and taking cultural norms into consideration.

CONCLUSION

In many respects, the literature summarized in this review indicates that much is going well in two-way immersion education:

There is general agreement on the definition, goals, and critical features of TWI programs, as these issues have been clearly and repeatedly articulated in various documents, and many portraits of successful programs refer to these elements.

A number of successful programs have been profiled in the literature, which provides growing evidence for the feasibility of the model, as well as a roadmap for those who are interested in starting programs.

There is evidence that TWI teachers are reasonably well-prepared in terms of education, experience, and credentialing, and that useful professional development models have been designed to further support their teaching in these challenging educational environments.

TWI programs provide integrated educational environments where both languages and both groups of students are valued, and there are examples of many programs and teachers that have been successful at tapping into the background experiences of their students and making the curriculum more in line with students' experiences.

Both students and their parents seem to have positive attitudes toward TWI education, and students also seem to have developed positive attitudes about bilingualism and multiculturalism through their participation in these programs.

Student academic outcomes are generally favorable in that both language minority students and language majority students tend to do as well or better on standardized achievement tests than their peers who are educated in alternative educational settings, such as general education, ESL, or transitional bilingual programs. Moreover, both groups of students demonstrate progress toward the goals of bilingualism and biliteracy development.

A huge, cross-cutting issue that comes out of many of the studies reported here is equity, and the tension that arises between the ideal of two-way immersion and the reality of implementation in the United States, a monolingual English society. While practitioners, parents, and policymakers may embrace the ideals of equal status of the two languages and two language groups, similar achievement patterns for language minority and language majority students, and fully developed bilingualism and biliteracy for all students, many forces work against the full realization of these ideals. These forces include a lack of bilingual teachers and support staff; limited pedagogical materials in the minority languages, especially in the upper grades and for languages other than Spanish; the lower status of speakers of those languages in society in general; mandatory standardized achievement testing in English in the primary grades; and current political initiatives such as English-only and anti-bilingual education legislation. Much of the literature presented here documents the ways in which TWI programs struggle to work within the reality and approach the ideal, and the ways in which the reality impacts student outcomes, classroom discourse, instructional strategies, and attitudes of students and parents.

There are many areas that are ripe for research in the field of two-way immersion education. In terms of equity, it would be useful to investigate programs that have succeeded in achieving greater equity to learn more about how they have succeeded. At the program level, there is a need to learn more about differences in program models and how they impact student outcomes. Specifically, there are two features that need to be investigated more carefully—the amount of instruction in the minority language in the primary grades, and the approach to initial literacy instruction. At the student level, there is a need for more longitudinal research that tracks the development of bilingualism, biliteracy, and academic achievement over time and provides benchmarks of expected performance at key intervals, such as fifth grade or eighth grade.

In that same vein, more research is needed to find out about the long-term effects of TWI education—for example, whether or not TWI students have higher high-school graduation rates and college attendance rates than other students, and the extent to which they maintain and use the minority language in their careers. It would also be useful to look at the performance of varying groups of students in TWI programs, especially under-represented students such as African Americans. More research is also needed in instruction and assessment to learn more about what teachers need to know to work effectively in TWI classrooms, and how instructional strategies and assessments need to be modified to be effective and appropriate in TWI contexts. Finally, as is evident by the limited amount of literature on programs that use minority languages other than Spanish, a great deal needs to be learned about how to design and implement these TWI programs, especially when literacy involves a language with a different orthography from English. Clearly, much remains to be learned about two-way immersion education, and there is every indication that the need for this information will continue to grow as new programs begin and existing programs expand to the secondary level.

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Project Based Learning FAQ's

What is Project Based Learning?

Project Based Learning (PBL) is a methodology in which students go through an extended process of inquiry in response to a complex question, problem, or challenge. Rigorous projects help students learn key academic content and practice 21st century skills like collaboration, communication and critical thinking.

Project Based Learning is a paradigm shift from traditional teaching methods to methods that are innovative, authentic, and relevant to students' real-world experiences, igniting in them a passion for engaging in the in-depth inquiry process required to solve complex problems. The goal of PBL is to graduate students who have mastered the core curriculum, and who possesses a repertoire of 21st century skills, making them ready for college and beyond.

Why use Project Based Learning?

- Students gain a deeper understanding of the concepts and standards at the heart of a project.
- Projects build vital workplace skills and lifelong habits of learning.
- Projects can allow students to address community issues, explore careers, interact with adult mentors, use technology, and present their work to audiences beyond the classroom.
- PBL can motivate hard to reach students who have not been able to make an authentic connection to their learning.

How does Project Based Learning align with the Common Core Standards?

- The Common Core Standards are infused with language that closely parallels the language of PBL in the sense that there is a heightened emphasis on the acquisition of both necessary content and the 21st century skills of communication, collaboration, and critical thinking. Through a project based learning method, students are provided the opportunity to gain a deeper sense of not only understanding of the necessary content standards, but also an opportunity to see how their learning has a direct correlation to their immediate community. Students

must become savvy in the art of professional communication, collaborating with their classmates and being involved with community members.

- The Common Core Standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. In Project Based Learning, students are provided learning experiences both within and beyond the classroom, promoting community connections and acquisition of skills that will propel them into future successes.
- The Common Core Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them succeed. Educating students through a project approach allows students to gain a deeper understanding of content through real world application and through the lens of a specific role. Role criteria and performance guidelines are clearly set and aligned to the expectations in the standards.

How does Project Based Learning provide teachers a multi-layered look at students' acquisition of content knowledge?

Traditional best practices are still a viable source of collecting assessment data on our students. However, in PBL there is a balance of assessments including, traditional, formative, 21st century skills, team/group, peer and self. Students are assessed not only on their abilities to accurately demonstrate knowledge of significant grade level content, but also on their ability to work collaboratively with others, work within defined roles, and accurately assess themselves and others in terms of project specific criteria. Students begin to see themselves as thinkers, learners, leaders, innovators and problem solvers.

For more information on PBL, visit www.bie.org.

Does PBL Work?

There is forty years of accumulated evidence that the instructional strategies and procedures that make up standards-focused Project Based Learning are effective in building deep content understanding, raising academic achievement and encouraging student motivation to learn. Research studies have demonstrated that PBL can:

- be more effective than traditional instruction in increasing academic achievement on annual state-administered assessment tests.[1]
- be more effective than traditional instruction for teaching mathematics,[2,3] economics,[4] science,[1,5,6] social science,[7] clinical medical skills,[8] and for careers in the allied health occupations[7] and teaching.[7]
- be more effective than traditional instruction for long-term retention, skill development and satisfaction of students and teachers.[1,9,2]
- be more effective than traditional instruction for preparing students to integrate and explain concepts.[10]
- improve students' mastery of 21st-century skills.[11,12]
- be especially effective with lower-achieving students.[1,4,6]
- provide an effective model for whole school reform.[13]

As with any teaching method, PBL can be used effectively or ineffectively. At its best, PBL can be the catalyst for an engaging learning experience and create a context for a powerful learning community focused on achievement, self-mastery, and contribution to the community. At its worst, it can be a colossal waste of time for all concerned. The videos and tools in this web site will help you understand Project Based Learning and use it effectively.

For more research on PBL effectiveness and use, please visit our research library.

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Summary of Research on Project-based Learning

Overall, the research on Project-based Learning (PBL) reports positive outcomes related to student learning in the areas of content knowledge, collaborative skills, engagement and motivation, and critical thinking and problem-solving skills. This summary utilizes Thomas's (2000) five criteria to define PBL: (a) "Projects are central, not peripheral to the curriculum"; (b) "projects are focused on questions or problems that 'drive' students to encounter (and struggle with) the central concepts and principals of the discipline"; (c) "projects involve students in a constructive investigation"; (d) "projects are student-driven to some significant degree"; and (e) "projects are realistic, not school-like" (p. 3-4). Collaboration is also included as a sixth criterion of PBL.

PBL has several positive effects on student content knowledge. Compared to traditional classes, students in PBL classes performed better on assessments of content knowledge (Boaler, 1997; Penuel & Means, 2000; Stepien, et al., 1993). Research also reported that PBL had a positive effect on specific groups of students. For example, students with average to low verbal ability and students with little previous content knowledge learned more in PBL classes than in traditional classes (Mergendoller, et al., 2006; Mioduser & Betzer, 2003). In addition, students were able to demonstrate specific content area skills after taking part in PBL (Mioduser & Betzer, 2003; Peck, et al., 1998). For instance, students working on a geometry project linked to architecture and design utilized measurement skills as they developed their blueprints, of which 84% met architectural building standards (Barron, et al., 1998). In sum, students taught in PBL classes emerged with useful, real-world content knowledge that they could apply to a variety of tasks (Boaler, 1997).

PBL also has resulted in high levels of student engagement (Belland, et al., 2006; Brush & Saye, 2008). For instance, in one study within an economics classroom, a PBL unit engaged the lowest and highest level students as well as those students who were least interested in economics at the start of the unit (Ravitz & Mergendoller, 2005). Another study reported that PBL had a positive effect on student motivation to learn (Bartscher, et al., 1995). According to elementary teachers, who reported using 37% of their overall instruction time on PBL, students' work ethic improved as well as their confidence and attitudes towards learning as a result of PBL (Tretten & Zachariou, 1995). Conversely, one study found that high school student engagement and/or participation were difficult to maintain (Edelson, et al., 1999).

Students who participated in PBL also benefitted from improved critical thinking and problem-solving skills (Mergendoller, et al., 2006; Shepherd, 1998; Tretten & Zachariou, 1995). In particular, one study of PBL showed a positive effect on low-ability students, who increased their use of critical-thinking skills including synthesizing, evaluating, predicting, and reflecting by 446% while high-ability students improved by 76% (Horan, et al., 1996). Furthermore, during PBL, students showed initiative by utilizing resources and revising work, behaviors that were uncharacteristic of them before they engaged in PBL (Barron, et al., 1998).

In addition, PBL has been shown to benefit a variety of students in developing collaborative skills. For example, through PBL, elementary students learned to understand multiple perspectives (ChanLin, 2008) and conflict resolution skills (ChanLin, 2008); special education students developed social skills such as patience and empathy (Belland, et al., 2006); and low-ability students demonstrated initiative, management, teamwork, and conscientiousness as they worked in groups (Horan, et al., 1996). Students also enjoyed PBL because it gave them opportunities to interact with their friends and make new friends through cooperative projects (Belland, et al., 2006; Lightner, et al., 2007). However, group- and self-

efficacy were found to depend largely on the quality of the group process (Weng-yi Cheng, et al., 2008) while high school students struggled to work positively in small groups (Achilles & Hoover, 1996).

Several studies found that PBL is challenging for teachers to enact despite its positive benefits. For example, one study found the following barriers to successful implementation of PBL: (a) projects were time-consuming, (b) classrooms felt disorderly, (c) teachers could not control the flow of information, (d) it was difficult to balance giving students independence and providing them supports, (e) it was difficult to incorporate technology as a cognitive tool, and (f) authentic assessments were hard to design (Marx, et al., 1997). In addition, the authors found that teachers generally focused on addressing one or two of these challenges at a time and moved back and forth between old habits and new ideas, incorporating the new information gradually and with varied success (Marx, et al., 1994; Marx, et al., 1997). Teachers also may struggle with entrenched beliefs when attempting to implement PBL. For example, it may be challenging to negotiate between giving students opportunities to explore their interests or covering the state standards, allowing students to develop individual answers or providing students with one correct answer, and empowering students to direct their learning or controlling the distribution of expert knowledge (Ladewski, et al., 1991).

In summary, research indicates that PBL: (a) has a positive effect on student content knowledge and the development of skills such as collaboration, critical thinking, and problem solving; (b) benefits students by increasing their motivation and engagement; and (c) is challenging for teachers to implement, leading to the conclusion that teachers need support in order to plan and enact PBL effectively while students need support including help setting up and directing initial inquiry, organizing their time to complete tasks, and integrating technology into projects in meaningful ways (Brush & Saye, 2008; Krajcik, et al., 1998).

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EXPEDITIONARY LEARNING

Model Expedition: Grade 1
Young Achievers Science and Mathematics Pilot School
Boston, MA

Farms and Food

This learning expedition combined all major academic content areas with nutrition, health, service, and social justice. Students engaged in fieldwork at local farms and homeless shelters and planted a student garden.

Guiding Questions:

Where does our food come from?

How does our food come from the farm to the table?

How do people ensure justice for workers in the production and distribution of food?

SUMMARY: The Farms and Food learning expedition brought first-grade students outside of the school to do research in their local community to better understand how food gets from the farm to the table. For the first part of the expedition, students addressed state life science standards through a class case study of an apple orchard and small-group case studies of various kinds of farms. Their fieldwork and expert visitors involved them in interviewing and data collection and their class farm book project honed their skills in nonfiction writing, reading, and illustrating. During the second part of the expedition, the class covered state standards in communities, economics, and nutrition with case studies on migrant farmworkers and healthy food access. A healthy food calendar project required students to practice their skills in word processing and standard English conventions. Throughout the expedition, teachers wove the arts, service learning, and social justice together with academic content to help these urban students understand and care about their environment and healthy eating.

Academic Skills and Standards

SCIENCE AND TECHNOLOGY

- Life science
- Horticulture and nutrition
- Computers and word processing

ENGLISH

- Reading nonfiction and fiction
- Oral presentation
- Letter writing and expository writing
- Standard English conventions

SOCIAL STUDIES

- Geography
- Economics
- Communities and social justice

MATH

- Data collection
- Measurement
- Sorting and counting

VISUAL AND PERFORMING ARTS

- Illustration and labeling
- Drama

HEALTH AND WELLNESS

- Public health awareness
- Gardening

PERFORMANCE AND RELATIONAL CHARACTER

- Interviewing
- Critique and revision
- Group collaboration

Part One: Farms

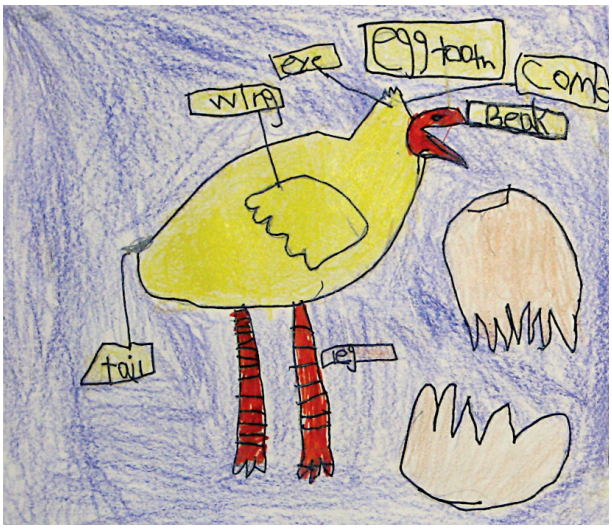
CASE STUDY: THE APPLE ORCHARD

The kickoff to the Farms and Food learning expedition was a case study of an apple orchard. All students focused on this one fruit for four weeks before beginning to examine food production on a larger scale. Students visited a local apple orchard, where they learned about how apples are picked, the processes an apple goes through after it gets picked, the people who pick the fruit, and how the apple trees are cared for. After the visit, they recreated all aspects of the orchard and revisited the content through dramatic play, painting, construction with blocks, writing, and drawing. Literacy activities included writing about what they saw, labeling buildings and murals, and interactive writing. Students participated in making applesauce and apple crisp as well as careful observational sketches of apples and apple trees.

CASE STUDY: FARM STUDY GROUPS

Students broke into small study groups to conduct a case study of one of four kinds of farms—apiaries, vegetable farms, dairy farms, or poultry farms. Each group visited

ABOVE *Students grew their own vegetables and learned the value of healthy eating.*



ABOVE *Each student contributed a page to the class farm book, with accurate headings, labels, and captions.*

their farm and met with farmers to gain expertise. In the *apiary* group, students studied the life cycle of bees and built models with clay. They performed a dramatic play about the bees' jobs (worker bees, nurse bees, queen bee, etc.), sketched and labeled bee bodies, and dissected, sketched, and built models of flowers. The *vegetable farm group* sketched produce and seeds, ground flour from wheat, pressed apples into cider, and made dishes such as pumpkin pancakes and pretzels. The *dairy farm group* sketched and labeled cows, both inside and outside, and acted out how cows and other ruminants digest their food. They also milked cows, churned butter, and made yogurt and ice cream. The *poultry farm group* incubated eggs and hatched chicks. They candled eggs to view the embryos, dissected eggs, and sketched chickens and roosters. They cooked with store-bought and farm-fresh eggs to compare the tastes, and they performed a dramatic play about the life cycle of a chicken. Finally, each group planned and executed a blind taste test of different kinds of food produced on their farm and collected data about class preferences.

PROJECT: THE FARM BOOK

Following their intensive case studies, each study group created one chapter of the class farm book, and each student wrote and illustrated one page. They studied nonfiction text features, and each student crafted headlines and captions for each page. Each draft was followed by structured feedback from classmates and teachers. Students learned word processing and typed the text for their captions. The final farm book was presented at a culminating family presentation.

Part Two: Access to Healthy Food

CASE STUDY: MIGRANT FARMWORKERS

Because of the school's focus on social justice, students addressed the social and civic aspects of farms and food for the second part of the expedition. Students read a number of accounts of migrant farmworkers' lives. They reviewed the work of Dr. Martin Luther King, Jr. in order to compare him with César Chávez and Dolores Huerta, who led the farmworker movement. Students learned about strikes, marches, and boycotts as tools of nonviolent protest, and contrasted living conditions of farm owners and farmworkers. They presented what they had learned at the school's annual social justice assembly.

CASE STUDY: ACCESS TO FOOD IN BOSTON

Students took their farm studies one step further by exploring what happens when people do not have access to food. This study began with a trip to ReVision House, a homeless shelter for women and children, which has organic gardens, greenhouses, beehives, and aquaculture tanks to raise tilapia. Prior to the trip, the class read several fictional books about homeless people and animals, discussed what people need to live, and made connections to the living conditions of migrant farmworkers. After the fieldwork at ReVision House, students worked in small groups to recreate the many components of the shelter. This included models of the aquaculture tanks, the shelter, and the greenhouses. Students then formed groups to interview someone at a community agency that helps people in the city get access to healthy food. Study groups practiced interviewing skills and developed questions to help them understand how to help people gain access to healthy food.

PROJECT: HEALTHY FOOD CALENDAR

Following their case studies, students brainstormed solutions to hunger. The twelve most important ideas became the twelve months of the calendar. Students studied exemplar calendars from previous years, created rubrics of what excellent work looks like, and gave each other feedback. Their final calendar illustrations were professionally printed and donated to the study group agencies and sold in the community.

Connections to the Community and Larger World

Fieldwork

- Carlson Orchards, Harvard, MA
- Drumlin Farm, Lincoln, MA
- Boston Pretzel, Jamaica Plain, MA
- Clark Cooper Community Gardens at the Boston Nature Center, Mattapan, MA
- The Food Project, Roxbury, MA
- Greater Boston Food Bank, Boston, MA
- Haley House soup kitchen and bakery, Boston, MA
- Women's Lunch Place soup kitchen, Boston, MA
- Beehives at Leland Community Garden, Dorchester, MA
- The Farm at Long Island Shelter, Boston Harbor Islands
- ReVision House Urban Farm (homeless shelter with an organic farm), Dorchester, MA
- Women, Infants, and Children (WIC), Jamaica Plain, MA

Experts

- Visit from a local beekeeper
- A spring visit by a farmer and several adult chickens
- Second graders (former first graders) sharing the farm book drafting process

Service Learning

- Visiting and helping in community food agencies (i.e. helping to prepare and serve food at the Haley House soup kitchen)
- Donating calendars to food agencies
- Toiletry drive for the Long Island Shelter
- Collecting toys for the ReVision House daycare

Exhibitions

- Presentation of the farm book to families and friends
- Recitations of bilingual poetry about migrant farm-workers, explanations of the similarities between Dr. Martin Luther King and César Chávez, and recitations of quotes from Dr. King and César Chávez during the school's social justice assembly
- Video of students reading their healthy food calendar text at end-of-year assembly

Final Products

- Farm book
- Healthy food calendar

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Integration of Expeditions across Content Areas[1]

Academia Antonia Alonso

Kindergarten – Fall Expedition The People and Places of Academia Antonia Alonso Students will explore the people and places within their school surroundings. Working cooperatively in groups, they will interview staff, identify roles within the school, and determine whether their job is done alone or in collaboration with others. Students will create maps and models of the building and grounds of the school and the local community. The expedition will culminate with a school directory and community garden.					
Science Kits[2]	**Social Studies[3]**	**ELA**	**Math**	**Visual Arts**	**Performing Arts**
Trees Kit As students move through this expedition, they will pay particular attention to the trees that live in their community. They will observe, compare and describe the physical properties of the trees and their structures throughout the seasons. Students develop a beginning awareness of the characteristics and life cycle of trees and an awareness of trees in their environment. Students will use the knowledge gained through this expedition	**Thinking About Maps and Globes** Within this expedition, students will be working on making models of the classroom and school, and will be making more formal maps. Students will understand necessary components of maps including scales, titles and keys/legends. **Participating in a Group** Within the expedition, students will work together to gather information for the common good, about the places and people within	Students will collaboratively create interview questions to ask adults of their school community. Students will be educated in the proper way to conduct an interview by bringing in staffed professionals such as Speech and Language Pathologist or community members. Students will conduct interviews, collect data and collectively decide which information would be appropriate for the purpose of representing the most important aspects of the school and	**Trailblazers Units**: Sorting and Ordering Sets/ Developing Oral Counting Develop Meaning for plus (+) and (–) Number Relationships, Using Comparison Language, Counting Backwards, Translating Between Locations **Additional Math Integration:** Integrated Components from SS Unit and Expedition This background	**Creating Three Dimensional Classroom Models-** Students will sketch their classrooms, paying special mind to the relationship of objects. From a collaborative look at student sketches, students will construct three dimensional maps of the classroom. They will employ various mediums including recycled materials to represent aspects of and places in the classroom. Maps will include a title, key and compass rose.	With the collaboration of the music teacher or parent participation, Students will create a song from the information they collected from interview questions and facts about their classroom, school, and surrounding environment, as discovered during their field work and interviews. Students will perform the song at Community night when they display their 3-dimensional maps and ABC books.

[1] This map articulates the content to be integrated during each of the fall and spring expeditions. Content will also be taught to students when they are "off expedition" at the beginning and end of the school year and during "intercession," which is the time between expeditions in December – January each school year. A full curriculum map for each content area (excluding science and social studies) is included in the application.

[2] The science kits will be taught as outlined by the Science Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the science content.

[3] The social studies units will be taught as outlined by the Social Studies Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the social studies content.

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to build and plan a community garden.	their school. Achieving the end results require that students develop participatory group skills.	its people. After students have a solid knowledge of their school building and the school staff, they will brainstorm an ABC list of Academia Antonia Alonso people and places. Students will use their knowledge of letters and letter sounds to suggest a place or a staff member for each letter of the alphabet. Students will examine numerous ABC books to determine the qualities and organization that they want in their book. They will be given a square piece of drawing paper with a letter of the alphabet in the upper left hand corner. They will illustrate their person or place with a drawing or photograph and write a sentence following this format: "A is for Al, our bus driver." The sentence will also be written I Spanish. Students will create multiple drafts of their work and receive feedback from their classmates to ensure	knowledge and experience aids the students in creating their bird's eye view classroom map. Once the idea of representation is established, students will move on to the concept of proportion. Teachers will pose the question, "How can we represent an object that is bigger than our paper?" Through organic conversation and authentic questioning, students and teachers will discover the logistics of drawing the school, and how to represent large items as a "shrunken" version of themselves.	Students work in pairs to match up classroom furniture shown in birds-eye view and eye-level perspective. They will be given the birds-eye view shapes and will need to walk around the room to discover which items would match their shapes if seen from above. When finished with this activity, students will use the same birds-eye view shapes to map out the design of their classroom. Students will use their page from the alphabet book as a basis for a pop-out creation. The simple step pop-out will be made from two 9" x 12" pieces of construction paper and scraps. (If they have A is for Al our bus driver they could draw a bus, roads, trees, etc on the background and then draw Al, cut him out and glue him to the pop-out step.) Each student or pair is given a piece of copy paper with the name/number of one of the rooms and that	

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		quality work.		teacher's name on it. They then need to figure out where that room would be placed on a large floor map. An investigative walk through the building to find all the rooms and discover where each one is in relation to the others is essential.	

Kindergarten – Spring Expedition
Kindergarten Tools

Students work to identify tools and their uses, and use tools as a lens for looking at the world. Students learn to identify tools and their uses and use tools as a lens for learning about the world. Tools are introduced as something that everyone uses at their job, whether they are a secretary, janitor, plumber, teacher, or cook. This broad study of tools and their uses will be followed by a narrower study focused on construction tools, including hand tools, power tools, and large machines. Encompassing two science kits, this expedition will likely be 16 weeks.

Science Kits[4]	Social Studies[5]	ELA	Math	Visual Arts	Performing Arts
The Senses This kit can be overlapped with the exploration and description of tools within the Expedition. Students use their senses to identify materials and their properties and learn how tools can intensify their senses (magnifying glass, microscope, hearing aids, etc.). **Wood and Paper Kit**	**Houses in the Community** The topic of houses in the community is used to help kindergarten students learn about their urban community and communities around the world. It is an introduction to world geography and natural resources, using house construction as a window into the different natural environments across the	Throughout this expedition, students will participate in question and answer discussion sessions following a tour of a school community member/helpers office or a classroom visit from a school community member/helper, collaboratively create a tool poster and tool categorization card game, create a non-fiction book of carpentry	**Trailblazers Units:** 2D and 3D Shapes Identify and Describe 2D Shapes Plus (+) and minus (-), using manipulatives and drawings: Model shapes in the real world. **Additional Math Integration:** Students will compare two and three	**Explore the use of shape in artwork** What shapes are used to create mountains, trees, houses, fields, etc? Students will use a variety of geometric shapes to create a collage of their community. **Explore the use of form and space** Students can roll triangles (wedge) of corrugated paper to	Students will discuss the tools of music and what tools musicians use to make music. Then they will use their knowledge of various tools and their functions to build instruments using recycled objects. Students will compose and perform a mini-recital of original pieces using their instruments. Students will share their music during an evening

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This kit can easily be integrated as students discuss the use of tools as it relates to using and working paper, cardboard, and wood. Students will use tools as they use materials to explore materials. Both the Exploration and the kit have opportunities for students to build their own structures with wood using tools.	globe. It will use house construction as a context for addressing a range of state content standards about solids and liquids, states of matter and materials on the earth. The study begins with fieldwork at two different houses in the neighborhood and includes community walks to study nearby houses and help students become comfortable in the community. Students are asked to sketch while they observe, paying attention to the placement of doors, windows, shape of house, etc.	tools, written and illustrated by students, read fiction and non-fiction books about building and construction during guided reading lessons, perform a dramatic reading of the *Three Little Pigs*, and participate in a celebration of learning for students and members of their communities at the culmination of expedition two.	dimensional shapes and maps and investigate the concept of perspective by representing block structures from different angles and by examining shapes, pictures and photographs. Students will name, describe, sort, and draw two-dimensional Shapes. They will name and compare three-dimensional shapes. Students will collect, sort, organize, and draw conclusions about data using concrete objects, pictures, numbers and graphs.	create "screws" (beads) then string the beads to make necklaces. Beads of other forms could be added. **Create 2D and 3D artwork** Students can draw a house observed during the fieldwork using geometric shapes. Each child can create a 3-D house to add to a community map. **Perception** Show students a variety of buildings and have them point out the different shapes the building is made of. Working in pairs or groups, students can write down or draw all the tools they use to create art. Students can choose one of the tools and create a repetitive design by overlapping the same tool a multiple number of times. **Drafting, Revising, Reflecting and Exhibiting**	music concert at the exhibition.

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				Students make a sketch (rough draft) of a drawing with a light colored crayon. After a period of thoughtful peer critique, the students then go over the lines they like with black crayon.	

Grade 1 – Fall Expedition
Farms and Food

Students visit an apple orchard to learn about the growth and care of apples. Students also spend time on a farm to learn about caring for animals and crops. Students will learn about people who work on farms, food assistance organizations, and plant/tend a class vegetable garden. Hands-on experiences include: working at farms and organizations that provide food to the homeless and building a garden at the school. The expedition combines academic lessons and the production of high quality student products with real life experiences – apprentice work at farms, dairies and apiaries and work in the soil to produce a garden with produce that can be eaten by the class. Each study group has its own excursion and/or expert visitor and participates in a variety of hands-on learning experiences over a period of about 5 weeks. These experiences can include cooking, sketching, building, dramatic play, taste tests, and re-telling and sequencing activities based on trips and books read to build background knowledge or research.

Science Kits[6]	Social Studies[7]	ELA	Math	Visual Arts	Performing Arts
Organisms Within the expedition, students will be learning about different plants and animals, and discuss basic needs vs. specific needs for specific organisms. Students will also be responsible for caring for animals. The content of the science kit will be compared to the needs of plants and animals on a farm.	**Schedules** Students work on creating schedules for working on the farms, visiting the orchards, etc. Students work on creating the schedule for what group of experts will do each activity on the farm, based on a pre-determined list of "to-dos" such as animal observations, talks with the farmers, working with and feeding	Students will create a **"Parts of…" book** (e.g., labeling parts of a rooster, cow, banana, or bee in a mini-book format), labeling sketches/ photographs of experiences, and writing about the experiences in a chronological learning journal/log. After completing the hands-on portion, students will draft pages	**Trailblazers Units:** Exploring Shapes Pennies, Pockets and Parts Adding to Solve Problems Grouping and Counting Subtracting to Solve Problems Grouping by Tens	Study groups are involved in field research and service for the organization they adopted. Throughout the expedition, expert groups will be responsible for sketching pictures of their topics and labeling parts in a series of sketches. A culminating product of this work will be a full color calendar, professionally	Expert student groups will perform a dramatic play of their studied group to an audience of parents, teachers, and local community experts who offered assistance and area expertise along the way. For example, the Bee Group could do a dramatic play acting out the roles of bees (worker bees, nurse bees, queen bee, etc.)

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Solids and Liquids This unit is tied in due to the solids and liquids used in the farming process – the module description discusses investigating the properties of solids such as cornmeal, lima beans, pinto beans and rice, as well as water as a liquid. Students will think about solids and liquids on farms and in their food.	animals, investigating machinery used for planting and farming, etc. Students will investigate the schedules that exist in their lives and their communities. They will understand that schedules are necessary for an efficiently run community. Students will utilize the schedules available to them in their communities, (trash and recycling pick up, bus and train schedules, t.v guide/channel schedules) to organize a journal entry of a "Day in the Life of (fill in student's name)" The class will put together their entries to create a class collage of schedules.	and illustrations for a **collaborative non-fiction class farm book**. Each study group will be responsible for one chapter of the book with each person in the study group writing and illustrating at least one page for the group's chapter. Each chapter could include pictures and descriptions of their study group topic, category titles and examples (e.g., different dairy animals and different kinds of dairy products), observational sketches and labels (e.g., hens', roosters', cows' bodies, fruits and vegetables, bees' bodies, parts of a flower), photos of their experiences in sequential order with labels and/or sentences describing the pictures (e.g., life cycle of a chicken, bee, banana), data collection and explanation (e.g., class preference during a blind taste test of different types of bread or cheese), a time line (e.g., timeline of a banana from planting to harvesting to selling to purchasing to table), interviews and		printed, with student writing and illustrations depicting student ideas about important ways that we can help all people to get access to healthy food. The calendar can be sold in the community and given to all the organizations that were part of the work. For example, a bee study group can visit local beehives and talk with a beekeeper who can show them the tools of the trade. They will study the life cycle of bees and build models of their life cycles with clay. Each student creates a painting of a Bird's Eye view of a farm on a square piece of paper. Groups put their squares together to create a paper quilt. Students paint flowers with analogous colors of tempera paint. They then draw and paint bees on a separate piece of paper to be cut out and attached in a 3-D manner. A section of one of the	Students are challenged to collaborate and write a short play that explains to kindergarteners the benefits of healthy eating. The play will be presented in English and Spanish.

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		thank you letters (e.g., interviewing an expert in their study group topic and writing a follow-up thank you letter), creating a "parts-of" booklet (e.g., labeling parts of a rooster, cow, apple, or bee in a mini-book format), and writing about their daily experiences in a chronological learning journal/log.		flowers is enlarged to create a Georgia O'Keefe style painting. Illustrate a recipe page with pictures of farm items that are in the recipes (picture of wheat for flour). Illustrate a recipe page with cut apple prints and fingerprint bees.	

Grade 1 – Spring Expedition

Building Homes for Families: Studying Houses to Learn About the Community and World

This three-month, spring semester expedition uses the topic of houses to help first grade students learn about their urban community and communities around the world. It can act as an introduction to world geography and natural resources, using house construction as window into the different natural environments across the globe. It uses house construction as a context for addressing a range of state content standards about solids and liquids, states of matter and materials on the earth. The study begins with fieldwork at two different houses in the neighborhood and includes community walks to study nearby houses and help students become comfortable in the community. It expands to a broader focus on the many styles of home construction around the world and the variety of materials involved. Throughout the expedition, the students will participate in hands-on activities to further their learning. As a kick-off activity for this case study, students will use a mystery piece (two different types of homes found in center city) to compare and contrast homes. Students will make observations of their own homes to compare and contrast homes of other students in the class to the original two homes in center city. The students will also observe different types of homes around the world through different visual medias. Some urban homes include row homes, twin style homes, apartments, single homes, and town homes. Some rural homes include huts, igloos, mobile homes, log cabins, bamboo homes, adobe, teepees, and houses on stilts. Students will record what they notice about the different homes. They then will use what they notice to identify the similarities and differences among the homes. They will relate these similarities and differences to their predictions regarding the materials used in home construction in other parts of the world and consider how characteristics of homes are related to the climate and geography of the area.

Science Kits[8]	Social Studies[9]	ELA	Math	Visual Arts	Performing Arts
Weather Students will be studying the effects of weather on the types of homes built	**Thinking about Maps and Globes** How can words,models, and graphics help us	The students will write an **original play** based on *The Three Little Pigs*, with a group-composed	**Trailblazers Units:** Length Patterns and designs	After learning about homes, students will uncover the reasons specific building	Students will continue working in their expert groups to create background settings for

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within communities. Students will identify characteristics of architecture that are modified to fit the climate and weather of a region. Students will explore the weather of other regions and identify housing characteristics that are specific to the natural weather elements of a region. Students will understand the natural forms and sources of energy and determine how these forms and sources are used in reference to construction and maintenance of homes (i.e solar energy used to heat homes.)	learn about the world? What do homes around the world tell us about the climate and culture of a place? Students will study the structure and architecture of their own homes and homes in their communities and make observations about the similarities and differences between their home/community and homes in other parts of the world. Students will create a class map with all necessary components, to visually demonstrate their relation to each other in their neighborhoods. Students will be able to verbally navigate a "visitor" to all marked locations on their map, using location vocabulary, street names and landmarks as guides. Students will understand the use of a map scale and demonstrate their knowledge in their class map, using a scale of 1 in.=1 mile.	script in which each student writes his or her own lines based on their learning. The students will also design and build the scenery for the play, featuring the house that matched their expert group. Students create **fictional picture books** to help them learn and recall the characteristics of weather and how weather plays a part in daily life and the types of homes that can be built in different climates. The students create their own **weather books**, with separate pages for the different types of weather and climates found both locally and around the world and record their gained knowledge on the types of homes that could be built in the different climates by drawing pictures of the homes and finding representations of homes in magazines that depict homes both locally and around the world.	Measurement: Area Cubes and Volume Exploring 3D Shapes Collecing and Organization Pieces, Parts, Symmetry Measurement and Mapping	materials are chosen. Students will build a model house with similar materials. Their models should demonstrate what they learned about specific homes from around the world. Students will follow a structured process for completing the drawing necessary to create a class calendar of homes around the world. They can create their own texture plates to simulate the building materials. Place a variety of objects on dark construction paper and place them in the sun. When paper has bleached out by the power of the sun, remove objects and enhance with oil pastels. (Alternative – Use sticks to outline a house shape.) Students make a simple house pattern and trace it four times in squares created by folding a paper in fourths. Each square is a different season. Add background accordingly.	their performance of a version of *The Three Little Pigs.* Each student wrote lines for the play based on their home from around the world and their expert knowledge of the building materials used. Final Product: The students will create their own lines for and participate in an alternative version of *The Three Little Pigs* play. The play will mimic the story of *The Three Little Pigs*, with the pigs travelling around the community, building homes from available materials. Students will create their lines for the play based on their knowledge of their expert group material and will work together to create the sets for different locations around their community.

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Grade 2 – Fall Expedition **My Community and I** Students will begin to see themselves as not only individuals but also important members of a larger community. Through the use of field work, community engagement and service learning, students will learn to identify their own strengths, skills and talents and determine ways to provide a service to their community, more specifically, to the elderly community or their community environment using these talents. The students will learn about the needs and life cycles of humans. They will focus some of their studies on diversity. They will conduct both field studies and community service learning in a nursing home and and decide how they can best use their talents to benefit their local environment and community. Students will learn and understand that all forms of life go through a life cycle and that these cycles are similar to each other in some ways and vastly different in others. Students will investigate the life cycles of insects and insect diversity. They will look at the process of metamorphosis in insects and equate those stages to the human stages of life. They will use their observations and experiences in the Senior Center to formulate ideas as to how these cycles are similar and different.					
Science Kits[10]	**Social Studies[11]**	**ELA**	**Math**	**Visual Arts**	**Performing Arts**
Insects This unit provides investigations that expand student awareness of insects and their diversity. A structured comparison of life cycles and stages of metamorphosis allow students to identify similarities in structures, growth, survival and reproduction among different insects. Additionally, students provide for the needs of the insects generally and specifically and acquire the necessary vocabulary associated with insect life. Fieldwork can include a	**Respect in Civil Society** Students will understand that respect for others, their opinions and their property is a foundation of civil society in the United States. Students will use their experiences in working in the Senior Center to come up with their own generalizations and rules for why and how to show respect in our society. Students will record specific nuances and quotes from their Elder partner to include in a class Respect Project. **Writing the Story of the**	The text, *Wilfrid Gordon McDonald Partridge* by Mem Fox will serve as an anchor text for an integrated study of generations and life cycles. Students will use knowledge of poetic devices and different mediums of print and media to work with members of a nursing home community to create a **class book of oral histories** that students write collaboratively with members of the nursing home community titled, "Memories from the	**Trailblazers Units:** Exploring Numbers Buttons: A Baseline Assessment Unit Working with Data Ways of Adding Larger Numbers Ways of Subtracting Large Numbers Grouping, Sharing, and Leftovers	Students collaborate on their learning experiences through both environmental and community field work. Students form groups and decide what life cycle they would like to represent, be that of insects or of humans, the two life cycles most closely investigated during this expedition. Through these groups, the students will decide the medium through which they will visually represent their rendition of the life cycle. Students will be encouraged to implement elements of technology, such as	Students will explore music from the time period most favored by the nursing home resident with whom they visited. Students will choose their best piece of writing from the oral history and present that piece of writing at a culminating event at the nursing home where family members and community members can experience the memories that the children were able to capture. Students will work collaboratively to re-enact scenarios from the oral histories, based on the details provided by the resident.

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visit to Cape Henlopen through the Delaware State Parks programs, for "Monarchs: Magnificent Migrants" www.destateparks.com	**Past** How does studying documents and artifacts from the past help us understand our world? What do they not help me understand? How are artifacts and documents used to write the story of the past? How will working with people of older generations help us to understand the changes through which our society has gone? How can working with these individuals help us understand and write a story of our past? How would working with people put the story of the past in a different perspective than a past that is written solely through the use of documents and artifacts?	Mouths of….." Through the use of interviewing, music, sounds, and casual conversation, the students will be able to creatively capture the memories shared by the elderly. Students will be expected to write poetry, short stories, compose their own interview questions and deliver them to their resident, all with the assistance of teachers and community volunteers who will aid with spelling, grammar, etc. During the second part of this expedition, students will form insect "clubs" as they **research** and study the life cycle of an insect. Clubs will choose a name, create and maintain a club folder for post-its, ideas, and collaborative work in order to produce a **presentation** using technology such as Animoto, a video slide show with music, or other virtual tool.		animoto, powerpoint, etc as a visual element in their renditions. Create radial designs using a symmetrical insect shape on tracing paper. Color with markers, frame with black border and gift to the nursing home residents to hang in their windows. Illustrate haikus with watercolors to be sold at an art show to fund the service project. Each student creates a quilt square with shapes and words that describe how they could show respect. Limit colors to similar hues for harmony. Put together and present on exhibition night.	Students will select appropriate background music to accompany the drama.

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Grade 2 – Spring Expedition
Native Americans and the Leni Lenape

This expedition consists of three core investigations pertaining to Native Americans. Students explore the Native Americans native to Delaware, the Leni Lenape Tribe, and other groups of Eastern Woodland Native Americans to develop a deep understanding of how early Americans established a society, relied on the land for food, interacted with settlers and recorded and passed on their history. They will study the daily lives of pre-colonial Northeastern woodland tribes, including the conflicts that they had with European settlers and will explore the lives of contemporary Native Americans to gain a deeper understanding of how Native American culture remains present in our modern world. After learning so much about pre-Colonial Native Americans, it is important for students to understand that Native Americans still live in the United States and that, just as times have changed for European Americans, so have times changed for Native Americans. Images and notions of what life is like more than 300 years ago are often what people think of when they think of Native Americans. In order to offer a more complex and realistic view of Native Americans, the class deeply thinks about the lives of contemporary Native Americans and investigate the notions, beliefs, and ways of life that have changed as well as the cultural traditions that have remained. Students will make visits to the Lenape Tribe of Delaware throughout the expedition. Students will also visit the Iron Hill Museum in Newark, DE, to extend their learning about the history and geography of the Leni Lenape tribe. The entire second grade will take a trip to the Lenape Tribe Reserve and Museum in Delaware. This museum will allow students to step back in time and walk the grounds (as they would appear) of a typical Lenape village. They will be able to see the tasks that children their age would have carried out, observe the hunt, examine real artifacts, and see the dress and people in a carefully reconstructed setting. Students will be able to observe the visible changes which beset the people after settlers arrived in America – changes in tools, village layouts, and travel. This fieldwork is essential to the *Native American Living* magazine product because it provides powerful and memorable imagery that students can then use to create and critique their own representations of Native American life. This fieldwork will spark engagement and questions in many students, while also affirming how much learning has already taken place in the classroom.

Science Kits[12]	Social Studies[13]	ELA	Math	Visual Arts	Performing Arts
Soils Students investigate the importance of soil on the development and sustainment of the Lenape Native American tribes of Delaware by investigating the connections between the soil and the cultivation of crops necessary to sustaining the civilization.	**Respect in a Civil Society** Students will examine the terrain and geography of the land of earlier Native American times and explore typical values and spiritual beliefs, housing, clothing, farming, hunting, and gathering. They will learn about the structure of tribes, their ways of governing, leading their young,	Students will engage in a **research study** of what life is and was like for the Leni Lenape tribe of Delaware. The students will study the pilgrims' arrival on the Mayflower, including their first interactions with Native Americans and the ways in which these encounters changed the lives of the Native Americans. Students will study changes in Native	**Trailblazers Units:** Building with Cubes Multiple Masses Measuring Area Sampling, Sorting, and Science Geometry in Motion Investigating 3-D Shapes Mapping the Rainforest	Paint a still life of the foods that were available to the Lenape before there were grocery stores. Create beads and a medallion from Sculpey Clay®. String in a symmetrical pattern to make a necklace. Create a Parfleche using natural burlap. Decorate with stitchery and beads.	**The Life of the Corn- A Drama in 5 Dances** *by Alice C. Fletcher* (songs, and stage directions can be adapted from published version to accommodate the needs and levels of students) www.scienceviews.com/indian/indiangames2.html All dances are accompanied with music that is sung/chanted by

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	trading, and waging war. Students will also be able to relate observances of Native American relationships to relationships that exist within their own lives. **Scarcity and Wants** Students will understand the difference between needs and wants. Students will be able to classify items as services or goods. Students will be able to identify needs that the Native Americans had for survival in both pre-and post-colonial North America. Through research and building of background knowledge through the expedition and visits to the Lenape tribe museum, students will be able to identify how the Native Americans met their needs and wants through use of specialization and use of the land. **Trading Partners** Students can observe specialists in their classroom, school, and community and look at how specialization creates interdependence.	American culture through fieldwork and experts, and through various literary works, including fiction, non-fiction, poetry, songs, and primary and secondary documents. Students will create and write a **children's magazine** titled *Native American Living*, to capture essential aspects of the Lenape culture. Each student will create their own illustration page for the magazine and describe their artwork with a well-written caption. To build background knowledge and writing skills for the magazine, students will compose **persuasive writing** from the point of view of Native Americans. All students will be asked to produce two written pieces for display in a school wide exhibition. Selected persuasive writing documents will be used in the magazine as well.		Using the Lenape symbol of a turtle as a resource, create a colagraph printing plate and print several copies using a variety of colors. Create a shield using a radial design. Decorate with colored sand and other materials that were available to the Lenape. Create various shakers using available materials. Use in music class to accompany songs.	the students on the stage. The songs indicate the importance of the soil and the golden corn growing to the sustainment of the Native American people. Mystery Dance with Native American Ritual Song No. 1, The Planting Dance, Life Stirring Dance, Harvest is Near, and finally, The Harvest. Each dance is done with a main speaker/singer. All dances are accompanied with music and singing that dictates movement of the actors on the stage.

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	Additionally, students will learn how specialization creates interdependence and that exchanging goods and services creates interdependence. They will be able to describe examples of specialists in a community and the interdependence which exists between them. Students will identify the interdependent relationship that developed between the Leni Lenape and the colonial settlers.				

Grade 3 - Fall Expedition

How Do You Get Money from a Stone?

A study of rocks and minerals as an economic resource – students visit the Woodlawn Quarry: A GeoAdventure in the Delaware Piedmont and learn about the process of identifying, collecting, and mining stones. The minerals that can be readily found and identified in the quarry are feldspar, quartz and mica. The students will take notes, sketch findings and try to identify rocks based on physical characteristics. They will also engage in fieldwork to include the "Mystery Minerals Outreach" program at White Clay Creek through the Delaware State Parks. Through hands-on experiences and collaboration with local experts, students explore the ways in which rocks and minerals stimulate the economy of a community. At a nearby quarry, students witness the methods of extracting, processing, and transporting rocks and minerals indigenous to Delaware. Students learn about classification of rocks, the characteristics of rocks and minerals, the effects of erosion on rocks and soil, and the varied uses of rocks and minerals within our world. Students visit the Iron Hill Museum to see examples of rocks and minerals indigenous to Delaware and take notes as to physical properties and characteristics that they will include in their very own "Delaware Rock Field Guide." The hands-on work with rocks and minerals in the classroom will include setting up and managing a month long process to produce quality tumbled, polished stones. They will move through the scientific process by observing, recording data, making predictions, and analyzing the changes in their mineral samples. Iron Hill Museum exhibit "Rocks are Weird" is brought to the classroom. It allows students to observe characteristics of rocks, ultimately classifying them by their physical properties. As a culminating experience and a service learning project, children can create jewelry and bookmarks using rocks and minerals from their studies. Their products can be sold at the Family Night when Students share their Rock Field Guide and acquired learning with members of their family and community. The proceeds will be used to build a rock garden for the school community.

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Science Kits[14]	Social Studies[15]	ELA	Math	Visual Arts	Performing Arts
Earth Materials Students learn about twelve of the most common rocks and minerals, and how to classify them. Students investigate the physical properties of rocks and minerals. They observe and sketch rocks and minerals and begin to understand how rocks and minerals are different. Tests are conducted to determine the physical properties of minerals including hardness, luster, color, and reaction to acid. Using the acid test to determine if calcite is present, students examine rocks that may contain the mineral calcite. Lastly, students observe a rock and attempt to determine the component minerals. Students transfer knowledge and skills learned in the final assessment in deciding upon a good rock or mineral choice for an	**Economic Exchange** Students learn about different forms of exchange, which can be placed in the context of natural resources such as minerals and rocks. Through hands-on experiences and collaboration with local experts, students explore the ways in which rocks and minerals stimulate the economy of a community. **Resources and Production** Students explore the concepts of what to produce, how to produce, and consumerism. Student will come up with a menu of items that they could create using stones and rocks. From this list, they will conduct surveys using an online tool such as Survey Monkey, and poll their local and school communities about what consumers would consider for purchase.	This expedition will provide many opportunities for students to practice their **informational reading and writing skills** as they study various properties and characteristics of rocks and minerals through observation, classification, and categorization. They will create a written record of their discoveries, record any questions, and document new knowledge as they move through the scientific process of observing, recording data, making predictions, and analyzing changes. Students will create a **rocks and minerals field guide** that includes descriptions of rocks and minerals as well as identifying characteristics and an illustrated pictures of each type of rock A collaborative Rocks	**Trailblazers Units:** Sampling and Classifying Exploring Multiplication Place Value Concepts Area of Different Shapes More Adding and Subtracting	The hands-on work with rocks and minerals in the classroom will include setting up and managing rock tumblers to produce polished stones. As a culminating experience and a service learning project, children will create jewelry and bookmarks using rocks and minerals from their studies. Their products can be sold at the school's bazaar and students can decide where the proceeds should be, with the only stipulation being that what they decide to spend the money on will better their community. Based on observations, students will use various media to create a visual of their rock or mineral. These will be included in the field guide to illustrate their research. Create a sculpture out of firing clay. Glazes that simulate a variety of rock	With the cooperation of the music and ELA teachers, students will recreate and the folk tale "Jack and the Beanstalk" into a new story. Instead of beans, Jack will sell his cow for three magic rocks. Using songs created by the students they will describe the rock's characteristics, and share their knowledge of rocks and minerals. The three rocks will lead the students on a magical journey where they will understand the value of rocks and minerals. The students will perform their play during Family Night.

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outside statue. Fieldwork to include the "Mystery Minerals Outreach" program at White Clay Creek through the Delaware State Parks. www.destateparks.com	Students will analyze survey results and decide what they will produce to sell to their consumers.	and Minerals "Game Show" (e.g., *Jeopardy*) will be developed by the and written by the students. Students will practice the game show as contestants first, making revisions and changes as necessary to increase the quality of the game. A **Celebration of Learning Symposium** will be held with the school community invited to visit the classroom displays of the books students read, visuals they studied, the materials they observed, read their writing pieces, and play or watch a live recording of "The Rocks and Minerals Game Show."		surfaces should be made available. Make rock shapes out of Egyptian Paste. Make jewelry similar to the pieces made from real rocks. Compare and contrast various sculptures. Make mosaic designs with small ceramic squares on 6 inch wood squares. Create a wall hanging and donate to a children's center.	

Grade 3 – Spring Expedition
Water Explorers

Time has shown that where there is a water source, there is bound to be settling and industrialization. Students will explore the Christiana Creek, Delaware River and Delaware Bay and research its chronological heritage in terms of early settlers and promotion of industrialization along the water sources. Students will take an in depth look at the DuPont family, researching the family's roots and contributions to the state of Delaware. Students will work with area cartographers to create their own map with representative symbols of DE's most important economics and resources, with specifics to the location of the internal waterways. Students will visit the Hagley Museum, Longwood Gardens, and other buildings established/maintained by the DuPont family. Students will understand and study water in three phases: water as a personal resource, water as a resource for industrialization and the physical properties of water.

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Science Kits[16]	Social Studies[17]	ELA	Math	Visual Arts	Performing Arts
Water The Water unit explores water through physical, earth, and life science. The unit begins with observations of the interaction of water with materials as water is absorbed or beads up on the material and the speed with which the beads of water flow on sloped surfaces. Next, students examine the properties of water at different temperatures as water changes state. The processes of evaporation and condensation and how the rate of these processes changes with temperature are investigated. Lastly, students examine how moving water can transfer energy to move other objects.	**Places** Students learn about development of cities and towns, which can also be used as a lens for looking at development of the Delaware Brandywine region and an in depth look at the DuPont family and their influence on the state of Delaware. Students will take trips to the Hagley Museum. Students will investigate the answer to the question as to why cities and towns develop along waterways. **Regions** Along with Places, students can look at the development and success of regions, especially regions in the state of Delaware. Students will make connections between the region and the natural resources available in making the region successful and/or a likely place for industrialization.	Students will **research** the heritage of the DuPont family and their contributions to Delaware over time. They will research the early settling of the family and develop a chronological timeline/ family tree, highlighting members of the family and their contributions to Delaware. Students will write **biographies** of selected members of the family and showcase those biographies in a "playing card" style in their proper place on the timeline. Students will transfer their gained knowledge about the DuPont family by making connections between them and the industrialization and growth of Delaware. Students will research and collaborate to write *A DuPont Family History* that connects the family history with the economic development	**Trailblazers Units:** Mapping and Coordinates Multiplication Patterns Dissection Parts and Wholes Collecting and using Data Volume Wholes and Parts	Build sail boats from wood scraps and muslin pieces. Test them in a wading pool of water. Have races using a fan as the wind. Create a workshop to adjust them. Design your dream home that is located along a body of water. Is it on a lake, river, the ocean, on a deserted island, etc.? Create your "life" map, picking and illustrating events from your life that have been important to you, leading up to your future dreams for yourself. What is in store for your future? Create an illustrated timeline of these events.	Students will compose an original composition in which they pair the states of matter water can exist, and the different ways that water can fall as precipitation and the many ways that water can be used (i.e as an energy source) with music that represents these different states, uses, and characteristics. The idea is for students to identify music that perhaps would sound foreboding and pair that with water in the form of a storm, and so on. Students can choose how they showcase the different forms of water, including movement and dance.

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	Using Maps and Globes Students can study maps and globes in the context of looking at water both locally and around the world and identify the resources and industrialization that has taken place along these resources. Students localize that information by investigating the development of the areas around Delaware's waterways.	of Delaware. Students will read historical accounts of development along the Christina river and marsh. Students will create a **digital story** presentation of the life and times along the Christina.			

Grade 4 – Fall Expedition
Increase Your Green

Students will explore the science of landfills, recycling, and pollution, and their role in reducing the carbon footprint of their community. The expedition addresses many of the key science standards for fourth grade, including the water cycle and renewable and non-renewable resources, while also offering them a pathway to make a real change in their community. Pollution, recycling, and the environment are topics that hold great appeal for fourth graders and they provide rich opportunities for active citizenship. The *Increase your Green* learning expedition taps into this natural inclination and the community will benefit tremendously from the students' energy and wisdom. The students gain public speaking, advocacy, and 21st century skills. During the course of the expedition, students move from building their background knowledge of the causes of natural changes on earth – such as erosion, weather, and the water cycle – and unnatural changes – such as pollution – to an action-oriented approach to reducing the carbon footprint of their community. The expedition consists of in-depth investigations of different types of pollution, earth's increasing landfills, recycling, and ways to reduce humans' negative effect on the environment. Students then focus on one key source of unnatural changes to the environment in their immediate community – excessive solid waste. Students will develop strong public speaking skills and collaborate to identify the roles and responsibilities needed to execute a professional presentation to important community leaders. They will prepare a presentation to the PTO using data from their trash tracking project, research on the problems with solid waste, and the costs associated with various recycling programs and offer solutions.

Science Kits[18]	Social Studies[19]	ELA	Math	Visual Arts	Performing Arts
Land and Water Students learn about natural earth changes, caused by land interacting with water.	**Democratic Methods** Effective citizens can research issues, form reasoned opinions, support their positions,	Students will read about the science of landfills, recycling, pollution, and their role in reducing the carbon footprint of their	**Trailblazers Units:** Geometric Investigations: A Baseline Assessment Unit	In art class, students will create reusable grocery bags by doing technical drawings of their animals through multiple drafts.	Students will recreate the musical play *We've Only Got One Planet* as a culminating activity for this expedition.

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Students will investigate how conscious recycling efforts increase the health of their surrounding natural environments.	and engage in the political process. Effective governance requires responsible participation from diverse individuals who translate beliefs and ideas into lawful action and policy. **Liberty and Citizenship** What qualities and characteristics make a good citizen? How do we know if we are good citizens and what can we do to rectify it if we feel we are not? What role do children play in the functionality of a society? What can children do to make their community a better place for everyone to live? How does "Increasing our Green" help show our positive efforts at citizenship? This lesson uses as its main resource **Liberty for All**, published in 2002 that tells the story of the 1986 historic restoration of the Statue of Liberty. The Statue of Liberty is the symbol for American Freedom and the promise	community. Students will be asked to select one key source of unnatural change to the environment in their community and prepare a **short presentation** to share information with other students. Students will **research** the Terra Cycle Program (http://www.terracycle.net/en-US) and provide information regarding the program to the Parent Teacher Organization (PTO) and the larger school community. This part of the expedition will require students to engage in **meaningful research, create advertisements** encouraging the school community to support their recycling efforts, and **demonstrate effective communication skills** to various types and sizes of groups. The second part of this expedition will focus on solutions to pollution in the community. Students will develop **strong public speaking skills** and learn the art of collaboration and	Number and Number Operations Products and Factors Using Data to Predict **Six**-Place Value Patterns	The art teacher will emphasize realistic details versus cartoon-like illustrations. Parents will be asked to help sew the bags and volunteer sewing machines. Drawings will be scanned into the computer and iron-on transfers created to put onto the bag. In the absence of skilled parents, canvas bags will be purchased and the images ironed onto the bags. Students will be matched with a parent volunteer to make the bags. The canvas grocery bags will have a letter to consumers regarding the environmental threats to the animal. Students bring in boxes of all sizes or socks to make puppets. After puppets are made they can write dialogue about how important it is to reduce, reuse and recycle and present to younger students. Students create sculptures from found and discarded items. Discarded toys, craft	http://www.songsforteaching.com/store/weve-only-got-one-planet-download-pr-5501.html. The students will use the material available to create a unique and exciting production about the need to save the only planet we have. Students will also choreograph movements to accompany each song. Students will share their performance for the school, parents, and families.

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	of our land. Students are to come up with their own symbol of freedom or prosperity for Delaware. The students must have sound research evidencing their search for what to them signifies freedom and prosperity in the state of Delaware. They will keep track of their search and thinking in a journal with daily logs. Students will have the opportunity to both write about their chosen representation of freedom, create, through their own chosen medium their representation of freedom, as well as present their representation of freedom to teachers, families and community members. Fieldwork can include A Tour of Legislative Hall-Delaware's Capitol Building, through the Delaware State Park programs. www.destateparks.com	consensus building as they assume the roles and responsibilities needed to execute a professional Power Point-type presentation to important community leaders. Roles and responsibilities could include: 1) Researchers and Data Collectors; 2) Power Point Creators; 3) Presenters; 4) Meeting Helpers; and 5) Presentation Pamphlet Creators. Students will complete job applications for all roles and responsibilities and go through an interview process, conducted by peers and adults to obtain the "job" or "role" they want to have during the development and presentation of information obtained. The interview process would include a resume, references, parent permission, and a short speech citing the reasons why the student wants the job and how they know they would be the best person for the position.		items, material, ties, egg cartons, plastic flatware, yogurt containers, soda cans, water bottles, etc. can all be turned into beautiful sculptures.	

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Grade 4 – Spring Expedition
What's For Dinner?

The guiding question for this case study, entitled *What's For Dinner* is "How do animals meet their basic needs?" The students distinguish between predator and prey, create a food chain, design a plate showing what omnivores, carnivores, and herbivores eat, and describe the importance of producers, consumers, and decomposers. They will also perform research and write a report based on an animal of their choice. The second case study entitled, "Survival of the Fittest" has the guiding question, "How do animals adapt to their environment?" The students begin with a gallery walk of animals that showcase their physical adaptations. They move on to read a common text on animal adaptations and then expert texts on hibernations, mimicry, migration, and camouflage. The students continue to work on their animal research reports in this case study. In art class they make their own paper which will be used to make "Animal Fact Cards" as a product. Guest speakers from local animal outreach programs talk to the class about animal adaptations, with objects for the kids to explore hands-on. The students will perform a mimicry experiment and hide butterflies to exemplify camouflage. The third case study will deal with the human impact on animals and conservation. Throughout the expedition students will be using quick checks, graphic organizers, art projects, drawings, and note taking as formative and summative assessments. The Brandywine "Zoo to You" program will provide a presentation to students titled, "What's for Dinner" where they highlight the questions: What do different animals eat? Why? Zoo experts will help students explore live animals and biofacts to find out how herbivores, carnivores, and omnivores are specially adapted for their favorite meals!

Science Kits[20]	Social Studies[21]	ELA	Math	Visual Arts	Performing Arts
Structures of Life- Students will study the tructures of plants and animals, plant and animal adaptation for survival, predators vs prey, native predators to Delaware, prey with reducing population in and around Delaware and consider what adaptations would students provide to these animals to aid them in survival. Students will be involved in fieldwork through the Delaware State Parks programs through one or more of the offered	**Our Community, Profiles and Connections** Students will investigate how our need to transport people, places and ideas affect the natural habitat of Delaware animals. They will consider what effect humans and their interactions with the environment have on animal population and subsequently, the food chain. Students will consider geography and food production, mapping out where food is grown and	Students will work as a whole class, in small groups, with partners, and independently to **produce an in-depth informational text** about an animal of their choosing. Students will explore many aspects of the animal, including their basic needs. They will distinguish between predator and prey, create a food chain, show what different animals eat, and describe the importance of producers, consumers, and decomposers as they research an animal of their choice. Students	**Trailblazers Units:** Shapes and Solids Using Decimals Multiplication Exploring Fractions Division	Students will design animals that have a predatory/prey relationship. They will create organisms with specific predatory features and/or abilities as well as create an organism that would or could likely be a source of food for them. The students will have to identify the characteristics of the organisms that they create that make them either predator or prey. Students will also create the prey organism with "enhancements" or	Using the children's picture book, *I see a Kookaburra* by Steve Jenkins, students will be able to share information about different animal habitats. Students will take the words from the story, add music and movements to create an interesting dramatization about the habitats of various animals. To share with the younger students, students will use the series of books, Over in the…(Meadow, Jungle, Ocean written by various

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programs: Animal Adaptations, Biodiversity, Biome, Sweet Biome www.destateparks.com	how far it needs to travel to reach stores in Wilmington. Students will tour a local grocery store and learn about where that food comes from by studying labels and talking with produce managers. Students will consider what food production has done to the animal populations in those areas.	will continue to examine the animal kingdom as they study survival of the fittest, how animals adapt to their environments, and the human impact on animals and conservation. Each student will participate in a **Celebration of Learning** event for the school community, families of students, and invitees to be held at the completion of Expedition Two. Student work created during this expedition will be displayed and presented by the students. Students will participate in oral, visual, technological, and written presentations that introduce attendees to not only the activities completed but also the drafts and process of learning experienced.		structural adaptations that would help keep the animal from becoming prey. They will represent each of their three organisms through a procession of sketches and revisions to eventual 3D model. Students will also create a 3-D habitat for their animal. It must contain the necessary elements for the creature to survive. Oil pastels, construction paper crayons and gel markers can all be used. Develop self portraits as new super heroes. Exaggerate the characteristics in people that allow them to thrive in a variety of habitats. What super powers do you have? How are they demonstrated and shown?	authors). Students will add words to the picture books words to create songs about where animals live and integrate counting skills as well for Kindergarten – 1st grade. This activity can be used as an in-school service project.

Grade 5 – Fall Expedition
Top Gear

The expedition begins with an exploration of many different kinds of simple and complex machines and it culminates with each student designing a battery-powered model of a vehicle, complete with a student-written owner's manual. Students will not only learn the principles and scientific aspects of electricity, forces and motion, and magnetism, but will also learn to create technical drawings and conduct market research to determine consumer needs prior to designing their model vehicle. Engineering students from local colleges will come to the school to be resources for the engineering and design aspect of the vehicles. The classes will visit a local car dealership to research different types of vehicles and to talk to experts about how various vehicles meet consumer needs. They will read text, conduct online research, and participate in a photographic scavenger hunt to find simple machines in use at the school. Once students became experts on a single simple machine they will regroup into mixed expert groups for the first project of the expedition. Student groups work together to dissect a complex machine in order to understand how simple

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machines make complex machines work. The dissection specimens are non-functional appliances that will be donated by parents and community members. Students will dissect simple and complex machines such as VCRs, computer CPUs, vacuum cleaners, and coffee makers. They will collect samples of simple machines and create visual displays of their discoveries.

The focus of the second part of the learning expedition is a case study of the car. It starts with student designed experiments that explore scientific questions. Students will use a kit to construct a simple battery-powered model vehicle. The class will discuss the way that vehicles available to consumers today differ from each other with designs that meet four major consumer needs: Economy (fuel efficiency), Utility (ability to pull loads/cover difficult terrains), Luxury (safety), Performance (speed). The students will research each of these categories and learn more about how they fill a consumer niche. Students will complete market research to determine the demand for various types of vehicles. They will create an Internet survey for distribution via the school website. Based on analysis of the data from the market research, the students will decide what type of vehicle they want to design and describe how the design fills a consumer need. Students will work in cooperative learning groups, based on their vehicle category, to design and complete experiments that test their proposed design. They will also write a mission statement to promote their design. All experiment designs, results, and implications for design, will be recorded in lab notebooks.

Science Kits[22]	Social Studies[23]	ELA	Math	Visual Arts	Performing Arts
Motion and Designs This unit allows students the opportunity to explore the physics of motion and to apply concepts to technological design. Using K'NEX, students design a simple car and investigate how the car moves when pulled by a drop weight system, when carrying a load of a given mass, and when propelled by a rubber band. Next, students investigate friction and car design and how each affects motion. Tire tread and a sail (air resistance) are investigated as design	**Reasons for Banks** A nation's overall levels of income, employment, and prices are determined by the interaction of spending and production decisions made by all households, firms, government, and trading partners. Because of interdependence, decisions made by consumers, producers, and government impact a nation's standard of living. Market economies are dependent on the creation and use of money and a monetary system to facilitate	**Henry Ford and Inventors Research.** Students research the importance of Henry Ford to the automobile industry. Students identify other people in history who contributed to the evolution of the car industry and complete an Inventor's Study of their person to both share with the class and also present at on the night the model cars are revealed to parents and community members. **Writing a Mission Statement-** Based upon their growing understanding of the design and purpose	**Trailblazers Units:** Big Numbers Fractions and Ratios Division and Data	Students will create their **model vehicle designs.** The data they collect throughout this portion of the learning expedition will enable them to make informed decisions about their vehicle design. **Learning Graphic Design** Students will be required to include digital technical drawings of their designs in their model vehicle owner's manual. To accomplish this, the students will complete an intensive unit of study on graphic design, using Microsoft	Students will use their knowledge of simple machines to create songs about movement. Students will also use their bodies to show fluid motion, isolation, and sound effects to simulate simple machines. Bodies can be considered simple machines and students will be able to use their own body to interpret the motion and movement and sound of pulleys, levers, wedges, etc. The students will share their creations with the student body and parents during the exhibition of the expedition.

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features. Motion of the vehicle when driven by a propeller system is examined. Lastly using engineering problem solving, students engage in ways to meet design specifications**.**	change.	of vehicles and the consumer demands in their community, each student will develop a mission statement for a consulting company that is developing a new vehicle prototype. Students are required to evoke the spirit of their design, intention and engineering strategy when writing the mission statement. To accomplish this, they will study the mission statements of well-known companies, break them into their various components, and evaluate them for truthfulness, intent, and artistry. In order to understand the evolution of the automotive industry, students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will research leaders, scientists, and innovators in the automotive industry, past and present. Students will select a key individual to research, create a bio-card to contribute to the whole class annotated		Publisher. They will learn how to create digital graphic images to scale, how to combine shapes to form complete objects, and how to manipulate objects individually and in groups. **Create Sketchbook Covers** Working with a word document with student photo embedded in it, students will use same skills used for their owners manual. Spiral binders used to make sketchbooks. Design a logo that represents their car. Create a picture that shows motion. It can include anything that moves.	

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		timeline and participate in an Automobile Industry "Mixer" where they role-play their individual as they explore and evaluate the individual's contribution to the car industry.			

Grade 5 – Spring Expedition
Delaware's Changing Bay

This expedition is built around two major projects that will help students educate the public about the Horseshoe Crab, the effects of climate change, the effects of migrating birds who stop to nest and eat in the Delaware Bay area and the impact of human behavior on the environment. To prepare for creating their field guides and writing their persuasive speeches and letters, students will study the Horseshoe crab's life cycle, its role in the Delaware Bay area and to Delaware in general, and the interrelationship between an ecosystem and a living organism. Students will analyze maps and aerial photos of areas in the Delaware Bay Areas that house horseshoe crabs and their spawning areas. Students will visit the bay to see and document the attempts being made to alleviate the depletion of the horseshoe crab population by the migrating birds that stop in the rich Bay areas to feed. They will develop hypotheses, search for patterns, and draw conclusions about changes seen in the bay areas over time. They will research the lives of the horseshoe crabs and identify organisms that are placing the population of the crab in danger. They will hypothesize what can be done to cut down on the horseshoe crab being a food source for migrating birds. They will research the effects humans have on the population in reference to the changes in climate and industrialization of Delaware. In addition to meeting key science standards, the major projects in this learning expedition will include student research, non-fiction reading, data analysis, photography, scientific drawing, and expository and persuasive writing skills. Students will also have the opportunity to educate the public on a pressing state and national issue and address the health of an important aspect of Delaware's culture. Students will emerge from this expedition as advocates for responsible choices and stewardship of the land. They will learn that their voices truly matter and can make a difference.

Science Kits[24]	Social Studies[25]	ELA	Math	Visual Arts	Performing Arts
Ecosystems In this unit, students understand the web of relationships that link organisms to one another and to their natural environments. By constructing, observing, discussing, and reading about both land and	**Delaware's Mock Election** The focus of this unit is on becoming informed about candidates for elected office. One reason is provided in the targeted benchmark: electing "effective" leaders. Other reasons	Students **compose persuasive speeches** to "debate" other candidates for the mock election. Debate topic is the importance of the conservation of the Delaware Bay area and the effect humans and predatory animals have	**Trailblazers Units-** Decimals and Probability Applications: An Assessment Unit Connections to Division Maps and Coordinates Number Patterns, Primes	Photography study: Students studied photography as a mode of communication. Before getting their hands on cameras, students were familiarized with the art and visual skills of subject, composition and	Using their photographs, scientific drawings and chalk/watercolor creations for inspiration, the students will compose background music to accompany a "walking tour" of the pictorial learning in which they engaged

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[25] The social studies units will be taught as outlined by the Social Studies Coalition. Connections to other contents areas will be additive and deepen students' knowledge of the social studies content.

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water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships and that natural and human-made events can disturb an ecosystem. They also learn that people bring different perspectives to environmental issues and that they can work together to develop solutions. Students will be involved in one or more of the programs put on by the Delaware State Parks: Animal Adaptations, Biodiversity, Biome, Sweet Biome, Creatures of the Coast, Ecosystems in Action, Exploring Ecosystems, Horseshoe Crabs www.destateparks.com	are avoiding leaders opposed to one's interests and views, providing an indication of one's policy preferences by being aware of the candidates' policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and keep elected officials in check. Students will understand that, in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day. They will research the avenues through which they can become informed to current events issues.	on the indigenous animals/insects of the Bay area. Conservationists can speak with students regarding the importance of human efforts and the role legislation plays on welfare of an ecosystem. With the end in mind, students will use exemplar models and several rounds of "noticing and wondering" about the genre of **field guides**. They will analyze the purpose and audience for field guides as well as the organizational structures used in the models. Rather than creating traditional species identification field guides, the students will **create informational field guides for the Delaware Bay Ecosystem**. Teachers and students will work together to identify the criteria of what their field guides would include. This is then used to create a rubric, which teachers will use to assess the final field guides.	and Fractions	focal point. Learning to communicate a message without words presented new challenges for students while offering a very powerful experience with a new art form. Scientific drawings Capturing the effects of the Mountain Pine Beetle on Colorado forests could not be completed solely via photography. Therefore, students created scientific drawings to compliment their expository writing and photographs. Structured peer critique again offered a powerful method for producing high quality final products. Standards addressed: Using the photographs from the unit as a resource, the students will recreate the images with paper and paint. One will be painted in realistic colors, one with monochromatic colors, one to show happiness and one to create a somber mood. Create a cartoon	during the expedition. The students will explore orchestral, classical, jazz, rock, and pop music and learn what it takes to put different genres together seamlessly to elicit the mood and feelings that their pictures, drawings and painting should elicit from the audience. Students will invite family members to the school for the expedition celebration evening and lead them in small groups through the walking tour of their visual and auditory art.

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		Students will **research the horseshoe crab** – its life cycle, habitat, and diet – and will conduct fieldwork to better understand the key role that this small animal plays in a larger system. Witnessing first-hand the transformation of their "back-yard" bays gives the issue a great deal of urgency for students. The final product of this investigation is a **class field guide** including an expository writing piece, photographs, and scientific drawings from each student. Students will design the layout of the book as well as contribute to the dedication, table of contents, and glossary. Students, families, and teachers will hold a book party exhibition at their school. Students will answer questions from audience members about the experience. Students will do book signings for the book party attendees as the local experts.		character to promote your message. Begin with a rough sketch of two characters. Make a poster using the character and interesting lettering that captures your audience's attention. Using watercolors, paint a reflection picture that depicts the beauty of the Delaware bay and the surrounding habitats at either sunset or sunrise. Illustrate the huge number of horseshoe crabs that some ashore on the Delaware beaches by overlapping and completely filling the paper with horseshoe crab images. Draw with dark crayons or oil pastels. Add color with watercolors.	

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The following expedition, "Delaware's Changing Bay Area," is snapshot of a completely integrated and contextualized, student-and interest-driven course of study through which students are actively engaged in their learning across all subject areas.

<table>
<tr><td colspan="2">Grade 5 – Spring Expedition
Delaware's Changing Bay

This expedition is built around two major projects that will help students educate the public about the Horseshoe Crab, the effects of climate change, the effects of migrating birds that stop to nest and eat in the Delaware Bay area, and the impact of human behavior on the environment.

To prepare for creating their field guides and writing their persuasive speeches and letters, students will study the Horseshoe crab's life cycle, its role in the Delaware Bay area and to Delaware in general, and the interrelationship between an ecosystem and a living organism. Students will analyze maps and aerial photos of parts of the Delaware Bay Area that house horseshoe crabs and their spawning areas. Students will visit the bay to see and document the attempts being made to alleviate the depletion of the horseshoe crab population by the migrating birds that stop in the rich Bay Area to feed. They will develop hypotheses, search for patterns, and draw conclusions about changes seen in the Bay Area over time. They will research the lives of the horseshoe crabs and identify organisms that are placing the population of the crab in danger. They will hypothesize what can be done to cut down on the horseshoe crab being a food source for migrating birds. They will research the effects humans have on the population in reference to the changes in climate and industrialization of Delaware. In addition to meeting key science standards, the major projects in this learning expedition will include student research, non-fiction reading, data analysis, photography, scientific drawing, and expository and persuasive writing. Students will also have the opportunity to educate the public on a pressing state and national issue and address the health of an important aspect of Delaware's culture. Students will emerge from this expedition as advocates for responsible choices and stewardship of the land. They will learn that their voices truly matter and can make a difference.</td></tr>
<tr><td>Science Coalition

Ecosystems</td><td>In this unit, students understand the web of relationships that link organisms to one another and to their natural environments. By constructing, observing, discussing, and reading about both land and water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships and that natural and human-made events can disturb an ecosystem. They also learn that people bring different perspectives to environmental issues and that they can work together to develop solutions.

Students will be involved in one or more of the programs put on by the Delaware State Parks: Animal Adaptations; Biodiversity; Biome, Sweet Biome; Creatures of the Coast; Ecosystems in Action; Exploring Ecosystems; Horseshoe Crabs</td></tr>
</table>

	Information on all programs can be found by visiting www.destateparks.com
Social Studies Coalition **Delaware's Mock Elections**	The focus of this unit is on becoming informed about candidates running for elected office. One reason is provided in the targeted benchmark: electing "effective" leaders. Other reasons are avoiding leaders opposed to one's interests and views, providing an indication of one's policy preferences by being aware of the candidates' policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and hold elected officials accountable. Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day. They will research the avenues through which they can become informed to current events issues.
Math	**Trailblazers Units-** Decimals and Probability Applications: An Assessment Unit Connections to Division Maps and Coordinates Number Patterns, Primes and Fractions The units within the Trailblazers curriculum were strategically placed throughout the year so that there would be an organic connection between what the students were learning in math and in the integration of the other core contents. In working through these units, the students will gain and increase their skills in the areas of maps and coordinates, which fits naturally into the study of the aerial photos of the Delaware Bay that the students will be studying as they create their scientific drawings, investigate areas of dense population, and investigate the surrounding areas. In Unit eight, the students read the Adventure Book *Florence Kelley*, which describes the work of a social reformer in the late 1900s who—through data collection—was able to contribute to the passage of child labor laws in Illinois. This Adventure Book sets the stage for an assessment activity called *Florence Kelley's Report* in which students interpret Florence Kelley's data as she reported it to the governor. This reading will connect with the students' goals in ELA and SS by both showing how data can be used to strengthen views, prove points, and also help advocate for important changes, as they learn to put their fieldwork findings into persuasive essays and mock election debates.
Language Arts	Students compose persuasive speeches to "debate" other candidates for the mock election. Debate topic is the importance of the conservation of the Delaware Bay area and the effect humans and predatory animals have on the indigenous animals/insects of the bay area. Conservationists can speak with students regarding the importance of human efforts and the role legislation plays on welfare of an ecosystem. Students can take action by researching issues pertinent

	to the Delaware Bay and lobbying legislators. With the end in mind, students will use exemplar models and several rounds of "noticing and wondering" about the genre of field guides. They will analyze the purpose and audience for field guides as well as the organizational structures used in the models. Rather than creating traditional species identification field guides, the students will create informational field guides to the Delaware Bay ecosystem. Teachers and students will work together to identify the criteria of what their field guides will include. This is then used to create a rubric, which teachers will use to assess the final field guides. They begin this work with map analyses focused on changes over time in Delaware ecosystems. At the same time, they will be researching the Horseshoe crab – its life cycle, habitat, and diet – and will conduct fieldwork to better understand the key role that this small animal plays in a larger system. Witnessing first-hand the transformation of their "back-yard" bays gives the issue a great deal of urgency for students. **Final publication:** After numerous rounds of self and peer critique, and teacher feedback for reflection and revision, the final product of this investigation is a class field guide including an expository writing piece, photographs, and scientific drawings from each student. Students will participate in designing the overall layout of the book as well as contribute to additional pages such as the dedication and glossary. In celebration of the completion of this major project, students, families, and teachers will hold a book party at their school. Students will answer questions from audience members about the experience from start to finish. Students will do book signings for the book party attendees as the local experts.
Visual Arts	**Photography study:** Students will study photography as a mode of communication. Before getting their hands on cameras, students will be familiarized with the art and visual skills of subject, composition and focal point. Learning to communicate a message without words may present new challenges for students but offers a very powerful experience with a new art form. Capturing the effects of the Horseshoe Crab and migrating birds on the Delaware bay area cannot be completed solely via photography. Therefore, students will create scientific drawings to compliment their expository writing and photographs. Structured peer critique will again offer a powerful method for producing high quality final products. Using the photographs from the unit as a resource, the students will recreate the images with paper and paint. One will be painted in realistic colors, one with

	monochromatic colors to show a happy somber mood. Students will create a **cartoon character** to promote their conservation message and make posters with interesting lettering and aesthetic features to catch the audience's attention. Using watercolors, students will paint a **reflection picture** that depicts the beauty of the Delaware Bay and the surrounding habitats at either sunset or sunrise. They will illustrate the huge number of horseshoe crabs that come ashore on the Delaware beaches by overlapping and completely filling the paper with dark crayon and oil pastel horseshoe crab images.
Performing Arts	Using their photographs, scientific drawings and chalk/watercolor creations for inspiration, the students will select background music to accompany a "walking tour" of the pictorial learning in which they engaged during the expedition. The students will explore orchestral, classical, jazz, rock, and pop music and learn what it takes to put different genres together seamlessly to elicit the mood and feelings that their pictures, drawings and painting should elicit from the audience. Students will invite family members to the school for the expedition celebration evening and lead them in small groups through the walking tour of their visual and auditory art.

Performance Framework

Delaware Department of Education
Charter School Office

September 2012

Prepared for the Delaware Department of Education by the
National Association of Charter School Authorizers

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Introduction

About the Performance Framework

In collaboration, the Delaware State Board of Education, Governor's Office, and Department of Education (DDOE) developed the following comprehensive Performance Framework to ensure that each and every DDOE-authorized charter school is serving students with a high-quality public education. The Performance Framework sets the academic, fiscal, and organizational standards by which these public charter schools will be evaluated, informing the authorizer and charter school about each school's performance and sustainability.

By utilizing the Performance Framework as authorized in 14 Del. Admin. C. 275, the authorizer will apply rigorous standards and metrics by which each and every public charter school is evaluated. This will enable multiple factors to be taken into account when evaluating public charter schools and making critical decisions such as renewal, modification, revocation, as well as determining necessary technical assistance.

Section I. **Academic Performance**

The Academic Performance Framework includes measures that allow the authorizer to evaluate the school's academic performance or outcomes. Specifically, this section answers the evaluative question: *Is the academic program a success?* A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For each measure, a school receives one of four ratings: *Exceeds Standard*, *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard*. Each measure is weighted to provide an overall cumulative rating for the school on Academic Performance.

Indicators and Measures:

1. Student Progress Over Time (Growth)
   a. Instructional Scale Score
   b. Lowest-Performing Students Instructional Scale Score
   c. Growth To Proficiency

2. Student Achievement (Status)
   a. Overall Proficiency
   b. Demographic Subgroups Proficiency
   c. District Comparison
   d. Similar Schools Comparison

3. State and Federal Accountability

4. Post-Secondary Readiness
   a. SAT Performance
   b. High School Graduation

5. Mission-Specific Academic Goals (optional)

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1. STUDENT PROGRESS OVER TIME (GROWTH)

1a. Are students meeting their fall to spring instructional scale score growth targets?

☐ **Exceeds Standard**
The school has at least 80 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment.

☐ **Meets Standard**
The school has between 60 and 79 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment.

☐ **Does Not Meet Standard**
The school has between 40 and 59 percent of all students meeting their growth targets in each tested subject and grade of the State Assessment.

☐ **Falls Far Below Standard**
The school has less than 40 percent of all students meeting their growth target in each tested subject and grade of the State Assessment.

1b. Are lowest-performing students in the school meeting their fall to spring instructional scale score growth targets?

☐ **Exceeds Standard**
The school has at least 80 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment.

☐ **Meets Standard**
The school has between 60 and 79 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment

☐ **Does Not Meet Standard**
The school has between 40 and 59 percent of students in the lowest quartile of performance meeting their growth targets in each tested subject and grade of the State Assessment

☐ **Falls Far Below Standard**
The school has less than 40 percent of students in the lowest quartile of performance meeting their growth target in each tested subject and grade of the State Assessment

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2. STUDENT ACHIEVEMENT (STATUS)

1c. Are students making enough annual growth to maintain or achieve proficiency status within 3 years or by 10th grade?

☐ **Exceeds Standard**
The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade meets or exceeds 90 percent.

☐ **Meets Standard**
The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade is between 70 percent and 89 percent.

☐ **Does Not Meet Standard**
The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade is between 50 percent and 69 percent.

☐ **Falls Far Below Standard**
The percentage of students making growth sufficient to maintain or achieve proficiency in three years or by 10th grade falls below 50 percent.

2a. Are students achieving proficiency on state examinations in math and reading?

☐ **Exceeds Standard**
School's average proficiency rate on DCAS Reading and Math falls in the top 10 percent of statewide performance of schools serving the same grades.

☐ **Meets Standard**
School's average proficiency rate on DCAS Reading and Math meets or exceeds the statewide average student performance of schools serving the same grades and meets or exceeds the statewide AMO for all students but falls below the 90th percentile of statewide performance.

☐ **Does Not Meet Standard**
School's average proficiency rate on DCAS Reading and Math is less than the statewide average student performance of schools serving the same grades but is above the 20th percentile of statewide performance.

☐ **Falls Far Below Standard**
School's average proficiency rate on DCAS Reading and Math falls in the bottom 20 percent of statewide performance of schools serving the same grades.

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2b. Are students in demographic subgroups achieving proficiency on state examinations in math and reading?

☐ **Exceeds Standard**
School's average subgroup proficiency rate on DCAS Reading and Math falls in the top 10 percent of statewide subgroup performance of schools serving the same grades.

☐ **Meets Standard**
School's average subgroup proficiency rate on DCAS Reading and Math meets or exceeds the statewide average subgroup performance of schools serving the same grades and meets or exceeds the statewide AMO for subgroups but falls below the 90th percentile of statewide performance.

☐ **Does Not Meet Standard**
School's average subgroup proficiency rate on DCAS Reading and Math is less than the statewide average subgroup performance of schools serving the same grades but is above the 20th percentile of statewide performance.

☐ **Falls Far Below Standard**
School's average subgroup proficiency rate on DCAS Reading and Math falls in the bottom 20 percent of statewide subgroup performance of schools serving the same grades.

2c. Are students performing well on state examinations in math and reading in comparison to other schools in the district?

☐ **Exceeds Standard**
School's average proficiency rate on DCAS Reading and Math exceeds the average student performance of students in the district in the same grades by 15 or more percentage points.

☐ **Meets Standard**
School's average proficiency rate on DCAS Reading and Math meets or exceeds the average student performance of students in the district in the same grades by up to 14 percentage points.

☐ **Does Not Meet Standard**
School's average proficiency rate on DCAS Reading and Math is less than the average student performance of students in the district in the same grades by 1 to 14 percentage points.

☐ **Falls Far Below Standard**
School's average proficiency rate on DCAS Reading and Math is less than the average student performance of students in the district in the same grades by 15 or more percentage points.

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2d. Are students performing well on state examinations in math and reading in comparison to similar schools in the state?

☐ **Exceeds Standard**
School's average proficiency rate on DCAS Reading and Math exceeds the average student performance of students in similar schools in the same grades by 15 or more percentage points.

☐ **Meets Standard**
School's average proficiency rate on DCAS Reading and Math meets or exceeds the average student performance of students in similar schools in the same grades by up to 14 percentage points.

☐ **Does Not Meet Standard**
School's average proficiency rate on DCAS Reading and Math is less than the average student performance of students in similar schools in the same grades by 1 to 14 percentage points.

☐ **Falls Far Below Standard**
School's average proficiency rate on DCAS Reading and Math is less than the average student performance of students in similar schools in the same grades by 15 or more percentage points.

3. STATE AND FEDERAL ACCOUNTABILITY

3. Did the school make AYP?

☐ **Meets Standard**
School meets Delaware AYP target.

☐ **Does Not Meet Standard**
School is below Delaware AYP target.

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4. POST-SECONDARY READINESS

(Note: Required only for high schools.)

4a. Does students' performance on the SAT reflect college readiness?

☐ **Exceeds Standard**
Meets or exceeds 60 percent of students or more score a combined SAT score of 1550.

☐ **Meets Standard**
40 percent to 59 percent of students or more score a combined SAT score of 1550.

☐ **Does Not Meet Standard**
20 percent to 39 percent of students or more score a combined SAT score of 1550.

☐ **Falls Far Below Standard**
Fewer than 20 percent of students or more score a combined SAT score of 1550.

4b. Are students graduating from high school?

☐ **Exceeds Standard**
Percent of students who graduated from high school in the current school year:
- 2011-12: At least 92 percent
- 2012-13: At least 94 percent
- 2013-14: At least 95 percent
- 2014-15: At least 97 percent
- 2015-16: At least 98 percent
- 2016-17 forward: At least 99 percent

☐ **Meets Standard**
Percent of students who graduated from high school in the current school year:
- 2011-12: 84 percent to 91 percent
- 2012-13: 86 percent to 93 percent
- 2013-14: 87 percent to 94 percent
- 2014-15: 89 percent to 96 percent
- 2015-16: 90 percent to 97 percent
- 2016-17 forward: 92 percent to 98 percent

☐ **Does Not Meet Standard**
Percent of students who graduated from high school in the current school year:
- 2011-12: 74 percent to 83 percent
- 2012-13: 76 percent to 85 percent
- 2013-14: 78 percent to 86 percent
- 2014-15: 80 percent to 88 percent
- 2015-16: 81 percent to 89 percent
- 2016-17 forward: 83 percent to 91 percent

☐ **Falls Far Below Standard**
Percent of students who graduated from high school in the current school year:
- 2011-12: Fewer than 74 percent
- 2012-13: Fewer than 76 percent
- 2013-14: Fewer than 78 percent
- 2014-15: Fewer than 80 percent
- 2015-16: Fewer than 81 percent
- 2016-17 forward: Fewer than 83 percent

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5. MISSION-SPECIFIC ACADEMIC GOALS

5. Is the school meeting mission-specific academic goals? *Note: schools must submit mission-specific academic goals to DDOE for review and approval.*

☐ **Exceeds Standard**
School surpassed its mission-specific academic goals.

☐ **Meets Standard**
School met its mission-specific academic goals.

☐ **Does Not Meet Standard**
School met at least 50 percent of its mission-specific academic goals.

☐ **Falls Far Below Standard**
School met fewer than 50 percent of its mission-specific academic goals.

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Section II: **Financial Performance**

The purpose of the Financial Performance Framework is to provide key data to assess the financial health and viability of charter schools and to determine whether deeper analysis or monitoring is required. Through a set of eight interconnected metrics, the Financial Framework analyzes the current state of charter schools while taking into account the school's financial trends over the period of three years. The measures are designed to be complementary and together, they provide a lens into a school's near term financial situation, historic trends and future viability.

For each measure, a school receives one of three ratings: *Meets Standard*, *Does Not Meet Standard*, or *Falls Far Below Standard*. If a school receives two or more ratings of *Does Not Meet Standard* or one or more rating of *Falls Far Below Standard*, the authorizer will conduct a comprehensive analysis of the identified areas. The results of the measures in the framework and additional analysis will be used to determine an overall rating for Financial Performance.

Indicators and Measures:

1. Near Term Indicators
   a. Current Ratio
   b. Unrestricted Days Cash
   c. Enrollment Variance
   d. Default

2. Sustainability Indicators
   a. Total Margin
   b. Debt to Asset Ratio
   c. Cash Flow
   d. Debt Service Coverage Ratio

1. NEAR TERM INDICATORS

1a. Current Ratio (Working Capital Ratio):

Current Assets divided by Current Liabilities

☐ **Meets Standard (in one of two ways)**

- Current Ratio is greater than 1.1, OR
- Current Ratio is between 1.0 and 1.1 and one-year trend is positive (current year ratio is higher than last year's).

Note: For schools in their first year of operations, the current ratio must be greater than 1.1.

☐ **Does Not Meet Standard**

Does not meet passing options.

☐ **Falls Far Below Standard**

Current ratio is less than 0.9.

1b. Unrestricted Days Cash:

Unrestricted Cash divided by (Total Expenses / 365)

☐ **Meets Standard**

- 60 days cash, OR
- Between 30 and 60 days cash and one-year trend is positive

Note: For schools open less than three years, they must have a minimum of 30 days cash.

☐ **Does Not Meet Standard**

Days cash and trend do not match passing options above.

☐ **Falls Far Below Standard**

Less than 10 days cash

1c. Enrollment Variance:

Actual Enrollment as of September 30 divided by Enrollment Projection in Board-Approved Budget as of the previous July 1

☐ **Meets Standard (in one of two ways)**

- Meets or exceeds planned enrollment in most recent year, OR
- Actual enrollment equals or exceeds 95 percent of planned enrollment in most recent year and equals or exceeds 95 percent over each of the last three years.

Note: For schools open less than three years, actual enrollment must equal or exceed 95 percent of planned enrollment for each year of operation.

☐ **Does Not Meet Standard:**

Does not meet passing options.

☐ **Falls Far Below Standard:**

Actual enrollment was less than 80 percent of planned enrollment in recent year.

1d. Default

☐ **Meets Standard**

School is not in default of loan covenant(s) and/or is not delinquent with debt service payments.

☐ **Does Not Meet Standard**

Not applicable

☐ **Falls Far Below Standard**

School is in default of loan covenant(s) and/or is delinquent with debt service payments.

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2. SUSTAINABILITY INDICATORS

2a. Total Margin:

Net Income divided by Total Revenue

☐ **Meets Standard (in one of two ways)**

- Aggregated three-year total margin is positive and the most recent year total margin is positive, OR
- Aggregated three-year total margin is greater than -1.5 percent and the trend is positive for the last two years and the most recent year total margin is positive.

Note: For schools open less than three years, the annual total margin must be positive.

☐ **Does Not Meet Standard**

Total margin and trend do not meet passing options.

☐ **Falls Far Below Standard**

- Aggregated three-year total margin is less than -1.5 percent. *Note, this is calculation is: (Total 3 year net income) / (Total 3 year revenues)*, OR
- Current year total margin is less than -10 percent.

2b. Debt to Asset Ratio:

Total Liabilities divided by Total Assets

☐ **Meets Standard**

Debt to Asset Ratio is less than 0.90.

☐ **Does Not Meet Standard**

Debt to Asset Ratio is greater than 0.90.

☐ **Falls Far Below Standard**

Debt to Asset Ratio is greater than 1.0.

2c. Cash Flow

☐ **Meets Standard (in one of two ways)**

- Three-year cumulative cash flow is positive and cash flow is positive each year, OR
- Three-year cumulative cash flow is positive, cash flow is positive in two of three years, and cash flow in the most recent year is positive.

Note: For schools open less than three years, they must have positive cash flow.

☐ **Does Not Meet Standard**

Three-year cumulative cash flow is positive, but does not meet standard.

☐ **Falls Far Below Standard**

Three year cumulative cash flow is negative.

2d. Debt Service Coverage Ratio:

(Net Income + Depreciation + Interest Expense) / (Principal and Interest Payments)

☐ **Meets Standard**

Debt Service Coverage Ratio is equal to or exceeds 1.10.

☐ **Does Not Meet Standard**

Debt Service Coverage Ratio is less than 1.10.

☐ **Falls Far Below Standard**

Not applicable

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Section III: **Organizational Performance**

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the already existing compliance-related expectations that the charter school is held to. *The Organizational Performance Framework lists expectations the charter school is already required to meet through state and federal law and the charter Performance Agreement.*

For each measure a school receives one of two ratings: *Meets Standard* or *Does Not Meet Standard*. Material means that the authorizer deems the matter relevant to:

- The authorizer's accountability decisions including but not limited to decisions about whether to renew or non-renew or revoke a charter, or
- Information that a family would consider relevant to a decision to attend the school.

If the school receives two or more ratings of *Does Not Meet Standard*, the authorizer will conduct a comprehensive analysis of the identified areas. The results of the measures in the framework and any additional comprehensive analysis will be used to determine an overall rating for Organizational Performance.

Indicators and Measures:

1. Education Program
   a. Essential Terms
   b. Students with Disabilities and English Learners

2. Financial Management and Oversight

3. Governance and Reporting
   a. Governance Requirements
   b. Accountability of Management
   c. Reporting Requirements

4. Students and Employees
   a. Rights of Students
   b. Attendance
   c. Credentialing
   d. Employment Rights

5. School Environment
   a. Facilities and Transportation
   b. Health and Safety

6. Additional Obligations

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1. EDUCATION PROGRAM

1a. Is the school implementing the essential terms of the charter's education program as defined in the current charter, and complying with applicable state and federal requirements?

☐ **Meets Standard**

The school is implementing the essential terms of the education program in all material respects, including but not limited to Del. C., Title 14, Ch. 5, §512 (3)., and the education program in operation reflects the essential terms as defined in the charter, including but not limited to:

- Instructional days or minutes requirements
- Graduation and promotion requirements
- State assessments
- Delaware content standards and state program requirements
- Implementation of mandated programming as a result of state or federal funding
- Appropriate strategies to accommodate at risk students and those needing special education services, pursuant to Del. C., Title 14, Ch. 5, §512 (7)
- The education of at risk youth, pursuant to Del. C., Title 14, Ch. 1, §153

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

1b. Is the school compliant with legal requirements for students with disabilities and English Learners?

☐ **Meets Standard**

Consistent with the school's status and responsibilities as a Local Education Agency (LEA), the school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the treatment of students with identified disabilities and those suspected of having a disability (including the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act) and students identified as English Learners (including Title III of the Elementary and Secondary Education Act (ESEA), and US Department of Education authorities relating to English Language Learner requirements), including but not limited to:

- Identification and referral
- Operational compliance including the academic program, assessments, and all other aspects of the school's program and responsibilities
- Discipline, including due process protections, manifestation determinations, and behavioral intervention plans
- Appropriately carrying out student ELL services, Individualized Education Plans and Section 504 plans
- Access to the school's facility and program to students and parents in a lawful manner and consistent with students' abilities
- Appropriately funding special education programming
- Required policies related to the service of ELL students and proper steps for identification of students in need of ELL services
- Appropriate accommodations on assessments
- Exiting of students from ELL services and ongoing monitoring of exited students

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

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2. FINANCIAL MANAGEMENT AND OVERSIGHT

2. Is the school meeting financial reporting and compliance requirements?

☐ **Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to financial reporting requirements, including but not limited to:

- Complete and on-time submission of financial reports, including annual budget, revised budgets (if applicable), periodic financial reports as required by the authorizer, and any reporting requirements if the board contracts with an education service provider, pursuant to Del. C., Title 14, Ch. 5, §512 (14)
- On-time submission and completion of the annual independent audit and corrective action plans, if applicable
- If applicable, Memorandum of Understanding to operate outside the State's pension and/or benefits systems, pursuant to Del. C., Title 14, Ch. 5, §512 (9)
- All reporting requirements related to the use of public funds
- Adherence to the policies and procedures of the First State Financial Management System, pursuant to Del. C., Title 14, Ch. 5, §512 (9)
- A Citizen Budget Oversight Committee, pursuant to (14 Del. C. §1508 and 14 DE Admin. Code 736)
- A clean audit opinion without material exceptions
- An audit that does not include a going concern disclosure in the notes or an explanatory paragraph related thereto within the audit report

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

3. GOVERNANCE AND REPORTING

3a. Is the school complying with governance requirements?

☐ **Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to governance by its board including but not limited to:

- Board policies, including those related to oversight of a management organization if applicable, Including but not limited to: Board bylaws, state open meetings law, Article of Incorporation, and State Code of Conduct pursuant to Del. C., Title 14, Ch. 5, §512 (2)
- Plan for evaluating student and school performance pursuant to Del. C., Title 14, Ch. 5, §512 (5).
- Conflicts of interest
- Board composition and membership requirements, pursuant to Del. C., Title 14, Ch. 5, §512 (1-2)

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

PR/Award # U282B130014

3b. Is the school holding management accountable?

☐ **Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to oversight of school management, including but not limited to:

- Oversight of management that includes holding it accountable for performance expectations pursuant to Del. C., Title 14, Ch. 5, §512 (9)
- (For schools contracting with Education Service Providers) maintaining authority over management, holding it accountable for performance as agreed under a written services agreement and requiring annual financial reports of the education service provider pursuant to Del. C., Title 14, Ch. 5, §512 (14)

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

3c. Is the school complying with reporting requirements?

☐ **Meets Standard**

The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to relevant reporting requirements to the school's authorizer, state education agency, district education department, and/or federal authorities, including but not limited to:

- All state and federal reporting requirements (Del. C., Title 14, Ch. 5, §513)
- Reporting requirements related to conditions placed on the charter

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

4. STUDENTS AND EMPLOYEES

4a. Is the school protecting the rights of all students?

☐ **Meets Standard**

The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to the rights of students, including but not limited to:

- Policies and practices related to admissions, lottery, waiting lists, fair and open recruitment and appropriate implementation of preferences, enrollment (including rights to enroll or maintain enrollment)
- Maintain the security of and provide access to student records under the Family Educational Rights and Privacy Act and other applicable authorities
- Access to documents maintained by the school under the state's freedom of information law and other applicable authorities
- Transfer of student records, pursuant to Del. C., Title 14, Ch. 5, §512 (13)
- Due process protections, privacy, and civil rights, including 1st Amendment protections and the Establishment Clause restrictions prohibiting public schools from engaging in religious instruction
- Conduct of discipline and attendance, pursuant to Del. C., Title 14, Ch. 5, §512 (11), including discipline hearings and suspension and expulsion policies and practices. (Note: Proper handling of discipline processes for students with disabilities is addressed more specifically in Section 1.c.)

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

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4b. Is the school meeting attendance goals?

☐ **Meets Standard**
The school materially complies with applicable laws, rules, regulations, and provisions of the charter relating to attendance goals.

☐ **Does Not Meet Standard**
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

4c. Is the school meeting all staff credentialing requirements?

☐ **Meets Standard**
The school materially complies with applicable laws, rules, regulations, and provisions of the charter (including the federal Highly Qualified Teacher and Paraprofessional requirements within Title II of the ESEA) relating to state certification requirements and background checks.

☐ **Does Not Meet Standard**
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

4d. Is the school respecting employee rights?

☐ **Meets Standard**
The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to employment.

☐ **Does Not Meet Standard**
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

5. SCHOOL ENVIRONMENT

5a. Is the school complying with facilities and transportation requirements?

☐ **Meets Standard**
The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to the school facilities, grounds, and transportation, including but not limited to:

- Fire inspections and related records
- Viable certificate of occupancy or other required building use authorization
- Documentation of requisite insurance coverage (Del. C., Title 14, Ch. 5, §512 (10))
- Student transportation

☐ **Does Not Meet Standard**
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

5b. Is the school complying with health and safety requirements?

☐ **Meets Standard**
The school materially complies with applicable laws, rules, regulations and provisions of the charter relating to safety and the provision of health related services, pursuant to Del. C., Title 14, Ch. 5, §512 (12), including but not limited to:

- Appropriate nursing services and dispensing of pharmaceuticals
- Food services requirements, if applicable
- Emergency management plan requirement

☐ **Does Not Meet Standard**
The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

PR/Award # U282B130014

6. ADDITIONAL OBLIGATIONS

6. Is the school complying with all other obligations?

☐ **Meets Standard**

The school materially complies with all other material legal, statutory, regulatory, or requirements contained in its charter that are not otherwise explicitly stated herein, including but not limited to requirements from the following sources:

- Consent decrees
- Intervention requirements by the authorizer
- Requirements by other entities to which the charter school is accountable

☐ **Does Not Meet Standard**

The school failed to implement the program in the manner described above; the failure(s) were material and significant to the viability of the school.

PR/Award # U282B130014

Delaware Department of Education
Charter School Office

Charter Performance Agreement and Annual Report Guidance Document

Final Draft 06/03/2013

Performance Agreements

As defined in Regulation 275 2.1, the Performance Agreement is the document which describes the academic performance expectations, identifies economic viability requirements, defines organizational responsibilities, and outlines accountability of the Charter School. An approved charter school application serves as the basis for the performance agreement, which is for a specified term and as prescribed by the Delaware Department of Education (DDOE) with the assent of the State Board of Education. The Performance Agreement is enforceable as part of the school's charter.

Academic Performance Framework

Each charter school will develop a statement for overall academic performance expectations as measured by the Performance Framework. The Academic Performance Framework includes measures that allow the DDOE to evaluate the school's academic performance or outcomes. Specifically, this section answers the evaluative question: *Is the academic program a success?* A charter school that meets the standards in this area is implementing its academic program effectively, and student learning—the central purpose of every school—is taking place.

For new charter schools, the following statement is used within the Performance Agreement. The charter school is responsible for inserting the year of its first renewal.

By {insert year of first renewal},our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

For existing charter schools undergoing the renewal process, the following statement is used within the Performance Agreement. The charter school is responsible for inserting the year of its next renewal.

{Insert name of charter school} overall academic rating is {insert overall rating as measured by the Academic Performance Framework}. By {insert year, no later than the next renewal year}, our expectation is to achieve the overall rating of "Meets" or "Exceeds" standard as measured by the Academic Performance Framework. Each year, we will show growth within our overall rating putting us on track to achieve our academic performance expectations. This progress will be monitored through our annual performance review.

Mission-Specific Goals (optional)

Charter schools have the option of including a mission-specific goal in their Academic Performance Framework measures. Should this option be selected, the measure must correlate directly to academic performance. The Charter School Office at the Department of Education will work with each school that chooses this option to ensure an appropriate and rigorous assessment tool and corresponding goal is chosen.

Selecting Assessments for the Mission-Specific Goal: Some Guiding Questions

- *What evidence will be used to measure whether students are meeting or exceeding each learning standard? How will success be measured and reported?*
- *What are all the characteristics of a student performance or sample of work that meet a particular standard? Exceed the standard? Approach the standard? Do not meet the standard?*
- *Does this assessment enable all students to demonstrate their knowledge, skills and understandings relevant to the given standard?*
- *Is the assessment **valid** – does it measure the skills or knowledge we intend it to measure?*
- *Is the assessment **reliable** – does it provide consistent results when taken repeatedly by the same student at a given point in his/her development? Does it provide consistent results when taken by other students at the same point in development?*
- *Is there a clearly written scoring tool or rubric that is consistent with the purpose of the assessment?*
- *Are our assessment tools or scoring guides user-friendly? Are the instructions and procedural explanations for teachers or other assessors clear? Is the assessment feasible to administer?*

Financial Performance Framework

Each charter school will develop a statement for overall financial performance expectations as measured by the Performance Framework. The purpose of the Financial Performance Framework is to provide key data to assess the financial health and viability of charter schools and to determine whether deeper analysis or monitoring is required. Through a set of eight interconnected metrics, the Financial Framework analyzes the current state of charter schools while taking into account the school's financial trends over the period of three years. The measures are designed to be complementary and together, they provide a lens into a school's near term financial situation, historic trends and future viability.

For new charter schools, the following statement is used within the Performance Agreement. The charter school is responsible for inserting the year of its first renewal.

By {insert year of first renewal}, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

For existing charter schools undergoing the renewal process, the following statement is used within the Performance Agreement. The charter school is responsible for inserting the year of its next renewal.

{Insert charter school's name} overall financial rating is {insert overall rating as measured by the Financial Performance Framework}. By {insert year of next renewal}, our expectation is to achieve the overall rating of "Meets" standard as measured by the Financial Performance Framework. Each year, we will be on track to demonstrate economic viability and achieve our financial performance expectation. This progress will be monitored through our annual performance review.

Organizational Performance Framework

The purpose of the Organizational Performance Framework is to communicate to the charter school and public the already existing compliance-related expectations to which the charter school is held accountable. *The Organizational Performance Framework lists expectations the charter school is already required to meet through state and federal law and the charter Performance Agreement.*

For new charter schools, the following statement is used within the Performance Agreement. The charter school is responsible for inserting the year of its first renewal.

By {insert year of first renewal}, our expectation is to achieve the overall rating of "Meets", as measured by the Organizational Performance Framework." Each year, we will be on track to demonstrate performance aligned with this organizational performance expectation. This progress will be monitored through our annual performance review.

For existing charter schools undergoing the renewal process, the following statement is used within the Performance Agreement. The charter school is responsible for inserting the year of its next renewal.

{Insert charter school's name} overall organizational rating is {insert overall rating as measured by the Organizational Performance Framework}. By {insert year of next renewal}, our expectation is to achieve the overall rating of "Meets," as measured by the Organizational Performance Framework. Each year, we will be on track to demonstrate performance aligned with those organizational performance expectations. This progress will be monitored through our annual performance review.

The Role of the Performance Agreement

The role of the Performance Agreement is set forth in 14 DE Administrative Code 275.4.2.1.4. This rule provides that following charter approval, the Applicant must enter into a Performance Agreement approved by the Department with the assent of the State Board, which addresses the organizational, academic and financial performance expectations of the Applicant during the term of the charter. The Department, with the assent of the Board, will establish and publish a Performance Framework to be used to assess the school's compliance with its Performance Agreement. The Department will conduct annual audits using the Performance Framework to ensure ongoing compliance with the school's Performance Agreement. However, nothing contained herein relieves an applicant of its obligation to comply with any approval criteria or requirements contained in 14 *Del. C.* Ch. 5.

14 DE Administrative Code 275.2.1 provides that a charter school's Performance Agreement is included as part of the school's charter. Furthermore, in the case of the renewal, major modification, or formal review of a charter, § 275.3.9 provides that the record will-include performance documentation generated during the term of the charter or related to the subject of the formal review, including but not limited to, compliance with the school's Performance Agreement, audits and performance reviews, student testing data, and parent complaint documentation.

Finally, as stated in 14 DE Administrative Code 275.10.3, a charter will be renewed only if the school receives a satisfactory performance review. Performance reviews shall be conducted by the Department using the Performance Framework approved by the Department with the assent of the State Board.

Annual Reports

Annually, on or before November 1, each charter school must submit an annual report for the school year ending the previous June, which shall discuss the school's progress in meeting overall performance goals and standards as measured by the Performance Framework. To ensure that such reports provide parents and approving authorities with clear comparable information about the performance of charter schools, the Department of Education has prescribed a uniform format for such reports, which may be supplemented by additional requirements set by districts that authorize charter schools.

This report includes the school's progress in meeting academic student performance goals, financial viability goals and organizational responsibilities and governance goals as measured by the Performance Framework. The annual report shall be submitted to the approving authority, the Department of Education, and the State Board of Education. Each charter school is required to display its Annual Report on its website for public access.

For each area of academic, financial and organizational performance expectations, schools should develop specific indicators, assessment tools, baseline data, targets for performance, and strategies for attaining them (see templates for assistance). This process helps charter schools foster a culture of professional accountability and sets the stage for the effective use of data for continuous school improvement. The charter schools will provide explanations of their performance in each area of the Performance Framework in their Annual Reports.

Specifications

- The annual report narrative must be typed with 1-inch page margins and 12-point font, single-spaced (Helvetica or Arial font and left justification). Charts may use single spacing and a type size of 10-point font.
- The annual report must have a Table of Contents that provides page numbers for each major section (Academic Performance, Financial Performance etc.).
- Each major section must begin on a separate page.
- In the header, include the complete, proper name of the charter school and name of section. (For example, Delaware Charter School, Academic Performance).
- Include consecutive page numbers in the footer
- The page limit for the annual report is 25 pages, inclusive of attachments, but exclusive of the Table of Contents and the cover page. Annual Reports in excess of 25 pages will returned for revision
- Other presentation and design, beyond those specified above, is up to the discretion of the school
- Each report shall be delivered, preferably electronically, to the approving authority, Department of Education's Charter School Office, and the State Board on or before November 1st
- Annual Reports not submitted in the specified uniform format or submitted after the November 1st deadline will be considered in violation of the statutory requirement.
- Schools should submit a copy of their annual report, preferably electronically, to the DDOE Charter School Office. Any attachments must be incorporated into the annual report before being scanned and submitted to the DDOE as one PDF.

The Uniform Format for Annual Reports

- **Abstract**
  Charter schools should include brief history of the school including number of years in operation, any modifications to the charter, the mission, vision, targeted population, and enrollment demographics. (This section is limited to one page)

- **Academic Performance**
  Essential Question: What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

- **Financial Performance**
  Essential Question: What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

- **Organizational Performance**
  Essential Question: What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal

responsibilities as measured by the Performance Framework? Provide an analysis of strengths, challenges, and opportunities for growth in these areas.

- **Status of Conditions Placed Upon the Charter**
  Include:
    - A status update of any conditions imposed upon the school's charter,
    - Your plan to meet any conditions that are currently "not met".

- **Student Retention Goals and Targets**
  Include:
    - The percentage of students who have re-enrolled from the prior year according to ESEA demographic categories,
    - The number of students who have left your school before the year is over or before the end of the charter school's grade configuration per ESEA demographic category,
    - A summary of why students chose to leave,
    - The percentage of students who did not pass from one grade to the next,
    - Your plan to improve student retention and average daily attendance if less than your stated targets.

- **Other initiatives or aspects not previously measured above that the School would like to highlight for the DDOE, parents, and community**

****Please note: A template for the Annual Report is available for use and can be accessed on the DDOE website.*

Guidance Templates for the Development of Internal Goals Representative of the Performance Framework and the Annual Report

Academic performance goals should include clearly defined and measurable indicators, measures, metrics, and targets that:

1. Set expectations for student academic growth, including adequacy of growth toward state standards;
2. Set expectations for student academic achievement status or proficiency, including comparative proficiency;
3. Incorporate state and federal accountability systems, including state grading and/or rating systems;
4. Set expectations for postsecondary readiness, including graduation rates (for high schools); and
5. Provide schools an option to incorporate mission-specific performance measures for which the school has presented valid, reliable, and rigorous means of assessment approved by the DDOE.

Financial performance goals should include clearly defined and measurable indicators, measures, metrics, and targets that:

1. Enable the DDOE to monitor and evaluate the school's financial stability and viability based on short-term performance; and
2. Enable the DDOE to monitor and evaluate the school's long-term financial sustainability.

Organizational performance goals should include clearly defined and measurable indicators, measures, metrics, and targets that:

1. Define the essential elements of the educational program for which the DDOE will hold the school accountable;
2. Define financial management and oversight standards based on generally accepted accounting principles;
3. Hold school governing boards accountable for meeting statutory and board established operating and reporting requirements;
4. Ensure school compliance with student and employee rights and obligations; and
5. Establish expectations related to the school environment, including health and safety, transportation, facilities, and appropriate handling of records.
6. Utilizes the Other category for the opportunity to highlight other areas of the schools organizational performance the school would like the DDOE to be aware of such as: community/parent involvement, parent satisfaction, school discipline, positive behavior, technology literacy compliance, etc

From NACSA's 2012 *Principles and Standards for Quality Charter School Authorizing* Key Elements for Special topics: Box 3 Performance Standards.

Please note: the tools on the following pages are designed for Charter Schools to use in developing internal goals for each section of the Performance Framework. These tools may also be used for the development of each school's strategic plan and Annual Report.

Academic Performance Goals Planning Template Essential Question: What are the school's academic performance outcomes that will demonstrate student growth, proficiency, and college and career readiness levels as measured by the Performance Framework?			
Indicators	**Goals and Performance Outcomes**	**Assessment Tools and Measures** (How will achievement of this goal be measured using mandated assessments, school-specific assessments, and/or other measures?)	**Rationale for Goals and Measures** (Why is this goal important to the school's mission and why is the chosen method of assessment appropriate and useful for measuring performance toward this goal?)
Growth			
Status			
***Optional*: Mission-specific measures**			
Post-secondary readiness (high schools only)			

[1]Adapted from DEVELOPING SOUND PERFORMANCE GOALS AND MEASURES, Guidance for Charter Schools by Margaret Lin.
Margaret Lin is a Senior Associate at the National Association of Charter School Authorizers. This guidance was originally developed for charter authorizers to provide to schools, and appears in customized form in *The Charter School Accountability Handbook for Mayor-sponsored Charter Schools*, 3rd ed. (City of Indianapolis, 2004). Many of the concepts, definitions and principles in these pages are adapted from the following sources: *Measuring Up: How Chicago's Charter Schools Make Their Missions Count*, by Margaret Lin (Leadership for Quality Education, 2000); *Guidelines for Writing Charter School Accountability Plans, 2001-2002* (Charter Schools Institute, State University of New York), http://www.newyorkcharters.org/charterny/act_guide.html; and "Some Expectations Regarding the Contents of Charter School Accountability Plans," District of Columbia Public Charter School Board.

Financial Performance Goals Planning Template

Essential Question: What are the school's financial performance expectations that will demonstrate viability and sustainability as measured by the Performance Framework?

Indicators	**Goals**	**Strategies** (What strategies will be used to attain this goal?)	**Monitoring** (How will the achievement of this goal be tracked and measured?)
Enrollment variance			
Cost-saving measures to maximize instructional resources			
Other Near Term			
Sustainability			

Organizational Performance Goals Planning Template Essential Question: What are the school's performance expectations in meeting its organizational responsibilities including, but not limited to, administrative operations, reporting, and legal responsibilities as measured by the Performance Framework?			
Indicators	**Goals**	**Assessment Tools and Measures** (How will achievement of this goal be measured?)	**Rationale for Goals and Measures** (Why is this goal important to the school's mission? Why is the chosen method of assessment appropriate and useful for measuring performance toward this goal?)
Education Program			
Financial Management and Oversight			
Governance and Reporting			
Students and Employees			
School Environment			
Other Legal, Reporting, and Governance Obligations			

JOHN C. CARNEY, JR.
DELAWARE

COMMITTEE ON
FINANCIAL SERVICES

SUBCOMMITTEES:
CAPITAL MARKETS AND GOVERNMENT-SPONSORED ENTERPRISES
MONETARY POLICY AND TRADE

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www.johncarney.house.gov

July 9, 2013

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am writing to express my support for an application submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. I am pleased to bring this application to your attention.

With this grant's funding, Innovative Schools will be able to successfully support La Academia through their planning, program design and implementation activities. La Academia will target elementary-aged Hispanic Latino English Language Learners in a high-poverty community as its primary student population and will work with the Expeditionary Learning instructional framework and two-way bilingual maintenance program to program to maximize learning for this student population. Your financial assistance will help to ensure the successful start-up and implementation activities to launch this new charter school.

These funds will strongly enhance the school's ability to fulfill its mission and vision purpose – to exist as an elementary charter school for a diverse, high-poverty population of students, including English Language Learners; to support a two-way bilingual maintenance program; to maximize learning in a rigorous student-centered environment; to engage students in high-quality academic products through learning expeditions to accelerate student performance; and, to prepare students to be strong, contributing members in the communities in which they live. This vision fits with the purpose of your grant and the Federal Charter School Program's goals of increasing understanding of the charter school model through increased student access as well as helping to improve high school graduation rates and college enrollment in high-poverty schools.

I am pleased with Innovative Schools' proposal to support La Academia in the planning, program design and implementation of this pioneering charter school, and I welcome the opportunity to support their efforts. Thank you for your consideration of their application. Should you have any questions, I can be reached through my state director, Doug Gramiak, at (302) 691-7333.

Sincerely,

John Carney

John C. Carney, Jr.
United States Representative

PRINTED ON RECYCLED PAPER

Delaware Department of Education

DEPARTMENT OF EDUCATION

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DOE WEBSITE: http://www.doe.k12.de.us

Mark T. Murphy
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

July 9, 2013

To Whom It May Concern:

After reviewing the Academia Antonia Alonso School's record in accordance with the Delaware Department of Education's charter school regulation, I approved the charter application. The Delaware State Board of Education voted to approve this recommendation, and the application was approved unanimously at the May 2012 meeting.

Sincerely,

Mark Murphy
Secretary of Education

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, OR VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

EXPEDITIONARY
LEARNING

July 2, 2013

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

Given the grant's purpose, and that of the Federal Charter School Program (CSP), to increase national understanding of the charter school model by expanding the number of high-quality charter schools available to students, I feel strongly that with this grant's funding, Innovative Schools will be able to successfully support La Academia through their planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve this Federal funding opportunity's absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' La Academia will target elementary-aged Hispanic Latino English Language Learners in a high-poverty community as its primary student population and has chosen the Expeditionary Learning (EL) instructional framework and two-way bilingual maintenance program to maximize learning for this student population. The nationally recognized and research-based EL model organizes student learning around an experiential project-based approach.

The funding from this Non-SEA Grant will also ensure the school fulfills its purpose – to exist as an elementary charter school for a diverse, high-poverty population of students, including English Language Learners; to support a two-way bilingual maintenance program; to maximize learning in a rigorous student-centered environment; to engage students in high-quality academic products through learning expeditions to accelerate student performance; and, to prepare students to be strong, contributing members in the communities in which they live.

Expeditionary Learning welcomes Innovative Schools' proposal to support La Academia in the planning, program design and implementation of this exceptional charter school.

Sincerely,

Myra Parks Brooks

Myra Parks Brooks
Mid-Atlantic Regional Director, Expeditionary Learning Schools

The Delaware Business Roundtable Education Committee

Fund for Vision 2015 • P.O. Box 4162 • Wilmington, Delaware 19807

July 2, 2013

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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The Delaware Business Roundtable Education Committee welcomes Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Ernest J. Dianastasis
Chairman, DE Business Roundtable Education Committee

The Latin American Community Center
403 N. Van Buren Street
Wilmington, DE 19805
302-655-7338
302-655-7334/fax
www.thelatincenter.org

July 9, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

We are pleased to offer our support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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Latin American Community Center welcomes Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Maria Matos
President & CEO

Ubel Velez
Board President

NCLR
NATIONAL COUNCIL OF LA RAZA

United Way
United Way of Delaware

First & Central
Presbyterian Church

1101 North Market Street
Rodney Square
Wilmington, Delaware 19801
302-654-5371
Fax: 302-654-5932
www.fandc.org

Tuesday, July 09, 2013

U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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Grace and peace,

The Rev. Dr. Douglas D. Gerdts
Pastor/Head of Staff
302-654-5371 ext. 106
gerdts@fandc.org

July 2, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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I welcome Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,
Kathleen Laskowski
Board Member, Latin American Community Center

July 2, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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I welcome Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Rogelio Hernandez
Risk Director Barclays

July 2, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

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I welcome Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Saxena

Gaurav Saxena
Lead – Strategy & Analytics
Barclays

July 2, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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I welcomes Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Qiong Wu
Risk Director at Barclays

July 2, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

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I welcome Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Karen Zhu
Director

9 de julio de 2013

El Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Estimado Secretario Duncan,

Me place ofrecer mi apoyo a la aplicación para la Beca Federal de Subvención Non-SEA 84.282B que Innovative Schools está presentando a nombre de la Academia Chárter Antonia Alonso (La Academia) para financiar la planificación, diseño e implementación del programa de la escuela. Los fondos Federales de lanzamiento de proyectos ya no están disponibles a través del Departamento de Educación de Delaware, por lo tanto, se necesita, urgentemente, apoyo de subvención federal para lograr el inicio exitoso, la implementación de actividades y la apertura de esta nueva escuela chárter.

Dado el propósito de la beca de subvención, y el del Programa Federal de Escuelas Chárter (CSP), de fomentar el entendimiento nacional del modelo de escuelas chárter a través de la apertura de un número más alto de escuelas chárter de alta calidad, yo creo que con estos fondos de beca, Innovative Schools podrá apoyar exitosamente a La Academia en su planificación, diseño e implementación de actividades. Estos fondos no solamente mejorarán la posibilidad de la escuela de cumplir con su misión y visión, sino que también ayudarán a lograr el objetivo absoluto de este programa de subvención Federal: "Acelerar el aprendizaje y ayudar a mejorar el índice de graduados de colegios y de estudiantes universitarios matriculados provenientes de las escuelas donde existe alta pobreza." La Academia pondrá su enfoque en áreas pobres de la comunidad donde hay estudiantes hispánico latinos de edad de escuela primaria que están aprendiendo inglés. Con este objetivo ha escogido el modelo de instrucción de Lenguaje Expedicionario (EL) y un programa de mantención bilingüe para maximizar el aprendizaje de estudiantes que pertenecen a esta categoría. El modelo *EL*, nacionalmente reconocido y estudiado, organiza el aprendizaje de los estudiantes a través de una estrategia basada en proyectos experienciales.

El financiamiento por parte de la beca de Subvención Non-SEA asegurará que la escuela cumpla con su propósito: existir como una escuela primaria chárter que sirva a una alta población de estudiantes pobres, incluyendo a estudiantes que estén aprendiendo inglés; respaldar un programa de mantenimiento bilingüe; maximizar el aprendizaje en un ambiente académico riguroso enfocado en el estudiante; hacer que los estudiantes participen en expediciones de aprendizaje que aceleren su rendimiento, y preparar a estudiantes a ser sólidos colaboradores en las comunidades donde viven.

Come padre y miembro de nuestra comunidad acoge la propuesta de Innovative Schools de apoyar a la excepcional escuela chárter, La Academia, en su planificación, diseño e implementación de programa

Sinceramente,

Padre de familia con interés en La Academia

July 9, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

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I welcome Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Yusha Ortiz

Prospective Academia Antonia Alonso Parent

July 9, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

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Prospective Academia Antonia Alonso Parent

July 9, 2013

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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9 de julio de 2013

El Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Estimado Secretario Duncan,

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Dado el propósito de la beca de subvención, y el del Programa Federal de Escuelas Chárter (CSP), de fomentar el entendimiento nacional del modelo de escuelas chárter a través de la apertura de un número más alto de escuelas chárter de alta calidad, yo creo que con estos fondos de beca, Innovative Schools podrá apoyar exitosamente a La Academia en su planificación, diseño e implementación de actividades. Estos fondos no solamente mejorarán la posibilidad de la escuela de cumplir con su misión y visión, sino que también ayudarán a lograr el objetivo absoluto de este programa de subvención Federal: "Acelerar el aprendizaje y ayudar a mejorar el índice de graduados de colegios y de estudiantes universitarios matriculados provenientes de las escuelas donde existe alta pobreza." La Academia pondrá su enfoque en áreas pobres de la comunidad donde hay estudiantes hispánico latinos de edad de escuela primaria que están aprendiendo inglés. Con este objetivo ha escogido el modelo de instrucción de Lenguaje Expedicionario (EL) y un programa de mantención bilingüe para maximizar el aprendizaje de estudiantes que pertenecen a esta categoría. El modelo *EL*, nacionalmente reconocido y estudiado, organiza el aprendizaje de los estudiantes a través de una estrategia basada en proyectos experienciales.

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Come padre y miembro de nuestra comunidad acoge la propuesta de Innovative Schools de apoyar a la excepcional escuela chárter, La Academia, en su planificación, diseño e implementación de programa

Sinceramente,

Karina Sandoval

Padre de familia con interés en La Academia

9 de julio de 2013

El Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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El financiamiento por parte de la beca de Subvención Non-SEA asegurará que la escuela cumpla con su propósito: existir como una escuela primaria chárter que sirva a una alta población de estudiantes pobres, incluyendo a estudiantes que estén aprendiendo inglés; respaldar un programa de mantenimiento bilingüe; maximizar el aprendizaje en un ambiente académico riguroso enfocado en el estudiante; hacer que los estudiantes participen en expediciones de aprendizaje que aceleren su rendimiento, y preparar a estudiantes a ser sólidos colaboradores en las comunidades donde viven.

Come padre y miembro de nuestra comunidad acoge la propuesta de Innovative Schools de apoyar a la excepcional escuela chárter, La Academia, en su planificación, diseño e implementación de programa

Sinceramente,

Miriam Olvera.
Padre de familia con interés en La Academia

9 de julio de 2013

El Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

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July 9, 2013

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Washington, D.C. 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of Academia Antonia Alonso (La Academia) charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal start-up funds are no longer available through the Delaware Department of Education; therefore, Federal assistance provided through this grant opportunity is urgently needed to ensure the successful start-up and implementation activities to launch this new charter school.

Given the grant's purpose, and that of the Federal Charter School Program (CSP), to increase national understanding of the charter school model by expanding the number of high-quality charter schools available to students, We feel strongly that with this grant's funding, Innovative Schools will be able to successfully support La Academia through their planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve this Federal funding opportunity's absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' La Academia will target elementary-aged Hispanic Latino English Language Learners in a high-poverty community as its primary student population and has chosen the Expeditionary Learning (EL) instructional framework and two-way bilingual maintenance program to maximize learning for this student population. The nationally recognized and research-based EL model organizes student learning around an experiential project-based approach.

The funding from this Non-SEA Grant will also ensure the school fulfills its purpose – to exist as an elementary charter school for a diverse, high-poverty population of students, including English Language Learners; to support a two-way bilingual maintenance program; to maximize learning in a rigorous student-centered environment; to engage students in high-quality academic products through learning expeditions to accelerate student performance; and, to prepare students to be strong, contributing members in the communities in which they live.

I welcome Innovative Schools' proposal to support La Academia In the planning, program design and implementation of this exceptional charter school.

Sincerely,

Prospective Academia Antonia Alonso Parent

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Sincerely,

Iris Donato

Prospective Academia Antonia Alonso Parent

ACADEMIA ANTONIA ALONSO

State of Delaware
Department of Labor
Division of Unemployment Insurance
PO Box 9953
Wilmington, DE 19809-0953

June 20, 2013

To whom it may concern,

Academia Antonia Alonso Charter School filed its 501c3 application in November 2012 and is currently waiting to receive documentation of its Internal Revenue non-profit status.

Best Regards,

Gary Ferguson
Board Chairman
Academia Antonia Alonso

Inspiring children to become joyful, confident, creative, bilingual learners, helping them develop a strong biliterate academic and cultural foundation.

Expeditionary Learning Charter School
Year 1 Marketing Plan
August 2011

Marketing Goal

Enroll 150 – Kindergarten and 150 – 1st grade students by August 2013. Student population will seek to reflect a 50-50 male to female ratio and a diverse student population comprised of 50% Spanish speaking students and 50% non-Spanish speaking students. It is anticipated that a minimum of 75% of the student population will qualify as low income students.

Audience

To reach this goal, Year 1 marketing strategies for Academia Antonia Alonso will focus on two key audiences segments:

I. Primary Audience - Spanish speaking parents of students in grades K-5 living in New Castle County
II. Secondary Audience – Non-Spanish speaking parents of students in grades K-5 living in New Castle County

Targeted Neighborhoods:

Recruitment efforts for the Academia Antonia Alonso will focus on the city of Wilmington, targeting specifically the Hilltop section, where the proposed school will be located, and the broader New Castle Country community. This will encompass neighborhoods located within the following school districts in the Wilmington and Newark areas: Red Clay, Christina, Brandywine, and Colonial School Districts.

Project Management:

To best execute this marketing plan, Innovative Schools as Charter Management Organization, will develop marketing materials and manage all aspects of student recruitment and community engagement in partnership with Academia Antonia Alonso school leadership and the Latin American Community Center. Because the school will be targeting students from the Hispanic and Latino communities as one audience, the Latin American Community Center will help to ensure all marketing materials are accurately translated into Spanish and that strategies are cognizant and respectful of the cultural traditions and needs of this community.

Market Segment Analysis:

I. Spanish Speaking Parents of Students in Grades K-5 living in New Castle County

a. Key Characteristics of Target Audience

i. Census Data[i]

According to a report completed by the Pew Hispanic Center on the most recent 2009 census data, Delaware's Hispanic population has seen a 69.8% increase (from 37,301 to 63,355) from 2000 to 2009. Key characteristics of Delaware's total Hispanic and Latino populations are detailed in the table below:

Population and National Origin	
Total Hispanic Population in Delaware	63,000
Hispanics as Percent of State Population	7%
Native-Born Hispanics (Percent of Hispanics)	61%
Foreign-Born Hispanics (Percent of Hispanics	39%
Mexican Origin (Percent of Hispanics)	40%
Non-Mexican Origin (Percent of Hispanics)	60%
Age (Median Age (years))	
All Hispanics	26
Native-Born Hispanics	14
Non-Hispanic Whites	42
Non-Hispanic Blacks	33
Marriage (Persons Age 15 and Older)	
All Hispanics	45%
Non-Hispanic Whites	53%
Non-Hispanic Blacks	28%
Earning (Persons 16 Years and Older)	
Annual Personal Earnings of Hispanics	$18,000
Annual Personal Earnings of Non-Hispanic Whites	$34,000
Annual Personal Earning of Non-Hispanic Blacks	$25,000
Language	
Only English at Home	17,000 (32%)
Language Other than Only English Spoken at Home	37,000 (68%)

In addition to the Pew Hispanic Research Data, Delaware's 2000 census data shows a more specific breakdown in population trends in two key New Castle County cities where the school anticipates recruiting a majority of students.

CENSUS CATEGORY	WILMINGTON	NEWARK
Population, 2010 estimate	70,851	31,454
Persons under 18 years old	24.4%	10.7%
Persons under 5 years old	7.3%	2.8%
Female persons	52.5%	53.3%

White persons	32.6%	82.4%
Black persons	58%	6.7%
Asian persons	1%	7.1%
Persons reporting two or more races	2.6%	2.3%
Persons of Hispanic or Latino origin	12.4%	4.8%
Foreign born persons	6.8%	9.6%
Language other than English spoken at home, percent of persons age 5+	13.1%	17.6%
High school graduate, percent of persons age 25+	80.1%	94.7%
Bachelor's degree or higher, percent of persons age 25+	26.4%	52.3%
Housing Units, 2000	32,820	10,475
Homeownership rate	49.2%	58.6%
Median household income	$39,130	$53,357
Persons below poverty	22.3%	22.2%

**See also data from Feasibility Study in Appendix [X]for additional information on specific school districts in the Wilmington and Newark areas and enrollment trends.*

ii. Audience Profile[ii]

Market research roughly defines the Hispanic and Latino population in the following ways:

- Hispanics are the largest and youngest minority group in the United States. One- in-five schoolchildren is Hispanic. One-in-four newborns is Hispanic. Never before in this country's history has a minority ethnic group made up so large a share of the youngest Americans. By force of numbers alone, the kinds of adults these young Latinos become will help shape the kind of society America becomes in the 21st century.
- The U.S. Hispanic market is not homogeneous. It is comprised of subcultures from over 20 countries in Central and South America, the Caribbean and Spain, with the majority (63%) of Mexican heritage. The culture, beliefs, opinions and consumer behavior patterns of U.S. Hispanics are not identical, as a result of the influence of differences in their native countries' geography, indigenous ancestry and colonial origins.

- Acculturation levels, language preferences and country of origin make for unique sub-groups within the segment. For the most part, the Spanish language is a key to their individual and collective pasts.
- U.S. Latinos tend to "adopt and adapt" to customs and habits in the U.S. without shedding traditions and value systems. As a result, marketers cannot simply transfer directly to the U.S. Latino market the conceptualizations or marketing strategies that work with more traditional, general market consumers. Latinos are assimilating to prevalent U.S. culture, but they are not, and probably never will be, fully assimilated. Instead, theirs is a path of acculturation. It is a process of integration of native and traditional immigrant cultural values with dominant cultural ones. For example, Spanish is likely to remain the language of preference among U.S. Latinos.
- Most Latino youths today are not immigrants. Two-thirds were born in the United States, many of them descendants of the big, ongoing wave of Latin American immigrants who began coming to this country around 1965.
- More than half (52%) of Latinos ages 16 to 25 identify themselves first by their family's country of origin, be it Mexico, Cuba, the Dominican Republic, El Salvador or any of more than a dozen other Spanish-speaking countries. An additional 20% generally use the terms "Hispanic" or "Latino" first when describing themselves. Only about one-in-four (24%) generally use the term "American" first.
- American-born Latinos do better than their foreign-born counterparts on many key economic, social and acculturation indicators. They are much more proficient in English and are less likely to drop out of high school, live in poverty or become a teen parent.
- Latinos typically place a high value on education, but most typically don’t complete college as a result of financial pressure to support a family. Nearly three-quarters (74%) of all 16- to 25-year-old survey respondents who cut their education short during or right after high school say they did so because they had to support their family. Other reasons include poor English skills (cited by about half of respondents who cut short their education), a dislike of school and a feeling that they don’t need more education for the careers they want (each cited by about four-in-ten respondents who cut their education short).

- Hispanics are very close to their family and are more likely to choose a product that will benefit the whole family instead of just one individual.
- Hispanics go online for purchasing information. In addition, they hold the belief that their children's lives will be improved by the Internet.
- Hispanics prefer to buy products that are high in quality and will last for a long time.
- Hispanics are very loyal to products, but only to products that they feel are designed to last.
- Hispanics do a lot of research before they decide to purchase a product; therefore, having online information available on products and services is important.

iii. Key Communication Characteristics[iii]:

When asked about advertising effectiveness, 38% of Hispanics surveyed found English language ads less effective than Spanish ads in terms of recall and 70% less effective than Spanish ads in terms of persuasion. But when it comes to selling, 56% of Latino adults respond best to advertising when it is presented in Spanish. Direct translations and usage of general market strategies tend to miss the emotional and culturally relevant elements.

Research shows that while Hispanics consume every type of media, they do seem to have a special attraction to television and radio. Specific data on the most effective marketing medium are listed below.

Television

- The visual confirmations provided in television advertising are extremely important, especially so for Spanish-dominant Hispanics.
- 49% of U.S. Hispanics who watch television during prime-time hours, watch Spanish language programming.
- 40% of Spanish-dominant Hispanics regularly watch English-language programming.
- 30% of English-dominant Hispanics regularly watch Spanish programming.

Radio

- Radio is a proven, effective medium in targeting Hispanics.
- The most unique aspect of Spanish-language radio stations is the time spent listening.
- The Hispanic population often listens to the radio all day.
- The entire family may listen to one station and tune in, on average, 26 - 30 hours per week. This ranks more than 13% above the general population.

Print

- Minority newspapers are an inseparable part of the local minority community. They deliver what no mass medium can -- news that is specifically geared to the needs and concerns of individual minority communities.

Event Marketing

- Events create excitement, reinforce image, and allow you to hand-deliver your marketing message face-to-face with your target audience. However, many company's efforts at selling themselves to Hispanics are limited to sponsoring the occasional Cinco de Mayo celebration -- these half-hearted efforts will not effectively capture the attention of Hispanic consumers.

Internet

- **Purchasing Decisions**: the U.S. Hispanic market considers the Internet the premier source of information for major purchasing decisions.
- **Time online:** U.S. Hispanics spend 20% more time online and view 25% more pages than the general population. Beyond the workplace, domestic Latinos use the Internet more than 17 hours per week, and more than half of that time is spent on Spanish language websites. U.S. Hispanics now spend more time online than watching television.
- **Search:** Nearly 90% of Latinos with computer access search online on a regular basis. Significant portions of the U.S. Hispanic market prefer to search Spanish language websites, including Spanish language versions of popular search engines (Google Español and Yahoo Telemundo) and Spanish language search portals based in their own country of origin or heritage.
- **Communication:** this market uses the Internet as a communication tool for social networking, and keeping in touch with family.
- **Family:** Latinos in the USA consider the Internet a great source of information that also allows their children to make career advancement beyond previous generations.
- **Access:** 65% of U.S. Hispanics over 18 have used a computer.

II. Non-Spanish speaking parents of students in grades K-5 living in New Castle County

a. Key Characteristics of Target Audience

i. Census Data[iv]

A more broadly defined market segment, this group encompasses all non-Hispanic mothers in New Castle County, as defined by the census data reflected in the data Section I.

b. Audience Profile[v]

Market research roughly defines the “Mom” market, the key decision makers around a child’s education in many families, in the following ways:

- Women account for 82% of all consumer purchases.
- For most of the late ’90s and early ’00s, the notion of the "soccer Mom" seemed to define all things mother—that is, the middle-class suburban mother who spent most of her time toting her progeny from sporting event to sporting event in the family minivan. Today, however, the "soccer Mom" stereotype turns off many Moms, who declare their individuality based on lifestyle (Does she work full-time? Part-time? Stay at home?), age of children (Babies? Preschool? Elementary school? Teen?), age of Mom (Older first-time Mom? Younger Mom of three?) and even ethnicity and geography. Therefore, marketers must move beyond stereotypes as well, and work to find out who their Mom customers really are—as well as the roles they play and needs they face when they are out shopping.
- A first-time Mom with an infant is a very different customer than a third-time Mom with teenagers. And, while most first-time mothers were in their 20s decades ago, today a 40-year-old might be long-finished with childbearing while another 40-year-old is just beginning the Mom journey. In addition, a career-minded Mom with a full-time babysitter will have very different needs than a stay-at-home Mom who serves as PTA president who will, in turn, have a different lifestyle than a woman who works part-time in an office and also writes her own Mommy blog. "Not every Mom is the right Mom for your product
- Moms feel a tremendous amount of responsibility in their role as parent, as family manager—and the more a brand can be perceived as actually helping them to succeed, the better.
- Moms tend to make the majority of “purchasing” decisions in their household and love to talk with other moms about these purchases. Moms tend to be extremely connected with each other and rely on their friends and family for recommendations, especially about decisions related to children, their families or their home.
- Rather than marketers confidently telling Moms what they should buy, Moms—now the financial heads of the household and family decision-makers—feel ever-more confident telling *marketers* exactly what, how and when they want everything.
- The two-way relationship is at the heart of what works when it comes to marketing to Moms—and within that relationship, Moms want choice and control over the relationship. Moms tend to enjoy controlling the dialogue and having choices in the products they can access.
- In today’s social-media-savvy generation, Moms will take a marketing message, interpret it and apply their own thinking and then customize it to their lifestyle.

iii. Key Communication Characteristics:

- In no other segment of consumers is word of mouth more powerful. Mothers love to talk, compare, and share. The right combination of print, electronic and online marketing enhanced with a strong public relations effort is critical and create brand advocates.
- The age of a Mom's kids—and her own age—can create some significant differences between Mom groups. For instance, research has shown that Moms with children over the age of 12 use digital technologies differently than those with younger children—and that older Moms use the internet differently than their younger counterparts.
- Moms under 35 are more likely to use newer platforms such as SMS, social networks and the mobile web, while moms 45 and older are more likely to use such information tools as online news, consumer reviews and podcasts. However, Moms with children 12 and older tend to use online video and gaming more than Moms with younger kids.
- The rise of social media has only amplified a Mom's ability to recommend products and services to friends and family.

i. Messaging and Strategy:

Messaging for Academia Antonia Alonso will build on the existing Expeditionary Learning brand. Taking into account the Hispanic communities preferred communications style and unique needs, all marketing materials will be developed with Spanish as the primary language. All materials will also be made available in English to meet the needs of the secondary audience group – non-Spanish speaking mothers. Strategies will utilize a combination of event marketing, direct mail, broadcast, and electronic and print materials, with each medium contributing to the total communication story.

- **Events -**Community meetings and parent information sessions will form the foundation for the Academia Antonia Alonso marketing plan to introduce parents to school leadership and ensure that the school is firmly established as an open, friendly environment for parents and students.
    - *Primary Audience:*
      Implemented in partnership with the Latin American Community Center, all meetings will be interactive, delivered by Spanish speaking volunteers, and offer child-care support. Parents will learn about the school design by participating with other attendees in an example lesson that provides an overview of the dual-language Expeditionary Learning model and gives parents an understanding of the other elements of the program – group work, active classroom dynamics, etc. – that make the school design so unique and exciting. Student projects from

another Spanish-speaking Expeditionary Learning charter school operating in Washington DC. will also be made available so that parents can view examples of the types of projects their children will be working on. Applications for enrollment will also be made available.

School leadership will also actively recruit students from the Hispanic community by visiting with local Hispanic church leadership, presenting to members of the Latin American Community Center, by securing an information booth at Hispanic specific community events, and by visiting with parents at local pre-K and child care centers.

- *Secondary Audience:*
  Similar interactive community meetings and parent information sessions will be hosted for the secondary audience segment and will be promoted as "Mom Talking With Moms about School". Special considerations will be made to host these meetings at times of day that are convenient for both working and non-working mothers. Data and student projects shared at these parent information sessions will encompass all student groups to reflect the diversity of this potential audience base. To help engage this audience base in the conversation and help build brand ambassadors, special efforts will be made to encourage mothers to talk about the type of schooling they would like for their children in addition to their participation in the mock Expeditionary Learning activity.

  As with the primary audience, school leadership will also make efforts to attend community events and pre-K and early care childhood centers in the Wilmington and Newark areas to aid in recruitment.

- **Direct Mail**
  - *Primary Audience*:
    Direct mail pieces will be developed in Spanish and will share important information about the new school. Written in simple, parent friendly language, key topics highlighted in direct mail pieces will include a picture and bio of the school leader, a description of the academic program, data on its

record of success with Hispanic students, and information about how to enroll their child. Images in direct mail pieces will incorporate groups of Hispanic-looking youth engaging with nature to ensure parents begin to associate Academia Antonia Alonso with an active academic program.

Flyers directing individuals to the Academia Antonia Alonso website will also be distributed throughout the community in Hispanic-owned businesses and in child-care and pre-K facilities.

- *Secondary Audience:*
  Similar to the materials developed for the primary audience, direct mail pieces for the secondary audience will be developed in English and will include broader demographic data to reflect the potential diversity of this group and more diverse images of student groups.

  Flyers directing individuals to Academia Antonia Alonso website will be distributed in pre-K child-care facilities, doctor's offices, and other locations and businesses that serve the needs of young children in New Castle County.

- **Broadcast**
  - *Primary Audience –*
    Television, radio spots, and advertisements in Delaware's Hispanic broadcasts and publications outlets will help to increase recognition of Academia Antonia Alonso's name and concept. When possible, arrangements will be made to secure interviews for the school leader using these mediums. Short radio-spot and newspaper advertisement space will also be purchased periodically to promote the school concept and direct listeners/readers to Academia Antonia Alonso's website.

  - *Secondary Audience-*
    Similar strategies will be used for the secondary audience target. Radio stations and newspapers that serve young moms in New Castle County will be identified to help streamline this strategy.

- **Electronic Resources**

- An Academia Antonia Alonso website will be developed to share information about the EL model, similar to what will be included in the direct mail piece and will have English and Spanish translation options. Picture slide shows of students attending Expeditionary Learning schools, examples of student work, and videos from Academia Antonia Alonso community meetings held in Delaware will be key features of the website to increase user friendliness and the length of the visits to the website. Parents will also have access to an online application and other enrollment information. Capitalizing on the tendency for mothers to base decisions off the recommendations of other mothers, the website will also incorporate testimonials from mothers of children attending Expeditionary Learning schools from across the country. Over time, Delaware moms will also be asked to submit a testimonial.

  In addition to the website, to capitalize on the secondary audiences networking and social marketing skills, the school will place strategic advertisements and engage in blog conversations on popular Delaware blogs and social networking sites.

c. Marketing materials to be developed:

To capitalize on the reputation and record of success built by Expeditionary Learning and reduce the cost of marketing projects in Year 1, Academia Antonia Alonso will, where appropriate, utilize existing Expeditionary Learning marketing materials. However, because of the unique needs of the primary audience, several new materials will need to be developed, as described above. The school will contract with Innovative Schools to develop the following unique materials about Academia Antonia Alonso, with input from the governing board, and school staff.

- School Logo
- Website
- Direct Mail brochure and Flyers
- Newspaper advertisement and radio spots
- PR support

g. Marketing Strategies/ Tools

See attached spreadsheet outlining strategies, tools, and anticipated costs.

h. Evaluation

To evaluate the success of marketing strategies listed above, on the Academia Antonia Alonso application, parents will be asked how they learned about the school by selecting from a list of marketing strategies that were implemented. Strategies that received a high ranking will be continued in Year 2. Additionally, the website will include a tracking feature that will allow the school to analyze the length of stay on the website, frequency of visits to key pages, and length of stay on those pages. Efforts will be ongoing to increase user friendliness and interactive website components to increase the length of visits and the value of this resource. Over time, the school will seek to have the website serve as the main marketing tool, reducing the cost of print marketing and advertising for the school.

i. Timeline

- See attached timeline.

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GPI Translation Blog, *Why You Need a Localized Website for the U.S. Hispanic Market*, June 2010. http://blog.globalizationpartners.com/www-globalization-for-the-hispanic-market.aspx. Accessed 6 August 2011.

PEW Hispanic Center, *Between Two Worlds: How Young Latinos Come o Age in America*, December 2009. http://pewhispanic.org/files/reports/117.3.pdf. Accessed 2 August 2011.

[iii]Laura Sonderup, *Hispanic Marketing: A Critical Market Segment*, Advertising and Market Review. April 2004. http://www.ad-mkt-review.com/public_html/docs/fs075.html. Accessed 2 August 2011.
GPI Translation Blog, *Why You Need a Localized Website for the U.S. Hispanic Market*, June 2010. http://blog.globalizationpartners.com/www-globalization-for-the-hispanic-market.aspx. Accessed 6 August 2011.

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Dawn M. Downes

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EDUCATION AND CERTIFICATION

Doctor of Education, **Curriculum and Instruction in Literacy,** December 2006
Designing Evaluation Tools for the Differentiated Instruction Staff Development Initiative
University of Delaware, Newark, Delaware

Master of Education, School Leadership, December 1999
Wilmington College, Wilmington, Delaware

Bachelor of Arts in English Education, *Cum Laude*, May 1993
University of Delaware, Newark, Delaware

Delaware Teacher of English Continuing License
Effective July 1, 2008 – June 30, 2013

PROFESSIONAL EXPERIENCE

March 2011-Present

Director of Teaching and Learning
Innovative Schools, Wilmington, Delaware
Research successful and replicable models of comprehensive school design to replicate in Delaware schools. Work with district and school leaders around planning and school redesign for model implementation in existing schools. Develop the academic and educational programs sections for new, renewal, and expansion charter applications. Creatively problem-solve how innovative instructional practices impact school operations. Interface with Delaware Department of Education around innovative elements of instruction in the models. Supervise the professional development, curriculum development and alignment team. Provide professional development to local charter schools.

July 2010-March 2011

Instructional Support Specialist
Innovative Schools, Wilmington, Delaware
Provided instructional coaching for charter schools around best practices of instruction, specializing in literacy. Contributed to the academic sections of charter applications and collaborated on curriculum development and alignment. Researched innovative school models with proven track records for success.

August 2008-
June 2010

Delaware Reading and Writing Project Program Coordinator
Delaware Center for Teacher Education, University of Delaware, Newark, Delaware
Coordinated professional development literacy initiatives in secondary partnership schools across Delaware. Facilitated school data analysis, planning for instruction, and continued formative and summative assessments. Researched and presented workshops and conducted classroom coaching for reading, English, special education, and content area teachers. Developed special sessions on struggling readers and literacy in urban settings for Delaware's literacy coaches. Collaborated with faculty to provide coaching for University graduate students. Wrote grant applications.

August 2008-
June 2010

Curriculum Specialist
Innovative Schools Development Corporation, Wilmington, Delaware
Designed curriculum scope and sequences and instructional units for English Language Arts and social studies, grades 9-12, and for English Language Arts, math, music, and Spanish, grade 5, for charter school applications to Delaware Department of Education. Conducted standards alignment for all design areas. Provided literacy consulting services to new charter schools through their incubation period and existing charter schools wishing to provide better literacy instruction and interventions.

July 2000 -
Present

Teacher Consultant
Delaware Reading and Writing Project, University of Delaware, Newark, Delaware
Design and present workshops for teachers of grades 4-12 in both public and private school settings on a variety of topics related to reading and writing in English classrooms and across the content areas. Receive consistently high scores on all areas of workshop evaluation.

May 2007-
April 2008

Professional Development Consultant
Penn-Delco School District, Aston, Pennsylvania
Collaborated with district supervisors and secondary school principals to develop a year-long staff development plan to sustain teachers' learning and implementation of differentiated instruction and literacy across the content areas. Customized opportunities to address teachers' learning needs through whole, small group, and individualized sessions.

September 1999-
June 2008

High School English Language Arts Instructional Coach
Christina School District, Newark, Delaware
Researched, designed, and executed staff development including presentations, study groups, demonstration lessons, and individual coaching sessions on a wide range of topics in literacy, differentiated instruction, inclusive practices, and assessment for K-12 administrators and teachers. Developed a remedial reading program for struggling secondary readers. Lead district teams in writing the high school English pacing guide, completing curriculum alignment, and creating common mid-term and final assessments for grades 9-12. Consulted with school leadership teams in data analysis and writing school improvement plans. Contributed to walkthrough protocols and trained district administrators.

September 2000-
January 2009

Delaware Student Testing Program (DSTP)
Reading Assessment Development Committee
Department of Education, Dover, Delaware
Identified passages and wrote test questions and rubrics for the 10th grade DSTP reading and writing statewide assessments. Assisted in the selection of passages and questions to be included on the 10th grade DSTP reading assessment. Attended benchmarking sessions to anchor rubrics to student work.

February 2002-
December 2003

Adjunct Literacy Professor
University of Delaware, Newark, Delaware
Taught several sections each of Teaching Reading and Writing in the Middle Grades, Reading and Writing in the Content Areas, and Problems of Diagnosis of Struggling Readers.

September 1996 -
June 2000

Coordinating Lead Teacher
Christina School District, Newark, Delaware
Facilitated discussion and decision making for a major grant initiative to develop standards-based school reform in a K-12 vertical alignment. Organized professional development for grant leadership. Composed the district annual report for the Pew Charitable Trusts.

September 1996 -
June 1999

Lead Teacher
Glasgow High School, Christina School District, Newark, Delaware
Advocated systemic standards-based school reform in support of the district grant. Conducted teacher training. Facilitated peer visitations and coaching.

November 1994 -
June 1999

English Teacher
Glasgow High School, Christina School District, Newark, Delaware
Planned and implemented a progressive and integrated language arts program for regular and special needs students in grades 9-11. Worked with colleagues on an innovative interdisciplinary team with a scientific focus.

September 1993 -
June 1994

English Teacher
George Read Middle School, Christina School District, Newark, Delaware
Planned and implemented Writer's Workshop as part of a comprehensive writing program for 8th graders. Contributed to and supported cross curricular team projects.

PROFESSIONAL HIGHLIGHTS

October 2012

Presenter at the Statewide Vision 2015 Conference on 21st Century Teaching and Learning
Newark, Delaware

August 2012	**Thomas A. Edison Charter School** Renewal Charter Application, Lead Writer & Project Manager Approved by the Delaware Board of Education
May 2012	**Academia Antonia Alonso** New Charter School Application, Lead Writer, Curriculum Developer Approved by the Delaware Board of Education
May 2012	**Early College High School** New Charter School Application, Lead Writer, Curriculum Developer Approved by the Delaware Board of Education
October 2011	**Academy of Dover** Renewal Charter Application, Lead Writer, Curriculum Developer Approved by the Delaware Board of Education
April 2010	**Delaware Academy of Public Safety and Security** New Charter School Application, Lead Writer, Curriculum Developer Approved by the Delaware Board of Education
April 2010	**Odyssey Charter School** Expansion Charter School Application, Lead Writer, Curriculum Developer Approved by the Delaware Board of Education
November 2008	**Presenter at the National Writing Project's Fall Conference** *San Antonio, Texas*
September 2007 - May 2008	**Consultant Training in Professional Learning Communities** *Christina School District, Newark, Delaware*
January 2005 - May 2006	**Consultant Training in Differentiated Instruction** *Christina School District, Newark, Delaware* *Delaware Department of Education, Dover, Delaware*
March 2005 - May 2005	**Co-Writer for the Success for Struggling Secondary Readers Part II (IMPACT): Motivation Module** *Delaware Department of Education, Dover, Delaware*
March 2005	**Consultant Training in LETRS – Modules 10, 11, 12 (Adolescent Literacy)** *Delaware Department of Education, Dover, Delaware*
September 2004	**Consultant Training in Success for Struggling Secondary Readers** *Delaware Department of Education, Dover, Delaware*
July 2004	**National Project CRISS Certification Training** *Kalispell, Montana*

July 2004	**Consultant Training in *Understanding by Design* with Grant Wiggins** *Delaware Department of Education, Dover, Delaware*
May 2002	**Induction into the Delaware Chapter of *Phi Delta Kappa International*** *Dover, Delaware*
November 2001	**Presenter at the National Council of Teachers of English Fall Conference** *Baltimore, Maryland*
August 2001	**Presenter at the Summer Conference on the Teaching of English** *Delaware Association of Teachers of English, Dover, Delaware*
May 2001	**Superstars in Education Winner for Program Development** *Wilmington, Delaware*
October 2000	**Presenter at the Diamond State Reading Association Conference** *Dover, Delaware*
March 2000	**Presenter at the Conference on the Teaching of Writing** *Delaware Writing Project, University of Delaware, Newark, Delaware*
August 1998	**Executive Committee to Write High School Performance Indicators for English Language Arts** *Delaware Department of Education, Dover, Delaware*

Jesús Urdiales

[redacted]

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[redacted]

OBJECTIVE

To utilize my extensive experience as a bilingual educator and my training as an educational leader to create a sense of community and shared vision among students, parents, and educators and to increase student achievement by increasing teacher capacity through reflection and instructional support.

EDUCATION

Delaware Leadership Project - Residency program 2012 - present

Master of Education in Administration and Supervision — University of Houston; Houston, TX, 2003

Doctor of Dental Surgery — Universidad Autónoma de Nuevo León; Monterrey, México, 1998

EXPERIENCE

Principal in Residence, Colonial School District; Wilmington, DE— 2012 - Present

- Organize, direct and evaluate the instructional program, both curricular and extracurricular, and implement new curricula consistent with the school's educational objectives through cooperative planning with the staff, community, and central administration
- Plan programs of study and schedules of classes which meet the needs of individual students
- Promote the development of leadership among the professional and supporting services staff through an ongoing system of reflection and instructional support
- Create a Professional Learning Community within the school
- Communicate with community, local civic and service organizations to interpret and explain school policies, programs and needs in Spanish and English
- Develop an efficient system of pupil, staff, and program appraisal with the school
- Observe and evaluate school personnel as prescribed by the Department of Education

Bilingual Program Teacher, Spring Branch Independent District; Houston, Texas— 2000 - 2012

- Established and maintained a program of instruction and learning for bilingual and ESL students in early childhood and elementary settings
- Planned and implemented appropriate instructional strategies, activities, and materials to support the unique learning styles and needs of students.
- Collaborated with parents, and related services personnel to develop appropriate Individualized Educational Plans
- Worked cooperatively with school administrators, intervention specialists, and educators to modify curriculum as needed in alignment with state and district standards
- Developed and implemented lesson plans
- Conducted ongoing assessments of student achievement through formal and informal measures
- Created classroom environment conducive to learning and appropriate for the physical, social, and emotional development of students

Summer Program Campus Coordinator; Spring Branch Independent District; Houston, Texas—June-July 2007, June-July 2009

- Oversaw hiring and supervision of program staff
- Collaborated with campus administration and teachers to coordinate and facilitate programming and activities
- Provided ongoing evaluation and written documentation of program efficacy
- Developed and implemented program budget effectively
- Monitored classroom instruction and implementation of curriculum

English as a Second Language Adjunct Instructor; Universidad de Monterrey, Campus Humberto Lobo; Monterrey, México —1999-2000

- Developed and implemented comprehensive instructional programs that accommodated all levels of English language proficiency in a high school setting
- Evaluated student's progress and performance and adjusted goals and curriculum to meet individual needs
- Fostered an atmosphere of engaged learning through interactive lessons and cooperative assignments

RELATED TRAINING

- *Delaware Leadership Project* — Innovative Schools; Wilmington, DE, 2012 - present
- *New Methods and Resources for the Teaching of Spanish as a Foreign Language* — Centro Superior de Lenguas Modernas at the University of Cadiz; Cadiz, Spain, July 2005
- *Methods and Creative Materials for the Teaching of Spanish* — Centro Superior de Lenguas Modernas at the University of Cadiz; Cadiz, Spain, July 2005

HONORS

Recipient of Fund for Teachers Fellowship; 2005 and 2010

CERTIFICATIONS

- Currently undergoing residency program to obtain Principal Certification in Delaware
- DPAS - II, Delaware
- Principal Certification (Grades EC-12), Texas
- Bilingual/ESL Certification (Grades PK-6), Texas
- Elementary Self-Contained Certification (Grades PK-6), Texas
- Gifted and Talented Certification, Texas
- Instructional Leadership Development Certification, Texas
- Professional Development and Appraisal System Certification, Texas

REFERENCES

Available upon request

Deborah L. Doordan
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ddoordan@innovativeschools.org

Summary of Duties and Experiences as Executive Director – Innovative Schools

Innovative Schools is a non-profit organization with a mission to empower educators and communities to adopt modern school models proven to inspire passionate teaching and learning.

Responsible for interpreting, advancing, and sustaining the mission of Innovative Schools through community outreach and engagement, program development, and sound fiscal management.

Leadership - Assure that the organization has a long range strategy to achieve its mission in a way that benefits the educational community it was established to serve. Provide leadership in developing and monitoring organizational, program, and financial goals. Communicate those goals and important factors influencing the condition of the organization to both the Board of Directors and staff. Carry out the plans and policies authorized by the Board by managing the day-to-day operations of the organization. Establish sound working relationships and cooperative arrangements with Innovative Schools' constituents, educational consultants, community groups and local organizations. Promote active and broad participation by volunteers in all areas of the organization's work.

Development - Continuously monitor Delaware's education and general business climate as well as national trends in education to explore new business opportunities and develop programs that are consistent with larger educational reform efforts. Support and promote the organization's marketing program by communicating Innovative Schools' activities, programs and goals to Delaware schools, other educational support agencies, the philanthropic community, and the general public.

Finance - Develop and maintain sound financial practices and ensure that adequate funds are available to meet operating requirements. Prepare an annual budget in coordination with staff, the Finance Committee, and the Board of Directors and ensure the organization operates within the budget guidelines. Maintain official records and documents, and ensure compliance with federal, state, and local regulations.

Summary of Duties and Experiences as School Administrator – School and District Level

Leadership - Leadership experience that demonstrates skills in communication, human relations, curriculum implementation, staff development, management and organization. Experience as a building administrator in both urban (Reading First) and suburban schools and district office experience during a time of transition and reform.

Curriculum and Instruction – Implementation and oversight of Gifted and Talented Program, Instructional Coaches, Literacy Coaches, Differentiated Instruction, Inclusive Practices, Early Childhood, Curriculum Access, Special Education and Core Instructional Programs. Support for curriculum alignment across all content areas. Demonstrated ability to raise reading scores of low-income, special education and Hispanic students.

School Reform - Involved in school reform efforts including Advanced Placement Initiative, Small Learning Communities, Block Scheduling, Advancement Via Individual Determination (AVID), High School Course Book Alignment, Secondary Literacy, Professional Learning

Communities, Distributed Leadership, Inclusive Practices, Charter School Application Review, Response to Intervention, Cultural Competency, School Improvement Plan Review and Support, School Restructuring, Strategic Planning, Non-Traditional High School and Distance Learning.

Training and Development –Development and implementation of district-wide professional development model to address the knowledge, skills and dispositions of new and tenured teachers, school leaders, district staff, aspiring leaders, school support staff and district succession planning. Set and monitored expectations for data-driven professional development planning aligned with school improvement initiatives at the building and district level. Responsible for development, monitoring and accountability of training and development at all levels of the organization. Provided oversight for the New Teacher Mentoring Program.

Program Management – Provide leadership and oversight for project charters (Accelerated, Advanced, Alternative Learning and Education Options) and web-based professional development management system. Planned and executed Education Expo to showcase school district. District liaison for partnership with Metropolitan Wilmington Urban League Achievement Matters!

Finance - Write and oversee state and federal grants and budgets. Responsible for general and special education unit funding and staffing allocations.

CERTIFICATION

State of Delaware:

- School Leader II
- School Leader I
- Teacher of Exceptional Children

EDUCATION

May 2008	Ed. D., Educational Leadership - Curriculum and Instruction, University of Delaware
May 1995	Administrative Certification, Wilmington University
May 1991	Masters of Instruction, University of Delaware
May 1983	Bachelor of Arts, Lynchburg College

EMPLOYMENT

2008 – Present	Executive Director, Non-profit Education Support Organization Innovative Schools Development Corporation, Wilmington, DE
2006 – 2008	Supervisor, Professional Development, Talent Development Program Christina School District, Wilmington, DE
2005 – 2006	Supervisor, Special Education Services, Early Childhood Programs, Talent Development Program Christina School District, Wilmington, DE
2004 – 2005	Project Facilitator, Christina School District, Wilmington, DE o Accelerated, Advanced & Alternative Learning Project Charter, Sarah Pyle Academy Non-Traditional High School, Small Learning Communities o Expanding Education Options Project Charter
1999 – 2004	Principal, Thomas F. Bayard School Christina School District, Wilmington, DE
1995 – 1999	Assistant Principal, Henry M. Brader Elementary School Christina School District, Newark, DE
1994 – 1995	Administrative Intern, Casimir Pulaski Intermediate School Christina School District, Wilmington, DE
1993 – 1997	Teacher, Casimir Pulaski Intermediate School Christina School District, Wilmington, DE
1988 – 1993	Teacher, Downes Elementary School

	Christina School District, Newark, DE
1983 – 1988	Teacher, Douglass Special School
	Christina School District, Wilmington, DE
1983 – 1984	Adult Education Instructor
	Delaware Elwyn Institute, Wilmington, DE

DONALD E. LIBERATI

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SUMMARY Accomplished leader with an exemplary track record of achievement and success in driving organizational performance through building strong coalitions and collaborating with a diverse group of stakeholders. Highly credible individual with a demonstrated ability to influence and motivate partners at all levels of the organization to gain consensus and effect change. Energetic and thoughtful decision maker known for the ability to apply an understanding of business, economic, and cultural factors. Exceptional capacity to empower, motivate, and develop teams and employees who are successful in achieving the mission. Selected twice to fill newly created positions based on a track record of initiative, good judgment, flexibility, and the ability to assimilate quickly.

SKILLS

STRATEGIC PLANNING	BUSINESS OPERATIONS	HUMAN RESOURCE MANAGEMENT
FINANCIAL REPORTING	CROSS FUNCTIONAL TEAM MANAGEMENT	ADMINISTRATIVE SYSTEMS
TECHNOLOGY / IT	STAFF TRAINING & DEVELOPMENT	CUSTOMER SERVICE MANAGEMENT
PROJECT MANAGEMENT	CAPACITY BUILDING	COMMUNICATION STRATEGY

EXECUTIVE PROFILE

EDUCATION

MASTER OF PUBLIC ADMINISTRATION
FELS INSTITUTE OF GOVERNMENT
UNIVERSITY OF PENNSYLVANIA
GRADUATION : MAY 2014

B.S. ORGANIZATIONAL DYNAMICS
IMMACULATA UNIVERSITY

COMMUNITY EXPERIENCE

BROAD STREET MINISTRY
BUSINESS VOLUNTEERS FOR THE ARTS
HABITAT FOR HUMANITY
PA EMENTORING
UNITED WAY

PROFESSIONAL ASSOCIATIONS

ASSOCIATION FOR STRATEGIC PLANNING (ASP)
NET IMPACT (NI)
SOCIETY FOR HUMAN RESOURCE MANAGEMENT (SHRM)

PROFESSIONAL EXPERIENCE

Innovative Schools, Wilmington, DE **10/2012-Present**

Director of Operations & Finance

Lead the financial and human resources initiatives for the organization. Oversee all aspects of financial reporting including the various administrative, business planning, accounting, and budgeting efforts of the organization. In regards to human resources, manage the performance management systems, benefits and compensation administration, as well as employee development and relations. Focus on the long-term financial and strategic planning for the organization.

AMC Entertainment, Inc., Kansas City, MO **11/1991-04/2011**

2.5 billion dollar national movie theatre chain with over 18,000 associates.

Chief of Staff / Director, Dine-In Theatres (2/2010-4/2011)

As the Chief of Staff to the EVP and SVP of US Operations, had direct responsibility for 18 member team to ensure all objectives and deadlines were met. In addition, represented the executive team on high-profile projects and coordinated all communications from the team. Selected to provide operational oversight for a new business line with-in AMC. Concept involved building movie theatres with full service restaurants. Selected accomplishments included:

- As a member of the Dine-In Theatre Executive Steering Committee, created a three year strategic plan for the nationwide expansion of the concept.
- Led the efforts of the cross-functional working teams to develop standard operating procedures related to guest execution, financial reporting & systems, marketing, human resources, administration, and information technology.
- Oversaw the preparation and execution of the annual financial and operating plans as well as managed the quarterly review for the operating theatres that included reconciling the results vs. budget, and determining the deployment strategy for new initiatives.
- Worked with various stakeholders to change maintenance procedures that resulted in a $2M annual savings while keeping the outcomes produced by the program intact.
- Voluntarily left position to return to hometown of Philadelphia.

Director of Operations (2/2006-1/2010)

As the youngest manager in AMC's company history to serve as Director of Operations, responsibilities included full accountability for portfolio of 33 geographically dispersed theatres, 32 direct reports, 1900 indirect reports, and $250M in annual revenues. Primary responsibilities included Guest Service Results, Talent Management, and Profitability. Selected accomplishments included:

- Talent Management liaison for the West Division. Represented the Operations team on all talent management initiatives, including theatre structure and compensation models, payroll budgeting, performance evaluation updates, and HR market meetings.
- Developed and executed a capacity-building plan in preparation for the acquisition of a theatre chain that increased the size of the organization by 33%.
- Oversaw a wide variety of strategic-planning and project-management assignments, including many inter-departmental teams to accomplish the following objectives: develop protocols to handle guest issues, improve food & beverage sales tactics, and increase loyalty program membership.

Director, Operations Excellence (5/2005-1/2006)

Monitored, assessed, and analyzed guest feedback scores for each of the companies 220 theatres. Completed case studies on high-performing theatres to determine best practices. Selected accomplishments included:

- Collaborated with individual theatre General Managers to implement best practices to improve service delivery.
- Utilized guest feedback to measure the impact and effectiveness of policies and programs.

General Manager (2000-2005)

Full accountability for theatre results, including guest experience and fiscal responsibility. Additional responsibilities included monitoring and improving guest relations along with the hiring, training, and development of staff.

- Awarded the *Stanley H. Durwood General Manager of the Year* award in: 2003, 2004 and 2005.
- Served at the Market Recruiter in: 2003, 2004, 2005. Led the recruiting efforts for 100 management-level positions in the Phoenix and Los Angeles markets.

Senior Manager, Manager, Staff Supervisor (1991-2000)

Initially hired as Staff Supervisor; quickly produced outstanding results through drive and determination, which resulted in continued promotions and increased responsibility and visibility within the organization.

Nicole Topkis Pickles

[redacted]

QUALIFICATIONS

Accomplished senior executive with proven leadership skills, relationship management capabilities, and an extensive professional network in Delaware. Experience spans running a financial advisory firm, building its client base and managing/growing relationships to working in a start-up development position in the nonprofit field.

BUSINESS

TOPKIS FINANCIAL ADVISORS LLC — Wilmington, DE

9/01 – 10/12

Partner. Co-managed $40 million in assets for over 100 clients, created new investment portfolios to meet a variety of needs for clients that spanned the risk tolerance spectrum.

- Responsible for creating and presenting quarterly investment reviews for all clients utilizing tools such as Morningstar.
- Created and wrote comprehensive financial plans for prospective, new and existing clients.
- Held the position of Chief Compliance Officer responsible for meeting guidelines set by FINRA and Topkis Financial Advisors' Broker Dealer and successfully coordinated regular audits with Broker Dealer and The State of Delaware.
- Have passed 2 of 5 courses for the Chartered Financial Planner certification.

JOFFREY BALLET OF CHICAGO — Chicago, IL

11/95 – 1/97

Director of Development. Led the Joffrey's initial fundraising initiatives after it relocated the ballet company from New York to Chicago. Created the Director of Development position and hired staff to begin raising funds to support the Joffrey's local and global initiatives.

- Crafted a strategic plan to launch development activities to raise $2 million in the first year.
- Researched and applied for grants in Chicago and New York City.
- Developed a large corporate sponsorship program that included Sara Lee Corporation, Goldman Sachs, First Chicago Bank, and other local corporations and law firms.
- Initiated a large black tie gala event that followed opening nights to raise funds and publicity.
- Launched a successful appeal campaign aimed at individuals and corporations.
- Started a Junior/Auxiliary Board of Chicago's hottest young and upcoming professionals and orchestrated its activities that included dances, ballet events, and social gatherings at important venues.
- Recruited and managed top full-time and volunteer talent.

AMERICAN CANCER SOCIETY

6/93 – 4/95 — Evanston, IL

Executive Director – North Shore Office. Provided leadership and support for all fundraising and program initiatives in the North Shore communities: Evanston, Winnetka, Wilmette, Glencoe Kenilworth, Highland Park and Skokie.

- Developed a strategic plan to raise $1.5 million in first year.
- Coordinated fundraising and program efforts with the Board of Directors of the North Shore including activities aimed at corporations such as Goelitz Confectionery (aka Jelly Belly), Abbott Laboratories and Lexus.
- Recruited new Board members from the community.
- Worked closely with the Women's Board of the North Shore and managed fundraising events and activities.
- Recruited several new highly talented staff members; managed five total employees.
- Promoted to be Executive Director of Downtown Chicago Office prior to resigning to care for my first child.

9/91 - 5/93 — Chicago, IL

Director of Development – Chicago Loop Office. Responsible for all income sources for the downtown Chicago area.

- Developed a strategic plan to raise $2 million annually from several large events and Annual Appeal.
- Created and led a Young Professionals group that promoted programs and fundraised.
- Worked with the Chicago Loop Women's Board on many events including the largest fashion show in Chicago: Bob Mackie Fashion Show.
- Oversaw several other events such as Bike-A-Thon, Daffodil Days, Relay for Life and Jail-N-Bail.
- Hired and managed seven staff members; recruited and retained strong group of volunteers.

5/89 - 8/91 — Atlanta, GA

Programs Manager. Responsible for public cancer education and awareness programs in the North Atlanta metropolitan area

8/87 - 4/89	BIG BROTHERS BIG SISTERS *Case Worker.* Responsible for matching Big Brothers and Big Sisters with children in the South Atlanta metropolitan area and participating in fundraising activities. Evaluated and screened all prospective volunteers prior to making matches.	Atlanta, GA
EDUCATION 1987	EMORY UNIVERSITY Bachelor of Arts Degree	Atlanta, GA
OTHER	Member of Board of the Directors for Cancer Support Community Delaware (2011-Present). Committee Member of The Annual Fund for the Wilmington Friends School (2009-Present).	

Charles W. Sheppard Jr.

[redacted]

OBJECTIVE: To obtain an educational leadership position at a district office level or similar.

QUALIFICATIONS

Positive experiences throughout my administrative career make me a strong candidate for a district level or similar educational leadership position.

EDUCATION

1998-1999	Administrative Certificate, Wilmington College
1993-1995	Masters of Elementary Education, Wilmington College
1987-1992	Bachelor of Arts, University Of Delaware

EMPLOYMENT

2012-Present Program Director, Human Capital Initiatives, Innovative Schools

- Lead the Delaware Leadership Project, a Principal preparation program and Delaware's only approved alternate route to certification program.
- Oversee Delaware Talent Management, a set of fundamental services that support effective school-level hiring practices and provide guidance on the management techniques that lead to better retention and student outcomes.

2004-2012 Principal, Appoquinimink School District

- Lead administrator for Brick Mill Elementary School and later Townsend Elementary School which included the Townsend Early Childhood Center. Students ranged in grade from Pre K to Grade 5.

2000-2004 Administrative Intern/Assistant Principal, Christina School District

- Assisted the Principal in the daily operation and instructional programs at Bayard Intermediate School. Bayard Intermediate housed students from Pre K to Grade 6.

1995-2000 Teacher/Lead Teacher, Christina School District

- 5th and 6th Grade Teacher Experiences (Inclusion Partner and General Ed)
- Lead Teacher for Afterschool and Summer School Programs that worked with students from ranging from Kindergarten through Grade 6.

RELATED

Former Teacher of the Year (Frederick Douglass Stubbs Elementary)
National Distinguished Principal Nominee
Past President of the Delaware Elementary School Principal's Association (DESPA)

REFERENCES

Available upon request

OTHER RELEVANT INFORMATION

- Positions with Delaware Elementary School Principal Association (DESPA) include County Representative, Treasurer, President Elect, President, and Past President.
- As DESPA President, I worked with Delaware Association of Secondary School Principals (DASSP) to combine the two organizations. The new group new operates as the Delaware Association of School Principals (DASP)
- Board Member for Delaware Association of School Administrators (DASA)
- Met with Delaware Congressional Members on multiple occasions as part of the National Leaders Conference in Washington DC
- Criminal Justice Undergraduate Degree helps with understanding of School Legal Issues.
- Accounting background and prior work with an accountant help with budgeting and related financial matters.
- Helped facilitate Appoquinimink Administrative Retreat based on book "Whole New Mind" by Dan Pink.
- Led district wide implementation of NWEA's MAP test.
- Led bringing Professional Learning Communities (PLC's) to Elementary Schools
- Presenter for Inclusive Schools Conference at Rider College
- Have created numerous schedules incorporating different educational initiatives at both the building and district level.
- Worked with Shuhan Wang to build a foreign language program at Bayard using a FLAP Grant.
- Developed and implemented student recognition programs in all buildings.
- Member of the district mentoring program.
- Served on the Board for the Computers in Education Foundation.
- Attended numerous National Association of Elementary School Principal (NAESP) conventions to network with colleagues from around the world.
- District Level Committees/Teams:
  - -Contract Negotiations
  - -Parent Business Advisory Council
  - -Diversity Committee
  - -Skill Builder Classroom Team
  - -Redistricting Committee
  - -Original Vision 2015 Team
  - -Co-Chair District Report Card Committee (Christina)
- Prior Teacher Level Committees/Teams:
  - -Chaired School Improvement Team
  - -Technology Chair
  - -START Team
  - -Afterschool Teacher
  - -Social Studies Curriculum Development
- Strong technology skills that have served me well in the classroom and as an administrator.
- Continue to grow professional by attending off site and in house trainings. These include, but aren't limited to Learning Focused Strategies (LFS), Professional Learning Communities (PLC's), 6 Traits Writing, The Writing Academy, Assessment for Learning, and The Love and Logic Institute
- Exposure to deeper learning school models from Big Picture, New Tech, Expeditionary Learning, and Early College.
- Work with Charter School Management, specifically the writing of school charter applications.
- Trained in Facilitation and Coaching by New York City Leadership Academy

Academia Antonia Alonso Charter School

ACADEMIC AND BUSINESS SERVICES AGREEMENT
By and Between
Innovative Schools Development Corporation and
Academia Antonia Alonso Charter School

This Academic and Business Services Agreement (the "Agreement") is made and entered into as of Date (the "Effective Date") by and between Innovative Schools Development Corporation and Academia Antonia Alonso Charter School, a Local Education Agency (the "School," and the School together with IS, each a "Party" and collectively the "Parties").

While contracting services with IS, the Charter Management Organization (CMO); the School's board will hold ultimate authority for all decisions and performance of the school, utilizing the expertise and recommendations of IS.

WHEREAS, IS a charter management organization;

WHEREAS, on the Effective Date the Authorizer (as defined below) granted the School authority to operate a charter school;

WHEREAS, it is the Parties' intention to create a relationship based on trust, common educational objectives, and clear accountability, through which they will work together to bring educational excellence to the School;

WHEREAS, the School is hiring IS with the intent of building capacity across the academic and operational areas of the school so that by the school's first renewal it is a high performing fiscally sound agency able to operate effectively and efficiently;

WHEREAS, the Parties desire to enter into a written agreement to set forth the terms and conditions of their agreement;

NOW, THEREFORE, in consideration of the recitals and the mutual covenants, representations, warranties, conditions and agreements hereinafter expressed, the Parties agree as follows:

1. DEFINITIONS

"Agreement" has the meaning set forth in the recitals.

"Arbitration Rules" has the meaning set forth in Section 11.2.

"Authorizer" shall mean either a local public school district or the Delaware Department of Education (DDOE) with the approval of the State Board of Education.

"Charter Contract" means the School's contract with the Authorizer, which authorizes the School and IS to organize and operate the School, and which includes the final charter application.

"Charter School Law" means the laws permitting the creation of charter schools in Delaware as defined in Title 14, Chapter 5 of the Delaware Code and its implementing regulations.

"Claims" has the meaning set forth in Section 9.2.

"Confidential Information" means (i) any business or technical information of a Party that is not generally known or publicly available; (ii) any information that a Party maintains as confidential, proprietary, restricted, or otherwise as not to be disclosed generally; (iii) any information disclosed to or known by a Party that is not generally known or publicly available and that in any way relates to either Party's products; services; techniques or know-how; trade secrets; ideas; processes; computer programs; documents; materials; business information; marketing materials (including costs, pricing, and customer lists); and (iv) the Marks and Proprietary Information. Notwithstanding any other provision of this Agreement to the contrary, Confidential Information shall not include any information that is required to be disclosed by a order from a court or governmental agency (provided that the Party making such disclosure provides prior notice to the other Party if allowed by the court or agency).

"Deductible" has the meaning set forth in Section 9.4.

"Dispute" has the meaning set forth in Section 11.2.

"Effective Date" has the meaning set forth in the recitals.

"Facility" means a building or other structure, of sufficient size to house the Minimum Enrollment Level, suitable for use by the School and meeting all applicable building codes, zoning ordinances and laws, environmental laws and regulations, and all other laws and regulations applicable to the operation of a school.

"Facility Contract" means the lease or other contract for the use of a Facility under an agreement with the leasing party, if applicable.

"FERPA" has the meaning set forth in Section 6.7.

"Indemnified Claims" has the meaning set forth in Section 9.2.

"Indemnified Party" has the meaning set forth in Section 9.6(a).

"Indemnifying Party" has the meaning set forth in Section 9.6(a).

"Initial Term" has the meaning set forth in Section 10.1.

"Marks" means all trademarks, service marks, design marks, trade names, domain names, registrations and applications for registration thereof, and any common law rights pertaining thereto, belonging to IS. Such materials shall include, but are not limited to, "IS," "The Center for School Innovative, Inc.," and "IS Development Corporation."

"Opening Date" has the meaning set forth in Section 6.3.

"Operating Board" means the Board of Directors of the Charter School (as represented by the founding Board of Directors or the operating Board of Directors).

"Party" and "Parties" has the meaning set forth in the recitals.

"Principal" means the person in charge of the day-to-day operation of the School.

"Projected Minimum Enrollment Levels" are the levels set forth in Section 6.3 for the school years indicated based on the estimated minimum student enrollment of the School on September 30th of each such year.

"Proprietary Information" means all copyright and other proprietary rights to all instructional materials, training materials, curriculum and lesson plans, and any other materials developed by IS, its employees, agents or subcontractors.

"Regulatory Authority" means any United States federal, State or local government, or political subdivision thereof, any authority, agency or commission entitled to exercise any administrative, executive, judicial, legislative, regulatory or taxing authority or power, any court or tribunal (or any department, bureau or division thereof), any arbitrator or arbitral body, or any similar body.

"Renewal Term" has the meaning set forth in Section 10.1.

"Performance Agreement" means the goals for student performance stipulated in the charter agreement approved by the authorizer.

"Point of Contact" means the School- designated employee who manages non-instructional operations.

"School" has the meaning set forth in the recitals.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"School Model" means the educational model based on the chosen school design's curriculum and school model, described in the Charter Contract.

"Service Fee" has the meaning set forth in Section 7.4

"State" means the State of Delaware.

"Term" has the meaning set forth in Section 10.1.

"Termination Assistance Period" has the meaning set forth in Section 10.7.

"Termination Notice" has the meaning set forth in Section 10.2(b).

"Third Party Claim" has the meaning set forth in Section 9.6.

"IS has the meaning set forth in the recitals.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of IS.

IS represents and warrants as follows:

(a) Organization and Capacity. IS is a non-stock, non-profit organization duly organized under the laws of the state of Delaware, with the legal ability to contract to provide educational management services. IS shall notify the School of any change in its corporate status, and will make no change that materially alters this Agreement.

(b) Authority. IS is authorized to do business in the State. IS has all requisite power, authority and capacity to execute and deliver this Agreement, to perform its obligations hereunder, and to do so in a professional and competent manner and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of IS, enforceable against IS in accordance with its terms.

(c) Full Disclosure. No representation or warranty of IS herein and no statement, information or certificate furnished or to be furnished by IS pursuant hereto or in connection with the transactions contemplated hereby contains any untrue statement of a material fact or omits or will intentionally omit a material fact which renders the representation misleading.

(d) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of IS, threatened before any Regulatory Authority which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse affect upon this Agreement. No such judgment, order, decree or award has been entered against IS which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of IS, threatened before any Regulatory Authority involving IS which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(e) Conduct of IS. IS has complied, and at all times during the Term will comply, with all local, state and federal laws and regulations that are applicable to IS, which include, but

are not limited to the Internal Revenue Code, the Delaware Code and the Charter Schools Law.

2.2 Representations and Warranties of the School.

The School represents and warrants as follows:

(a) Organization and Tax Exempt Status. The School is, and at all times during the Term will be, a corporation duly organized under the laws of Delaware, with the purpose and legal ability to contract to operate a charter school and to contract for educational management services. The School shall apply for federal tax-exempt status no later than one year following the execution of the Charter Contract. Should the Internal Revenue Service require changes to this Agreement in conjunction with the School's application for or continuation of tax exempt status, both Parties will take all reasonable steps and agree to all reasonable modifications to effectuate the necessary changes.

(b) Authority. Subject to the last two sentences of clause (a) above, the School has all requisite power and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the agreements contemplated hereby and thereby. This Agreement constitutes a valid and binding obligation of the School, enforceable against the School in accordance with its respective terms.

(c) Litigation. There is no suit, claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority to which the School is a Party or which may result in any judgment, order, decree, liability, award or other determination which will or may reasonably be expected to have an adverse effect upon the School. No such judgment, order, decree or award has been entered against the School which has, or may reasonably be expected to have, such effect. There is no claim, action or proceeding now pending or, to the knowledge of the School, threatened before any Regulatory Authority involving the School which will or may reasonably be expected to prevent or hamper the consummation of the agreements contemplated by this Agreement.

(d) Full Disclosure. No representation or warranty of the School herein and no statement, information or certificate furnished or to be furnished by the School pursuant hereto or in connection with the agreement contemplated hereby contains any untrue statement of a material fact or omits or will omit a material fact that renders the disclosure misleading.

(e) Conduct of the School and the Operating Board. The School has complied, and at all times during the Term will comply, in all material respects with all local, State and federal laws and regulations that are applicable to the School, which include, but are not limited to the Internal Revenue Code, the Delaware Code, and the Charter Schools Law. The School has maintained and will maintain adequate records of the activities and decisions of the School to ensure and document compliance with all such laws and

regulations. The School agrees to provide IS with copies of all such records, and to allow IS to, at IS' discretion, assist with the preparation and retention of such records.

(f) Due Authorization. The Operating Board is duly authorized to organize and operate the School and is vested by the Authorizer with all powers necessary to carry out the educational program outlined in the Charter Contract. **Regardless of the delegation of any duties to IS, the School shall at all times retain all rights, responsibilities, and ultimate accountability under the Charter Contract.**

3. AUTHORITY

3.1 Delegation of Authority to IS

The School hereby authorizes IS to undertake the functions specified in this Agreement in regards to the business and academic services of the School on behalf of the School, it being understood that, at all times, IS remains accountable and subject to the oversight of the School, the Authorizer and State authorities, as provided for in this Agreement and by law. The School also authorizes IS to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in IS' good faith and reasonable judgment to properly and efficiently manage or operate the School, provided such actions are consistent with the Charter Contract, applicable laws and the annual School budget approved by the Operating Board and not contrary to IS' obligations under this Agreement, and that IS provides prior written notice to the School if any such other material action is to be taken by IS.

3.2 IS Authority to Subcontract.

Except to the extent prohibited by law or this Agreement, IS may subcontract any function or service it is obligated to provide hereunder upon the prior approval of the Board, provided that no such subcontract permitted hereunder shall relieve or discharge IS from any obligation or liability under this Agreement. IS shall provide an annual list indicating the functions or services it expects to subcontract the following fiscal year that it is obligated to provide hereunder.

3.3 State Board of Education Authority

Nothing in this Agreement shall be construed in any way to limit the authority of the Delaware State Board of Education, including, but not limited to, the authority to take and enforce action pursuant to **Title 14, Chapter 5, §515 of the Delaware Code.**

3.4 Conflict with Charter

Subject to Section 11.14, to the extent there are any conflicts between the terms of the Charter Contract and the terms of this Agreement, the terms of the Charter Contract shall control.

4. DUTIES AND OBLIGATIONS OF IS

In exchange for the Service Fee described in Section 7.4 and paid by the School to IS, IS will provide the following services as more specifically described in the balance of this Article 4, Article 5, Article 6, and Article 7:

(a) Providing comprehensive program design through the School Model, including curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality;

(b) Recruiting the Principal, teachers, and administrators;

(c) Training and evaluating the Principal;

(d) Providing professional development for teachers;

(e) Preparing a budget and monthly financial statements;

(f) Providing payroll and bookkeeping services;

(g) Researching and recommending an auditor to the Operating Board and serving as a liaison with the auditor;

(h) Coordinating purchasing;

(i) Selecting and managing benefits plans for School employees;

(j) Maintaining human resource files for School employees;

(k) Facilitating the School's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application;

(l) Completing required foundation and government reports, including, but not limited to the School's annual report;

(m) Developing and executing plan for student recruitment, including development of recruitment materials;

(n) Providing marketing and advocacy for the School;

(o) Conducting a school accountability inspection every year; and

(p) Providing any other services reasonably relating to the foregoing services.

IS may, but is not obligated to, provide additional services for additional compensation. IS may perform functions off-site, except as prohibited by State law. IS may utilize web-based systems to provide support and counsel to the School. IS shall, upon the request of the Operating Board, provide a quarterly report indicating the services IS has provided to the school, as contemplated by this Agreement.

4.1 Curriculum.

IS shall support the School in implementing the School Model and curriculum in a manner that is consistent with all applicable laws and regulations including requirements regarding content and subjects of instruction, unless such requirement has been waived by the relevant authorities, and such waiver has been approved by the Operating Board. IS will provide the School with information and systems for implementing the program and the curriculum. The curriculum will include scope and sequence, an assessment system, a daily schedule and a variety of curriculum materials and related documents.

4.2 Student Evaluation.

IS shall implement student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the performance goals set forth in the Charter Contract (and included in appendix A of this Agreement for reference) and any additional guidelines set forth by the Authorizer. The School shall, with IS' assistance, ensure that the students take all State required standardized tests in accordance with State laws and regulations. The School, with IS' assistance, shall maintain detailed statistical information on the performance of (i) the School as a whole, (ii) each individual student, and (iii) each grade. IS and the School shall cooperate in good faith to identify other measures of and goals for student and School performance, including but not limited to parent, teacher, and student satisfaction.

4.3 Annual Audit.

IS shall cooperate and provide all reasonably requested information, to the extent such information is in possession or under the control of IS, needed to complete an annual audit of the School.

4.4 Budget and Financial Statements.

On or before May 1 of each year, IS will work closely with the School to provide the School with a projected budget for the next fiscal year, for review and approval by the Operating Board. The annual budget for the School shall provide for payment of all operating expenses related to the operation or opening of the School, including, but not limited to: disbursement to IS of certain expenses including IS' Service Fee; compensation for School employees, including salary and benefit costs; debt payments owing and owed to IS by the School; marketing and

public relations costs; supplies; maintenance; staff development; curriculum materials; assessment materials and consulting fees; other third party consulting expenses; transportation and travel; printing and duplicating; postage; legal fees; and accounting fees.
With respect to these items, IS may act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget expenditures out of funds available therefore from the School bank accounts, from which the School shall give IS authority to remit payments. The School shall be the lawful owner of all real and personal property purchased with such funds, except for property covered by Article 8, which property shall be the sole and exclusive property of IS, subject to the provisions of Article 8. IS shall have no responsibility to make any purchases on behalf of the School or to act as disbursement agent for the School unless and until the funds for such expenditures are in the School bank accounts to which IS has access.
The budget shall grant certain levels of discretion to the Principal, within parameters established by the Operating Board.

IS, working closely with the Point of Contact, shall also:

(a) prepare monthly financial statements for review and approval by the Operating Board;

(b) Prepare and provide unaudited monthly financial information in conformance with, State regulations;

(c) record and track income and expenses related to all contracts and grants;

(d) process all cash receipts and accounts payable in accordance with State Department of Finance, Division of Accounting regulations;

(e) prepare and input information for checks through FSF system;

(f) reconcile the checking accounts each month;

(g) provide payroll service and maintain payroll records;

(h) provide State reports and checking account reconciliations;

(i) provide IT support services

4.5 Principal.

Because the accountability of IS to the School is an essential foundation of this relationship, and because the responsibility of the Principal of the School is critical to its success, the School delegates to IS the authority and responsibility, consistent with State law, to recruit, supervise, anIS

IS and the School shall determine the initial criteria and processes for selection of the Principal, and IS shall, select and interview final round candidates, make a hiring recommendation to the School, and present the proposed terms of the Principal's employment to the Operating Board, including therein the duties and proposed compensation and benefits of the Principal. The Operating Board may interview the Principal candidate recommended by IS. Within two weeks of said recommendation, the School shall follow IS' hiring recommendation unless at least 80% of Operating Board members vote to reject said recommendation.

The Principal shall be an employee of the School, but the Principal shall work closely with IS and coordinate the management of the School with IS. IS will (a) provide an intensive leadership training program for the Principal, (b) conduct a Principal evaluation once per year, using a comprehensive performance assessment model and (c) provide ongoing coaching and training for the Principal. IS shall have the right to make a recommendation to the School to fire the Principal. Within two weeks of said recommendation, the School shall follow IS' firing recommendation unless at least 51% of operating board members vote to reject said recommendation.

4.6 Teachers and Other School Personnel.

IS shall have the responsibility to recruit teachers and non-teaching administrators and personnel for the School. The Principal shall have the final authority to hire such teachers and other personnel. The Principal shall have the final authority to terminate the employment of School employees, although IS may recommend termination of a School employee.
The Principal shall have the authority to determine the compensation and benefits of all School employees, within the constraints of the budget adopted by the Operating Board.

IS, in collaboration with the Principal, shall perform the following personnel functions:

(a) determining staffing levels and compensation ladder;

(b) determining staff responsibilities;

(c) providing counsel as to evaluation and discipline of personnel;

(d) initial training in the chosen School Model to be employed by the School, curriculum, program, and technology to all teaching personnel;

(e) training all non-teaching personnel as IS reasonably determines is necessary.

Over time, IS will assist the School (including the Principal and responsible school staff) in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the chosen School Model methodology. IS will continue to work closely with the Principal to jointly plan and deliver ongoing teacher training. Should there be a change in Principal at the School, IS will again become involved more directly in initial teacher training until the new Principal is able to run such training independently.

4.7 Equipment and Information Technology.

IS will manage the School's start-up process, and facilitate the purchase, at the School's expense, of desks and other furnishings, equipment, library and media materials, and other similar materials and furnishings integral to the operation of a school.

IS will facilitate the School's purchase and procurement of information technology equipment and services. In addition, IS will provide the following computer and information technology support to the School:

(a) maintaining and providing training in the use of a central file server containing electronic curricular and school administration resources;

(b) providing general desktop support to the School staff;

(c) recommending and ensuring the effective implementation of a data back-up protocol.

All technology software and equipment will be paid for by the School, unless otherwise specified by IS. IS will pay for ongoing technology services approved by IS.

4.8 School Inspection.
IS will conduct a thorough School inspection and evaluation every year.

5. DUTIES AND OBLIGATIONS OF THE SCHOOL
In addition to the duties and obligations expressly set forth in Article 4, the School (and IS) shall have the following duties and obligations:

5.1 Annual Audit.
The School shall pay for an annual audit of the School to be conducted in compliance with State law and regulations, and identifying the manner in which funds are spent at the School.
The annual audit shall be performed by a certified public accountant selected by the Operating Board. IS shall help to identify and recommend the certified public accountant.

5.2 Legal Services.
The School shall arrange and, if necessary, pay for its own legal services. IS shall help identify and recommend a legal service provider.

5.3 Accounting, Bookkeeping, Procurement, and other Financial Functions.

The School shall be responsible and accountable for the following financial functions:

(a) payment of School expenditures with School funds;

(b) maintenance of adequate cash balances to cover payroll and payments to vendors;

(c) payroll, in accordance with Section 5.4;

(d) transfer to IS of all relevant financial information;

(e) coding of all vendor invoices and deposits before sending the information to IS;

(f) delivery of all vendor invoices and contract and grant information to IS in a timely fashion;

(g) availability for consultation with IS staff during normal business hours.

IS shall provide initial training to the Point of Contact in the use of the financial management software selected by IS, and shall provide support and oversight as may pertain to the functions listed above. IS shall also work closely with the Point of Contact to ensure accurate and timely financial reporting to the Operating Board and funding agencies, including but not limited to the Delaware Department of Education and the Delaware State Board of Education.

5.4 Payroll, Employee Salaries and Benefits.

The School shall be responsible and accountable for the funding of the salaries, fringe benefits, and State and federal payroll taxes for all individuals employed at the School. All such payments will be made through the state's automated payroll system.

5.5 State and Federal Waivers.

Subject to prior notice to the Operating Board, the School shall, with IS' assistance, timely apply for and support the waiver of any federal or State rules or regulations that interfere with the School Model, except as required for the ordinary operation of the School.

5.6 Evaluation of IS

The Operating Board will offer an annual written evaluation of IS' performance after the conclusion of each school year and no later than July 1st.

6. OPERATION OF THE SCHOOL

6.1 Students with Special Needs.

The School recognizes its obligation to provide an appropriate education to all students enrolled in the School, regardless of special need, in accordance with the requirements of the *Individuals with Disabilities Education Act of 1990* and Section 504 of the *Rehabilitation Act of 1973*. As required by law, the School shall be open to individuals with handicapping conditions and other special needs. IS may, on behalf of the School, subcontract as necessary and appropriate to a

municipal, public or private contractor or otherwise for the provision of special education services, subject to approval by the School, which shall not be unreasonably withheld.

6.2 Recruitment and Admission.
IS and the School shall be jointly responsible for the recruitment of students in accordance with the Charter School Law, but IS' involvement in recruitment of students shall not give rise to any liability of IS, including, without limitation, liability for the failure of enrollment to support the School's budget, and shall not limit IS' right to terminate this Agreement pursuant to Article 10 . Application to the school shall be in accordance with Title 14, Chapter 5, §504A (9). Admission shall be open to all individuals who reside within Delaware on a space-available basis without regard to race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, proficiency in the English language, academic achievement, or any other basis that would be illegal if used by a public school district. If there are more applications for enrollment in the School than there are spaces available, students shall be selected to attend using a random selection process. Preference criteria for admission shall be in accordance with those defined in Title 14, Chapter 5, §506 of the Delaware Code.

6.3 Projected Minimum Enrollment Levels.
The School will first open on or about August 2013 (the "Opening Date") with students in Kindergarten to 1st Grade. The Projected Minimum Enrollment Levels for each year of this Agreement, for all grades are:

Year 1 – School year beginning in 2013 240
Year 2 – School year beginning in 2014 320
Year 3 – School year beginning in 2015 400
Year 4 – School year beginning in 2016 480
Year 5 – School year beginning in 2017 480

6.4 School Day and Year for Students.
The normal school day shall be approximately 8 hours. The normal school year shall consist of approximately 182 days of regular instruction for students. The School's calendar shall be developed annually by the Principal in consultation with IS, and shall extend from on or about August 23 to on or about June 15 with scheduled vacations.

6.5 School Policies
The School and IS are committed to the success of the educational program set forth in the School Model and related documents, which are part of the Charter Contract, and which are incorporated by reference herein. Consequently, IS shall make reasonable recommendations to the School concerning calendar, policies, rules, regulations, procedures, personnel, and budget, to enable the School to implement the School Model; and the School shall exercise good faith in considering and adopting IS' recommendations, so that the School Model may be properly implemented.

6.6 Due Process.

With regard to student disciplinary matters, the School shall act in accordance with State and federal law. The School shall provide students due process hearings in conformity with the requirements of State and federal law regarding discipline, special education, confidentiality and access to records.

6.7 Family Educational Rights and Privacy Act.

The School hereby designates employees of IS as agents of the School having a legitimate educational interest such that they are entitled access to education records under 20 U.S.C. § 1232g, the Family Educational Rights and Privacy Act ("FERPA"). IS, its officers and employees shall comply with FERPA at all times.

7. FINANCIAL ARRANGEMENTS

7.1 Funding Eligibility.

The Principal shall be responsible for complying with applicable requirements for the purpose of receiving or maintaining the School's eligibility to receive from Delaware the per pupil allowance which the School is entitled under applicable Delaware and Federal law. The School shall apply for all State aid or other monies it is eligible to receive from the Authorizer. IS shall provide such assistance to the School in the preparation or review of State, Federal and other aid applications and reports as the School may request. The School shall permit IS to review any such applications and reports prior to their submission, and IS shall have the right, upon prior written notice to and approval by the School, to assume control of the application and report process if and to the extent it reasonably deems it appropriate to do so.

7.2 Donations and Grants.

Both the School and IS may solicit and receive grants and donations consistent with the mission of the School, and each Party shall keep the other Party fully informed of its activities hereunder on a timely basis

7.3 Extracurricular Fees.

Consistent with local practice and as allowed by law, the School may charge fees to students for extra services such as summer activities, extracurricular clubs and after school athletics.

7.4 Service Fee.

For the 12-month period beginning on July 1, 2012 (FY13), the School shall pay IS a total Planning Year Service Fee of $125,000 which will be divided into 5 installments, as outlined below. Each invoice covers the months of rendered services indicated in parentheses.

Upon signing of the contract - $6,000
October 1st: (September 2012)- $25,250
January 1st: (October 2012- December 2012)- $31,250
April 1st: (January 2013- March 2013)- $31,250
June 30th: (April 2013- June 2013)- $31,250

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt, a monthly late fee of 1% will be assessed on any amount over due.

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For the 12-month period beginning on July 1, 2013 (FY 2014), the School shall pay IS a total Operating Year 1 Service Fee of $409,000 which will be divided into 4 equal monthly installments of $102,250 to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2013-September 2013
January 1st: October 2013- December 2013
April 1st: January 2014- March 2014
June 30th: April 2014- June 2014

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt, a monthly late fee of 1% will be assessed on any amount overdue. .

For the 12-month period beginning on July 1, 2014 (FY 2015), the School shall pay IS a total Operating Year 2 Service Fee of $330,000 which will be divided into 4 equal monthly installments of $82,500 to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2014-September 2014
January 1st: October 2014- December 2014
April 1st: January 2015- March 2015
June 30th: April 2015- June 2015

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt, a monthly late fee of 1% will be assessed on any amount overdue.

For the 12-month period beginning on July 1, 2015 (FY 2016), the School shall pay IS a total Operating Year 3 Service Fee of $290,000 which will be divided into 4 equal monthly installments of $72,500 to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2015-September 2015
January 1st: October 2015- December 2015
April 1st: January 2016- March 2016
June 30th: April 2016- June 2016

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt, a monthly late fee of 1% will be assessed on any amount overdue.

For the 12-month period beginning on July 1, 2016 (FY 2017), the School shall pay IS a total Service Fee of $285,000 which will be divided into 4 equal monthly installments of $71,250 to be invoiced on a quarterly basis. IS shall invoice the school on October 1st, January 1st, April 1st, and June 30th. Each invoice covers the following months of rendered services.

October 1st: July 2016-September 2016
January 1st: October 2016- December 2016
April 1st: January 2017- March 2017
June 30th: April 2017- June 2017

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt, a monthly late fee of 1% will be assessed on any amount overdue..

Any additional services requested by the School and rendered by IS, but not covered in services outlined in this Agreement will require an addendum hereto, wherein any additional payment terms will be outlined and mutually agreed upon by both Parties.

7.5 IS Not Required to Make Loans or Advances.

IS shall have no obligation to advance or loan any funds to the School.

8. PROPRIETARY INFORMATION AND CONFIDENTIAL INFORMATION

8.1 Marks and Proprietary Information.

The School agrees that to the extent permitted by law, IS and all associated sub-contractors shall own all Marks and all Proprietary Information, provided that the School shall have the non-exclusive, perpetual, and royalty-free license to use the Proprietary Information for the purpose of operating the School (the "License"). IS and all associated subcontractors shall have the sole and exclusive right to license such materials for use by other school districts or customers or to modify and/or sell such material to other school districts and customers. During the Term, IS and associated sub-contractors may disclose such Proprietary Information, including that which is currently in existence as well as that which may be created in the future. The School shall not disclose, publish, copy, transmit, modify, alter or utilize such Proprietary Information during the Term or at any time after the expiration of this Agreement other than to the extent necessary for implementation of this Agreement or the operation of the School. The School shall use such efforts as may be reasonably requested by IS to assure that no School personnel or agents disclose, publish, copy, transmit, modify, alter or utilize IS' Proprietary Information without IS' prior written consent, except as required for the operation of the school.

8.2 Treatment of Confidential Information of IS.

(a) Confidential Information. The School acknowledges that prior to the Term, IS may have disclosed, and during the Term IS may disclose, Confidential Information to the School. The School agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that the School will not use Confidential Information for any purpose other than those provided for herein or the operation of the School.

(b) Protection of Confidential Information. The School shall preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to any persons, entities, and/or firms other than those authorized by IS to receive such information, except in connection with the operation of the School.

(c) Use of Confidential Information. The School agrees that the Confidential Information: (i) shall be used solely in furtherance of this Agreement or the operation of the School, and shall not otherwise be used for the benefit of others; (ii) shall not be copied or reproduced by the School without the express written permission of IS, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement or the operation of the School; and (iii) shall not be disclosed to any third party without the prior written consent of IS, except in connection with the operation of the School. The School agrees that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If the School becomes aware of any infringement or alleged instance of infringement, the School agrees to notify IS promptly in writing.

(d) Return of Confidential Information. The School will promptly deliver to IS any and all Confidential Information, including all written and electronic copies, in the School's possession or control upon termination or expiration of this Agreement or upon request by IS, except in connection with the operation of the School.

(e) Rights to Confidential Information. Except as required for the Parties' performance hereunder or the operation of the School, nothing in this Agreement shall be construed to require IS to provide, or to entitle the School to obtain, any Confidential Information or any rights therein. The School agrees that these confidentiality obligations shall survive the expiration or termination of this Agreement for five years.

(f) Specific Performance. In addition to all of the remedies otherwise available to IS, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, IS shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of IS' remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. The School acknowledges and agrees that IS' rights under this Article 8 are special and unique and that any violation of this Article 8 by the School would not be adequately compensated by money damages alone.

8.3 Treatment of Confidential Information of School

(a) Confidential Information. IS acknowledges that prior to the Term, the School may have disclosed, and during the Term the School may disclose, Confidential Information to IS. IS agrees that it will not at any time or in any manner, directly or indirectly, use or disclose any trade secrets or other Confidential Information to anyone, and that IS will not use Confidential Information for any purpose other than those provided for herein or the operation of the School.

(b) Protection of Confidential Information. IS shall preserve and take all reasonable precautions to prevent the disclosure of the Confidential Information to any persons,

entities, and/or firms other than those authorized by the School to receive such information, except in connection with the operation of the School.

(c) Use of Confidential Information. IS agrees that the Confidential Information: (i) shall be used solely in furtherance of this Agreement or the operation of the School, and shall not otherwise be used for the benefit of others; (ii) shall not be copied or reproduced by the IS without the express written permission of the School, except for such copies as may be reasonably required for accomplishment of provisions of this Agreement or the operation of the School; and (iii) shall not be disclosed to any third party without the prior written consent of the School, except in connection with the operation of the School. IS agrees that it will not knowingly infringe upon, or permit any of its employees or agents to infringe upon, any rights of any third party or knowingly violate the patent, copyright, trademark, trade secret, or other proprietary right of any third party in connection with the performance of this Agreement. If IS becomes aware of any infringement or alleged instance of infringement, IS agrees to notify the School promptly in writing.

(d) Return of Confidential Information. IS will promptly deliver to the School any and all Confidential Information, including all written and electronic copies, in IS' possession or control upon termination or expiration of this Agreement or upon request by the School, except in connection with the operation of the School.

(e) Rights to Confidential Information. Except as required for the Parties' performance hereunder or the operation of the School, nothing in this Agreement shall be construed to require the School to provide, or to entitle IS to obtain, any Confidential Information or any rights therein. IS agrees that these confidentiality obligations shall survive the expiration or termination of this Agreement for five years.

(f) Specific Performance. In addition to all of the remedies otherwise available to the School, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, the School shall have the right to injunctive relief to restrain and enjoin any actual or threatened breach of the provisions of this Article 8. All of the School's remedies for breach of this Article 8 shall be cumulative and the pursuit of one remedy shall not be deemed to exclude any other remedies. IS acknowledges and agrees that the School's rights under this Article 8 are special and unique and that any violation of this Article 8 by IS would not be adequately compensated by money damages alone.

9. INDEMNIFICATION

9.1 Survival of Representations and Warranties.

All representations and warranties hereunder shall be deemed to be material and relied upon by the Parties with or to whom the same were made, notwithstanding any investigation or inspection made by or on behalf of such Party or Parties. The representations and warranties covered in this Agreement will survive the termination or expiration of this Agreement.

9.2 Indemnification of the School.

IS shall hold the School and its directors, officers, successors, assigns, employees and agents (the "School Indemnified Persons") harmless and indemnify each of them from and against any and all claims, losses, damages, liabilities, penalties, fines, expenses or costs ("Claims"), plus reasonable attorneys' fees and expenses incurred in connection with Claims and/or enforcement of this Agreement, plus interest from the date incurred through the date of payment at the prime lending rate as published in *The Wall Street Journal*, from time to time prevailing (collectively, the "Indemnified Claims"), incurred or to be incurred by any School Indemnified Person resulting from or arising out of, directly or indirectly, any breach or violation of IS representations, warranties, covenants, or agreements contained in this Agreement.

9.3 Indemnification of IS

The School shall hold IS, trustees and affiliates, and the shareholders, directors, officers, partners, successors, assigns, employees and agents of each of them, harmless and indemnify each of them from and against any and all Indemnified Claims incurred or to be incurred by any of them resulting from or arising out of, directly or indirectly, any breach or violation of the School's representations, warranties, covenants or agreements contained in this Agreement.

9.4 Limitation on Claims of the School

Notwithstanding anything in this Agreement to the contrary, IS shall have no liability for any Claim and IS shall have no obligations or liabilities pursuant to Section 9.2:

(a) until the aggregate of the Claims suffered or incurred by the School exceeds Five Thousand Dollars ($5,000) (the "Deductible"). After the Deductible has been met there shall be liability for the aggregate of all Claims. In computing the amount of the Claims incurred by the School, the amount of any income tax savings actually realized by the School as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) to the extent such liabilities exceed the lesser of (i) the Service Fee paid to IS during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received by the School for an insured event under insurance policies referenced in this Agreement; and

(c) if the claim for indemnification is made pursuant to Section 9.2, to the extent that IS can demonstrate that the School had, prior to the effective date of this Agreement, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had been breached or was unfulfilled prior to the effective date of this Agreement.

9.5 Limitation on Claims of IS

Notwithstanding anything in this Agreement to the contrary, the School shall have no liability for any Claim and the School shall have no obligations or liabilities pursuant to Section 9.3:

(a) until the aggregate of the Claims suffered or incurred by IS exceeds the Deductible. After the Deductible has been met there shall be liability for the aggregate of all Claims. In

computing the amount of the Claims incurred by IS, the amount of any income tax savings actually realized by IS as a result thereof as well as the income tax cost arising out of such indemnity, if any, shall be taken into account;

(b) to the extent such liabilities exceed the lesser of (i) the Service Fee paid by the School during the academic year in which the action or omission giving rise to the Claim occurred and (ii) the amount of any insurance proceeds received by IS for an insured event under insurance policies referenced in this Agreement; and

(c) if the claim for indemnification is made pursuant to Section 9.3, to the extent that the School can demonstrate that IS had, prior to the effective date of this Agreement, actual knowledge that the applicable representation or warranty was untrue or incomplete or had been breached or that the applicable covenant had beed breached or was unfulfilled prior to the effective date of this Agreement.

9.6 Indemnification of Third-Party Claims

The obligations and liabilities of any Party to indemnify the other under this Article 9 with respect to a Claim relating to or arising from third parties (a "Third Party Claim") shall be subject to the following terms and conditions:

(a) Notice and Defense. The Party to be indemnified (the "Indemnified Party") will give the Party from whom indemnification is sought (the "Indemnifying Party") prompt written notice of any such Claim, and the Indemnifying Party may undertake the defense thereof by representatives chosen by it. Failure to give notice shall not affect the Indemnifying Party's duty or obligations under this Article 9, except to the extent the Indemnifying Party is prejudiced thereby. If the Indemnifying Party undertakes the defense of a Third Party Claim, then the Indemnifying Party shall be deemed to accept that it has an indemnification obligation under this Article 9 with respect to such Third Party Claim, unless it shall in writing reserve the right to contest its obligation to provide indemnity with respect to such Third Party Claim. So long as the Indemnifying Party is defending any such Third Party Claim actively and in good faith, the Indemnified Party shall not settle such Claim. The Indemnified Party shall make available to the Indemnifying Party or its representatives all records and other materials required by them and in the possession or under the control of the Indemnified Party, for the use of the Indemnifying Party and its representatives in defending any such Claim, and shall in other respects give reasonable cooperation in such defense.

(b) Failure to Defend. If the Indemnifying Party, within thirty (30) days after notice of any such Claim, fails to dispute the obligation of the Indemnifying Party with respect to such Claim and fails to defend such Claim actively and in good faith, then the Indemnified Party will (upon written notice to the Indemnifying Party) have the right to undertake the defense, compromise or settlement of such Claim or consent to the entry of a judgment with respect to such Claim, on behalf of and for the account and risk of the Indemnifying Party, and the Indemnifying Party shall thereafter have no right to challenge the Indemnified Party's defense, compromise, settlement or consent to judgment therein.

(c) Indemnified Party's Rights. Anything in this Article 9 to the contrary notwithstanding, (i) if there is a reasonable probability that a Claim may materially and adversely affect the Indemnified Party other than as a result of money damages or other money payments, the Indemnified Party shall have the right to defend, compromise or settle such Claim, and (ii) the Indemnifying Party shall not, without the written consent of the Indemnified Party, settle or compromise any Claim or consent to the entry of any judgment which does not include as an unconditional term thereof the giving by the claimant or the plaintiff to the Indemnified Party of a release from all liability in respect of such Claim.

9.7 Payment

The Indemnifying Party shall promptly pay the Indemnified Party any amount due under this Article 9. Upon judgment, determination, settlement or compromise of any third party claim, the Indemnifying Party shall pay promptly on behalf of the Indemnified Party, and/or to the Indemnified Party in reimbursement of any amount theretofore required to be paid by it, the amount so determined by judgment, determination, settlement or compromise and all other Claims of the Indemnified Party with respect thereto, unless in the case of a judgment an appeal is made from the judgment. If the Indemnifying Party desires to appeal from an adverse judgment, then the Indemnifying Party shall post and pay the cost of the security or bond to stay execution of the judgment pending appeal. Upon the payment in full by the Indemnifying Party of such amounts, the Indemnifying Party shall succeed to the rights of such Indemnified Party, to the extent not waived in settlement, against the third party who made such third party claim.

9.8 Adjustment of Liability

In the event an Indemnifying Party is required to make any payment under this Article 9 in respect of any damages, liability, obligation, loss, claim, or other amount indemnified hereunder, such Indemnifying Party shall pay the Indemnified Party an amount which is equal to the sum of (i) the amount of such damages, liability, obligation, loss, claim or other amount, minus (ii) the amount of any insurance proceeds the Indemnified Party actually receives with respect thereto, minus (iii) any third party payments actually received by the Indemnified Party with respect to such damages, liability, obligation, loss, claim or other amount after demand or notice to such third party from the Indemnifying Party (with the consent of the Indemnified Party which will not be unreasonably withheld).

10. TERM AND TERMINATION

10.1 Term.

This Agreement shall have an initial term commencing on the Effective Date and ending on the anniversary of the Effective Date in the year of the first renewal of the Charter Contract (the "Term"). In no event shall any such renewal or renegotiations extend beyond the effective date of any subsequent Charter Contract granted by the Authorizer.

10.2 Termination by the School.

The School may terminate this Agreement in accordance with the following provisions:

(a) Termination for Cause. Subject to the provisions of subparagraph (b) below, the School may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.2, the term "for cause" shall mean:

i. IS becomes insolvent, enters into receivership, is the subject of a voluntary or involuntary bankruptcy proceeding, makes an assignment for the benefit of creditors, or does not have sufficient financial resources to perform its obligations under this Agreement in the ordinary course;

ii. a Regulatory Authority has revoked any license which may be required for IS to carry on its business and perform its obligations and functions under the Charter Contract;

iii. IS violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to the School or to IS;

iv. IS materially breaches any of the material terms and conditions of this Agreement, which results in material adverse consequences to the School;

v. the School fails to make reasonable progress toward achievement of the goals and objectives outlined in the "Goals and Objectives" or "Goals for Student Performance" section of the Charter application, after a period of at least three years from the Effective Date of this Agreement;

vi. the Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;

vii. the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State law, or does so; or

viii. the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations, or any contract or agreement.

ix. If sufficient funds are not appropriated by the schools, or other appropriate federal or state agency, to sustain in whole or in part the IS` performance under this agreement; or if such appropriation is reduced such that the amount of the appropriation is insufficient to sustain said performance.

x. IS takes any action which materially interferes with the ability of the School to perform its obligations under this Agreement and which results in material adverse consequences to the School.

(b) IS Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), the School shall give IS written notice of its basis for terminating the

Agreement (a "Termination Notice"). The Termination Notice shall specify the section of this Agreement upon which the School is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, IS shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, the School may immediately terminate the Agreement, upon 14 days prior written notice.

(c) If the School terminates this Agreement in accordance with Section 10.2(a), the School will pay IS any Service Fees payable hereunder, but yet unpaid for any services rendered up to the last day of services performed, the date and amount of which is to be mutually agreed upon in writing by both Parties.

10.3 Termination by IS.

IS may terminate this Agreement in accordance with the following provisions:

(a) Termination For Cause. Subject to the provisions of subparagraph (b) below, IS may terminate this Agreement for cause at any time during the Term. For purposes of this Section 10.3, the term "for cause" shall mean that:

i. the School materially breaches any of the material terms and conditions of this Agreement, which results in material adverse consequences to IS

ii. the School fails to comply with its Certificate of Incorporation or Bylaws and such failure materially and adversely affects the ability of the school to operate as contemplated by this Agreement;

iii. the School violates any material provision of law with respect to the School from which the School was not specifically exempted and which results in material adverse consequences to IS or to the School;

iv. the School takes any action which materially interferes with the ability of IS to perform its obligations under this Agreement, and which results in material adverse consequences to IS

v. The Operating Board willfully refuses to implement material aspects of the School Model.

vi. Authorizer notifies either Party of its intention to revoke its Charter Contract with the School, or does so;

vii. the State notifies either Party of its intention to revoke the Charter Contract between the Authorizer and the School pursuant to State law, or does so; or

viii. the enactment, repeal, promulgation or withdrawal of any federal, State or local law, regulation, or court or administrative decision or order finding that this Agreement, the operation of the School in conformity with this Agreement or the School's Charter Contract with the Authorizer violates the School's, the Authorizer's or the State's responsibilities, duties or obligations under the federal or State constitutions, statutes, laws, rules or regulations,

(b) School Right to Cure. Prior to exercising its right to terminate this Agreement pursuant to Section 10.2(a), IS shall give the School a Termination Notice specifying the section of this Agreement upon which IS is relying on for the termination and the requirements for correction of the breach. Upon receipt of the Termination Notice, the School shall have 60 business days to remedy the breach. If the breach is not corrected within the cure period, IS may immediately terminate the Agreement, upon 14 days prior written notification.

(c) If IS terminates this Agreement in accordance with Section 10.3, the School will pay IS any Service Fees payable hereunder but yet unpaid for any services rendered, up to the last day of services, the date and amount of which is to be mutually agreed upon in writing by both Parties.

10.4 Termination Upon Agreement of the Parties.

This Agreement may be terminated upon written agreement of the Parties.

10.5 Avoidance of Disruptions to Students.

Notwithstanding the foregoing provisions of this Article 10, each Party shall use its good faith best efforts to avoid a termination of the Agreement that becomes effective during the school year because of the disruption to the educational program and the students. Therefore, in the event this Agreement is terminated by either Party prior to the end of the Term, absent unusual and compelling circumstances, the termination will not become effective until the end of the school year.

10.6 Payment of Service Fee.

Upon termination of this Agreement pursuant to Section 10.4, the School shall pay IS any Service Fees payable hereunder for any services rendered by IS but not yet paid up to the last day of services performed by IS, but yet unpaid. The date and amount of which is to be mutually agreed upon in writing by both Parties.

10.7 Assistance Following Termination by IS.

In the event of termination of this Agreement by IS, IS shall provide reasonable assistance to the School for the shorter of the remainder of the current School year or 90 days after the effective date of termination of the Agreement (the "Termination Assistance Period"), to assist in the transition to another School management plan. During the Termination Assistance Period, IS will be entitled to receive and the School shall continue to pay IS' Service Fee and shall reimburse IS for all reasonable expenses incurred by IS in providing such transition assistance.

10.8 Marks and Proprietary Information.

Subject to the License, upon termination or expiration of this Agreement, the School will not have any right to make any use whatsoever of the Marks. To the extent that the School's corporate name or documents includes any of the Marks, including but not limited to the IS or any of IS' sub-contractors' name and logo, and unless expressly agreed to in writing by IS, the School shall immediately change such name so that it does not include any of the Marks, or any portion of the Marks, following termination or expiration of this Agreement.

11. MISCELLANEOUS

11.1 Governing Law.

This Agreement shall be governed by, construed, interpreted and enforced in accordance with the laws of the state of Delaware, without giving effect to the principles of conflict of laws thereof; provided, however, that the *Federal Arbitration Act*, to the extent applicable and inconsistent, will supersede the laws of Delaware and shall govern. If any action is brought to enforce an arbitral award rendered pursuant to Section 11.2, venue for such action shall be in the courts of

Delaware located in the School's county or the courts of the United States serving Delaware. The Parties hereby irrevocably waive any objection which either may now or hereafter have to the laying of venue of any actions or proceedings arising out of or in connection with this Agreement brought in the courts referred to in the preceding sentence and hereby further irrevocably waive and agree not to plead or claim in any such court that any such action or proceeding brought in any such court has been brought in an inconvenient forum.

11.2 Alternative Dispute Resolution.

(a) Good Faith Negotiation of Disputes. The Parties agree to cooperate in good faith in all actions relating to this Agreement, to communicate openly and honestly, and generally to attempt to avoid disputes. If, nevertheless, a dispute should arise in connection with this Agreement, either Party may give notice to the other Party of its intent to negotiate, and the Parties agree to use their best efforts to resolve such dispute in a fair and equitable manner. In the event any dispute or claim arising out of or relating to this Agreement or the relationship resulting in or from this Agreement (a "Dispute"), except for a claim by either Party relating to its intellectual property rights (including under Article 8 or Section 10.8 of this Agreement), is unable to be resolved by the Parties (or if one of the Parties refuses to participate in such negotiations) within twenty days from the notice of intent to negotiate, either Party may give written notice to the other (in accordance with Section 11.10) that the Dispute shall be resolved in accordance with the alternative dispute resolution procedures provided under this Article 11.

(b) Binding Arbitration Except With Respect to Intellectual Property. Any Dispute, except for a claim by either Party relating to its intellectual property rights (including under Article 8 or Section 10.8 of this Agreement), will be resolved by binding arbitration in accordance with the Commercial Arbitration Rules of The American Arbitration Association (the "Arbitration Rules"), except as stated below in this clause (b). A claim by either party relating to its intellectual property rights (including under Article 8 or Section 10.8 of this Agreement) shall not be subject to arbitration absent further agreement by the parties. Within seven calendar days following the giving by either Party of a written notice to arbitrate, (1) each Party shall designate its panel representative and (2) the Party giving notice to arbitrate shall also give notice to the Delaware Department of Education of such intent to arbitrate, and shall request that such office

designate a third representative. The arbitrators shall convene a hearing as soon as possible thereafter. Each Party may present witnesses, documentary, and other evidence in its behalf, but strict rules of evidence shall not apply. The arbitrators shall permit the filing of briefs upon request of either Party. The arbitrators shall issue a written opinion concerning the matters in controversy together with their award. They shall issue their award within 30 days following the close of the hearing, and judgment upon the award may be entered in any court having jurisdiction thereof.

(c) Notices. All notices, arbitration claims, responses, requests and documents will be sufficiently given or served if mailed or delivered in the manner described in the Notice provision of this Agreement.

(d) Award, Confirmation. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, the arbitrators are not empowered to award punitive or consequential damages. Any award rendered by the arbitrator(s) may be entered as a judgment or order and confirmed or enforced by either Party in any State or federal court having competent jurisdiction thereof. This Agreement concerns transactions involving commerce among the several states.

(e) Expense Shifting For Arbitration Avoidance. Notwithstanding anything to the contrary in the Arbitration Rules or otherwise, and except for a claim by either party under Article 8 or by IS under Section 10.8, which claim is not subject to arbitration, no Party may seek judicial relief. In the event any Party violates this provision and brings any action for judicial relief in the first instance without pursuing arbitration prior thereto, such Party will be liable to the other Party for, among other things, all of the other Party's costs and expenses (including, without limitation, court costs and attorneys' fees) incurred to stay or dismiss such judicial action and/or remove or remand it to arbitration. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order of dismissal, removal, or remand. In the alternative, such Party may seek an immediate and separate award of such costs and expenses at the outset of the arbitration, which the arbitrators must grant, and the Party may seek immediately to confirm such award of costs and expenses. In addition, if either Party brings any judicial action to vacate or modify any award rendered pursuant to arbitration, or opposes a judicial action to confirm such award, and the Party bringing or opposing such action or opposing confirmation of such award does not prevail, such Party will pay all of the costs and expenses (including, without limitation, court costs, arbitrators fees and expenses and attorneys' fees) incurred by the other Party in defending against the action to vacate or modify such award or in pursuing confirmation of such award. The cost-shifting provisions of the preceding sentence shall apply equally to appeals of judicial decisions to which the preceding sentence applies. It shall not be a violation of this arbitration provision for the Party entitled to collect such costs and expenses to seek to have them included in a judicial order dealing with confirmation, vacation, or modification of an award, or any order on an appeal to which the preceding sentence applies.

(f) Waiver of Jury Trial. The Parties knowingly and willingly waive the right to a jury trial of any Dispute, whether or not subject to this arbitration provision and including any Dispute included within this arbitration provision but found not to be subject to arbitration for any reason.

11.3 Breach and Waiver.

No failure on the part of any Party to enforce the provisions of this Agreement shall act as a waiver of the right to enforce any provision. Further, no waiver of any breach of this Agreement shall (a) be effective unless it is in writing and executed by the Party charged with the waiver, or (b) constitute a waiver of a subsequent breach, whether or not of the same nature. All waivers shall be strictly and narrowly construed. No delay in enforcing any right or remedy as a result of a breach of this Agreement shall constitute a waiver thereof. No waiver of any provision of this Agreement shall be deemed or shall constitute a waiver of any other provision. Nor shall such waiver constitute a continuing waiver unless otherwise expressly stated.

11.4 No Third Party Beneficiary Rights.

With the exception of the Authorizer, no third party, including, without limitation, a constituent of the School, a member of the community, a student or parent of a student of the School or otherwise, may enforce or rely upon any obligation of, or the exercise of or failure to exercise any right of, the School or IS in this Agreement. This Agreement is not intended to create any rights of a third party beneficiary.

11.5 Negligent, Wrongful or Unlawful Acts of a Party.

Nothing in this Agreement shall affect or alter in any way responsibility of either Party of this Agreement for the negligent, wrongful or unlawful act of that Party's employees, agents or contractors

.

11.6 Delegation of Authority.

Nothing in this Agreement shall be construed as delegating to IS any of the powers or authority of the School or the Operating Board, which are not subject to delegation by the School or the Operating Board under applicable State law or under the Charter Contract.

11.7 Compliance with Laws.

Unless specifically waived by appropriate governmental authority, IS shall comply with all applicable Federal, State and local laws, rules, regulations, ordinances, orders or other requirements of Delaware and any governmental authority relating to its delivery of the goods or services specified in this Agreement.

11.8 Incorporation of Recitals and Appendices.

The recitals to this Agreement and any appendices referred to in this Agreement are hereby incorporated herein as an integral part of this Agreement.

11.9 Inspection and Access to Records.

Upon reasonable notice, the Parties shall make available to each other and to the Authorizer for inspection and copying, all books, records, and documents relating to the Parties' obligations and performance under this Agreement.

11.10 Notices.

All notices, demands, consents or other communications ("notices") which either Party may be required or desire to give to the other Party shall be in writing and shall be deemed

delivered when (a) personally delivered, (b) if mailed, five business days after deposit in the United States mail, postage prepaid, certified or registered mail, return receipt requested, (c) if delivered by a reputable overnight carrier, one business day after delivery to such carrier, or (d) if delivered by facsimile, on the date the facsimile transmission is confirmed, provided that, on such date, a separate copy is also delivered pursuant to clause (b) or (c). Delivery by mail, overnight carrier or facsimile shall be addressed to the Parties as follows:

If to IS:

Attn: Debbie Doordan
Innovative Schools
100 W. 10th Street Suite 403
Wilmington, DE 19801
Tel: (302) 656-4737 ext 33
Fax: (302) 656-4738

If to the School:

Attn: Maria Matos
Academia Antonia Alonso
403 N. Vanburen Street
Wilmington, Delaware 19805
Tel: 302- 655-7338
Fax: 302- 655-7334

Any Party may change its address for notice by notice given in accordance with the foregoing provisions. Notwithstanding the manner of delivery, whether or not in compliance with the foregoing provisions, any notice, demand or other communication actually received by a Party shall be deemed delivered when so received.

11.11 Defined Terms and Use of Terms.

All defined terms used in this Agreement shall be deemed to refer to the masculine, feminine, neuter, singular and/or plural, in each instance as the context and/or particular facts may require. Use of the terms "hereunder," "herein," "hereby," and similar terms refer to this Agreement.

11.12 Section Headings.

The headings in this Agreement are for the convenience of the parties only, and shall have no effect on the construction or interpretation of this Agreement and are not part of this Agreement.

11.13 Exhibits and Schedules.

Each exhibit and each schedule to this Agreement to which reference is made in this Agreement is hereby incorporated in this Agreement as an integral part thereof. In the event of a conflict between the terms and provisions of this Agreement and the terms and provisions of any exhibits or schedules, the terms and provisions of this Agreement shall control.

11.14 Entire Agreement.

This Agreement constitutes the entire agreement between the Parties with respect to the subject matter herein, as of the Effective Date, and there are no understandings of any kind except as expressly set forth herein. Further, any and all prior understandings and agreements between the Parties, expressed or implied, written or oral, are superseded hereby.

11.15 Modifications and Amendments; No Parol Evidence.

This Agreement (including any exhibits and schedules to this Agreement) is the entire agreement between the Parties, and may be altered, changed, added to, deleted from or modified only by agreement in writing approved by the Operating Board and by IS' Board of Directors. Accordingly, no course of conduct or custom shall constitute an amendment or modification of this Agreement, and any attempt to amend or modify this Agreement orally, or in a writing not so approved, shall be void. This Agreement may not be modified, supplemented, explained, or waived by parol evidence.

11.16 Assignment.

This Agreement, including without limitation, the rights granted herein, may not be assigned, delegated, transferred, pledged, or hypothecated by either Party, whether voluntary or involuntary, without the prior written consent of the other Party. This Agreement shall inure to the benefit of and shall be binding upon the Parties and their permitted successors and assigns, and the name of a Party appearing herein shall be deemed to include the name of such Party's successors and assigns to the extent necessary to carry out the intent of this Agreement.

11.17 Counterparts.

This Agreement may be executed in Counterparts, each of which shall be deemed to be an original and both together shall be deemed to be one and the same Agreement.

11.18 No Partnership.

This Agreement does not constitute, and shall not be construed as constituting, a partnership or joint venture between the Parties.

11.19 Further Assurances.

The Parties agree that they will execute and deliver or cause to be executed and delivered from time to time such other documents, including but not limited to a License in customary form, and will take such other actions as the other Party reasonably may require to more fully and efficiently carry out the terms of this Agreement.

11.20 Severability.

In case any one or more of the provisions or parts of a provision contained in this Agreement shall, for any reason, be held to be invalid, illegal, or unenforceable in any respect in any jurisdiction, such invalidity, illegality, or unenforceability shall not affect any other provision or part of a provision of this Agreement in such jurisdiction, but this Agreement shall be reformed and construed in any such jurisdiction as if such invalid or illegal or unenforceable provision or part of a provision had never been contained herein and such provision or part shall be reformed so that it would be valid, legal, and enforceable to the maximum extent permitted in such jurisdiction.

11.21 Survival.

The provisions of Articles 2, 8 and 9, Sections 3.3, 3.4, 10.6, 10.7, 10.8, , 11.1, 11.2, 11.4, 11.5, 11.6, 11.8, [11.9], 11.10, 11.11, 11.12, 11.13, 11.14, 11.15, 11.20, 11.21, this Section 11.21, and any other sections or exhibits to this Agreement that by their nature extend beyond the expiration or termination of this Agreement shall survive any expiration or termination of this Agreement; provided that any provisions that is stated to extend for a specified period of time shall survive only for such specified period of time.

11.22 Negotiated Agreement.

The provisions of this Agreement were negotiated by the Parties and this Agreement shall be deemed to have been drafted by the Parties, notwithstanding any presumptions at law to the contrary.

WITNESS WHEREOF, the Parties have read, understood all terms and provisions in this agreement and executed and delivered this Agreement as of the date first written above.

THIS AGREEMENT CONTAINS A BINDING ARBITRATION PROVISION WHICH MAY BE ENFORCED BY THE PARTIES INNOVATIVE SCHOOLS DEVELOPMENT CORPORATION.

Debbie Doordan
Executive Director, Innovative Schools
Development Corporation

10/4/12
Date

Maria Matos
Chairman, Board of Directors
Academia Antonia Alonso Charter School

10/4/12
Date

INNOVATIVE SCHOOLS
The Center for School Innovation

Name of School /Client	County	Service Provided	Dates of Service	Brief Summary of Student Performance (or operational performance??)
Family Foundations Academy	New Castle	• Curriculum Alignment	2009	Family Foundations is currently rated superior.
		• Professional Development: Learning Focused	2010-present	
		• Cultural Competency Training: Ensemble	2009-2010	
		• Facilities	2010-2011	
		• Charter Shield: Gap Analysis	2009	
		• Marketing	2011-present	
		• Back Office Support	2008-2011	
		• Information Technology Support	2010-present	
		• Grant Writing	2009	
		• Loan Guaranty Fund	2006	
Odyssey Charter School		• Curriculum Alignment	2009	Odyssey Charter School is currently rated superior.
		• New School Development Charter Application Support	2009	
		• Loan Guaranty Fund	2006	
Reach Academy	New Castle	• Curriculum Alignment	2009	Reach Academy (opened in 2010) is currently on probation for issues related to school governance and financials. They are currently not rated, as schools are not rated until after their second year of assessment.
Delaware Academy of Public Safety and Security	New Castle	• New School Development Charter Application Support	2008-2010	Not Applicable. Delaware Academy of Public Safety and Security opened in the fall of 2011 and there is currently no performance data for this school.
		• Back Office Support	2010-present	
Campus Community Charter School	Kent	• Charter Shield: Gap Analysis	2009	Campus Community is currently on academic watch.

Pencader Business and Finance Charter School	New Castle	• Charter Shield: Gap Analysis	2009	Pencader is currently on probation for issues related to school financials. They are currently rated commendable.
		• Back Office Support	2011-present	
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Academy of Dover	Kent	• Marketing	2007-present	Academy of Dover is currently rated superior.
		• Back Office Support	2006-present	
		• Information Technology Support	2006-present	
		• Model Staffing Initiative: Instructional Culture Survey	2011	
		• Governance: Charter Renewal Support	2011	
		• Development and Fundraising	2007-2008	
Learning Link of Delaware	New Castle	• Marketing	2009	Not applicable. This is not a school based organization, achievement data is not calculated for this organization.
		• Information Technology Support	2010-present	
		• Book Keeping/Accounting	2009	
Las Americas ASPIRA Academy	New Castle	• New School Development Charter Application Support	2009	Not Applicable. Las Americas Aspira opened in the fall of 2011 and there is currently no performance data for this school.
		• Back Office Support	2009-2011	
		• Information Technology Support	2011	
		• Loan Guaranty	2008-present	
Christina School District	New Castle	• Information Technology Support		
		• Needs Assessment	2010/2011	
Prestige Academy	New Castle	• Information Technology Support	2009-present	Prestige Academy is currently a superior rated school in its fourth year of operation.
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Delaware College Prep Academy	New Castle	• Loan Guaranty Fund	2008	Delaware College Prep was rated superior during the initial testing year, but
Maurice J. Moyer Academy	New Castle	• Loan Guaranty Fund	2006-present	Moyer Academy (re-opened in 2011) is currently not rated, as schools are not
		• Back Office Support	2006-2009	

		• Information Technology	2008	rated until after their second year of assessment, they are currently considered a new school.
Thomas Edison Charter School	New Castle	• Cultural Competency Training: Ensemble	2009	Edison Charter School is currently rated superior.
		• Grant Writing	2009	
Delaware Department of Education	Kent	• Grant Writing	2010	Not applicable. This is not a school based organization, achievement data is not calculated for this organization.
Sussex Academy of Arts and Sciences	Sussex	• Back Office Support	2009-present	Sussex Academy is currently rated superior.
		• New School Development	2011	
East Side Charter School	New Castle	• Back Office Support	2010-2011	East Side Charter School is currently rated commendable
		• Model Staffing Initiative: Instructional Culture Survey	2011	
Seaford High School	Sussex	• New School Development	2010-present	Seaford High School is currently on Academic Watch.

Academia Antonia Alonso Charter School
Year 1 Fundraising Plan
August 2011

To supplement Academia Antonia Alonso's projected budget and provide additional resources for students attending the school, the Board of Directors will be actively engaged in fundraising. Fundraising will begin following the State's approval of the school's charter application and will be managed by a Fundraising Committee, appointed by the newly formed Governing Board, in partnership with the school leader. As Charter Management Organization (CMO), Innovative Schools will ensure that appropriate accounting protocols are in place to accept philanthropic donations.

SECTION 1: ORGANIZATIONAL FUNDING GOALS

Need	**$ GOAL**
Capital/School Building	$550,000
Expedition Fund	$20,000
Technology/Computers	$15,000
After School Program	$100,000
TOTAL FUNDING NEED	**$590,000**

SECTION 2: FUNDRAISING GOALS BY SOURCE

Projected Revenue By Source

Revenue sources	**Projected $**
Individual donors	$2,000
Foundation grants	$523,500
DDOE grant	$50,000
Special events	$14,500
TOTAL REVENUE	**$590,000**

Projected Revenue By Fundraising Strategy

Fundraising strategies	**Projected $**
Individual Donors	
Board of Directors	$1,000
Online/email giving	$1,000
Foundation Grants	
Longwood Foundation	$250,000
Welfare Foundation	$150,000
Laffey McHugh Foundation	$20,000
Crystal Trust	$20,000
Gilliam Foundation	$10,000
Rodel Foundation of Delaware	$50,000
Kinder Morgan Foundation	$3,500
TD Charitable Foundation	$5,000

Lowe's Charitable and Educational Foundation	$5,000
Home Depot Foundation	$10,000
DDOE Grant	
21st Century Community Learning Center Grant	$50,000
Special Events	
Opening Celebration	$10,000
Barn Raising	$3,000
Bake Sale	$1,500
TOTAL REVENUE	**$590,000**

Other Benchmarks	**Projected**
# Donors >$250	10
# Donors <$250	75
# Individual donors	85
# Face to face donor meetings	20
# Names on donor email list	400
# Website donations	50

SECTION 3: FUNDRAISING STRATEGIES

INDIVIDUAL GIFTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from Governing and Founding Board of Directors. Goal is to raise a minimum of $1,000, with 100% of the Board contributing at giving levels that are reasonable yet meaningful to each of them.	• Develop Board Solicitation Letter • Discuss Board Giving Goal at June Board Meeting • Identify key point of contact to have individuals conversations with each Board member to answer any questions • Send reminder emails to those individuals that do not submit donation in October and March. • Submit thank you and donor acknowledgement letter for tax purposes with-in one week of their gift. • Update Board on progress with meeting Board giving Goal at monthly Board meetings.	Fundraising Committee/ School Leader
Create awareness about Academia Antonia Alonso fundraising needs by establishing an Online/Email Giving campaign. Goal is to raise a minimum of $1,000 utilizing this resource, with at least 40 individuals donating	• Develop text and giving levels for online giving page that clearly communicates needs and impact of gift. • Research companies that provide customized online giving services • Select provider by July 1, work with Innovative Schools to have online giving incorporated into website • Reach out to local non-profit organizations to help	Fundraising Committee/ School Leader/ Innovative Schools

$25/person.	advertise the online giving campaign in their newsletters. • Develop messaging to be included on all print materials directing individuals to the online giving section of the Academia Antonia Alonso website. • Develop and send electronic email about Academia Antonia Alonso fundraising needs; send out twice during the year in December and in June to entire email list. • Work with Innovative Schools to ensure that online giving is properly recorded in Academia Antonia Alonso financial records • Monitor progress on donations monthly	

FOUNDATION GRANTS

STRATEGY	ACTIONS	STAFF INVOLVED
Solicit donations from local Foundations. Goal is to raise a minimum of $523,500.	• Research information on Foundations to determine grant deadlines, application criteria, etc. • Identify main contact at Foundations and schedule face-to-face meeting to share information about the school and discuss the Foundation's goals and giving interests • Write applications, have at least 3 proof readers review application before submission • Follow-up with contact after outcome of proposal is known; submit thank you letter. • If application was not funded, ask contact for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Academia Antonia Alonso website. Update Board on progress.	Fundraising Committee/ School Leader

DDOE GRANT

STRATEGY	ACTIONS	STAFF INVOLVED
Apply for 21st Century Community Learning Centers Grant	• Research application process; attend pre-meetings. • Establish point-of-contact at DDOE who is responsible for managing this grant program. • Follow-up with contact after outcome of presentation is known. • Complete application, identify 3 proof-readers to	Fundraising Committee/ School Leader

	provide feedback • If application was not funded, ask contact at DDOE for feedback. • If application is funded, provide appropriate donation acknowledgement information; establish process for completing report for funder at end of fiscal year. • Acknowledge all gifts on Academia Antonia Alonso website. • Update Board on progress; share info with key stakeholders in monthly newsletters	

SPECIAL EVENTS

STRATEGY	ACTIONS	STAFF INVOLVED
Organize a fundraising cocktail hour to coincide with the Academia Antonia Alonso opening celebration. Goal is to raise a minimum of $10,000 from this event with at least 50 individuals contributing a minimum of $250	• Determine best date for the Opening Celebration • Identify key people to manage opening celebration, develop timeline with key dates • Ask a Board member to donate home for purposes of cocktail hour • Identify caterer • Develop invitations • Develop invite list • Identify key guest speaker to attend • Solicit gifts for silent auction • Develop materials to share with guests • Send thank you letters to all guests and businesses that donated prizes • Acknowledge all gifts on Academia Antonia Alonso website • Update Board on progress; share info with key stakeholders in monthly newsletters	Fundraising Committee/ School Leader
Organize a Barn Raising event to help prepare for school opening. Goal is to build community support and raise at least $3,000 dollars in donations and in-kind gifts	• Develop flyer, email, press release, and other materials to help promote event and secure volunteers • Develop inventory list of items that are needed for barn raising, both materials and financial needs • Develop list of local businesses and conduct outreach to these groups for donations of supplies and financial gifts. • Develop an solicitation letter to local businesses, families for donations • Develop agenda for day of the barn raising; develop plan for coordinating volunteers around key projects	Fundraising Committee/ School Leader

	• Order t-shirts for volunteers; provide promotional materials about the school • Develop strategy for acknowledging volunteers/contributors • Capture information on volunteers and contributors and add to mailing list.	
Organize a bake sale with the support of parents at the school. Goal is to raise a minimum of $1,500	• Coordinate parent meeting to plan and secure volunteers for the bake sale • Develop flyer, press release, other promotional materials to help promote bake sale • Coordinate volunteers day of event to help with table set-up, selling goods. • Have promotional materials about school available to share with individuals who purchase bake sale goods • Develop strategy for acknowledging parent volunteers	

SECTION 4: SUPPORT MATERIALS (TO BE DEVELOPED)

- Case for support describing the funding needs and the school's benefit to the community (will utilize materials developed for marketing purposes)
- Academia Antonia Alonso 501c3 letter (to be obtained)
- Academia Antonia Alonso Charter School Board of Directors List (to be obtained once governing Board has been selected)
- Project budgets for each giving area identified (to be developed once building site has been selected, quotes obtained for school van and technology)
- Board Solicitation Letter
- Donor acknowledgement letter
- Audit (to be obtained Year 2 of operation)

Survey on Ensuring Equal Opportunity for Applicants

OMB No. 1894-0010 Exp. 05/31/2012

Purpose: The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

Instructions for Submitting the Survey: *If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.*

Applicant's (Organization) Name: Innovative Schools

Applicant's DUNS Number: 136349 8130000

Federal Program: U.S. Department of Education **CFDA Number:** 84.282B

1. Has the applicant ever received a grant or contract from the Federal government?

   ☐ Yes ☒ No

2. Is the applicant a faith-based organization?

   ☐ Yes ☒ No

3. Is the applicant a secular organization?

   ☒ Yes ☐ No

4. Does the applicant have 501(c)(3) status?

   ☒ Yes ☐ No

5. Is the applicant a local affiliate of a national organization?

   ☐ Yes ☒ No

6. How many full-time equivalent employees does the applicant have? *(Check only one box).*

   ☐ 3 or Fewer ☐ 15-50
   ☐ 4-5 ☐ 51-100
   ☒ 6-14 ☐ over 100

7. What is the size of the applicant's annual budget? *(Check only one box.)*

   ☐ Less Than $150,000
   ☐ $150,000 - $299,999
   ☒ $300,000 - $499,999
   ☐ $500,000 - $999,999
   ☐ $1,000,000 - $4,999,999
   ☐ $5,000,000 or more

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Academia Antonia Alonso **Name of Proposed School**	**Maria Matos** **Name of Contact Person**
Maria Matos **Name of the Head of the Board of Directors**	**403 N. Van Buren Street** **Mailing Address of Contact Person**
	Wilmington, DE 19805
August 2013 **Proposed Opening Date**	**302-655-7338** **Telephone Number of Contact Person**
Kindergarten – Grade 5 **Grades for School**	**302-655-7334** **Fax Number of Contact Person**
	mmatos@thelatincenter.org **E-mail Address of Contact Person**

First Year Enrollment	**300** **Total Number**	**K-1** **First Year Grade Span**
Second Year Enrollment	**400** **Total Number**	**K-2** **Second Year Grade Span**
Third Year Enrollment	**500** **Total Number**	**K-3** **Third Year Grade Span**
Fourth Year Enrollment	**600** **Total Number**	**K-4** **Fourth Year Grade Span**

Note: If this application is approved by the Department of Education and State Board of Education, with or without amendment, the final approved application and any amendments and conditions will serve as the approved charter for the school. Once granted, a charter cannot be modified without the approval of the Secretary of Education (see **14 Delaware Code, Section 511**).

Enrollment Breakdown by Grades

List the enrollment per grade for each of the first four years of school operation for a new charter application or the proposed enrollment for a renewal or modification application beginning with the current year. Please indicate the school year (example 2013-2014) in each of the boxes below.

First Year Enrollment (2013-2014)

Grade	Number
K	150
1	150
Total 1st Year Enrollment	300

Second Year Enrollment (2014-15)

Grade	Number
K	100
1	150
2	150
Total 2nd Year Enrollment	400

Third Year Enrollment (2015-16)

Grade	Number
K	100
1	100
2	150
3	150
Total 3rd Year Enrollment	500

Fourth Year Enrollment (2016-17)

Grade	Number
K	100
1	100
2	100
3	150
4	150
Total 4th Year Enrollment	600

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Introduction

As an introduction, describe the proposed charter school in one page or less. Include the specific grades to be served, target population (if any), school size, location (i.e., name of city or county), founding group, school focus or special educational approach, and any other descriptive information (e.g., parental involvement) that will provide a context for the remaining narrative in this application.

The **Academia Antonia Alonso** Founding Board, through a partnership with Charter Management Organization (CMO) Innovative Schools and the Latin American Community Center (LACC)**,** proposes to open a bi-lingual charter elementary school (K-5) in the Hilltop section of Wilmington. Because of the proposed location, it is anticipated that many of the students will be elementary-aged Hispanic English Language Learners. To address the needs of this student population and to create an academic program that provides all students attending the school with community and global awareness and 21st century skills, the academic program will be a replication of the nationally recognized Expeditionary Learning model (Appendix A), selected by the Founding Board from Innovative Schools' Portfolio of Model Schools. The Expeditionary Learning model was developed 17 years ago as an academic application of Outward Bound, an organization that values compassion, integrity, and diversity and seeks to develop character and leadership in students through experiences that involve challenge and adventure. Combined with the Two-Way Immersion model, Expeditionary Learning's instructional emphasis on learning by doing will support students' instructional and language acquisition needs. An array of wrap-around services offered by the LACC will complement the academic program and provide optional before- and after-school support and language acquisition programs for families attending **Academia Antonia Alonso**.

Academia Antonia Alonso will be organized around the themes of identity and community with the goal of helping students investigate who they are and what role they play in a diverse society. Students will be placed in one of two 'houses' – Casa de Identidad (House of Identity) or Casa de Comunidad (House of Community). At first, each grade level will be comprised of six classrooms, each with 25 students; three classes will comprise one 'house.' Over the first 5 years, as grade levels are added and existing grades are scaled back from 150 to 100 students each, the number of 'houses' per grade will be reduced to two. Each house will have both an English-speaking teacher and a Spanish-speaking teacher, who will collaborate to teach elements of the curriculum in both languages. Student learning will be based on an experiential, project-based approach, and the school structure will differ significantly from that of traditional elementary schools. Students will participate in 10-to-12 week in-depth learning expeditions—deep interdisciplinary investigations of academic topics rooted in real-life connections and experiences—that bring together teachers of different disciplines and enrich the work of discipline-specific classrooms. Through engagement with original research, students will create high-quality academic products to share with outside audiences throughout the year. Students will be challenged to think critically and take leadership roles in their classrooms and communities, promoting achievement through active learning, character growth, and teamwork.

Academia Antonia Alonso intends to contract with Innovative Schools as its CMO in order to (1) support full implementation of the Expeditionary Learning academic program, and (2) build the capacity of the school's Founding Board and staff to sustain the administrative and academic functions of their charter school. Expeditionary Learning will serve as Innovative Schools' subcontractor. This unique CMO arrangement creates a balanced workload, leveraging Innovative Schools' local expertise and understanding of Delaware's public schools and allowing its national partner to implement their academic and cultural model. By the first charter renewal, the Board and its staff will be able to independently manage a healthy school. This type of CMO relationship was recently highlighted as a promising practice for launching new charter schools[1].

Academia Antonia Alonso proposes to operate as a charter school in the State of Delaware. Over five years, the school will expand to include 600 students in grades K-5, with a maximum of 100 students per grade level. (In its fourth year, the school will have 600 students in grades K-4, with 150 students each in grades 3 and 4.) The school is incorporated, will be established as a non-profit 501(c)(3) organization, and will be managed by a Founding Board and By-Laws, as prescribed in the DDOE Regulations for charter schools.

[1] Fujimoto, Ted and Kyle Miller. "Model Neutral Charter Management Organization Platform as a Strategy to Support High Quality Growth" July 2011. Accessed November 16, 2011 at http://www.box.net/shared/1l2umo4nrxsr1ssbfbnj.

1. Applicant Qualifications

a. **Describe the involvement of each of the Delaware certified teachers, parents, and community members who have participated in the preparation of the application and the development of the proposed school.**

Preparation of the charter application, along with the development of **Academia Antonia Alonso's** academic program**,** has involved Delaware teachers, parents, and community members, who comprise the school's Founding Board and share a common desire to see a more effective school model for the education of English Language Learners in Delaware and for promoting community and global awareness among all students in Delaware. The process was coordinated by Innovative Schools, a non-profit school support organization hired by **Academia Antonia Alonso's** Founding Board for this purpose. Additionally, in helping the **Academia Antonia Alonso** Founding Board select the best school model for its charter school application, Innovative Schools facilitated opportunities for the school founders, Delaware teachers, parents, and community members to research the school options available through its Portfolio of Model Schools. Research opportunities have included webinars, tours of model schools, and individual research.

In addition to serving as valuable thought partners in a variety of areas, the Delaware teachers, parents, and community members of the Founding Board have met on a monthly basis to develop clarity around vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application.

b. Describe how the group that participated in the development of the application came together and if there are any partnership arrangements with existing schools, educational programs, business, non-profit organizations, or any other entities or groups. If any consultants or contractors were enlisted to help prepare this application, identify them, describe their qualifications, and indicate the areas where they provided information and assistance

Development and preparation of the **Academia Antonia Alonso** charter application has involved all members of the Founding Board and representatives from Innovative Schools, a local, non-profit public school support organization hired by the Founding Board to coordinate the development of its charter application. To ensure a smooth transition from concept to operation, the Founding Board intends to retain Innovative Schools as the school's Charter Management Organization following charter approval.

Several members of the Founding Board who are closely associated with the Latin American Community Center (LACC) have been talking and dreaming about the development of a charter school for close to 10 years but have not had the capacity to initiate and implement the project. The efforts to start **Academia Antonia Alonso** have been partially driven by the success that the LACC has had with its early childhood learning program and by its members' aspiration to provide a school that could successfully extend the academic opportunities provided by the early childhood program into the elementary grades. The goal of the school is to reverse the trend of declining academic performance that is consistently demonstrated when children attending the LACC's early childhood programs transition to local elementary schools.

Support to launch this charter school emerged as a result of the Board Development Program sponsored by Innovative Schools in the summer of 2011. This initiative brought together key stakeholders with an interest in offering their communities new school options. Attendees included Delaware certified teachers, parents of school-aged children, and representatives of the local non-profit and business communities. The program provided an opportunity for those in attendance to hear about the Delaware charter school movement; learn about Innovative Schools as an organization and about its Portfolio of Model Schools, which can serve as the foundation for the establishment of new charter schools; and, investigate the roles, responsibilities, and commitments involved in the founding and operating of charter school boards.

Through this opportunity, several representatives of the LACC and other individuals attending the Board training established a Founding Board with the purpose of addressing the need for an elementary school, specifically to be located in or near the Hilltop section of Wilmington. Based on the community to be served,

the Board selected the Expeditionary Learning and Two-Way Immersion models to provide the school's academic and cultural framework.

As a public school support organization that provides a comprehensive suite of services to support Delaware public schools in the development and operation of 21st century academic programs, Innovative Schools is uniquely positioned to support the development of the **Academia Antonia Alonso** charter application and to then serve as the school's CMO until the first charter renewal. As a comprehensive center for school innovation, Innovative Schools' programs cover three key areas, allowing it to work with community groups to provide an integrated and holistic approach to school development:

- Through partnerships with national school design organizations, Innovative Schools replicates unique, non-traditional **Innovative School Models** that introduce modern ways of teaching and learning and have a proven record of success.
- Through the Delaware Talent Management and Delaware Leadership Project initiatives, Innovative Schools provides **Innovative School Staffing,** a reliable source of high quality leaders and teachers trained to lead and inspire modern schooling.
- Through its back office support services, Innovative Schools implements **Innovative School Solutions** that streamline administrative services to allow more dollars to be directed to the classroom.

Throughout all phases of the development of this application, Founding Board members have been involved in working with Innovative Schools' qualified professional staff and its national school design partner, Expeditionary Learning, to research, develop, and prepare the application's numerous and complex components. To help the Founding Board develop a deeper understanding of the Expeditionary Learning model, Innovative Schools and representatives from Expeditionary Learning hosted webinars to provide Founding Board members with an overview of the model and offered opportunities for Founding Board members to attend Model School Tours to Capital City, an Expeditionary Learning elementary school in Washington, D.C.

Furthermore, in January 2012, several members of the Founding Board will visit *Mundo Verde*, a bilingual Expeditionary Learning elementary school that opened with grades pre-K and K this past September in Washington D.C. *Mundo Verde* will add a grade per year until reaching a K-5 enrollment. The visit in January will also begin to establish conversations between the Founding Board and the Expeditionary Learning school designer who works with EL's highest performing bilingual/ELL school, Manzanita SEED, in Oakland, CA.

Academic Antonia Alonso will continue to partner with the Latin American Community Center, a community-based organization that has been serving the Hilltop community for over 40 years. Started in 1969 to provide Puerto Rican immigrants with child care and social services, the organization has grown into a $5 million plus organization, offering services to clients from early infancy to old age. Over the past decade it has made significant investments in expanding its early childhood programs, and is a participant in the Delaware Early Stars Program, working to achieve a 5-star rating. It has also expanded its programs serving school-aged children, by offering education-based before- and after-school childcare services and summer camp, satellite after-school programs with the Christina and Red Clay Consolidated School Districts, and a credit recovery program with the Red Clay Consolidated School District. It has also successfully implemented a much-needed bilingual mental health program for individuals and families.

Through this collaboration, all the parties involved have shared their knowledge of proven successful innovative school models, their broad range of professional skills, the energy needed to promote school excellence, and their passion for inspired teaching and learning. These key components will remain crucial to success as implementation planning unfolds and preparations begin to open the school in the fall of 2013.

c. List the names, the places of residence, and the phone numbers of the founding board of directors and indicate which members are teachers currently certified in Delaware, parents, and community members. Describe how the location of the founding group members is related to the proposed location of the charter school.

Name	Board Position	Residence	Phone	Occupation/ Professional Position	DE Cert. Teacher, Parent, Community Member
Maria Matos	President	46 Valley Forge Rd New Castle, DE 19720	302-655-7338	Exec Director; LACC	Community Member
Maria T. Alonso	Vice President	975 Westtown Rd West Chester, PA 19382	302-530-9298	School Psychologist; Westtown School (PA)	Community Member
Brian Fahey	Secretary	608 Whitby Dr Wilmington, DE 19803	302-654-2331	Teacher, Wilmington Friends	Community Member
Riccardo Stoeckicht	Treasurer	2646 Stephenson Dr Wilmington, DE 19808	302-504-5249	COO; Rodel Foundation	Community Member
Caridad Alonso		115 Christiana Landing Dr; Unit 906; Wilmington, DE 19801	302-598-6268	Red Clay Consolidated School District Teacher/ ELL Support Specialist K-5	DE Certified Teacher
William J. Hutchinson		132 Ponds Lane, Greenville, DE 19807	302-655-4230	International Legal Consultant	Community Member
Kathleen F. Laskowski		9 Meadows Lane Centerville, DE 19807	302-425-3030	Former Educational Diagnostician/Teacher	Community Member
William Manning		1902 Riverview Ave Wilmington DE 19806	302-658-5304	Attorney, Saul-Ewing LLC; Charter School Law	Community Member
Alexis Y. Simms		237 Ridge Road Claymont, DE 19703	302-753-2343	LACC; Teacher	Parent

d. Describe the plans for further recruitment of board members of the school, especially teachers to be employed at the school and parents of students to be enrolled at the school.

Nomination and election protocols for open positions on the Board will be implemented as established in the school's By-Laws and will be posted on **Academia Antonia Alonso's** website (to be developed following approval) and, as openings arise, communications will be sent directly to all school stakeholders to ensure a fair, open, and transparent Board recruitment and election process.

Following the approval of the school's charter application, elections will be held to coincide with the transition of the Founding Board to the Operating Board; and, thereafter as seats become available, consistent with designated Board terms, except in the case of special circumstances.

The Board will also establish a Citizen's Budget Oversight Committee, consistent with State law. This Committee will have at least five members comprised of one educator from **Academia Antonia Alonso**, one Board member, at least two parents or community members who are not school employees or Board members, and representation from the DDOE.

Recruitment for **Academia Antonia Alonso'** Board and Citizen's Budget Oversight Committee will occur in accordance with Regulation Number 736 through a number of different venues, including, but not limited to, Innovative Schools' ongoing Board Development recruiting efforts, solicitations for nominations of employees and of parents of students to be enrolled at **Academia Antonia Alonso**, as well as requests to key members of the Delaware Business Roundtable and other business and community organizations throughout New Castle

County. Nominations will be collected by the Board's designated nominating committee and the results of the school board and Citizen Budget Oversight Committee elections will be shared at a public Board meeting.

The Board will follow best practices for bringing new members on board to ensure consistency in the governing structure. New members will participate in orientation/training through Innovative Schools' Board Development workshops, small group deliberations, self- and group evaluations, and consensus building to promote Board cohesion and informed decision-making. Over time, the Board will continue to evaluate the success of plans and processes for recruiting Board and Citizen's Budget Oversight Committee members and make adjustments as necessary.

e. Describe how the background of each member of the founding group makes him or her qualified to operate a charter school and implement the proposed educational program. Describe how the board of directors has and will maintain collective experience, or contractual access to such experience, in the following areas:

Resumes for each member of the Founding Board may be found in Appendix C. Background check results will be submitted to the Delaware Department of Education under separate cover. The configuration of the founding group meets best practice requirements for the composition of a charter school Founding Board.

Following charter approval, as the Founding Board transitions to an Operating Board, members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; business planning and development; fundraising capacity; and support for teachers, students, and parents.

During the application process, the Founding Board has been meeting on a monthly basis, lending its valuable expertise to clarify the school's vision and mission, establish protocols, and thoughtfully review and advise on various sections of the application. To increase understanding of their role as Board members and of the details of the Expeditionary Learning academic program, these individuals have also participated in Innovative Schools' Board Development program, webinars, and tours of model schools.

In order to ensure that the Board will maintain the knowledge, experience, and skills necessary to operate effectively following charter approval, all current and future Board members will be required to actively participate in Innovative Schools' Board Development initiative. Three workshop sessions will be held during the planning year to assist new board members in understanding their roles and responsibilities and in learning how to effectively organize and operate a school and hold that school accountable for performance, including the financial and legal aspects of the school's charter. Sessions will be designed to model effective Board practices, including research, small group deliberations, self- and group evaluations, and consensus building to promote Board cohesion and informed decision-making. The Board will also learn successful strategies for interfacing with the community. Additional information about the content for the Board workshops may be found in Appendix D.

1) Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.

Brian Fahey: Mr. Fahey has been a teacher at Wilmington Friends School since 1985. He has been a leader in academic development, along with content coordinator for English Language Arts.

Caridad Alonso: As a Delaware certified teacher**,** and as the state's first Hispanic state Teacher of the Year, Ms. Alonso brings expertise with Exceptional Children, Reading and Spanish Language Mentoring. She has extensive experience in creating thematic units of instruction to support second language acquisition, and was the co-founder of a full and partial immersion school for Pre-Kindergarten and K-1, respectively, using current research and best instructional practices.

Ms. Alonso is the English Language Learner Support Specialist for K-5 in the Red Clay Consolidated School District. She has extensive experience providing professional development to teachers and paraprofessionals to

advance English Language Learners' literacy and subject matter knowledge using effective research-based instruction.

2) **Business management, including but not limited to accounting and finance.**

Maria Matos: Ms. Matos brings extensive experience in the business and finance aspects of organizational operations and in the oversight of successful educationally-based before and after school and summer camp programs for school-aged students. As the Executive Director of the Latin American Community Center (LACC), Ms. Matos has successfully managed funding, budgets and fiscal operations for this community organization since 1994, growing the organization from an $800,000 budget, to a budget in excess of $5 million.

Riccardo Stoeckicht: As Chief Operating Officer of the Rodel Foundation, Mr. Stoeckicht is responsible for the oversight and administration of business finance, human resources, strategic planning, and facilities and information technology management. His leadership has spearheaded foundation restructuring in response to economic downturns (2008/09), negotiated organizational mergers and acquisitions, and has provided strategic financial and operational guidance to clients as well as the organization at-large. He has also worked in finance and business leadership for a Fortune 50 company, and has spent 4 years working at the LACC as Deputy Director. More recently he has provided extensive support to charter schools regarding their facility financing needs.

William Manning: As a partner with Saul Ewing LLC, and as Co-Managing Partner of its Wilmington office, Mr. Manning brings extensive experience in business management. He also serves as Co-Chair of Saul Ewing's Higher Education Practice Group, and with his partner, Jim Taylor, he provides legal advice to many of Delaware's charter schools.

William Hutchinson: Throughout an extensive corporate legal career, Mr. Hutchinson served in multiple legal, management and governance roles for a multi-billion dollar international company. In this capacity, he managed a full range of legal and regulatory matters in support of ICI Americas Inc. and ICI American Holdings, Inc.'s businesses and corporate operations in the U.S., both as Law department head and active legal practitioner.

3) **Personnel management.**

Maria Matos: As Executive Director of the Latin American Community Center, Ms. Matos provides oversight for the personnel management of the Center. She has worked closely with LACC's Board of Directors to formulate and implement policies and practices related to human resource functions, provide direct supervision for Center staff, and create opportunities for professional development and growth among her staff.

Riccardo Stoeckicht: As Chief Operating Officer of the Rodel Foundation, Mr. Stoeckicht is responsible for the oversight and administration of all human capital matters for the Foundation. Under his leadership, human capital management practices have been strengthened and organizational leadership functions advanced. In addition, he was the Human Resources Director for the Brazilian subsidiary of the DuPont Company providing strategic and operational HR guidance to an organization with over 1,000 employees, and has managed both small and large organizations.

William Hutchinson: Throughout an extensive corporate legal career, Mr. Hutchinson served in multiple legal, management and governance roles for a multi-billion dollar international company. In this capacity, he managed a full range of legal and regulatory matters in support of ICI Americas Inc. and ICI American Holdings, Inc.'s businesses and corporate operations in the U.S., both as Law department head and active legal practitioner.

Relative to personnel management responsibilities, Mr. Hutchinson discharged oversight, dispute resolution and management responsibilities relating to employee pension and benefit plans and plan implementation and administration; member and chair of Employee Benefits Administration Committee.

4) **Diversity issues, including but not limited to outreach, student recruitment, and instruction.**

Maria Matos: Ms. Matos brings extensive experience with diversity issues. As the Executive Director of the Latin American Community Center (LACC), Ms. Matos regularly leverages collaborative partnerships to support the inner workings of a thriving community center. Outreach is a core component of the management and operations of LACC, and it is also vital to the establishment of foundational supports for this new charter school.

Maria Alonso: Through her private practice, Dr. Alonso provides a variety of therapeutic services to a diverse clinical population, including children, adolescents and adults. Through her work, children, youth, and their families are served in ways that address a wide range of issues and require the leveraging of complex resources and services.

Caridad Alonso: Ms. Alonso is a Delaware certified teacher of Exceptional Children and Reading Specialist. She currently teaches at William C. Lewis Dual Language Elementary School in the Red Clay School District, where she regularly works with diversity issues and their impact on students who attend the school. Her outreach extends to parents and community members as she works to leverage services for her students.

William Manning: As partner with Saul Ewing LLC and former president of the Red Clay Consolidated School District (RCCSD) Board of Education, Mr. Manning has long been a champion for diversity issues relating to quality education, student recruitment, and charter schools. Under his leadership, RCCSD became the first – and remains the only – local school district in Delaware to authorize charter schools.

Alexis Simms: Ms. Simms presently serves as the Early Development Center Coordinator for the Latin American Community Center (LACC). In this capacity, she is involved with outreach, student recruitment, and curriculum and instructional support. Her organizational management skills are an important asset and heavily contribute to the success of this important program.

5) **At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.**

Maria Matos: Ms. Matos has dedicated most of her professional life working with and supporting at-risk populations, primarily Hispanics. Whether serving students with disabilities or students with limited English proficiency, her role as Executive Director of the Latin American Community Center (LACC) has been to ensure that a wide variety of needs are addressed at this thriving community center.

Maria Alonso: Dr. Alonso brings extensive experience and expertise working with at-risk populations. As a clinical psychologist, she provides oversight and coordination of services for the educational needs and psychological care of for more than 700 students attending the Westtown School in Pennsylvania. In this role, she is a critical partner in the development and execution of individualized educational plans for many students with disabilities and special needs; and, regularly consults with teachers, administrators, students and parents to ensure students' needs are met.

Caridad Alonso: Ms. Alonso is a Delaware certified teacher of exceptional children. She currently teaches at William C. Lewis Dual Language Elementary School in the Red Clay School District, and works with at-risk student populations to employ research-based interventions in both English and Spanish within the Response to Intervention (RTI) process.

Kathleen Laskowski: Ms. Laskowski holds a Bachelor's degree in Early Childhood, and a Master's in Special Education; and, has most recently been a teacher at Wilmington Friends School. In this capacity, she designed a new program located in Wilmington to reach out to populations traditionally under-served by Friends.

Prior to her teaching experiences at Wilmington Friends, Ms. Laskowski was heavily involved with early intervention services as a teacher for 3-5 year old children with developmental delays. These services were provided through preschool classes offered at the Vitalistic Therapeutic Center in Allentown, PA.

6) School operations, including but not limited to facilities management.

Maria Matos: Ms. Matos brings extensive experience in all aspects of organizational operations. As the Executive Director of the Latin American Community Center (LACC), Ms. Matos has successfully managed school operations for the center's pre-school and early childhood programs.

Brian Fahey: In addition to his extensive teaching experience at Wilmington Friends School (WFS), he has also had involvement with some aspects of school operations. As Acting Head of Middle School at WFS, he was responsible for the oversight of basic school operations including some aspects of facilities management, student and staff supervision, and other areas of school administration.

Riccardo Stoeckicht: As Chief Operating Officer of the Rodel Foundation, Mr. Stoeckicht is responsible for the oversight and administration of business finance, human resources, strategic planning, and facilities and information technology management. While his specific organizational management skills have not been directly connected to school operations, his expertise as an organizational, business and financial management executive, he has worked as a loaned executive to a number of organizations incubated by Rodel Foundation – some of these impacting public charter schools and related organizations. In addition, he has worked closely with several charter schools in exploring how to address their facility financing needs (e.g. ASPIRA, Odyssey, DAPSS, among others).

2. Form of Organization

Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each. Attach a copy of the Certificate of Incorporation and a copy of the bylaws of the corporation. The bylaws must be consistent with the provisions of the Freedom of Information Act, 29 Delaware Code, Chapter 100 (related to public bodies, public records, and open meetings) and provide for representation of the school's teachers and parents of students on the board of directors. The by-laws must demonstrate that the applicant's business is restricted to the opening and operation of charter schools, before school programs, after school programs and educationally related programs offered outside the traditional school year.

The name of the organizing corporation is **Academia Antonia Alonso;** incorporated on November 22, 2011. The Certificate of Incorporation is included in Appendix B. The By-Laws, also contained in Appendix B, meet all the above stipulations (see Section II Article 1). The officers of the Board are as follows:

President:	Maria Matos
Vice President:	Maria T. Alonso
Secretary:	Brian Fahey
Treasurer:	Riccardo Stoeckicht

3. Mission, Goals, and Educational Objectives

a. Describe the purpose, mission, goals, and core philosophy of the proposed school. Indicate how the mission, goals, and educational objectives are consistent with the legislative intent of 14 Delaware Code, Section 501, and the restrictions on charter schools set forth in 14 Delaware Code, Section 506.

Purpose of the School

Academia Antonia Alonso has been named in honor and memory of Maria Antonia Alonso, a life-long devoted member of the Latino community. Her passion for education began to take root in her Cuban homeland during her early years as she saw her aunts travel from town to town on horseback educating the young. Throughout her life, she has been a tireless advocate for all children, but specifically Latino children, especially those for whom the 'traditional education system' has not been working. Her efforts have resulted in broader consideration and appreciation of the educational needs and interest of Latino children. Therefore, it is with respect and gratitude the name of this school has been chosen in remembrance of Maria Antonia Alonso's dedication to fostering meaningful education for all children.

The purpose of **Academia Antonia Alonso** is to be an elementary charter school for a diverse population of students, including English Language Learners, that will support a two-way bilingual maintenance program, maximize learning in a rigorous student-centered environment, and engage students in high-quality academic products through learning expeditions to accelerate student performance, and prepare them to be strong, contributing members in the communities they live in. To meet these academic goals, the Board of **Academia Antonia Alonso** has selected the Expeditionary Learning and Two-Way Immersion models from Innovative Schools' Portfolio of Model Schools for its academic program and cultural framework.

The Founding Board is proud to work with Innovative Schools, its partner, Expeditionary Learning, and the Latin American Community Center to replicate this school design in New Castle County, and believes that this non-traditional academic approach will provide the students attending **Academia Antonia Alonso** with a dramatically different teaching and learning environment and with critical before- and after-school support services that will produce high student achievement. Over its 17-year history, Expeditionary Learning has grown to operate 165 schools in 29 states and in Washington, D.C. Students attending Expeditionary Learning schools have shown significant gains in reading and math and consistently outperform students in neighboring schools. In the schools implementing the EL model with the most fidelity, black and Hispanic students and students eligible for Free or Reduced Price Lunch (FRL) outperform their district peers in reading by up to 15 percentage points and in math by up to 9 percentage points. Most recently, the model has been used by schools in Rochester, New York as a turnaround strategy, catapulting one of the lowest-performing elementary schools in the city to #1 in science and math, despite that fact that 70% of students attending the school are at or below poverty level.

As with other schools implementing the Expeditionary Learning model, **Academic Antonia Alonso** will provide students with an innovative and proven academic program that challenges them through non-traditional, project-based teaching and learning methods. Consistent with the intent of Delaware's charter school law, **Academia Antonia Alonso** will not only expand quality public school options for elementary school students, but will also employ an innovative school design that has demonstrated particular effectiveness for high-need subgroups, specifically Hispanic and ELL (English Language Learner) students.

Vision and Mission

The **vision** for **Academia Antonia Alonso** is that children cultivate a passion for life-long learning, becoming multicultural stewards and leaders in the communities they touch.

Mission Statement:

Inspiring children to become joyful, confident, creative, bilingual learners, helping them develop a strong biliterate academic and cultural foundation.

Goals and Objectives
The goals and objectives of **Academia Antonia Alonso** are aligned to the core principles of Expeditionary Learning. Guided by these principles and the addition of the value of parent engagement, **Academia Antonia Alonso** will meet the needs of their students and families in meeting the mission of the school:

The Primacy of Self-Discovery – Learning happens best with emotion, challenge and the requisite support. People discover their abilities, values, passions, and responsibilities in situations that offer adventure and the unexpected. The primary task of the teacher is to help students overcome their fears and discover they can do more than they thought they could.

The Having of Wonderful Ideas – Fostering curiosity about the world is emphasized by creating learning situations that provide something important to think about, time to experiment, and time to make sense of what is observed.

The Responsibility for Learning – Learning is both a personal process of discovery and a social activity. Therefore, every aspect of an Expeditionary Learning school encourages both children and adults to become increasingly responsible for directing their own personal and collective learning.

Empathy and Caring – Learning is fostered best in communities where students' and teachers' ideas are respected and where there is mutual trust. Older students often mentor younger ones, and students feel physically and emotionally safe.

Success and Failure – All students need to be successful if they are to build the confidence and capacity to take risks and meet increasingly difficult challenges. But it is also important for students to learn from their failures, to persevere when things are hard, and to learn to turn disabilities into opportunities.

Collaboration and Competition – Expeditionary Learning schools integrate individual development and group development, so that the value of friendship, trust, and group action is clear. Students are encouraged to compete not against each other, but with their own personal best and with rigorous standards of excellence.

Diversity and Inclusion – Both diversity and inclusion increase the richness of ideas, creative power, problem-solving ability, and respect for others. Schools and learning groups are heterogeneous.

The Natural World – Creating a direct and respectful relationship with the natural world refreshes the human spirit and teaches the important ideas of recurring cycles and cause and effect. Students learn to become stewards of the earth and of future generations.

Solitude and Reflection – Students and teachers need time alone to explore their own thoughts, make their own connections, and create their own ideas. They also need time to exchange their reflections with other students and with adults.

Service and Compassion – Emphasis is placed on strengthening students and teachers through acts of consequential service to others. One of an Expeditionary Learning school's primary functions is to prepare students with the attitudes and skills to learn from and be of service.

Parents in Partnership – Engaged parents are a cornerstone of the daily life and culture of Academia Antonia Alonso. Academia Antonia Alonso integrates parents into all aspects of their students' educational experiences and supports them as primary educators and advocates for their children. Parents and staff will actively collaborate to successfully carry out the mission and vision of Academia Antonia Alonso.

Mission, Goals and Educational Objectives are Consistent w/ the Legislative Intent
The mission, goals and educational objectives of **Academia Antonia Alonso** are consistent with the intent of Delaware's charter school law because it will add a much-needed quality public school option for a diverse

group of students and will employ an innovative school design that has proven successful across demographics, including Hispanic students and English Language Learners.

Core Philosophy

Academia Antonia Alonso's core philosophy is create a school where students investigate who they are and what role they play in a diverse society, so as to be able to become strong local and community leaders and advocates on the local, national, and global stages. To address the needs of the Hispanic English Language Learner population that the Founding Board anticipates will attend the school, and to create an academic program that provides all students attending the school with community and global awareness and 21st century skills, the academic program will be a replication of the nationally recognized Expeditionary Learning model combined with the Two-Way Immersion model. Expeditionary Learning's integrated instructional emphasis of learning by doing will support students' instructional and language acquisition needs. Wrap-around services offered through LACC will complement the academic program and provide optional before- and after-school support and language acquisition programs for families whose children attend **Academia Antonia Alonso**.

Over its 17-year history, Expeditionary Learning has grown to operate 165 schools in 29 states and in Washington, D.C. Students attending Expeditionary Learning schools have experienced significant gains in reading and math and consistently outperform students in neighboring schools. They also gain skills critical to college readiness and 21st century success – problem solving, critical thinking, persistence toward excellence, and active citizenship. In the schools implementing EL with the most fidelity, black and Hispanic students and students eligible for Free or Reduced Price Lunch (FRL) outperform their district peers in reading by up to 15 percentage points and in math by up to 9 percentage points. Most recently, the model has been used by schools in Rochester, New York as a turnaround strategy, catapulting one of the lowest-performing elementary schools in the city to #1 in science and math, despite that fact that 70% of students attending the school are at or below poverty level.

Through implementation of the Expeditionary Learning (EL) model, **Academia Antonia Alonso will be** built around five core practices:

- Leadership and School Improvement: Strengthening leadership across the school in instruction, culture, and curriculum

- Culture and Character: Building a school-wide culture of trust, respect, responsibility, and joy in achievement

- Active Pedagogy: Employing dynamic instructional practices that build skills and critical thinking

- Learning Expeditions: Addressing standards through a project-based curriculum connecting to the real-world context of the local community

- Structures: Creating time for student and adult learning, collaboration, and a focus on excellence

Consistent with the Expeditionary Learning approach, instructional practices will emphasize student inquiry, critical thinking, and craftsmanship. Students will engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions – deep interdisciplinary investigations of rich academic topics rooted in real-life connections and experiences – bring together teachers from different disciplines and enrich the work of individual teachers in discipline-specific classrooms. These non-traditional approaches to learning are notably different from traditional practices.

Traditional School Model	Expeditionary learning
• Knowledge is retained by the teacher and transmitted to students, as defined by pacing guides.	• Emphasis is on *learning by doing* in a standards-based, collaborative, and differentiated environment.
• Content areas are taught independently, sometimes placing students in fixed groups	• Project-based approach to learning that integrates content areas and authentic contexts. Flexible groups

based on data.	are formed based on students' academic and project 'need-to-knows.'
• Community partnerships are formed to manage out-of-school time or tutoring services.	• Community partnerships are formed to provide out-of-school experiences (such as field trips and enrichment opportunities), to contribute to the academic program (through local expertise and community role models), and to serve as a local catalyst for learning about national and global issues.
• Teacher-centered environment with a focus on products and summative assessments.	• Student-centered with focus on the process of learning as guided by formative assessment and the development of substantial products that reflect student learning and are developed and revised over time.
• Academic program values breadth over depth.	• Academic program that values depth over breadth, creating a micro-focus on a local context that informs national and international issues.

This approach is designed to engage and energize students, teachers and school leaders. Extensive benefits for students will include:

- Increased motivation and engagement through high-level tasks and active roles in the classroom;
- Utilization of case studies and projects to connect students to real-world audiences and compel them to care and contribute;
- Clear expectations and tight follow-through for respect and responsibility, teamwork and contribution, and commitment to high quality work;
- A school culture where students feel safe, respected, and pushed to be their best selves;
- An academic program that trusts them with deep cognitive challenges and important responsibilities and prepares them to be leaders; and,
- Critical thinking and problem-solving skills needed to succeed in college and beyond.

The Expeditionary Learning school design also provides significant benefits to teachers and the school itself by incorporating unique elements that build capacity with existing resources; integrate structures for assessment, data-informed practice, and guided improvement; and connect schools to community issues through project-based learning and service.

Additionally, world language capacity is crucial to Delaware in order for the state to maintain and strengthen its domestic economy. In his 2011 State of the State Address, Governor Markell spoke publicly about the importance of young Delawareans becoming multi-lingual, saying that Delaware graduates who enter the job market without the ability to speak a world language other than English are at a significant disadvantage. Currently, most students in Delaware public schools do not begin learning another language until they reach high school. A few students have the opportunity to begin in middle school, while an even few number have a language learning experience of any kind in elementary school. Additionally, compared to their Asian and European peers who begin learning additional languages as early as five years old, Delaware students lag considerably behind. (Governor's World Language Expansion Initiative)

As a Two-Way Immersion (TWI) school, **Academia Antonia Alonso** will provide students with a rich opportunity to become bilingual, biliterate, and bicultural. TWI is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction in both English and the partner language. Key elements of two-way language immersion include: a balance between speakers of each language; integration of the two groups of students for most instruction; academic instruction in both languages, each for approximately fifty percent of the time at all grades; and strict separation of languages for instruction. Ideally, TWI begins in the primary grades and extends at least five, making it highly applicable to *Academia Antonia Alonso.*[2] Furthermore, the two-way language immersion strategy has been found to be among the most effective long-term approaches leading to academic achievement for ELLs who are native speakers of the targeted second language (in this case, Spanish), and a growing body of

[2] The Center for Applied Linguistics and Dual Language Education of New Mexico.

research also indicates that students from low socio-economic benefit the most from language immersion programs.[3] TWI is an ideal program which will promote the school's goals of bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students.

Innovative Schools, the Charter Management Organization (CMO), will subcontract with Expeditionary Learning and the Center for Applied Linguistics to ensure that school and student needs are identified early in the planning cycle, and that the development of work plans is aimed at significant improvement of student achievement with the implementation of the Expeditionary Learning core practices. A tight, data-driven planning cycle will keep a sharp focus on student achievement, instructional content, and reaching high standards.

b. Describe methods of internal evaluation will be used by the board of directors to ensure that the school is meeting its stated educational mission and objectives?

Following approval of the school's charter, the Founding Board of **Academia Antonia Alonso** will transition to an Operating Board that will be responsible for oversight and governance of the school, its operations, and its administration. Per the intended contractual relationship outlined in the CMO agreement in Appendix N, Innovative Schools will manage the business and academic aspects of the school for the first five years of the school's existence. As CMO, the accountability of Innovative Schools is an essential foundation of this relationship. It is understood by both parties that at all times, Innovative Schools remains accountable to, and subject to the oversight of, the **Academia Antonia Alonso** Operating Board, the Authorizer, and State authorities.

Among the Board's duties will be to ensure that the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards for its financial and administrative operations. Board members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; business planning and development; fundraising capacity; and support for teachers, students and parents.

To ensure adequate evaluation of the school, Board members will participate in Innovative Schools Board training workshops. This training will build capacity for the Operating Board in the areas of governance and oversight, and will also include a series of ongoing workshops designed to support understanding in areas of accountability including financial, legal, and academic oversight. In addition, the board members will gain capacity in governance and oversight in areas addressing best practices for school leadership and operations, and developing foundations for superior school governance. A summary of each Board training session can be found in Appendix D. As an additional component, the Board will annually evaluate its own internal operations in terms of its effectiveness and practices in governance and oversight, with a goal of continuous improvement.

Innovative Schools, as part of its CMO responsibilities, will also work regularly with the Board of **Academia Antonia Alonso**, using both formal and informal evaluative measures to ensure the school is staying 'on target' in all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and it will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Working with the Board, Innovative Schools will conduct a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets. In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in compliance with required procedures and timeframes.

In addition, the Board will also oversee school operations and monitor fiscal viability and sustainability. In accordance with the Charter Performance Agreement, these performance benchmarks will be monitored and

[3] Source: Dual Language Education of New Mexico

reviewed quarterly, and financial reports will be reviewed monthly. The Board will develop plans and goals relative to academic performance, school operations, and finances annually, or more often if needed.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance. The school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, and family engagement. Monthly financial reports shall also be presented to the Board and to the Citizens Budget Oversight Committee. Minutes of monthly Board meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff and parents. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's progress.

In its replication of the Expeditionary Learning academic program, **Academia Antonia Alonso** will expect meaningful participation and involvement from students, parents and staff. In cooperation with the Board and school staff, the CMO will develop tools and practices to support a collaborative review and analysis process that will produce recommendations aligned with the philosophical school design.

Additional components of parent and community involvement are core to the Expeditionary Learning design involving parents in the learning expeditions of their children. Community partnerships are formed to provide out-of-school experiences (such as field trips and enrichment opportunities) and contribute to the academic program (through local expertise and community role models); and, serve as a local catalyst to learn about national and global issues. Parent and community feedback will be provided to the Board as part of a continuous review and improvement process.

c. Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.

Academia Antonia Alonso will clearly communicate information about the application process, the selection and preference criteria, and the registration and admissions procedures. As part of standard communication protocols, all enrollment information distributed to students, parents and staff will be available in Spanish as well as English. The Board has been collecting pre-enrollment interest forms from families who would like to complete an official application, pending approval from the State Board of Education. The Board will continue to collect interest forms from families until the official application period begins as described in this application. Families completing an interest form understand that their child is not guaranteed a seat at **Academia Antonia Alonso**, but will be included in the lottery process.

In accordance with the requirements of 14 Del. C., §506, **Academia Antonia Alonso** will ensure that it has enrolled at least 80% of its authorized enrollment by April 1st of each year by conducting an application process within the timeframes, as established in ***Section 9: Administrative and Financial Operations*** of this charter application. The following activities will be conducted:

- November through January will be the open application period for enrollment each year. The school will advertise and publicly identify the application period, accept applications, and define the admissions requirements and criteria.
- As a requirement for new students to be eligible for the lottery, parents must sign a *Letter of Intent* with the school stating their intention to accept the enrollment invitation. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If there are more applicants than available spaces in the school, a lottery will be held in January, following the application deadline. An objective community member having no ties to **Academia Antonia Alonso** or a representative from DDOE, along with attending members of the school's Board, shall conduct a public lottery drawing.
- Parents of all applicants will be sent letters of acceptance or non-acceptance following the date of the lottery. Guidelines for registration and enrollment will be included with the acceptance letter.
- On or before April 1, in accordance with 14 Del. C., §506(c), the principal of **Academia Antonia Alonso** will ensure that all students are actively listed in eSchoolPlus, at which time DDOE officials will organize students by district and will generate a report using the Identity Management System

(IMS) which will detail the students attending from each district. This report must be verified by both district and the charter school officials using the IMS.

- On or before May 1, **Academia Antonia Alonso** will verify data from the April 1 report, make corrections as necessary, and will follow with a second notification to the school district superintendents.

4. Goals for Student Performance

a. What are the specific student performance goals in math and reading by grade for students disaggregated by grade, for the initial four years of operation and describe the assessment instruments that will be used to measure whether students meet or exceed those goals?

Academia Antonia Alonso will provide students with an academically demanding, integrated education with a focus on producing students who are bilingual and biliterate in the Spanish and English languages and bicultural in Latino and American cultures. To accomplish these goals, **Academia Antonia Alonso** has selected the Expeditionary Learning model from Innovative Schools' Portfolio of Model Schools, which defines successful practice in the areas of curriculum, instruction, culture, assessment, and leadership. Expeditionary Learning is a comprehensive K-12 educational design which emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core State Standards and Delaware's Prioritized Standards. Learning expeditions – long-term investigations of important, real-world questions and subjects—include individual and group projects, field studies, interviews with experts, service to the community, and performances and presentations of student work that has been developed over time through multiple drafts. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and learner-centered pedagogy. In monitoring for fidelity of implementation and for the success of the academic program with students in attendance, Innovative Schools as CMO, its subcontractor Expeditionary Learning, and the **Academia Antonia Alonso** Board and staff will regularly review comprehensive assessments relative to student achievement.

Because EL is a comprehensive school design, the goals listed below go beyond the academic. The performance goals are meant to adequately reflect the full school design and the proposed student population. They include goals for reading and writing in both English and Spanish. Furthermore, they include personal, parental, and school-wide goals that speak to the school's culture. Assessment is the key to targeted intervention, and the Board firmly believes that through these assessments the school can monitor how well it is serving its students.

Student Performance Goal #1: Students will become effective readers, writers, speakers, and listeners in English and Spanish.

Literacy Target 1.1: By the end of the third year of operation and for each year thereafter, students in grades 3-5 at **Academia Antonia Alonso** will meet or exceed the state average performance on the Delaware Comprehensive Assessment System for reading for each disaggregated cell.

Literacy Target 1.2: By the end of the third year of operation and for each year thereafter, students at **Academia Antonia Alonso** in grades 3-5 will meet or exceed the average performance of comparable students in the same demographic and geographic area on the DCAS for reading for each disaggregated cell.

Literacy Target 1.3: By the end of the second year of operation and for each year thereafter, 90% of students at **Academia Antonia Alonso** in grades K-2 will meet annual benchmark standards on the DIBELS assessment.

Literacy Target 1.4: By the end of the second year of operation and for each year thereafter, students at **Academia Antonia Alonso** will demonstrate growth on LAS Links® Español, showing increasing proficiency in Spanish.

Literacy Target 1.5: Students at each grade level will demonstrate growth in writing achievement through an analytically scored writing sample in English given three times per year and scored by teachers specially trained in scoring writing assessments.

Literacy Target 1.6: Students at each grade level will demonstrate growth in writing achievement through an analytically scored writing sample in Spanish given three times per year and scored by teachers specially trained in scoring writing assessments.

Literacy Target 1.7: Students will present their learning through bilingual presentations in Spanish and English that utilize visual media and/or technology two times per year.

Student Performance Goal #2: Students will develop their math literacy and problem solving skills.

Math Target 2.1: By the end of the second year of operation and for each year thereafter, students at **Academia Antonia Alonso** will meet or exceed the state's average performance on the math DCAS for each disaggregated cell.

Math Target 2.2: By the end of the second year of operation and for each year thereafter, students at **Academia Antonia Alonso** will meet or exceed the average performance of comparable students in the same demographic and geographic area on the math DCAS for each disaggregated cell.

Math Target 2.3: By the end of the second year of operation and for each year thereafter, 90% of students in grades 2-5 at **Academia Antonia Alonso** will meet benchmarks using the Delaware Universal Screening Tool for Number Sense.

Student Performance Goal #3: Students will develop their knowledge of the natural sciences.

Science Target 3.1: By the end of the second year of operation with grade 5 and for each year thereafter, students in grade 5 will meet or exceed the state's average performance on the science DCAS for each disaggregated cell.

Science Target 3.2: By the end of the second year of operation with grade 5 and for each year thereafter, students in grade 5 at **Academia Antonia Alonso** will meet or exceed the average performance of comparable students in the same demographic and geographic area on the science DCAS for each disaggregated cell.

Science Target 3.3: Each year, all students will participate in at least one activity outside of the school building that connects them to the natural world.

Student Performance Goal #4: Students will grow in their understanding of the world around them and both American and Hispanic cultures.

Social Studies Target 4.1: By the end of the second year of operation with grade 4 and for each year thereafter, students in grade 4 will meet or exceed the state's average performance on the social studies DCAS for each disaggregated cell.

Social Studies Target 4.2: By the end of the second year of operation with grade 4 and for each year thereafter, students in grade 4 at **Academia Antonia Alonso** will meet or exceed the average performance of comparable students in the same demographic and geographic area on the social studies DCAS for each disaggregated cell.

Social Studies Target 4.3: Each year, all students will participate in at least one activity which demonstrates an integration of American and Hispanic language and cultures.

Student Performance Goal #5: Students will grow in their personal qualities as contributing members of the school.

Personal Performance Target 5.1: Each year, all students will participate in a service learning project that contributes to the local community.

Personal Performance Target 5.2: Each year, all students will complete one activity or project that builds their capacity as a leader in the school and/or the community.

Personal Performance Target 5.3: Each year, all students will participate in an adventure-based activity that builds the culture of the school and the students' confidence that they can succeed.

Personal Performance Target 5.4: Each year, average daily attendance at **Academia Antonia Alonso** will meet or exceed the state attendance average for the K-5 grade cluster, or be equal to or greater than 90%, whichever is higher.

School Performance Goal #1: **Academia Antonia Alonso** will demonstrate an inclusive, safe, and caring culture.

School Performance Target 1.1: Each year, the number of students who complete the school year at **Academia Antonia Alonso** will meet or exceed the state average for the K-5 grade cluster, or be equal to or greater than 80%, whichever is higher.

School Performance Target 1.2: Each year, the number of suspensions from school will fall below the state average for suspensions for the K-5 grade cluster.

School Performance Target 1.3: Each year, **Academia Antonia Alonso** will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public K-5 schools in New Castle County.

School Performance Goal #2: **Academia Antonia Alonso** will demonstrate strong parental involvement and satisfaction.

Parental Involvement Target 2.1: After the first year, and for every year thereafter, 90% of parents, guardians, or adult family members will participate in at least one student exhibition each year.

Parental Involvement Target 2.2: Surveys measuring parent satisfaction will have a 75% return rate.

Parental Involvement Target 2.3: Responses to the parent satisfaction survey will indicate that 90% of parents are satisfied or highly satisfied with the school.

Parental Involvement Target 2.4: Parents, guardians, or adult family members will contribute volunteer service to the school each year.

Parental Involvement Target 2.5: All communications with parents will be available in both English and Spanish. At parent meetings, all English will be translated into Spanish and Spanish will be translated into English. Additional accommodations will be made as necessary.

School Performance Goal #3: **Academia Antonia Alonso** will demonstrate market accountability and commitment from the community.

Market Accountability Target 3.1: Each year, **Academia Antonia Alonso** will achieve at least 90% of enrollment allowed by the charter.

Market Accountability Target 3.2: Each year, **Academia Antonia Alonso** will re-enroll 80% of the students from the previous year who have not moved from the area.

School Performance Goal #4 **Academia Antonia Alonso** will cultivate a Hispanic culture so that students value both the American and Hispanic cultures.

Hispanic Culture Target 4.1: Each week, elements of the Hispanic culture will be woven into the whole school morning meeting.

Hispanic Culture Target 4.2: By the second year of operation and for every year after that, all learning expeditions will include at least one element of Hispanic culture (field trip, culture study, expert, music, writing, project etc.)

Hispanic Culture Target 4.3: Each year all classes will develop a bilingual artistic (visual and/or performing arts) performance reflective of Hispanic culture and present it at the school's annual Heritage and Community Day.

b. List the specific measurable performance targets on each student performance goal for each year of the Delaware Performance Testing Program (DSTP) for the initial four years of the charter on the Delaware Student Testing Program.

See the performance targets outlined above.

c. List the assessment tools that will be used including the DSTP, standardized, formative, benchmarks, or performance assessments. Describe why these particular assessment instruments have been selected and provide the timetable indicating when those instruments will be used.

Month:	Assessment:	Rationale:
August/September	Home Language Survey	Identifies students who do not use English as their primary language and who may need ELL services
	DCAS assessment in grades 3 – 5 for reading and math	Provides baseline data, grade levels and some prescriptive data to guide instruction for students; contributes to RTI composite as a screening tool; DDOE Requirement
	DIBELS for grades K-2	Provides a screening tool and some prescriptive data to guide instruction. Contributes to RTI composite.
	Sistema de Evaluación de la Lectura (K-2) – Fountas and Pinnell LAS *Español* for 3-5	Provides summative and diagnostic data that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. Helps identify language difficulties in Spanish and monitor progress in attaining Spanish language proficiency.
	School-wide Writing Prompt – English and Spanish	Provides baseline data to guide writing instruction and progress toward writing benchmarks
	Fountas and Pinnell Benchmark Assessment System for English	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
September/October/ November/December	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student goals of academic achievement, personal qualities, and college and career readiness

	Ongoing teacher-created formative and summative common assessments in reading and writing Ongoing formative common assessments in science and social studies as defined in curriculum materials Formative assessment probes and interventions for *Trailblazers Math* for grades 1-5 (available on the DDOE Website)	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	DIBELS for grades K-2	Progress monitoring for RTI
	Curriculum Based Measures (CBMs) aligned to the Benchmark Assessment System and the Continuum of Literacy Learning	For students in Tiers II and III for reading RTI to monitor progress
	Curriculum-Based Measures (CBMs) aligned to Sistema de Evaluación de la Lectura (grades K-2) or LAS *Español* (grades 3-5)	Used for monitoring the language development of students identified as English Language Learners
January	DCAS assessment in grades 3 – 5 for reading and math	Provides mid-year data on student growth, grade levels and some prescriptive data to guide instruction for students Contributes to RTI composite DDOE Requirement
	School-wide Writing Prompts in English and Spanish	Provides mid-year data to guide writing instruction and to assess student progression towards writing benchmarks
	Fountas and Pinnell Benchmark Assessment System for English	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
February	Sistema de Evaluación de la Lectura (grades K-2) or LAS *Español* (grades 3-5)	Provides summative and diagnostic data that measures progress through the school year in speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. Helps identify language difficulties in Spanish and monitor progress in attaining Spanish language proficiency.
February/ March/ April/May	Student project and exhibition evaluations using a school-developed rubric reflecting both content and process	Measures student progress in goal areas of academic achievement, personal qualities, and college and career readiness
	Ongoing teacher-created formative and summative common assessments in reading and writing Ongoing formative common assessments in science and social studies as defined in curriculum materials Formative assessment probes and interventions for *Trailblazers Math* for grades 1-	Measure student achievement in the core content areas to inform instruction, goal setting, and project support

	5 (available on the DDOE Website)	
	DIBELS for grades K-2	Progress monitoring for RTI
	Curriculum Based Measures (CBMs) aligned to the Benchmark Assessment System and the Continuum of Literacy Learning	For students in Tiers II and III for reading RTI to monitor progress
	Curriculum-Based Measures (CBMs) aligned to Sistema de Evaluación de la Lectura (grades K-2) or LAS *Español* (grades 3-5)	Used for monitoring the language development of students identified as second-language learners.
April	ACCESS for ELLs	State mandated-assessment of English Language Learners to determine proficiency in English and to determine classification status to receive ELL services.
May/ June	DCAS assessment in grades 2 – 5 for reading and math	Provides end-of-year growth data, grade levels. Contributes to RTI composite. DDOE Requirement.
	DCAS assessment for social studies – grade 4	Provides summative assessment data for the social studies curriculum.
	DCAS assessment for science – grade 5	Provides summative assessment data for the science curriculum.
	Sistema de Evaluación de la Lectura (K-2) – Fountas and Pinnell LAS *Español* for 3-5	Provides summative and diagnostic data that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. Helps identify language difficulties in Spanish and monitor progress in attaining Spanish language proficiency.
	School-wide Writing Prompt – English and Spanish	Provides baseline data to guide writing instruction and progress toward writing benchmarks
	Fountas and Pinnell Benchmark Assessment System for English	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
	School-wide Writing Prompt in English and Spanish	Provides end-of-year data to guide writing instruction and to assess student progress toward writing benchmarks.

5. Evaluating Student Performance

a. Describe the process of how student evaluation information will be used to improve student performance.

The Board of **Academia Antonia Alonso** understands the Expeditionary Learning (EL) core practice of using multiple sources of data to improve student achievement. As such, a diverse array of assessment tools will be used at **Academia Antonia Alonso** to allow for a holistic and accurate picture of both individual student learning and school-wide effectiveness in meeting the needs of the student. Assessment is the window into a student's learning and allows teachers to adjust the methods of instruction in order to meet the needs of their students. The teachers and leaders of **Academia Antonia Alonso** will be committed to critical self-reflection and to using the selected assessment tools to evaluate their effectiveness at the student, classroom, and school-wide levels.

The selected assessment tools include both summative and formative measures, some which are legally required and some of which were chosen because they meet the goals of the school and are in alignment with the Expeditionary Learning and Two-Way Immersion. In alignment with Expeditionary Learning benchmarks,

instruction at **Academia Antonia Alonso** will be narrow and deep, allowing students to master a topic and to develop ownership over related knowledge and skills. To that end, many of the assessment tools are designed to allow teachers to look at their students' abilities to articulate, present and reflect on their own learning. Formative assessment is an integral part of the teaching and learning process, not an add-on at the end. The teachers will imbed assessment tools within the learning process by using observation checklists and rubrics; rubrics developed to assess specific skills, strategies, and student work; and benchmark and common assessments developed to assess the curriculum, student self-reflection, and culminating projects. Assessments will assess English and Spanish biliteracy as well as evaluate student's content knowledge of core subjects. They will include early literacy and elementary-level literacy assessments, subject-specific assessments, state-mandated assessments (both the DCAS and ACCESS for English Language Learners); teacher-developed tools; structured observations; and annual portfolios. Spanish language acquisition and literacy will be measured through the Spanish LAS, and students' research and critical thinking skills and their ability to apply sustainability concepts will also be regularly assessed.

Multiple Measures: Academia Antonia Alonso will use multiple measures to assess student learning, as follows:

- State mandated assessments and screening tools
- Classroom-based assessments
- Expedition-based unit assessments
- Learning portfolios
- Progress on projects completed

State Mandated Assessments and General Screening Tools: Academia Antonia Alonso will adhere to all assessment requirements mandated by the Delaware Education Regulations. These assessments will be used to monitor the progress of students in meeting the standards for reading, math, science, and social studies.

- **Delaware Comprehensive Assessment System. Academia Antonia Alonso** will give the Delaware Comprehensive Assessment System (DCAS) each spring to every student in grade 2 or above, and every fall to students in grades 3-5, in order to get a skill-based snapshot of student achievement in reading, math, social studies (grade 4 only), and science (grade 5 only). DCAS will also be used as a growth measure to document students' reading and math achievement. The information from the DCAS in reading and math will be used by grade-level teams in the fall and winter as a screening tool for Response to Intervention (RTI). Teachers will also use the DCAS data to form flexible groupings in the classroom for leveled readers. The school-wide data will also be used to evaluate progress and ability to meet AYP.

- **DIBELS/DCAS.** DIBELS (Dynamic Indicators of Basic Literacy Skills) will be used in grades K-2 to screen students for RTI purposes, to measure growth in reading, and to give some diagnostic data for forming flexible groups. In grades 3-5, DCAS will be used for this purpose.

- **ACCESS**. **Academia Antonia Alonso** will use *ACCESS* annually to assess ELL students' particular progress towards achieving fluency in the English language and to make sure that students receive appropriate ELL services.

- **Universal Screening Tool for Number Sense (DDOE):** This tool will be used both to diagnose the needs of individual students and to obtain assessment information about a class as a whole. Teachers will use the detailed information as a tool both for determining which students need Tier II instruction and for determining what Tier I instruction needs to be whole-class and what Tier I instruction needs to take place in small, flexible groups. Because of the specificity of the rubrics used with these assessments, the data gathered can be used to design Tier I and II instruction to address student needs.

- **Benchmark Assessment System (BAS).** The BAS from Fountas and Pinnell will allow teaches to monitor reading levels in English three times each year. This assessment will yield benchmark level

(with equivalent grade levels), accuracy, fluency, and detailed information and scores on comprehension. The assessment has been extensively field tested. Students may also complete writing prompt to further assess comprehension. Optional assessments can be used to monitor progress in phonemic awareness, phonics, letter learning, and high frequency word knowledge. These data will be used by the Instructional Support Team to further define the intervention required by the student in reading.

- **Sistema de Evaluación de la Lectura (SEL), grades K-2.** *Sistema de Evaluación de la Lectura* is a one-on-one, comprehensive assessment to determine instructional and independent reading levels (A–N) for students in Spanish. SEL places students on the Fountas and Pinnell Text Level Gradient, allowing teachers to form guided reading groups at text appropriate levels. Through SEL, teachers and administrators will have an assessment tool to assess students' Spanish literacy and to link it meaningfully to classroom instruction.

- **LAS *Español*, grades 3-5.** LAS Links Español is a research-based, diagnostic assessment that measures the speaking, listening, reading, writing, and comprehension skills of K–12 Spanish-speaking students. It helps to identify language difficulties a student may have in Spanish and track and monitor progress in attaining Spanish language proficiency.

- **Home Language Survey**. This assessment is designed to identify students who communicate in a language other than English; students whose families use a primary language other than English in the home; and students who use a language other than English in daily non-school surroundings. This assessment identifies students English Language Learners and is helpful to classroom teachers, but a student's eligibility for services is based on the ACCESS.

Classroom-Based Assessments: Academia Antonia Alonso teachers will use the school's curriculum maps to further define and understand how the units of instruction designed for each grade level meet Common Core State Standards or the Delaware Prioritized Standards. In addition, teachers will use the benchmark assessments included as part of the curricula the school intends to adopt (Trailblazers, Fountas and Pinnell reading benchmarks, Words Their Way, DIBELS, science kit assessments, social studies assessments and other assessments listed in specific curriculum maps). Leaders and teachers will also work with and through the Expeditionary Learning School Designer to reach out to other Expeditionary Learning public schools in the network, such as Capital City and *Mundo Verde* Bilingual EL School, both in Washington, D.C.; Campbell Elementary in Arlington, VA; and Manzanita SEED in Oakland, CA, to further define and refine the assessment program described in this application. Faculty will do this work during the initial planning year and in advance of each grade level expansion. Teachers will use these profiles to assess student progress towards grade level achievement and tailor instruction as necessary to improve performance. Teachers will use three basic assessment approaches:

- **Faculty-Created, Common Curriculum-Based Measurements: Academia Antonia Alonso** faculty will develop assessments as needed to support the learning in each classroom. These assessments will be aligned to the standards and the learning targets defined for each expedition or unit of instruction. These assessments may be in the form of quizzes or tests, but will also include performance tasks, writing projects, and other assessments that are integrated into students' active learning. Teachers will be trained in how to effectively use information gathered from these assessments to inform their teaching and assess where additional supports or interventions maybe needed. These assessments will also include non-standardized diagnostic assessments to measure reading skills such as concepts of print, phonemic and phonological awareness, decoding inventory, spelling stage, and sight words.

- **Assessments Linked to Curricular Materials: Academia Antonia Alonso** will use several commercial curricula selected because of their student-centered approaches to instruction, especially within the areas of literacy and math. They will use, as appropriate, the assessments integrated in these curricula. These assessments may take the form of problem sets, quizzes or tests, but will more likely be

performance tasks, games, writing projects, and other learning experiences. Teachers will be trained in how to effectively use information gathered from these assessments to inform instruction.

- **Assessments Linked to Expeditions:** The core of instruction at **Academia Antonia Alonso** will be 10-to-12 week expeditions in which students and faculty explore a topic or area of knowledge in great depth across subject areas. Within each of these expeditions there will be multiple opportunities for assessment around the learning targets defined for each section of the expedition. To assess student work within a learning expedition, teachers will use standards-based grading rubrics, collecting student work samples that demonstrate the students' progress toward meeting the specific standards. This type of assessment helps to measure how effectively teachers are building students' domain-specific content knowledge. Because low-income students often start school with less of this type of knowledge, it is critical that it be taught intentionally and students' mastery of skill is routinely measured. Assessment tools within expeditions may include:
    - Teacher observation, including, but not limited to: student contributions to group discussions, work habits, engagement, mastery of skills and knowledge appropriate to the expedition, use of vocabulary and new ideas
    - Expedition–based projects such as writing projects, work displays and performance tasks. These projects will be assessed using a rubric developed by the class. Each expedition will include multiple opportunities for assessment, including a classroom-wide culminating project that will allow each student to be part of a presentation of some sort that will summarize the learning that was undertaken by the class.

Portfolios: Students at **Academia Antonia Alonso** will create summative and reflective portfolios that will accompany them through their time at the school and will be used to measure and report their academic progress over time. Portfolios will include student work and assessment data along with other requirements defined by each grade level team, such as student, teacher, and parent reflections on particular pieces of work, projects, photographs, digital representations of work, or write-ups of performances or tasks. With teacher support, students will create and add to portfolios throughout their enrollment at **Academia Antonia Alonso**, selecting work samples that highlight their progress toward meeting standards and goals defined by **Academia Antonia Alonso**. A sample portfolio for a fourth-grade student might include summative math assessments, standardized test scores, a chart showing progress in reading fluency, work samples selected by both the student and teacher that demonstrate mastery of Common Core State Standards or Delaware Prioritized standards, and student reflections that note progress toward self-selected goals.

Students will play a key role in the management of their portfolios, not only by selecting the work to be included, but also by using the portfolios to identify academic and nonacademic goals for themselves and reflecting on their progress towards meeting those goals. Students will prepare and conduct parent-teacher conferences twice each year, at which they will share products they are proud of, discuss projects that interested them, and identify individual goals for the upcoming year. Portfolios give students, teachers, and parents rich data on students' progress in acquiring the content mastery, ownership of learning, and problem-solving ability that will put them on the path to college. In addition to these presentations, elements from different classes' portfolios will be displayed on occasion to give the school community a sense of the breadth of work completed within an expedition or classroom.

'Moving-On' Projects: In order to increase the opportunities for teachers, students and parents to know one another and to work together, students will remain with the same teacher or team of teachers for two years (looping). At the end of each two-year cycle and placed at two-year intervals between grade levels that loop (i.e. between 1st and 2nd grade, 3rd and 4th grade, and at the end of 5th grade), students at **Academia Antonia Alonso** will be responsible for extending particular favorite aspects of their work from that two-year cycle to demonstrate deeper thinking and problem solving. This work might involve additional research; studying an issue from a different perspective; completing additional community service and writing about how that fosters a sense of identity, community, or advocacy; or solving a problem that was discovered through an expedition. The expectations for these projects will be defined by the grade-level teachers and refined by the class towards the end of the two-year cycle. Expectations will become higher as students progress through the school. Over

time, students will be expected to develop and complete their projects with increasing independence. The completion of such a project is critical to a student's promotion, and it will be evaluated by the student, faculty, and parents according to a rubric developed by the student and the teacher. These projects will be presented to the school community and will be critical to assessing progress towards the goal of developing independent, self-motivated learners.

Managing, Using, and Sharing Assessment Data

Role of the Principal: The Principal will be responsible for all school-wide student assessment data, as well as for overseeing the administration and analysis of common classroom assessments. **Academia Antonia Alonso** student assessment scores will be analyzed in grade-level teams and by the school leaders throughout the school year and longitudinally to identify trends. The Principal will also ensure that all staff members have the resources necessary to use data regularly to craft and modify lesson plans to meet the needs of all students. Teachers and support specialists will collect and analyze informal and formal student assessments on a daily basis and meet monthly in grade level teams to discuss student progress.

Roles of the Teacher: Academia Antonia Alonso expects that the teachers will use student data to create learning opportunities that allow students to discover ideas and construct knowledge for themselves. Faculty members will collect informal and formal student assessments on a daily basis, ranging from quizzes, standardized diagnostic, formative or summative tests, observational information, student surveys, exit tickets, and other student work samples. These assessments will be used to inform and monitor instruction and achievement and will be included in student portfolios to demonstrate students' progress towards meeting academic and non-academic goals. Grade-level and subject-area teams will also examine assessment data and student work samples regularly, checking for alignment between standards, learning targets, instruction, and assessment. These teams of teachers will analyze student work to evaluate the quality of instruction at **Academia Antonia Alonso**, individual student progress, and the effectiveness of the core curriculum. Teachers will be supported in this work by the CMO curriculum specialist, special education teachers, and principal. The curriculum specialist will meet on a regular basis with all grade-level teams and will be integral to ensuring continuity in planning and assessment between those teams.

To identify trends across the school, data teams and school leaders will also examine diagnostic and summative assessment data collected throughout and at the beginning and end of the year. As a learning organization, **Academia Antonia Alonso** will regularly analyze student data to determine how individual teachers, resources, and the organization as a whole can better serve students. Monthly data team meetings will be used to discuss student progress and identify and implement interventions to better support student needs. Each summer all teachers will spend two weeks together as a faculty, learning about and refining assessment practices. Teachers will be trained through Expeditionary Learning and the Center for Applied Linguistics in developing and using rubrics, assessing large integrated projects and portfolios, and collecting observational data.

Using Data with Students: Student reflection on data is a Core Practice of the EL model. Each lesson in an EL school is driven by a Learning Target that is put in to student-friendly language. For example, "I can add one digit numbers accurately." Through the week, as students are working toward this learning target, the teacher asks the students to reflect on whether or not they can accomplish that target. In designing flexible groups, she may describe the groups and ask the children to reflect on their learning. Then students will self-select where they are in achieving the learning target and head to the appropriate group. Teachers monitor this process and modify groups if necessary to accurately reflect student level of skill acquisition. On a daily basis, the students are asked to reflect on the learning targets and what they have done that day to achieve them. The week will end with final reflections on the week's learning targets. Students will personally reflect on, monitor, and chart their own learning.

Teachers and students also work together to build the criteria for the rubrics used to assess projects and then apply those rubrics to exemplary models of projects so that students can learn how to evaluate their work and make revisions and improvements. Students at all levels are taught critique protocols so that they can analyze the strength of their own products and work in critical friends groups with their peers to collaboratively assess

and provide feedback on the strengths of each other's work. Students will regularly critique one another's work in an effort to understand the importance of revision and of placing the emphasis on the quality of work completed and on the learning process.

On a monthly basis, or more frequently if needed at the lower grade levels, teachers work with students through a goal setting process. Students compile their own data, such as classroom assessments, standardized assessments (as appropriate), reflections on their own learning, achievement of learning targets, benchmark assessments, and fluency rates in their portfolios. The teacher leads them through the process of reflecting on their previous goals and setting new goals for achievement and 21st century skills (problem solving, communication, collaboration, etc.).

Communication of Data to Parents: Through broad communications and translation of materials whenever possible, **Academia Antonia Alonso** will ensure that parents are well informed about their children's progress and are equal partners when finding new approaches are necessary.

Parents will also participate in student-led parent-teacher conferences at the end of each semester, at which time students will present portfolios of their work, discussing their progress toward meeting academic and non-academic goals. Parents can also review returned student work and homework for additional information about to the curriculum and their child's progress.

There will be three parent conferences per year. One will be held at the beginning of the year, as an opportunity for parents and teachers to meet and for parents to share their thoughts and concerns. In the transition years, when students are moving onto a new teacher (at the end of 1st and 3rd grades) these conferences will include the student's previous teacher, new teacher and the parents. The other two conferences will coincide with the report cards.

Teachers will complete narrative assessments of each student twice per year. Those comments will address the student's work in all areas, as well as his or her social skills and work habits. **Academia Antonia Alonso** faculty will use the list of essential skills to create a more traditional report card that will reflect a student's work as having mastered a topic, working towards mastery, or being well away from mastery of a skill. These skill-based assessments will also be completed twice per year.

Board Members: To ensure adequate evaluation of the school, Board members will participate in Innovative Schools Board training workshops. This training will build capacity for the Operating Board in the areas of governance and oversight, and will also include a series of ongoing workshops designed to support understanding in areas of accountability including financial, legal and academic oversight.

Innovative Schools, as part of its CMO responsibilities, will also work regularly with the Board of **Academia Antonia Alonso** using both formal and informal evaluative measures to ensure the school is staying 'on target' in all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and it will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Working with the Board, Innovative Schools will conduct a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances and academic performance. The school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, and family engagement. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's progress.

b. Describe the corrective action that will be taken when students do not meet performance expectations.

When data indicates that a student is not meeting performance expectations, the teacher offers the student extra assistance through small group instruction, peer tutoring, one-on-one conferences, or online tutoring (if appropriate). To plan the proper classroom-based intervention, the teacher begins to collect data on the student. S/he will use the various assessment tools described above to measure both academic and nonacademic growth. Additionally, the teacher will have a conference with the student's parent(s) and attempt to identify the obstacles to the student's achievement. The student's perspective will be incorporated in age-appropriate ways. The teacher may also contact the student's teacher from the previous year, who may have more detailed knowledge. The current teacher will collect these data and present them at a grade-level meeting. From these multiple data points, s/he will work with her grade-level partner to develop a classroom-based intervention plan.

If these initial efforts are not successful in correcting the academic performance issues and the student continues to struggle in the core curriculum, the case will be presented to the Instructional Support Team (IST). The IST will meet biweekly to discuss students who have been referred by their teachers as needing extra support. The IST will include regular education teachers, special education teachers, and administrators. After the initial presentation of the data and areas of concern from the teacher, the IST will review the data and create an action plan for addressing the student's needs. When necessary, the IST may also make use of services from the on-site academic specialists, as well as the special education specialists (speech therapists, occupational therapist, and the school psychologist), the school nurse, and the school counselor. Once a plan is created, the student will move into Tier II of support, receiving at least 90 minutes per week in intensive, research- and evidence-based instruction so s/he receives the additional instruction necessary to become proficient in the general curriculum. Data will be collected weekly and the student achievement will be monitored regularly by the teacher, principal, parents, and IST. With appropriate and timely intervention, as determined by the team, it is anticipated that the student will be able to reach indicated learning targets in 6 to 8 weeks. See Appendix M for the Instructional Support Team Data Collection process.

Once the pre-determined amount of time has gone by, student achievement is again measured in terms of grade level, curriculum-based benchmarks, and data collected during the student's time in Tier II. If the student has not shown ample improvement, the IST will again convene to revisit and modify the intervention plan to provide for further intensive instruction in the identified areas of weakness based on the trends in the weekly collected data. The student will then move into Tier III of the Response to Intervention process, where s/he will receive a minimum of 150 minutes per week in targeted instruction that matches his/her needs. Progress monitoring will continue to be done on a weekly basis. If, with the interventions in place and the intensified, targeted instruction, the student is still not making adequate progress on the grade and curriculum benchmarks, the Instructional Support Team will again convene to determine if the data lends itself to the student being referred for an educational evaluation to be administered by a certified school psychologist.

Students identified by teachers or parents, or as the result of student evaluation tools, as needing additional support in reading or math are given that additional support during school hours, preferably still within the general education classroom. Additionally, **Academia Antonia Alonso** will partner with the Latin American Community Center, which will provide additional tutoring for children during after-school hours. For a student that has been referred to the IST and is in either Tier II or Tier III of the Response to Intervention process and attends after-school care at the LACC, the IST will work with the school's liaison with the LACC to arrange for specialized tutoring that pertains specifically to the skill gaps identified by the student's teacher, the assessment tools, and the IST. The school will provide materials to the LACC tutors to ensure an alignment between the work prescribed by the IST and the classroom teacher and the tutoring administered at the LACC.

Academia Antonia Alonso will open with a tradition August – June calendar, but may consider a transition to a year-round, balanced calendar over the course of several years. A balanced calendar provides extra support for students will be provided during breaks between semesters. It is anticipated that students will lose less content knowledge through the balanced calendar approach because they will not experience the long gap in instruction during the summer months. Nonetheless, during the weeks between trimesters, the school will schedule, or sub-contract with the LACC to provide, programming and tutoring in reading, writing, and math. These programs

will be open to all students, but may be mandated by the IST for some students. Students will be taught in small groups of 2 to 8 students that have related areas of need. Parents will be provided with an overview of the session, student goals and learning targets, and counseled as to how to best support their student's ongoing success.

c. **If the proposed school will be using an enrollment preference for students at risk of academic failure what will be the expected performance of student enrolled at the school on the Delaware Student Testing Program in each grade during the initial three year charter period?**

While **Academia Antonia Alonso** anticipates serving children who are considered at risk, the school will not be using these characteristics as preferences for students.

NOTE: The applicant must agree and certify in the application that it will comply with the requirements of the State Public Education and Accountability System pursuant to 14 Delaware Code, Sections 151, 152, 153, 154, and 157 and Department rules and regulations implementing Accountability, to specifically include the Delaware Student Testing Program (Regulation 275, Subsection 4.2.1.1).

Further, the application must include certification that the proposed school's average student performance on the Delaware Student Testing Program assessments in each content area will meet the statewide average student performance of students in the same grades for each year of test administration. Applicants with enrollment preferences for students at risk of academic failure may request a waiver of this requirement in the application (Regulation 275, Subsection 4.2.2).

6. Educational Program

a. **Provide the scope and sequence document for required content areas for proposed grades to be served of the school charter. For new applicants, this is a Phase I requirement.**

See the following appendices:

Science Coalition – MOU	Appendix E
Social Studies – MOU	Appendix E
Integrated Curriculum Matrix	Appendix F
English Language Arts	Appendix G
Math	Appendix H
Physical Education	Appendix I
Health	Appendix I
Visual Arts	Appendix J
Performing Arts	Appendix K

b. **Provide a statement defining likely curriculum basis in each of the following areas (for new applicants this is a Phase I requirement, renewal and modification applicants must complete all sections).**

Math	Trailblazers
LA/Phonics/Word Study	*Words Their Way*
	Words Their Way for English Learners
	Content vocabulary from Expeditions
LA/Comprehension	Reader's Workshop/Classroom Library
	Expedition related fiction and non-fiction readings
	Fountas and Pinnell Leveled Readers
LA/Fluency	*The Fluent Reader* by Rasinski
LA/Writing	Writer's Workshop/6+1 Traits of Writing
Science	Science Coalition Curriculum and Kits
Social Studies	Social Studies Curriculum Pilot

c. Provide a signed memorandum of understanding with the Science coalition the Mathematics coalition and a letter of intent with the Social Studies pilot if chosen. For new applicants this is a Phase I requirement. Renewal and modification applicants attach the updated information as it has changed from your last renewal or original application.

Science Coalition – MOU	Appendix E
Social Studies – MOU	Appendix E

d. Provide a statement of plans for additional academic support for at risk students. For new applicants, this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Academia Antonia Alonso believes that schools can only educate children successfully by providing an exceptional education to *all* its students. Outside of those students who require special education services (see section seven for the special education program), the board anticipates that the "at-risk" students at **Academia Antonia Alonso** will fall into two categories: students who come from low socio-economic backgrounds and students who are English Language Learners (ELL). For all students, **Academia Antonia Alonso** will create a learning environment that will communicate to students that they are valued, respected, and supported regardless of any challenges or special needs. The goal will be for all students to know they belong at **Academia Antonia Alonso,** and that they will be supported, not punished or rejected, for challenges they may face while at school.

Identifying and supporting at-risk students: Academia Antonia Alonso will implement multiple strategies to address the needs of at-risk students – defined as those students arriving one or more grades behind. The following strategies will be used to identify and address the conditions that may impact student achievement. Across the school, educators will:

- Use flexible, heterogeneous groupings that change membership as student needs change.
- Include special education and English Language Learners (ELL) in the regular classroom. Special education and ELL teachers will push in to support small groups and to provide extra support to students as determined by multiple data points.
- Use ongoing assessments and individual support plans to guide the academic program for those students who are struggling.
- Learn about the home, cultural, and community backgrounds of students to understand cultural differences that may influence a student's learning.
- Increase the opportunities for teachers, students and parents to know one another and to work together by having students remain with the same teacher or team of teachers for two years (looping).
- Establish two houses (Appendix L) within the school to develop smaller learning communities for students and to allow teachers to know students and families better.
- Teach explicitly and hold students accountable for their own learning and behavior.
- Provide content and language-rich classrooms in both English and Spanish.
- Create learning expeditions that are rigorous and compelling and that require from each student a demonstration of learning thorough meaningful, well developed products.
- Select teaching materials, activities, and literature that will that assume multiple perspectives, create culturally responsive classrooms, and support the development of compassion, understanding and empathy.

Targeted Approach for English Language Learners: In the first year of operation, **Academia Antonia Alonso** will seek to hire three teachers at each grade level who speak Spanish and have some expertise around teaching ELL students and knowledge of language acquisition. When the school is fully enrolled, one ELL teacher will be assigned to each of the two houses. Additionally, the board will hire a full-time literacy specialist who is knowledgeable about teaching English Language Learners. In the early years, some teachers may have dual roles – ELL teacher and literacy specialist – until the model is able to build to full enrollment. Assigning one ELL teacher to each house will allow the same ELL teacher to support the same cohort of students over the course of their education program. All of the teachers will receive training in the needs of

ELL students and be provided with research-based strategies to promote language acquisition. Finally, **Academia Antonia Alonso** will seek a school leader who is fluent in Spanish to address the needs of the majority of the ELL families.

Although students at all grade levels will speak English and Spanish equally, when measuring and monitoring students who are learning the English language, **Academia Antonia Alonso** will utilize the U.S. Department of Education's six steps of progression through an ELL program: 1) enrollment in school; 2) identification of potential ELL students; 3) assessment determining need for ELL services; 4) provision of appropriate ELL services; 5) transition from ELL services; and, 6) monitoring ability to participate meaningfully.[4] More specific information about the progression is outlined below.

- **Enrollment and Identification:** Prior to enrollment, the ELL teachers from each house will collaborate to engage potential families for whom English is a second language about the school's educational program and its support services for ELLs. The school expects that the majority of ELL students will be native Spanish speakers. For ELL students who are not native Spanish-speakers, **Academia Antonia Alonso** will secure appropriate expertise in order to serve those students.

  During the enrollment process, the school will distribute a home language survey to collect data around what language is spoken in the home. This survey, along with teacher observation and conversation with each student will identify potential ELL students. Any students who are identified as potential ELLs will be evaluated by a team of teachers, including the student's classroom teachers (the English Language and Spanish Language teams) and the ELL teacher for the student's assigned house to determine whether the student is Limited English Proficient (LEP) or Non-English Proficient (NEP). Once the evaluation has been completed, the ELL teacher will meet with parents to discuss their child's need for specialized support services, the educational approach used to teach ELLs, and the parents' right to remove their child from receiving ELL services.

- **Provision of ELL Services, Transition, and Monitoring:** In a 50-50 model of immersion, all subjects are taught in both English and Spanish, with equal instructional time devoted to both languages. During reading instruction, ELL learners will receive direct, individualized instruction aimed at developing English fluency, primarily during the daily reading and writing block. Students will also be provided with materials to be used at home (such as book and tape sets or computer programs) designed to further reinforce English and Spanish language skills outside the classroom. If needed, additional services will be provided. On a bi-monthly basis, the ELL teacher will meet with both the Spanish and the English classroom teachers to assess the progress of ELL students. Together, the classroom teachers and ELL teacher will be responsible for monitoring the assessment of ELL students, reevaluating ELL services, and communicating with ELL students' families on a quarterly basis about their children's progress.

- **Related parent coordination and supports:** The ELL teacher for each house will also act as a liaison between the school and the families of the ELL student, providing or arranging for translation services, attending conferences between teachers and parents, and participating in meetings for the school community. It is imperative that the needs of parents are met around communication and the sharing of information so that they are able to support their children's academic progress.

Non-Academic Factors: To address the needs of every student, the school will identify and be sensitive to non-academic factors and conditions that negatively affect student achievement. **Academia Antonia Alonso** will ensure that students eligible for free/reduced price breakfast and lunch are enrolled in that program. The Board and school leader will also seek donations to provide breakfast to any student who comes to school hungry. **Academia Antonia Alonso** is also proud to partner with the Latin American Community Center (LACC) to provide the wrap-around services that the children will need, such as social services programs, medical programs, mental and physical health screenings, before- and after-care, and other resources. See the

[4] www.ed.gov/offices/OCR/ELL/cprogression.html

letter of support from the LACC in Appendix Y that outlines the services that will be available to the children of **Academia Antonia Alonso**.

e. Provide a list of courses at grades 9-12 with sufficient detail to meet the state requirements for graduation and any and all Career and Technical Education (CTE) pathways courses. (secondary only) For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Not Applicable. **Academia Antonia Alonso** will be a K-5 school.

f. Provide the teacher to student ratio for the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

The teacher-to-student ratio will be 1:25 for all grades K-5.

g. Provide a description of the unique features of the school's educational plan including differentiated instruction, special materials and use of technology to serve the intended population of the school. For new applicants this is a Phase I requirement. For renewal and modification applicants, please provide updated information as it may vary from your last renewal or original application.

Academia Antonia Alonso will provide students from kindergarten through grade 5 with an academically demanding, integrated education, with a focus on developing students who are bilingual and biliterate in the Spanish and English languages and bicultural in Latino and American cultures. The school will be organized around the themes of identity, community, and advocacy with the school-wide goal of helping students figure out who they are and what role they play in a diverse society, positioning the students within the local community to be leaders and advocates on the local, national, and global stages.

To accomplish these goals, **Academia Antonia Alonso** has selected the Expeditionary Learning Model from Innovative Schools' Portfolio of Model Schools for its academic program. The Expeditionary Learning model defines successful practice in the areas of curriculum, instruction, culture, assessment, and leadership. Adopting this model will provide **Academia Antonia Alonso** with a strong foundation that has been successfully replicated across demographics, including with English Language Learners. In addition to the Expeditionary Learning model, students at all grade levels will receive instruction in both English and Spanish. This element of the academic program will draw upon the resources of the Center of Applied Linguistics (CAL) and Two-Way Immersion (TWI). Several other schools implementing the Expeditionary Learning model are also integrating Two-Way Immersion because of the strong alignment between the two pedagogical models.[5] The two way immersion principles (see more below) are wholly consistent with those implemented through an Expeditionary Learning model.

Expeditionary Learning

Expeditionary Learning (EL) is a comprehensive academic program that emphasizes project-based, learner-centered instruction where students work in small, flexible cooperative learning groups to facilitate reaching Common Core State Standards and Delaware's Prioritized Standards. Learning expeditions – long-term investigations of important, real-world questions and subjects - include individual and group projects, field studies, and performances and presentations of student work. All instruction, whether or not a learning expedition is underway, is characterized by active teaching, differentiation, and community service.[6] In the original EL demonstration schools, most of which are located in urban settings and serve high proportions of low-income, at-risk students, students showed dramatic improvement in the high-stakes tests used in their districts.[7]

[5] AXL Academy is a school in Aurora Colorado that opened in September 2008 with a combined dual language and expeditionary learning approach. *Mundo Verde* is a new Expeditionary Learning School in Washington DC uses a similar design. Both schools target high numbers of Hispanic English Language Learners.

[6] http://www.elschools.org/design/index.html

[7] http://www.odysseydenver.org/expeditionary_learning.html and http://www.pcachicago.org/Media-packet_files/ELS_faq.pdf

Expeditionary Learning's model transforms curriculum, instruction, assessment, and school culture and makes possible academic success for all students, including those at-risk. The results of EL programs with at-risk populations have been found to be "statistically significant [and] meaningful, and appear to be greater than the effects of other interventions that have been designed to serve similar purposes and student and school populations."[8] They produce high student achievement and engagement, improved instruction and a more professional faculty, and a positive and productive school culture.

Two independent research groups, the Academy for Educational Development and a team from the University of Colorado's Department of Education, have studied Expeditionary Learning. Both groups found dramatic increases in students' levels of engagement and motivation, as demonstrated by high attendance and low rates of disciplinary problems[9].

Expeditionary Learning Design Principles: The EL model is an academic application of the ideas of Outward Bound, an organization that values compassion, integrity, excellence, inclusion, and diversity while seeking to develop character, leadership, and service in students as they learn through experiences that involve challenge and adventure in a supportive environment. As such, EL schools are designed to teach students similar principles:[10]

EL Design Principle	What It Looks Like in the Classroom
Self-Discovery	Helping students discover their abilities, values and passions.
Having Wonderful Ideas	Giving students time to think, question, experiment and absorb what they observe.
Responsibility for Learning	Helping students and teachers be responsible for learning individually and as part of a group.
Empathy and Caring	Promoting an atmosphere of respect for sharing ideas.
Success and Failure	Allowing students to learn from their successes and failures.
Collaboration and Competition	Encouraging students to compete against their own personal best as they work with teammates to accomplish common goals.
Diversity and Inclusion	Students investigate and share their own unique cultures and histories.
The Natural World	Fostering a direct relationship with natural world.
Solitude and Reflection	Providing time for students and teachers to explore thoughts and make connections.
Service and Compassion	Preparing students with the skills and attitudes required to be of service to others.

Expeditionary Learning Core Practices: To translate these Design Principles into educational practice, EL focuses on five Core Practices that encapsulate its school design.

Core Practices	What It Looks Like in the School Design
Curriculum	EL's approach to curriculum makes content and skill standards come alive for students by connecting learning to real-world issues and needs. Academically rigorous learning expeditions, case studies, projects, fieldwork, and service learning inspire students to think and work as professionals do, contributing high-quality work to authentic audiences beyond the classroom.
Instruction	EL classrooms are alive with discovery, inquiry, critical thinking, problem-solving, and collaboration. Teachers talk less. Students talk and think more. Lessons have explicit purpose, guided by learning targets for which students take ownership and responsibility. In all subject areas, teachers differentiate instruction and maintain high expectations in order to bring out the best in all students and cultivate a culture of high achievement.
Culture and Character	EL schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship. School structures and traditions such as community meetings, exhibitions of student work, and service learning ensure that every student is known and cared for, that student leadership is nurtured, and that

[8] Center for Research on the Education of Students at Risk (CRESPAR), "Comprehensive School Reform and Student Achievement: a Meta-Analysis, 2002" Website: http://www.csos.jhu.edu .
[9] Mountain Measurement, Inc., 2010. Available http://elschools.org/our-results/academic-achievement.
[10] http://www.elschools.org/aboutus/principles.html

	contributions to the school and world are celebrated. Students and staff are supported to do better work and be better people than they thought possible.
Assessment	EL leaders, teachers, and students embrace the power of student-engaged assessment practices to focus students on reaching standards-based learning targets and drive achievement. Students continually assess and improve the quality of their work through the use of models, reflection, critique, rubrics, and work with experts. Staff members engage in ongoing data inquiry and analysis, examining everything from patterns in student work to results from high-stakes tests.
Leadership	EL school leaders build professional learning communities that focus sharply on student achievement and continuous improvement, use data wisely, and boldly shape school structures to best meet student needs. Leaders celebrate joy in learning and build a school-wide culture of trust and collaboration. Leadership in EL schools goes beyond a single person or team – it is a role and expectation for all.

The Instructional Program at Academia Antonia Alonso

The goal for **Academia Antonia Alonso** is to create a school where high academic achievement is expected for all students, where character development is an integral part of the curriculum and the life of the school, and where there will be equity for all learners. The school will fulfill these goals through the Core Practices described above and by embracing a strong school culture inspired by active teaching and learning, meaningful relationships, community service, adventure, and leadership.

Academic Structures at Academia Antonia Alonso

A visual representation of how the following academic structures and grade clusters will be phased in over the first seven years of operation may be found in Appendix L.

- **Division into Two Houses:** When students enter **Academia Antonia Alonso**, they will be placed in one of two houses – Casa de Identidad or Casa de Comunidad, meaning House of Identity or House of Community. Once students are placed in one of the two houses, they will remain in that house through their time at **Academia Antonia Alonso**. Siblings will have the option of being placed in the same house. Through this vertical articulation within one house, teachers will be able to collaborate for cross grade activities such as peer-tutoring, reading buddies, multi-age projects. Teachers may also collaborate to share information about students and strategies for success. Grade level teams across houses will meet periodically to plan for upcoming expeditions and to review pertinent student data as a grade level, but most of the collaborative work will be done between grade level teams in each house.

- **Grade Level Bilingual Teams**: Each grade level at **Academia Antonia Alonso** will initially be comprised of six classrooms of 25 students apiece. As grade levels are added and incoming grade level groups are scaled back to 100 students, the number of 25-student classrooms per grade will be reduced to four per grade. The school will seek highly qualified teachers who speak both English and Spanish. However, it is anticipated that these teachers may be difficult to find. Therefore, to compensate for a potential lack of bilingual teachers, there will be two classrooms in each house, one staffed with a Spanish-speaking teacher and the other staffed with an English-speaking teacher. These two classrooms will be teamed together to provide student with 50% of their instruction in Spanish and 50% in English. To facilitate this, the two teachers will rotate between the two classrooms to ensure that Spanish and English are used equally for instruction.

- **Looping**: In looping, students remain with the same teacher for two years. At **Academia Antonia Alonso,** students will loop with their teacher in grades K-1, 2-3, and 4-5. At the end of each two-year cluster, the students will be resorted into different classes within their houses. Looping is well documented for its impact on students' engagement and success in school. The two-year cluster gives teachers time to get to know students well and allows them to use that knowledge to accelerate learning and deepen learning. In addition to spending more time with students, looping also assists teachers in

building relationships with parents and families.[11] Furthermore, students from all economic levels are able to develop more successfully than in a traditional classroom.[12]

- **Balanced Calendar: Academia Antonia Alonso** will open with a tradition August – June calendar, but may consider a transition to a year-round, balanced calendar over the course of several years. A balanced calendar provides extra support for students during breaks between semesters. It is anticipated that students will lose less content knowledge through the balanced calendar approach because they will not experience the long gap in instruction during the summer months. Nonetheless, during the weeks between trimesters, the school will schedule, or sub-contract with the LACC to provide, programming and tutoring in reading, writing, and math. These programs will be open to all students, but may be mandated by the IST for some students. Students will be taught in small groups of 2 to 8 students that have related areas of need. Parents will be provided with an overview of the session, student goals and learning targets, and counseled as to how to best support their student's ongoing success.

- **Inclusion and Differentiation: Academia Antonia Alonso** will work to meet the needs of all its learners, including English Language Learners and Special Education students, through an inclusion model that provides differentiated instruction to all students in the same classroom. Full inclusion benefits the achievement, self-concept, and social adjustment of all students. Both Special Education and ELL teachers will support small, flexible groups of students. For more information on the special education program, see the section seven of the application.

- **Responsive Classroom:** The development of social skills and positive values is particularly critical in a diverse learning environment. To ensure that our students benefit from social and emotional growth and a strong and safe school community, classroom and school-wide practices based on the Responsive Classroom approach to elementary teaching[13] will be employed. The framework of sustainability provides a value-focus lens through which students learn the importance of contributing to their community and are empowered through a strong belief in personal accountability.

Curriculum and Instruction at Academia Antonia Alonso

The **Academia Antonia Alonso** curriculum defines the essential skills and content, based on Common Core State Standards and Delaware Prioritized State Standards, that students will need to master in order to graduate on a successful path through middle and high school and into college. Teachers at **Academia Antonia Alonso** will use a variety of instructional techniques that embrace an active, constructivist pedagogy. Each fall and spring, instruction is organized around integrated learning expeditions described below and more fully outlined in the Curriculum Matrix (Appendix F). The expeditions will intentionally build background knowledge in science and social studies and allow for distributed practice and development of reading and writing skills.

Learning Expeditions

Learning expeditions are a powerful pedagogical tool for delivering and reinforcing specific skills and content while engaging students in **meaningful work** that integrates literacy with social studies, science and the arts, providing a coherent framework through which Common Core standards will be taught (National Clearinghouse for Comprehensive School Reform, 2004; Udall, Mednick, 2000; Ulichy, 2000; Academy for Education Development, 1995). Teachers will design learning expeditions based on rigorous standards to produce high quality work that will be shared with parents, teachers, peers, and community members. Learning expeditions will last from 10-12 weeks and teachers will use one in the fall semester and one in the spring semester. Expeditions utilize:

- Project-based learning, organized around guiding questions that address a problem or explore an issue that is relevant to the local community

[11] Grant, J., Johnson, B., & Richardson, I. (1996). *The Looping Handbook.* Peterborough, NH: Crystal Springs Books.

[12] Elliott, D. C., & Capp, R. (2003). The Gift of Time. *Leadership,* 34-36.

[13] Created by classroom teachers and backed by evidence from independent research, the Responsive Classroom approach is based on the premise that children learn best when they have both academic and social-emotional skills. For more information, see "Social and Academic Learning Study on the Contribution of the Responsive Classroom Approach," by Sara E. Rimm-Kaufman, available at www.responsiveclassroom.org/research.

- Immersion activities to build student interest and engagement, including multiple pedagogical strategies to scaffold student understanding and development such as small, flexible grouping, direct instruction, modeling, independent work, student self-reflection, and high quality work products developed over time
- Significant projects, activities, and fieldwork that incorporate learning goals and are developed over time
- Community resources highlighting the expertise of local authors, experts, and community leaders who bring to life the history and culture of Wilmington and Delaware
- Meaningful community service through service learning
- Showcases, portfolios, and/or exhibitions through which students present their work and what they have learned to an audience of parents, peers, teachers, community members, and professionals

A sample EL Learning Expedition for grade 1, Farms and Food, is included as Appendix L.

The curriculum for **Academia Antonia Alonso** was built to take advantage of expeditions that are currently published and made available through the Expeditionary Learning Network. However, the Board recognizes that Delaware already has a strong science program through the Science Coalition and a fully developed social studies program available through the Department of Education. Therefore, significant time was spent selecting model expeditions from the EL Network that are in alignment with and matched to the curriculum developed by both the Science Coalition and the Social Studies content experts. The Integrated Curriculum Matrix (Appendix F) summarizes each grade level's expeditions in these two subject areas and shows how the science and social studies units are being folded into those expeditions. The matrix also summarizes how reading and writing will be distributed over the expedition, providing a rich context for nonfiction and fiction reading, as well as research and writing.

The model EL expeditions selected to form the anchor for the curriculum matrix can be easily contextualized to Wilmington and Delaware. However, it is recommended by EL school designers that the work of contextualizing the expeditions be done with the teachers who will actually be teaching at the school. Therefore, when the school opens, the EL school design coach will work with the teachers at **Academia Antonia Alonso** to contextualize the current expeditions, identifying local experts and places for field study and making the expeditions reflect more of the local context and community. This work will allow the teachers to take a greater ownership in the expeditions and teach them with more engagement.

The following expedition, "Delaware's Changing Bay Area," is snapshot of a completely integrated, student- and interest-driven course of study through which the students are actively engaged in their learning across all subject areas.

Grade 5 – Spring Expedition
Delaware's Changing Bay

This expedition is built around two major projects that will help students educate the public about the Horseshoe Crab, the effects of climate change, the effects of migrating birds that stop to nest and eat in the Delaware Bay area, and the impact of human behavior on the environment.

To prepare for creating their field guides and writing their persuasive speeches and letters, students will study the Horseshoe crab's life cycle, its role in the Delaware Bay area and to Delaware in general, and the interrelationship between an ecosystem and a living organism. Students will analyze maps and aerial photos of parts of the Delaware Bay Area that house horseshoe crabs and their spawning areas. Students will visit the bay to see and document the attempts being made to alleviate the depletion of the horseshoe crab population by the migrating birds that stop in the rich Bay Area to feed. They will develop hypotheses, search for patterns, and draw conclusions about changes seen in the Bay Area over time. They will research the lives of the horseshoe crabs and identify organisms that are placing the population of the crab in danger. They will hypothesize what can be done to cut down on the horseshoe crab being a food source for migrating birds. They will research the effects humans have on the population in reference to the changes in climate and industrialization of Delaware. In addition to meeting key science standards, the major projects in this learning expedition will include student research, non-fiction reading, data analysis, photography, scientific drawing, and expository and persuasive writing. Students will also have the opportunity to educate the public on a pressing state and national issue and address the health of an important aspect of Delaware's culture. Students will emerge from this expedition as advocates for responsible choices and stewardship of the land. They will learn that their voices truly matter and can make a difference.

Science Coalition **Ecosystems**	In this unit, students understand the web of relationships that link organisms to one another and to their natural environments. By constructing, observing, discussing, and reading about both land and water ecosystems in this unit, students develop a growing sensitivity to living things and what they need to survive. Students learn that organisms in ecosystems have dependent and independent relationships and that natural and human-made events can disturb an ecosystem. They also learn that people bring different perspectives to environmental issues and that they can work together to develop solutions. Students will be involved in one or more of the programs put on by the Delaware State Parks: Animal Adaptations; Biodiversity; Biome, Sweet Biome; Creatures of the Coast; Ecosystems in Action; Exploring Ecosystems; Horseshoe Crabs Information on all programs can be found by visiting www.destateparks.com
Social Studies Coalition **Delaware's Mock Elections**	The focus of this unit is on becoming informed about candidates running for elected office. One reason is provided in the targeted benchmark: electing "effective" leaders. Other reasons are avoiding leaders opposed to one's interests and views, providing an indication of one's policy preferences by being aware of the candidates' policy stances, and keeping officeholders in check with awareness of an attentive public. In other words, keeping informed about candidates serves as a means to communicate preferences and hold elected officials accountable. Students will understand that in order to select effective leaders, citizens have to become informed about candidates' qualifications and the issues of the day. They will research the avenues through which they can become informed to current events issues.
Math	**Trailblazers Units-** Decimals and Probability Applications: An Assessment Unit Connections to Division Maps and Coordinates Number Patterns, Primes and Fractions The units within the Trailblazers curriculum were strategically placed throughout the year so that there would be an organic connection between what the students were learning in math and in the integration of the other core contents. In working through these units, the students will gain and increase their skills in the areas of maps and coordinates, which fits naturally into the study of the aerial photos of the Delaware Bay that the students will be studying as they create their scientific drawings, investigate areas of dense population, and investigate the surrounding areas. In Unit eight, the students read the Adventure Book *Florence Kelley*, which describes the work of a social reformer in the late 1900s who—through data collection—was able to contribute to the passage of child labor laws in Illinois. This Adventure Book sets the stage for an assessment activity called *Florence Kelley's Report* in which students interpret Florence Kelley's data as she reported it to the governor. This reading will connect with the students' goals in ELA and SS by both showing how data can be used to strengthen views, prove points, and also help advocate for important changes, as they learn to put their fieldwork findings into persuasive essays and mock election debates.
Language Arts	Students compose persuasive speeches to "debate" other candidates for the mock election. Debate topic is the importance of the conservation of the Delaware Bay area and the effect humans and predatory animals have on the indigenous animals/insects of the bay area. Conservationists can speak with students regarding the importance of human efforts and the role legislation plays on welfare of an ecosystem. Students can take action by researching issues pertinent to the Delaware Bay and lobbying legislators. With the end in mind, students will use exemplar models and several rounds of "noticing and wondering" about the genre of field guides. They will analyze the purpose and audience for field guides as well as the organizational structures used in the models. Rather than creating traditional species identification field guides, the students will create informational field guides to the Delaware Bay ecosystem. Teachers and students will work together to identify the criteria of what their field guides will include. This is then used to create a rubric, which teachers will use to assess the final field guides. They begin this work with map analyses focused on changes over time in Delaware ecosystems. At the same time, they will be researching the Horseshoe crab – its life cycle, habitat, and diet – and will conduct fieldwork to better understand the key role that this small animal plays in a larger system. Witnessing first-hand the transformation of their "back-yard" bays gives the issue a great deal of urgency for students. **Final publication:** After numerous rounds of self and peer critique, and teacher feedback for reflection and revision, the final product of this investigation is a class field guide including an expository writing piece, photographs, and scientific drawings from each student. Students will participate in designing the overall layout of the book as well as

	contribute to additional pages such as the dedication and glossary. In celebration of the completion of this major project, students, families, and teachers will hold a book party at their school. Students will answer questions from audience members about the experience from start to finish. Students will do book signings for the book party attendees as the local experts.
Visual Arts	**Photography study:** Students will study photography as a mode of communication. Before getting their hands on cameras, students will be familiarized with the art and visual skills of subject, composition and focal point. Learning to communicate a message without words may present new challenges for students but offers a very powerful experience with a new art form. Capturing the effects of the Horseshoe Crab and migrating birds on the Delaware bay area cannot be completed solely via photography. Therefore, students will create scientific drawings to compliment their expository writing and photographs. Structured peer critique will again offer a powerful method for producing high quality final products. Using the photographs from the unit as a resource, the students will recreate the images with paper and paint. One will be painted in realistic colors, one with monochromatic colors to show a happy somber mood. Students will create a **cartoon character** to promote their conservation message and make posters with interesting lettering and aesthetic features to catch the audience's attention. Using watercolors, students will paint a **reflection picture** that depicts the beauty of the Delaware Bay and the surrounding habitats at either sunset or sunrise. They will illustrate the huge number of horseshoe crabs that come ashore on the Delaware beaches by overlapping and completely filling the paper with dark crayon and oil pastel horseshoe crab images.
Performing Arts	Using their photographs, scientific drawings and chalk/watercolor creations for inspiration, the students will select background music to accompany a "walking tour" of the pictorial learning in which they engaged during the expedition. The students will explore orchestral, classical, jazz, rock, and pop music and learn what it takes to put different genres together seamlessly to elicit the mood and feelings that their pictures, drawings and painting should elicit from the audience. Students will invite family members to the school for the expedition celebration evening and lead them in small groups through the walking tour of their visual and auditory art.

Intercession

Intercession is a time when students will be "off expedition." Typically this will be the first three weeks of school, the last three weeks of school, and six weeks mid-year. Instruction during this time has several purposes – to provide a time to:

1. Design units of instruction that address standards that have not been integrated into the expeditions. These units will still use an active pedagogical approach, but will ensure that all standards for a particular grade level are being taught.
2. Teach the science units or social studies units for a particular grade level that were not integrated into an expedition.
3. Allow teachers to plan learning events that emphasize fun and adventure and celebrate learning and culture. During intercession, students may enjoy outdoor challenges, camps, and service projects that are centered on the EL design elements or the school's vision for identity and community.
4. Focus more exclusively on English literacy or Spanish Literacy to reach the goals of developing students who are bilingual, biliterate, and bicultural.
5. Provide interventions for those students who need additional support in reading, writing, and math.
6. Allow students to engage in additional opportunities to explore the visual and performing arts.

All intercessions will end with the students articulating what they learned and how it helped them reach the intended goals. Their learning may be reflected in portfolios, presentations, writings, and artwork.

Active Pedagogy

Effective and active instructional practices promote equity and high expectations; they make the content of expeditions come alive, ensure that all students think and participate, and allow the teacher to know all of their students' thinking.

At **Academia Antonia Alonso** active teaching will result in lessons where teachers talk less and students talk more; students will do the thinking, working, and processing. Active instruction is learner-centered and promotes reflection. Additionally, when using active instruction, teachers take full advantage of each moment of instructional time by asking questions, listening to students, taking notes about what they see and hear, and providing regular and specific feedback to each student. Active classrooms serve students with different levels of skills and background knowledge by ensuring that every student has a role in and a responsibility for learning. This approach to instruction teaches students to advocate for themselves and ask questions of their teachers and peers, and no one gets by with just a right answer; students must explain and justify their thinking and show their learning in concrete ways. An active pedagogy empowers students and holds all students accountable.

English Language Arts

All grade levels will receive a minimum of 90 minutes of integrated language arts instruction each day, including Readers Workshop (RW), Writers Workshop (WW) and Guided Reading (GR) (Calkins, 2001, 1994; Collins, 2004; Fountas and Pinnell 2006, 2003). While this learning period focuses primarily on developing language arts skills, it will be well integrated with the students' expeditions as they explore texts and compose and revise writing samples that align with the standards focused on in each expedition (Cousins, Mednick, and Campbell, 2000). For example, a first-grade class engaged in an expedition about marine life might hear *A House for Hermit Crab* as a read-aloud, read nonfiction text about the ocean in RW, and write sentences about their class pet hermit crabs in WW. This approach to ELA aligns with Expeditionary Learning's benchmarks for teaching reading and writing across the disciplines and integrating literacy into the content areas. The ELA instruction will align with Common Core State Standards for ELA.

Mathematics

Academia Antonia Alonso will use *Trailblazers* as the foundation for the K-5 curriculum, supplementing it with additional resources as necessary to ensure alignment with Common Core State Standards. This curriculum employs a high level of intellectual rigor, provides frequent opportunities for deliberate practice, and challenges students to think boldly by applying concepts to new contexts. Like ELA instruction, math will be taught during a dedicated math time each day. Additionally, when appropriate, it will be integrated into expeditions to support the conceptual understanding and application of critical mathematical ideas. Math will be taught using both a whole-group setting and flexible ability groupings.

Science and Social Studies

Science will be taught using the curriculum available through the Science Coalition. These units have been carefully and thoughtfully integrated into each grade level's expeditions, providing a case study for each one that leads to a deeper understanding of that expedition's guiding question.

Like science, social studies units have also been integrated into expeditions as case studies. Teachers will use the social studies curriculum defined by the Delaware DOE and aligned to Delaware social studies standards. Students will study local, state, national, and global issues throughout history through the use of technology, primary and secondary sources, and local resources. Whenever possible, teachers will integrate local resources in the Wilmington area through community partnerships, visiting experts and class trips.

Technology

Students will receive technology instruction based on state technology standards and use technology as a tool in the learning process. Through the research process, students will learn about credible sources and websites. They will use web quests and eventually search for information on databases and websites. Students will become proficient in using basic Microsoft Office applications – Word, Power Point, and Excel. They will also develop digital stories and manipulate multiple types of media within single presentations. They will build cumulative digital portfolios and publish their expedition work on the web.

Visual and Performing Arts
Visual and performing arts will be integrated into the academic curriculum as much as possible. The curriculum matrix developed for **Academia Antonia Alonso** specifically demonstrates how visual arts will be integrated and how art becomes a medium through which students display their learning. The visual arts will also be a core component to the students' service learning. In many EL schools the students produce a product such as note cards, calendars, books, jewelry, or other artifacts that give them not only a platform for articulating their learning, but also a product to sell. The money earned through these projects is donated to a local charity connected thematically to the expedition. In some cases the money earned is used to fund a school enhancement project related to the expedition, such as a rock and sculpture garden, a vegetable or flower garden, a mural painting, or an animal habitat. An integrated performing arts curriculum has been minimally developed for **Academia Antonia Alonso**, but will begin as a standard music program with some connections as appropriate. The first priority of the music teacher will be to talk with grade-level teams and the administration to expand the integration of music into the exhibitions. Music will need to be a part of school-wide morning meetings, as well as other programs across the school.

Physical Education and Health
Students will have time each week for physical education and health education. As soon as possible, the physical education teacher will be trained in CATCH and will implement a physical education program from those materials. For health, the teacher will use Risk Watch and Health Teacher.com. Like the music teacher, the PE/health teacher will be charged with meeting with grade-level teams to learn about the expeditions and to develop ways in which PE and health concepts can be integrated into those curricular areas.

Two-Way Language Immersion

Two-Way Immersion (TWI) is a distinctive form of dual language education in which native English speakers and native speakers of another language are integrated for academic content instruction in both English and the partner language. The two-way language immersion strategy has been found to be among the most effective long-term approaches to producing academic achievement for ELLs who are native speakers of the targeted second language. Although the school may enroll students from a wide variety of backgrounds, the Board anticipates that Spanish will be the primary second language in addition to English. For students who are native Spanish speakers, the TWI model allows the students to use their native language as a bridge and scaffold to acquire the target language, which is English. Key elements of two-way language immersion include: a balance between speakers of each language; integration of the two groups of students for most instruction; academic instruction in both languages, each for approximately fifty percent of the time at all grades; and strict separation of languages for instruction. Ideally, TWI begins in the primary grades and extends to at least grade five, making it highly applicable to **Academia Antonia Alonso**.[14] Two-way immersion programs promote **Academia Antonia Alonso's** goals of bilingualism and biliteracy, grade-level academic achievement, and positive cross-cultural attitudes and behaviors in all students. Both native English speakers and native Spanish speakers will be taught to read, write, and speak two languages. The most successful TWI programs include hands-on activities, thematic units, peer interaction, multiple cues that give students additional chances to master concepts (e.g. graphic organizers or classroom learning followed by a field trip), and whole language approaches. A growing body of research also indicates that students from low socio-economic benefit the most from language immersion programs.[15]

The successes of the TWI model include:[16]

- Students become proficient in two languages and develop deeper cultural awareness.
- Students in two-way immersion programs achieve well above grade level, even years after their participation in the two-way immersion programs.
- As demonstrated by the high correlations between students' math abilities in English and in Spanish, content learned in one language is transferred to the other language.

[14] The Center for Applied Linguistics and Dual Language Education of New Mexico.
[15] Source: Dual Language Education of New Mexico
[16] Trends in Two-Way Immersion, August. 2003, quoted in http://www.cs37.org/english/academics_language.php

- Both native Spanish speakers and native English speakers in two-way immersion programs perform as well or better than their peers educated in other types of programs, both on English standardized achievement tests and Spanish standardized achievement tests.

In addition to these benefits, native Spanish speakers benefit greatly from an environment in which their language is valued and considered a resource,[17] while native English speakers gain from having two perspectives for problem solving, and reap the "personal, social, educational and economic benefits of the ability to communicate in multiple languages in a global society. Bilingual individuals have more career opportunities in their own and other communities."[18] In a dual immersion model of instruction, language learning – whether learning Spanish or English – promotes high levels of literacy across languages. Furthermore, unlike pure ELL programs that approach non-English native speakers as a problem or deficit that needs to be filled with English, in the dual immersion school, proficiency in a first language becomes an additive component to the instructional program. Both languages are valued because proficiency in both languages is required for school success.

Although unlikely, it is conceivable that the school will have students who do not speak either of the languages of instruction. Research and anecdotal evidence shows that ELL students who are speakers of a language other than the languages of instruction in a two-way immersion program (in this case English and Spanish) do as well or better than their peers who are in an English-only program.[19]

Academia Antonia Alonso will have a two-way language immersion program that is designed around a curriculum that embraces those qualities identified as being highly effective in two-way immersion schools. Research suggests that the most effective two-way immersion programs have a dual language curriculum that is aligned with standards and assessment; is meaningful and academically challenging; integrates higher order thinking; is thematically integrated; is enriching, not remedial; is aligned with the vision and goals of bilingualism, bi-literacy, and multiculturalism, including language and literature across the curriculum; reflects and values students' cultures; is horizontally and vertically aligned; incorporates a variety of materials; and integrates technology.[20]

The dual language program design requires that languages are kept separate at all times by alternating days, half-days, or teachers. Exactly how the languages are distributed depends on the grade levels and instructional goals. The TWI program at **Academia Antonia Alonso** will begin as an alternating, full-day model. Students will alternate between all English and all Spanish classrooms from day to day so that in a two week cycle, students will have spent equal time in Spanish and English classrooms.

Because of the attachment issues in young children, in K/1, the Board will seek out bilingual teachers who can speak both languages. In grades 2-5, teachers will move between classrooms on a team comprised of an English and a Spanish speaking teacher. Whether independently or in cooperation with a teammate, teachers will provide, instruction of all subjects in both English and Spanish allows the student to reach full literacy and fluency in both languages. In cooperation with the school leader, the Board will revisit the full-day model alternating model and may adjust the schedule into a half-day English and half-day Spanish model if it better fits the needs of the student or the instructional plans of a team.

General Approaches to Language Acquisition that support ELLs

Academia Antonia Alonso will employ the recommendations developed by the New Teacher Center (a project of the Alliance for Excellent Education) for the support of ELL students. These recommendations have been adopted by almost 200 school districts in more than 30 states, including the entire state of Hawaii and the entire New York City school district. This resource consists of six research-based strategies for developing English Language Learners' content knowledge, use of academic language, and interpersonal communications skills. These strategies also help native English speakers learn language that is not part of everyday English, such as

[17] Dual Language Education of New Mexico

[18] Lambert, W. E. (1987). An overview of issues in immersion education. In *Studies in immersion education: A collection for U. S. educators* (pp. 8-30). Sacramento: California State Department of Education.

[19] Rolstad, K. Bilingual Research Journal. Winter 2007, 21(1)

[20] Guiding Principles for Dual Language Education, 2007 http://www.cal.org/twi/Guiding_Principles.pdf

academic words like "algorithm" or "allegory." The Alliance for Excellent Education recommends the following:

Six Strategies for Teachers of Language Learners [21]

Vocabulary and Language Development	Introducing new concepts by discussing key vocabulary words. Exploring specific academic terms like "algorithm" starts a sequence of lessons on larger math concepts and builds the students' background knowledge.
Guided Interaction	Structuring lessons so students work together to understand what they read by listening, speaking, reading and writing collaboratively about academic concepts in the text.
Metacognition and Authentic Assessment	Modeling and explicitly teaching thinking skills crucial to learning concepts, learning second languages, and becoming highly proficient readers. Various assessments are employed because students require ways to demonstrate understanding of concepts that aren't reliant on advanced language skills.
Explicit Instruction	Directly teaching concepts, academic language, and reading comprehension strategies needed to complete classroom tasks
Meaning-based Content and Universal Themes	Employing meaningful aspects of students' lives to spur interest in academic concepts. When students can connect concepts to their lives or cultural backgrounds, they are highly motivated and learn better.
Modeling Graphic Organizers and Visuals	Using visual aids including diagrams and charts helps all students, but especially ELL students, recognize essential information and its relationship to supporting ideas. Visuals make both language and content more accessible.

These six strategies are in alignment with the Expeditionary Learning school design and will facilitate students' language acquisition and benefit students from all backgrounds.

In addition to these guidelines, the Center for Applied Linguistics has produced a list of strands and principles which describes successful dual immersion programs. Guiding Principle for Dual Language Education[22] provides a list of strands and associated principles to guide the work with Language Acquisition students. The strands are

- Assessment and Accountability
- Curriculum
- Instruction
- Staff Quality and Professional Development
- Program Structure
- Family and Community
- Support and resources

A shortened list of the characteristics of dual immersion from CAL can be found in Appendix L (Strands and Principles for Dual Language Education).

Within the EL Core Practices, EL defines the characteristics of Expeditionary Learning schools. The alignment between the above list and the EL Core Practices is striking. The Core Practices of EL are

- Curriculum
- Instruction
- Culture and Character
- Assessment
- Leadership

Each model – EL and TWI expand upon their defined strands or practices to more clearly articulate what these strands look like and feel like in a school and classroom. Both of these documents will be valuable to the Board and to DDOE when walking through **Academia Antonia Alonso** and will be used to shape the vision of the

[21] Alliance for Excellent Education. (2005). *Accelerating academic language development: Six key strategies for teachers of English learners.* New Teacher Center at UC Santa Cruz.
[22] http://www.cal.org/twi/guidingprinciples.htm

school. Expeditionary Learning schools are excellent schools for students who are learning a new language. The school design is built around experiential and hands-on learning. Literacy and language are heightened; curriculum is integrated and clear; and expectations are high.

h. For new applicants, provide plans for professional development that outlines the initial three year approval span for the school with one year benchmarks. This is a Phase I requirement. For renewal and modification applicants provide plans for ongoing, high quality professional development for staff for the duration of the charter renewal as it varies from your last renewal or original application.

Professional development for the school leader and teachers will be critical to ensure that they are able to fully implement the Expeditionary Learning academic program that has been selected by the Founding Board. Professional development activities will be planned by the school leader in collaboration with the CMO and its subcontractor, Expeditionary Learning, based on EL's recommended practices. Each year the topics for professional development will be determined based on the needs of the teachers, with input from the school leader, and on evaluations conducted by the CMO and Expeditionary Learning measuring the school's fidelity to the EL model. To develop leadership across the school, the professional development sessions may be conducted by the school leader, teachers, and Expeditionary Learning coaches. This will allow the school to transition more smoothly at the end of four years to full local support so that the implementation of the Expeditionary Learning model can be sustained over time. To facilitate professional learning at **Academia Antonia Alonso,** consistent structures will be put into place and monitored by the CMO to facilitate the professional growth of the teachers and the school leader.

Professional Development Components: Academia Antonia Alonso will utilize a multifaceted, cohesive approach to professional development with the following components:

- Summer Training
- Year-long Thematic Focus
- Weekly Professional Development Block
- Support for Individual Teachers/Staff Members

Summer Training: Each school year will begin with a two-week training workshop for all staff and faculty, with an additional third week for any new faculty. There will be three primary topics each summer: a thematic focus for the year, time for instructional teams to prepare for the year, and for new faculty only, a philosophical orientation connected to the Expeditionary Learning model and bilingual education. The thematic focus for the year will vary from year to year based on the school's implementation of Expeditionary Learning and the EL Core Practices. For the first two years, the thematic focus will be different elements of literacy. Year one will focus on reading instruction and year two will focus on writing instruction. After those initial years, the staff and faculty will select the next year's focus at the end of each school year. The final week will allow time for all faculty and staff to work together with their instructional teams to spend time planning lessons and assessments, and setting up classrooms.

Yearlong Thematic Focus: Each year the school's professional development committee will select a theme around which to focus much of the professional development at the school. The value in selecting a theme each year is that it allows faculty and staff to work intensively and to collaborate across grades and content areas around one area of pedagogy. It also allows teachers and school leaders to become experts in one small slice of teaching and learning, and over time allows the staff to develop a great breadth and depth of professional knowledge. Each year, the annual theme will be explored by:

- Focusing on it for a week of the summer training.
- Spending at least one Wednesday per month on the topic.
- Requiring all staff and faculty to work with a cohort of colleagues to complete work of their choice within the theme.
- Planning at least three workshops during the year, to be held on weekends or evenings, to which parents and other community members will be invited to learn about the theme.

Staff, including both faculty and administration, will facilitate some of these sessions. In other cases, outside organizations, scholars, or educators may be invited to lead workshops. Each year the Expeditionary School Designer will work with the school leader and professional development committee to create a professional development work plan around the selected theme. This document outlines the responsibilities of the school, the teachers, and the school designer. A sample professional development work plan from Capital City Expeditionary Learning School is included in Appendix L. The leaders of **Academia Antonia Alonso** will extend the work plan created by the school designer to include elements of professional development around language acquisition and the TWI model. These may be delivered by the EL School Designer or consultants from the Center for Applied Linguistics.

In addition to the whole-school sessions, cohorts of faculty members will be asked to seek out related material of particular interest to them. A group of teachers may decide to attend a series of workshops together, while others might form a book group and read a variety of relevant books over the course of the year; others could attend a conference, or take a course at a local university. This element is useful because it allows teachers to work in depth in an area of interest to them, brings them together with colleagues with the same interest, and gives the school community a broader understanding of the yearlong focus and theme.

After the theme is determined by the faculty, a small professional development committee will form to plan the initial training and the other workshops and sessions throughout the year. In addition to planning the whole-group workshops, this committee will approve all the cohort projects. It will do initial research into available options for cohort groups, such as local workshops or classes, so groups can form quickly at the beginning of the school year. This committee will make sure the work that different groups complete is comparable in time commitment and relevance. It will also approve whatever spending is required for workshop fees out of the professional development budget. At least one classroom teacher, one administrator, and one specialist will be on this committee.

Weekly Professional Development Block: Once a week students will be released early so that, all teachers will have a block of several hours of uninterrupted time to meet with their colleagues, plan, discuss assessment, talk with parents, and so on. This time will be used for a professional development meeting, a fieldtrip to another school, a presentation by teachers who attended a workshop and are reporting back, a speaker from a partner organization, a hands-on learning session lead by an administrator, or many other options. These events are not staff meetings and they must fit into the yearlong theme. They will be planned by the professional development committee, described above.

Support for Individual Teachers/Staff Members: Some staff members may need support in a particular area that is not part of the yearlong focus. This faculty will work with the school leader to find the available learning opportunities and to determine if resources can be secured for the training.

Language Classes: In addition to school-centered professional development, all staff and faculty will be encouraged to learn Spanish if they are not already bilingual. The purpose of these classes is to build bridges between teachers and their students and families. It is not expected that native-English speakers will gain enough knowledge of the Spanish language to teach the Spanish portion of the dual language program. **Academia Antonia Alonso** will partner with the Latin American Community Center to provide Spanish language classes free of charge to teachers.

Community Meetings: Academia Antonia Alonso would like to extend the professional development opportunities to its community of parents and families through literacy and math events. Three times per year, leaders from the school will hold an evening or weekend workshop for community members such as teachers, staff, parents, and the broader school community. The event will be free and be optional for parents, but it will give them a chance to learn about what is happening at the school and what their children are doing. Translators will be available to translate the content through the day.

i. **Provide three approved (Submitted units are scored "3" or "4" on the Charter School Unit Review Rubric. Click here to view the Charter School Unit Review Rubric) units of instruction for Mathematics, English Language Arts, Science, Social Studies, Visual & Performing Arts, World Languages, Health Education & Physical Education at each grade cluster in which the school intends to serve students. For new applicants, this is a Phase II requirement. For renewals and modifications provide updated information as it may differ from your last renewal or original application. Include plans for the modification of approved Delaware Model Units (from the DOE website) to meet the specific needs of the student population of students you serve. Click here to view the Model Unit Modification document.**

This is a Phase II requirement for **Academia Antonia Alonso**.

j. **Provide a description of major curricular resource adoptions for Mathematics, English Language Arts, Science and Social Studies. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This is a Phase II requirement for **Academia Antonia Alonso**.

k. **A detailed chart showing alignment of instruction to standards. This is a Phase II requirement and for new applicants only**

This is a Phase II requirement for **Academia Antonia Alonso**, but is reflected in the curriculum maps included in the appendices.

l. **Provide a detailed description of how instructional strategies and formative and summative assessment strategies will be aligned. This is a Phase II requirement and for new applicants only.**

This is a Phase II requirement for **Academia Antonia Alonso**.

m. **Provide a detailed description of how the alignment will enhance student learning. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This is a Phase II requirement for **Academia Antonia Alonso.**

n. **Provide a copy of the school calendar and master instructional schedule. For new applicants this is a Phase II requirement. For renewal and modification applicants provide updated information as it may vary from your last renewal or original application.**

This is a Phase II requirement for **Academia Antonia Alonso**.

o. **Provide a copy of Career and Technical Education pathway and course approval documents. (secondary only) This is a Phase II requirement and for new applicants only'**

Academia Antonia Alonso will be a K-5 school.

7. Students with Special Needs

a. Describe the school's plan for ensuring compliance with state and federal statutes and regulations related to the identification, evaluation, and education of students with disabilities. Include a description of the school's specific actions steps to ensure compliance with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Academia Antonia Alonso will comply with all state and federal statutes and regulations with regard to the education of students with disabilities, remaining at all times in compliance with the Delaware Regulations Administrative Code, Title 14 provisions, The Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

Academia Antonia Alonso will work with fidelity to the Response to Intervention (RTI) process, (see question "b" below). Interventions, data collection, assessment methods, and research- and evidence-based intervention strategies will be well utilized and documented. For students who do not make adequate progress with the increased, targeted instruction in the third tier of the model, the Instructional Support Team, (IST) will recommend that an educational evaluation be conducted to determine if there is a specific disability hindering those students' success in the general curriculum.

Because parents play such an important role in their children's education, conversation with parents will be ongoing regarding interventions, movement of children between tiers, and data-driven rationale for decisions. Ultimately, if deemed necessary by the IST, parental permission will be solicited for the student to be tested for eligibility of Special Education Services. **Academia Antonia Alonso** will be in full compliance with the Section 504 regulatory provision at 34 C.F.R. 104.35(b) which "requires school districts to individually evaluate a student before classifying the student as having a disability or providing the student with special education. Tests used for this purpose must be selected and administered so as best to ensure that the test results accurately reflect the student's aptitude or achievement or other factors being measured rather than reflect the student's disability, except where those are the factors being measured." Parents will be explained their rights under the Procedural Safeguards in either English or Spanish, as appropriate.

If, prior to implementation of the full RTI process, a parent feels as though s/he would like to have his/her child evaluated to rule out the possibility of a disability as the root of his/her child's academic difficulties, parents can request, in writing, that an educational evaluation be performed on his/her child. Within forty-five (45) school days or ninety (90) calendar days, whichever is fewer, of receipt of the written parental request, the initial evaluation shall be conducted, and the child's eligibility for special education and related services must be determined at a meeting convened for that purpose.

If a student is not found to have a disability, s/he will continue to be educated in the regular education setting with supports and intensive interventions through the RTI process. If a determination is made that a child has a disability and needs special education and/or related services, an Individual Education Plan (IEP) shall be developed for the child in accordance with sections 20.0 through 24.0 of the Delaware Regulations Administrative Code, Title 14:900.

The Americans with Disabilities Act of 1990 (42 U.S.C. 12181), prohibits discrimination on the basis of disability by public accommodations and requires places of public accommodation and commercial facilities to be designed, constructed, and altered in compliance with the accessibility standards established by this part. **Academia Antonia Alonso** will be fully accessible to all students, faculty, staff, parents, and community members.

b. Describe how the school will implement response to intervention procedures, including a plan for how data will be collected and progress will be monitored related to student performance.

Academia Antonia Alonso will implement all Response to Intervention (RTI) procedures with absolute fidelity to state and federal RTI regulations. The RTI tiered instructional process will be an anchor component in the

educational program in that all students in the general education curriculum will be educated at Tier I, with a research- and evidence -based curriculum, and will move through the tiers if student needs are not met and progress is not made on academic benchmarks with the supports and interventions in place at their current tier. Once a student is identified as having difficulty succeeding in the general curriculum, as evidenced by observation and diagnostic or benchmark assessment, that student's academic team will review screening data and adjust the regular education program to include supports to address student need. If the student improves, s/he will continue in the general education program with those supports in place. If the student's performance does not improve, the student's teacher will present his/her data to **Academia Antonia Alonso**'s Instructional Support Team (IST), which will review the data and design measurable goals and interventions for the student. This will move the student into Tier II of the RTI process, in which the student will receive a minimum of 90 minutes per week of targeted, research-based intervention instruction, when possible still within the general education classroom. Progress monitoring of student performance and achievement on targeted skill(s) will be done weekly. If student performance improves and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I or if the interventions should remain in place. If the student does not make adequate progress in Tier II, the IST will discuss the student and the data collected through progress monitoring and devise additional strategies, interventions, and goals for the student, who will then transition into Tier III of services, which is more intensive than Tier II. In Tier III, the student will receive a minimum of 150 minutes per week of targeted, research-based intervention instruction, again within the general education classroom whenever possible. Student progress is monitored weekly. Instructional intensity at both levels of additional intervention instruction is addressed through group size and through the duration, frequency, and time of interventions.

Scheduling of these intensive intervention times is flexible. The minimum number of minutes of instruction can be designated within the school day/week as the teachers in each house see fit, using available resources to maximize the benefit to students. Students will not miss any content instruction for tiered services. Thirty-minute time blocks will be incorporated into the daily schedule for academic workshop time, during which students who are in Tiers II or III of the RTI process can receive their targeted, intensive instruction while students in Tier I, the general curriculum, will have the opportunity for expeditionary work time, team collaboration time, or additional reading or mathematics practice.

The Delaware Department of Education believes that there are best practices around data collection and that analysis has four components as outlined below.

- Target skills or behaviors are defined clearly by addressing what it looks like, how often it happens, for how long, and to what degree of intensity or proficiency.

- Setting where the target behavior will be observed and recorded is described; if using multiple settings, then codes to identify settings are created.

- Data recording procedures and materials are developed to specify:

    - Who will collect data?
    - Where data will be recorded?
    - When data will be recorded?
    - How data will be recorded?

- Access to and availability of needed materials

The analysis and interpretation of data collected will determine whether desired outcomes were achieved and will be used to revise, increase, decrease, or discontinue the intervention when appropriate. This may include, but will not be limited to, summative data such as DCAS results, results of universal screenings, progress monitoring, and other formative assessments, as well as anecdotal information collected from parents and other team members.

The National Research Center on Learning Disabilities (NRCLD) outlines these assessments by table including the purposes of each type of assessment within the RTI process.

	Screening	Progress Monitoring	Diagnostic Tests
Population	School Wide/ all students	Class/Small group/ Student	Individual student
Uses	Broad Index	Specific academic skill or behavioral target	Specific academic, domains of knowledge, skills, abilities
Frequency	Yearly/three times/monthly	< 3 weeks /weekly /daily	Yearly
Purpose	Identify students who are at risk.	Regroup students	Identify specific student deficits
Focus	School Focus	Student/class focus	Student focus
Instruction	Class/ school instruction and curriculum decisions	Within intervention (curriculum/instruction)	Selecting specific curricular and instructional methods
Implications	As first step for intervention planning	Continue or revise placement	Planning or specifying intervention

c. Describe how the school will organize and use instructional support teams to meet the behavioral and academic needs of students.

Academia Antonia Alonso will be a place where each student feels known: known by other students, his/her teachers, the Director, and other staff. Each student will be supported by the members of his/her house at every level of intervention, and will have a network of people who are vested in his/her success and have the desire to assist him/her in academic and social growth.

If a student experiences difficulty with the general curriculum, the teachers of the student's house will meet to discuss observations, share data, and identify interventions that will be put in place to increase student achievement in the classroom. Data will be collected during this process, with the teachers paying special attention to the effectiveness of the interventions that have been put in place. If the student's success with the general curriculum does not increase, the teachers will bring their concerns, as well as data that reflect specific difficulties, to the Instructional Support Team (IST). At **Academia Antonia Alonso,** time, people, and resources will be used in innovative ways to meet the needs of every child, and it is with this focus that the members of the IST will be able to ask and answer the question, "What resources can we use to increase this student's chances for success?" Looking at each student on an individual basis, the IST will determine and approve the appropriate resources, strategies and supports to be implemented in efforts to increase that student's success within the general education classroom.

Members of the IST will include, but not be limited to, the student's teacher, the Director, the student's parent/guardian, a Special Educator, and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, math specialist and ELL teacher.

d. Describe the continuum of educational placements available to students with disabilities.

Academia Antonia Alonso will implement the tiered Response to Intervention process with fidelity so as to accurately identify, assess, and accommodate student needs. It will be of primary importance to educate all students in their Least Restrictive Environment. All intensive services will be implemented within the general education classroom whenever possible. If a student does not make adequate progress in the general curriculum with the increased, intensive support at the third tier of the RTI process, then a recommendation will be made by the Instructional Support Team (IST) for the student to be evaluated for the possibility of a disability that is

hindering his/her learning and progress in the general curriculum. The evaluation process will be completed with full compliance to state and federal timelines and regulations. (See question "a" above.)

For a student who moves beyond the RTI process and is serviced via an Individual Education Plan, the IEP team will have a conversation to determine what placement constitutes the Least Restrictive Environment for that child.

e. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the identification, evaluation, and education of students with disabilities.

Academia Antonia Alonso will be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all on staff will feel confident in delivering of high quality, student-driven instruction that demonstrates fidelity to the Expeditionary Learning model. Individual strengths and needs of the staff and program will be taken into account when professional development topics and interests are explored and discussed.

The Principal and appropriate staff will participate in any professional development sessions offered by the Delaware Department of Education, especially those related to delivering high quality, effective instruction and interventions within the Response to Intervention process, in efforts to remain compliant at all times. Specific target areas for continuous professional development will include assessment and screening, collection and interpretation of data, and implementation of research-based instructional approaches, strategies and best practices.

f. Describe how the school will provide related services to students with disabilities, including, but not limited to, occupational therapy, speech and language therapy, and assistive technology.

Academia Antonia Alonso will provide necessary related services to all students with disabilities. The Board will seek out and contract with reputable, high-performing agencies for any and all related services that are deemed necessary for the success of each child. Related services may include, but will not be limited to, hearing education services, occupational therapy, physical therapy, speech and language therapy, and vision education services.

Any child requiring related services will have the time, frequency, and duration of these services, along with his/her present levels of performance, annual goals, and short term objectives, included in his/her Individual Education Plan (IEP), and appropriate related service providers will be members of the student's IEP team to advocate for specific accommodations and modifications to the general curriculum to support student need.

g. Describe the school's employment of special education staff, including, but not limited to, certified special education teachers, related service providers, and administrative staff. Include a list of the staff positions for special education and a description of the job duties for each position.

Academia Antonia Alonso will avidly recruit and hire teachers who hold a dual Delaware teaching certification in both Elementary and Special Education. In addition to working specifically with students who have identified disabilities in order to support their participation in the general education classroom, the Special Educators at **Academia Antonia Alonso** will work closely with teachers to adjust the learning environment and/or modify and adapt instructional techniques and methods to meet each student's individual needs.

Reputable, certified agencies will be sought and retained to provide related services to students who have specific, identified needs beyond academics. Potential roles within the school that will be filled through contracts with outside service providers include, but are not limited to: School Psychologist, Occupational Therapist, Physical Therapist, Vision Therapist, and Speech and Language Therapist.

Staff Positions and Descriptions:

School Principal
See Job Description and duties in Section 8, question "a"

Special Education Teacher
See Job Description and duties in Section 8, question "a"

School Nurse
See Job Description and duties in Section 8, question "a"

h. Renewals/Modifications Only - Discuss how the school has resolved any administrative complaints.

This application is not a renewal or modification.

i. Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

As a result of evaluations completed as part of either the pre-referral process and/or IEP process, students with a defined disability or medical condition will have, as appropriate, either a 504 Plan or an IEP written and monitored in accordance with state and federal guidelines.

The principal of the school will maintain responsibility for assuring compliance with this section.

j. Complying with Title VI and VII of the Civil Rights Act of 1964.

Academia Antonia Alonso will establish a non-discrimination policy that no person shall be subjected to discrimination in its educational programs, services, or activities based on race, national origin, gender, age, or disability, in accordance with State and federal laws.

The school principal will maintain the responsibility for assuring compliance with this section.

k. Complying with Title IX of the Education amendments of 1972.

See item 'j' above.

l. Having certified special education teachers(s) providing services for students with disabilities.

Academia Antonia Alonso will employ certified special education teachers for students with disabilities; compliance will be assured by the school principal.

8. ECONOMIC VIABILITY

a. List the staff positions and indicate the full-time equivalence for each position for the first four years of school operation. Include position descriptions for each job title

Through its relationship with Innovative Schools as the intended CMO, **Academia Antonia Alonso** will be managed by a core team of CMO personnel and school staff. During the planning year prior to the school's opening, the staff will include the CMO Project Manager and the contracted **Academia Antonia Alonso** school leader. In July 2013, the school leader will transition to state payroll. Teachers and a school nurse will be hired a few months prior to the opening of the school in the fall of 2013. Additional teachers and an Operations Manager will be hired in subsequent years as the student population grows.

Innovative Schools' (CMO) Project Manager will be located at the school site on a part-time basis and will coordinate the resources provided by Innovative Schools and its subcontractor, Expeditionary Learning. Working directly with the School Leader, and later with the Operations Manager, the CMO Project Manager will focus on successfully launching the school's academic program and ensuring consistency and efficiency in the school's operations, monitoring for fidelity of implementation, and building the capacity of the school-based team over time to manage the school independently after the first five years of operation. The school-based staff will be responsible for the day-to-day operations of the school, interacting with parents, students, and the community and working with its extended staff to implement the school's academic program in a way that remains faithful to Expeditionary Learning practices and philosophies. This core group, through the school leader and the CMO, will report directly to the **Academia Antonia Alonso** Board.

Staffing:

	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017
	Year 1	Year 2	Year 3	Year 4	Year 5
	FTE	FTE	FTE	FTE	FTE
Principal/Operations Administrative	0	2	2	3	3
Teachers	0	17.5	23	29	35
Nurse	0	1	1	1	1
Clerical	0	1	2	3	3
Students	0	300	400	500	600

Job descriptions follow for school-based staff members, who will be hired according to the timeline indicated above. For the job description of the CMO Project Manager and the CMO contract, see Appendix N.

STAFF POSITION DESCRIPTIONS:

SCHOOL PRINCIPAL
JOB CODE: P89138

Primary Role and Responsibilities
The school principal will be responsible for the administration and management of **Academia Antonia Alonso.** This individual will oversee the instructional program, oversee school operations, and select and evaluate personnel. He or she must demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the Expeditionary Learning (EL) model, success of the instructional programs, and all aspects of school operations. This position reports directly to the Board of Directors.

The principal will work collaboratively with the Charter Management Organization (Innovative Schools) in all areas of administration and management in accordance to the CMO agreement.

Qualifications
- Demonstrated successful leadership in a public or non-public school
- Demonstrated leadership in working with professional staff, students, and the community
- Knowledge of and agreement with the academic goals and philosophy of the Expeditionary Learning model and of **Academia Antonia Alonso**
- Commitment to accountability for all aspects of school's charter and school operations
- Exceptional organizational, communication, public relations, and interpersonal skills
- Demonstrated successful teaching experience
- Demonstrated ability to lead and facilitate teamwork
- Demonstrated success in encouraging and engaging parental involvement
- Demonstrated bilingual and bi-literate proficiency in English and Spanish and bicultural fluency with American and Hispanic cultures

- Comprehensive understanding of the Expeditionary Learning curriculum and **Academia Antonia Alonso**'s two-way immersion instructional program.
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook).

Essential Duties and Responsibilities

Instruction

- Maintain fidelity with the Expeditionary Learning (EL) instructional philosophy and model
- Maintain compliance with all aspects of the Charter Performance Agreement
- Ensure implementation of the charter's curriculum, instructional program, and strategies
- Review and analyze instructional performance data
- Design and implement early intervention strategies for improved performance, as needed
- Oversee implementation of professional development plan
- Observe, support, and evaluate staff regularly
- Implement parent engagement strategies to support student performance

Operations

- Establish a strong school culture based on the vision, mission and philosophy of the school
- Market and manage student recruitment, the application process and student enrollment
- Regularly monitor all aspects of school operations
- Ensure compliance with all state and federal regulations
- Prepare and submit formal reports to the school's charter authority
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Financial Oversight Committee
- Create and maintain a safe, secure and orderly environment
- Work in conjunction with the school's Board to support the management of the school's non-profit organization
- Create and oversee a plan to actualize the school's goals and mission
- Work with the school's Board to support fundraising activities

Personnel

- Recruit and lead the selection process for all personnel
- Supervise, train, support and develop staff
- Make recommendations to the school's Board on all hiring and termination actions; and, oversee those processes and documentation
- Promote teamwork and collaboration among all staff members

Requirements

- Master's degree or higher
- Administrative certification
- At least 3 years teaching experience (3 years as assistant principal or principal in a private, parochial, public or charter school in addition to teaching experience is preferred)
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing

OPERATIONS MANAGER
JOB CODE: P75081

Primary Roles and Responsibilities
This position is responsible for supporting the school principal in managing all aspects of school operations. This work includes budget and finance, information technology support, human resource management, child nutrition management and facilities. This position will work in collaboration with the CMO Project Manager and charter school finance specialists in accordance with the CMO agreement and will report to the school principal.

Qualifications
- Demonstrated success in monitoring budgets of $5 million.
- Demonstrated success in managing contracts of up to $500,000.
- Experience working in education organizations
- Experience with staffing processes and general human resource procedures.
- Operations and facilities management experience
- Knowledge of State of Delaware school finance and state regulations related to financial operations
- Experience in managing and enforcing service level agreements and contracts for outsourced services.
- Demonstrated persistence in overcoming and removing obstacles to goal achievement.
- Implemented and monitored relevant work procedures in line with defined standards.
- Ability to work collaboratively
- Holds employees/colleagues accountable for achieving results and publically acknowledges effective performance.
- Ability to successfully multitask
- Demonstrated good judgment; approachable and professional; solid problem solving skills; self-motivated; well organized.

Essential Duties and Responsibilities
- Work directly with the CMO Project Manager and its charter school finance specialist to develop and monitor an annual budget and ensure timely pay of school bills
- Responsible for site level procurement of supplies, materials, equipment, and inventory management
- Manager for transportation, foodservices, facilities maintenance, security and other third party service contracts, ensuring ongoing monitoring and implementation of contracts
- Manage all aspects of free and reduced lunch program/process, including managing the entire application process
- Coordinate with CMO for technology implementation (planning, procurement, and training)
- Oversee enrollment at school site and, as required, lead the September 30th unit count process by working with the school leader, CMO, administrative assistant, and teachers
- Work with administrative assistant to maintain integrity and accuracy of student records, including maintenance and tracking of attendance and retention
- Work with CMO to prepare reports for DDOE, Board, and Citizens Budget Oversight Committee
- Respond to and resolve routine internal and external inquiries with parents, employees and school organizations
- Responsible for budget development
- Prepare monthly financial reports for board approval and posting on the school website
- Coordinate all federal, state, and local grant applications and reporting
- Prepare drawdown requests for state funds
- Manage and reconcile school's petty cash funds
- Provide financial oversight, including invoice approval
- Manage accounts payable and payroll processes
- Oversee yearend audits as well as any site audits from state or federal agencies

- Manage day-to-day activities of designated non-instructional staff
- Cooperate with CMO and School Principal to implement policies and procedures at school (e.g., compensation, vacation/sick days; recruitment screening, background checks, etc.)
- Oversee the processing of all new hire paperwork
- Maintain personnel files for all employees
- Lead orientation for new hires
- Lead annual performance reviews for non---instructional staff

Requirements

- Bachelor's Degree in Business, Accounting or Finance
- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach, and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, to communicate clearly verbally and in writing.
- Strong skills with Microsoft applications required; strong skills with PeopleSoft desired
- Working knowledge of State of Delaware financial regulations for public education
- Working knowledge of state and federal regulations including, but not limited to: FLSA, FMLA, HIPPA, and FERPA

TEACHER

JOB CODE: P10200 Elementary Teacher
JOB CODE: P21811 Elementary Special Education Teacher
JOB CODE P10605 Elementary Spanish Teacher
JOB CODE P11299 Elementary Music Teacher
JOB CODE P10200 Elementary Art Teacher
JOB CODE P10800 Elementary Physical Education Teacher

Primary Role and Responsibilities:

Teachers are responsible for implementing the curriculum and instructional program in accordance with the Expeditionary Learning model, planning for exhibitions, providing for an enriched multicultural experience, coordinating with other staff, keeping accurate and concise records, adjusting teaching strategies to meet the needs of all students, and using professional judgment to provide the best possible instruction and remediation so as to optimize student success in meeting high standards. This position reports directly to the school principal.

Qualifications:

- Possess a Delaware state teaching certification in age appropriate levels for assigned instruction responsibilities
- Prefer 2 – 6 years teaching experience in an elementary school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Track record of success with diverse children, including those with special needs
- Knowledge and proven ability in positive behavior management
- Ability to work well with parents
- Ability to work effectively as a team member
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- Skilled in the use of the internet, email, and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)

- Capable of interpreting policy, procedures, and data
- Willingness to be held accountable for student results
- Demonstrated bilingual and bi-literate proficiency in English and Spanish and bicultural fluency with American and Hispanic cultures preferred

Essential Duties and Responsibilities:
This list is intended to be illustrative rather than complete, and serves to show major duties and responsibilities of a teacher. It does not express or implies that these are the only duties to be performed by the person in this position. The employee will be required to perform any other duties as deemed appropriate by the principal.

- Provide direct and indirect instruction in accordance with the Expeditionary Learning design
- Conduct long and short-term planning to address the individual needs of students
- Participate in professional development for Expeditionary Learning and the implementation of the core elements of the model
- Develop lesson plans that ensure the attainment of state learning standards and the additional specific grade-by-grade learning standards set forth in the charter
- Coordinate lesson plans with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, innovative, learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff
- Offer to the school community any skills or resources that would enrich the extracurricular opportunities of the students
- Maintain professional competence through participation in professional development activities
- Attend meetings and other activities, as determined by the principal

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range with, or without amplification
- Ability to communicate effectively with students, parents, internship mentors, and general public
- Ability to participate in activities that may include standing, sitting, walking; and perform work requiring visual acuity
- Ability to prioritize and effectively manage competing tasks and responsibilities
- Ability to sustain a calm, reasonable approach and communicate effectively in stressful or problematic situations
- Ability to read, follow written and verbal instructions, and communicate clearly, verbally and in writing
- Must possess a valid driver's license or show access to a reliable means of transportation in off business hours

NURSE
JOB CODE: P95723

Primary Role and Responsibilities:
The school nurse provides health care to the school community and leadership for the provision of health services. The school nurse provides screening and referral for health conditions, while serving as a resource person to the school and the community on health education including, but not limited to, physical, emotional, personal and social, and consumer health and safety. The school nurse promotes a healthy school environment.

Qualifications:

- Must be a Registered Nurse currently licensed to practice in Delaware
- Bachelor of Science in Nursing (BSN) preferred

- At least 3 years supervised clinical experience
- Experience as school nurse or willingness to participate in training on school procedures (e.g., Induction Cluster Training offered at University of Delaware)
- Certified in CPR
- Experience with age appropriate students for the assigned school setting
- Excellent verbal and written communication skills
- Excellent organizational and record-keeping skills
- Demonstrated ability to communicate and work effectively with parents and staff
- Ability to adapt to differences and changes in characteristics of students, programs, leadership, staff, and community
- Skilled in the use of the internet, email and Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Commitment to work effectively as a team member
- Capable of interpreting policy, procedures, and data
- Ability to work in an independent health care setting
- Willingness to keep up-to-date with current school nursing practice
- Demonstrated bilingual, bi-literate and bicultural proficiency in Spanish preferred

Responsibilities:

- Care of the sick and injured in keeping with school policy
- Maintain accurate, up-to-date health records while protecting privacy of student records
- Appraise and identify the health needs of students through school screenings such as vision, hearing, postural/gait, tuberculin testing and physical examinations
- Encourage the correction of remedial conditions by working with parents/guardians, teachers and community agencies
- Work with administrators, teachers, and other school personnel to modify the school environment and curriculum as needed for children with health concerns
- Recommend changes to school practices to promote health and remove safety hazards
- Provide health counseling to students, parents/guardians and school personnel, keeping in mind the limitations as well as abilities
- Present health education, both informally and formally, as requested
- Advise school principal on compliance issues for health and safety
- Serve as a liaison among school personnel, families and health care providers
- Comply with Department of Education regulations relative to health and safety in charter schools
- Ability to exercise tact, discretion and confidentiality

Physical and Mental Requirements:

- Ability to lift up to 50 pounds
- Ability to hear within normal range, with or without amplification
- Ability to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Ability to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Must possess the ability to prioritize and effectively manage competing tasks and responsibilities
- Must sustain calm, reasonable approach and communicate effectively in stressful or problematic situations
- Must be able to read, follow written and verbal instructions, to communicate clearly verbally and in writing
- Must possess a valid driver's license and have access to a personal vehicle to drive to other locations (travel expenses will be reimbursed at the school's standard mileage rate)

OFFICE ADMINISTRATOR (Clerical)
JOB CODE: P73051

Primary Role and Responsibilities:
The person hired for this position will be responsible for the administrative and organizational aspects of **Academia Antonia Alonso.** This individual will be responsible for the reception of visitors and information, organization and filing of records, processing of enrollment information, inventory and ordering of office supplies, assistance to the principal, the board, and faculty for scheduling and correspondence, coordination of service providers for maintenance and cleaning and support of school events as needed.

Qualifications:
- Excellent organizational skills
- Successful experience in office management, preferably in a school setting
- Excellent interpersonal and communications skills
- High School diploma with business training a minimum; college degree preferred
- Ability to handle multiple tasks effectively and work under pressure
- Proficient in Microsoft Office (e.g. Word, Excel, PowerPoint, and Outlook)
- Ability to exercise tact, discretion and confidentiality
- Demonstrated bilingual and bi-literate proficiency in English and Spanish and bicultural fluency with American and Hispanic cultures preferred

Responsibilities:
- Assist principal and faculty with scheduling and appointments
- Assist principal and faculty with correspondence
- Be responsive to clerical requests from the board
- All reception duties including phone calls, greeting visitors, etc.
- Receive and distribute mail, email and faxes
- Ensure office equipment is well-maintained
- Organize, order and inventory office supplies
- Process and organize enrollment information
- File student records as requested by principal and faculty
- Coordinate service providers for maintenance, cleaning, etc.
- Provide support to school events as requested
- Maintain a friendly, positive attitude with staff, students and families
- Order instructional supplies and materials and distributes orders upon receipt
- Perform other related duties as assigned

Physical/Mental Requirements:
- Able to lift up to 50 pounds
- Able to hear within normal range, with or without amplification
- Able to speak for extended periods to convey information or detailed instructions in a calm, efficient manner
- Able to participate in activities that may include standing, sitting, walking, and to perform work requiring visual acuity
- Possess ability to prioritize and effectively manage competing tasks and responsibilities
- Sustain calm, reasonable approach and communicate effectively in stressful situations
- Must be able to read, follow written and verbal instructions, and communicate clearly verbally and in writing

b. List all positions NOT employed by the board of directors. Where there is intent to hold a contract, provide a contract or template of intended contractual relationships.

In addition to the CMO contract, additional positions will be required to effectively operate the school and provide services to students. It is anticipated that these will include custodial staff, providers of related services (speech, hearing, therapists, etc.) as needed or required, a school psychologist, food service providers, and transportation staff. It is anticipated that the additional positions mentioned will also be secured through contracted services agreements.

A copy of the CMO Project Manager Job Description and a copy of the intended CMO contract are included in Appendix N.

c. Identify the amount and source of funds that will be needed to acquire (purchase or lease) the facilities and ready them for school opening. Describe the plan for obtaining these funds. Describe the financial plan for facilities to accommodate all the students for the total enrollment for the initial four years of the charter. Indicate whether the site will be purchased or leased. Identify the date by which the school's board of directors will have direct control of the site either through a signed lease agreement or a signed purchase agreement.

Estimated Costs	**Year 2** (2013-14)	**Year 3** (2014-15)	**Year 4** (2015-16)	**Year 5** (2016-17)
Facility Leases	$336,000	$596,000	$596,000	$596,000
Utilities	$42,000	$82,000	$82,000	$82,000
Insurance	$22,000	$32,773	$32,773	$32,773

Specific information about each site under consideration for **Academia Antonia Alonso** may be found in Section 9, question 'd.'

Academia Antonia Alonso has budgeted rent and other occupancy costs at approximately $400,000 in Year 2 to $710,773 in Year 5, allowing for growth in the student population. The board intends to lease facilities, located in the Hilltop–Wilmington area of New Castle County that will allow for easy access to the school, ensuring that the selected site will provide the best possible setting for students and their families. The intention is to secure an educationally appropriate environment located in close proximity to the Latin American Community Center in Wilmington, with availability to also serve Hispanic students in suburban sections of New Castle County.

The budget is based upon actual data obtained by current owners and tenants. In the first year of operation, one structure will house the school. With growth in student enrollment the next year, a second structure will also be leased. The lease costs and utilities are based on actual information from current occupants. The insurance information is based on a combination of estimates from an insurance professional with experience with Delaware charters and school districts as well as input about current coverage costs from the occupants of the facilities.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay rent and maintain the facilities. In order to ensure continued fiscal viability, the school's Financial Oversight Committee will work with the board and school principal to regularly analyze enrollment, expenditures, and financial management practices. While it is anticipated that state and local funds will be adequate to maintain financial solvency, the board intends to aggressively implement a fundraising plan (see Appendix T) to supplement available resources for school operations.

The actual sites and premises have not yet been secured by way of a fully executed lease agreement, and the Board will await final approval of the school's charter before proceeding to bring closure to lease agreements. **Academia Antonia Alonso** will identify, negotiate, and lease sites prior to December 15, 2012, and will ensure that the facilities will be in full compliance with all applicable codes and regulations prior to the opening of the school. Renovations to the leased facilities will be completed no later than late spring of 2013 and 2014,

respectively, in order that Certificates of Occupancy (CO) can be obtained by the deadlines of June 15, 2013 and 2014, respectively, in accordance with Delaware charter school law.

d. Identify who will own the school facilities. In the event that the school closes or (if applicable) the management agreement with any contractor terminates, describe what will become of the facilities and any debt owed on those facilities.

The landlord will own the school facilities. In the event the school closes or (if applicable) the management agreement with any contractor terminates, the facilities will be vacated and returned to the landlord.

e. List each contract necessary for the school to open and the specific dates on which those contracts will be finalized and signed. Contracts may include: equipment, bus and food services, related services such as speech therapy or occupational therapy for special education, financial operations, leases of real and personal property, the purchase of real property, the construction and/or renovation to real property, and insurance. THESE CONTRACT AMOUNTS MUST ALSO BE ITEMIZED IN THE BUDGET SHEETS.

Contract	Finalized
Innovative Schools (CMO)	June 2012
Facility Leases	December 2012 and 2013
Insurance/Audit	April 2013
Facility Maintenance	April 2013
Transportation	April 2013
Food Services	April 2013
Technology Services	April 2013
Speech/Hearing/Psych Contract	April 2013
All Other	April 2013

f. List all start-up costs projected for the twelve-month period prior to school opening. List the source(s) of funds to cover these costs and include details on amounts provided by each source.

The head of school will be hired as a contractor during the planning period; to be transitioned onto state payroll in July 2013. Salary for the first year of operation is projected at $80,000.

The start-up costs for supplies, printing/copying, and postage are included in the CMO agreement.

g. List other intended sources of revenue in addition to the state and local funds. Should loans be included, list the source and terms of the intended loan(s) as well as projected payment schedules for the life of the loan. Should fundraising be included, explain activities in detail to also include collection and deposit methods. Describe the process by which funds will be deposited into the school's state account. If a state account is not used, describe where the funds will be deposited to ensure that all school funds are available for audit by the State Auditor's Office upon request.

Academia Antonia Alonso does not intend to rely on supplemental revenues (funds in addition to the identified federal, state and local funds, as shown on the budget spreadsheets) for start-up costs of the school and basic school operations. The school intends to rely on carryover state and local monies from current operations, as identified on the budget spreadsheet (Appendix P).

Academia Antonia Alonso has also developed an aggressive fundraising plan (Appendix T) to supplement the costs for school operations. While these funds are not necessary to open and maintain the basic operations of the school, they will certainly become a core element in building flexibility and enhancements into expenditure decisions considered by the Board.

Revenues raised through fundraising activities will be collected by a Fundraising Committee and deposited into the school's First State Financial (FSF) account, in accordance with required procedures. Decisions for the use

of these funds will be become part of the overall financial planning process for the school, subject to review by the Financial Oversight Committee, and will be part of the annual all funds (single) audit of the school.

The Financial Oversight Committee (FOC) will have representation from parents of students enrolled in the charter school, educators at the charter school, and representatives of the Delaware Department of Education (DDOE). The oversight committee will seek to include at least two members with formal educational or vocational backgrounds amenable to oversight of school's financial statements.

The FOC will participate in training provided by DDOE, and serve in an oversight role for all aspects of school financial operations and planning. DDOE regulations will guide committee operations, and ensure uniformity and transparency in the financial recording and bookkeeping practices of the school.

h. Describe the school's intended contingency finance plan if enrollment falls below the projections as presented in this application. Include details of cost determination. List the minimum number of students the school can enroll each year to remain economically viable.

The contingency finance plan for **Academia Antonia Alonso,** if enrollment falls below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. **Academia Antonia Alonso** has demonstrated in this application that it can operate financially at any student level between 240 and 600 students. The minimum number of students the school can enroll each year to remain economically viable in year 2 is 240 students; in year 3, 320 students; in year 4, 450 students; and in year 5, 480 students. In summary, **Academia Antonia Alonso** can be opened and maintained within the funds provided by state and local authorities. The following chart outlines how the economic viability was determined.

9. Administrative and Financial Operations

a. Provide the plan for managing the financial operations of the school in accordance with the State Budget and Accounting Manual and Title 29, Chapter 69 (in the areas of accounting, payroll, purchasing, compensation, retirement, and benefits management). Specify which individuals will have direct responsibility in each of these operations to also include internal controls for budgeting and financial management.

The Board of **Academia Antonia Alonso** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first five years of the school's existence. The intent of this contractual relationship is twofold:

1. As CMO, Innovative Schools will support full implementation of the Expeditionary Learning academic program, which was selected by the Board of **Academia Antonia Alonso** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Expeditionary Learning will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of the **Academia Antonia Alonso** board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Should the Board desire, **Academia Antonia Alonso** can contract with Innovative Schools after the first five years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the CMO contract between the Board of **Academia Antonia Alonso** and Innovative Schools will optimize implementation of **Academia Antonia Alonso's** academic program and school operations with support from a range of professional education experts who have worked extensively in Delaware's public school system. These supports from Innovative Schools will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis. As it relates to the school's financial operations, this relationship will streamline administrative costs during the first five years of the school's scale-up activities, save time and money, allow maximum resources to be re-directed to the classroom,

and ensure transparency and an effective administration. Innovative Schools has been performing these administrative services for Delaware Charter Schools for several years as a School Support Organization. A full listing of Innovative Schools' past and current clients, along with services rendered, may be found in Appendix O.

As CMO, Innovative Schools will have an on-site Project Manager who will assign all budgeting and finance-related activities to Innovative Schools' charter school finance specialists. During the first five years of the school's operation, the charter school finance specialists from Innovative Schools will work directly with **Academia Antonia Alonso**'s Operating Manager (once this position is filled), Principal, Operating Board, and Citizens Budget Oversight Committee to develop a projected budget for the next fiscal year, for review and approval by the Operating Board. Additionally, Innovative Schools charter school finance specialists will provide initial training to the Operations Manager on financial management software selected by Innovative Schools and will work closely with the Operations Manager to perform the following tasks, the specific deliverables of which are described in further detail in the CMO included in Appendix N.

(a) Prepare monthly financial statements for review and approval by the Operating Board
(b) Prepare and provide unaudited monthly financial information in conformance with state regulations
(c) Monitor income and expenses related to all contracts and grants
(d) Process all cash receipts and accounts payable in accordance with Department of Finance, Division of Accounting regulations
(e) Prepare and input information for checks through FSF system
(f) Reconcile the checking accounts each month
(g) Provide payroll service and maintain payroll records
(h) Provide state reports and checking account reconciliations
(i) Provide IT support services
(j) Provide PHRST and human resource services

To ensure that Innovative Schools is able to perform these functions, **Academia Antonia Alonso's** Operations Manager (once this position is filled) shall be responsible for the following financial functions:

(a) Payment of school expenditures with school funds
(b) Maintenance of adequate cash balances to cover payroll and payments to vendors
(c) Convey to Innovative Schools of all relevant financial information
(d) Coding of all vendor invoices and deposits through FSF before sending the information to Innovative Schools
(e) Delivery of all vendor invoices and contract and grant information as received from DDOE to Innovative Schools in a timely fashion
(f) Availability for consultation with Innovative Schools' (CMO) Project Manager and finance specialists during normal business hours

Academia Antonia Alonso will follow the State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures. The school will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions. **Academia Antonia Alonso's** financial reports will be posted on the school's website on a monthly basis, following board approval. The Financial Position Reports, required by Title 14, will be prepared and submitted to the Department of Education. In addition, the school will commission an annual independent audit of financial accounting and procedures to ensure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

Academia Antonia Alonso will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All pension-related functions, from the initial actuarial form at the time of employment through the pension application at retirement, will be processed by Innovative Schools' charter school finance specialists. All personnel involved in executing these processes will be properly trained in accordance with state requirements.

Academia Antonia Alonso intends to hire its teachers as state employees, and as such, will offer compensation packages, retirement, and benefits through the State of Delaware. The school will continue to take advantage of the state purchasing system in order to maximize its buying power. The school may independently contract for certain goods and services, as needed and appropriate.

In order to maintain responsible fiscal accounting, planning and management practices – and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code – a Citizens Budget Oversight Committee will be established during year 1 to review and analyze all financial expenditures, management practices and budgeting. This Committee will have at least five members, including one educator from **Academia Antonia Alonso**, one Board member, at least two parents or community members who are not school employees or Board members, and representation from the DDOE. Training for the Citizen Budget Oversight Committee will be provided by DDOE to ensure the committee has been adequately prepared to assume their responsibilities. The Citizens Budget Oversight Committee will consult regularly with the Board, CMO, and school principal. The committee will remain actively in place during each year of school operation and will comply with the regulatory requirements for membership, training, and operations.

Internal controls will be established, monitored, and modified as needed. Such internal controls will include, but not be limited to, the approval of all school budgets by the Board, monthly reconciliation with expenditure reports, monthly disclosure to the Board of expenditures which exceed a pre-defined percentage of the budgeted line item, authorized approval documentation on appropriate financial transactions, and employment of a system of checks and balances in processing financial transactions. Since financial transactions will be processed through the FSF system, complete and accurate documentation will be regularly available for inspection.

Responsibility for the oversight of operations will include the CMO, Principal, Operations Manager, Board of Directors, and Citizen's Budget Oversight Committee. The Principal and Operations Manager will work directly with Innovative Schools for professional support services to ensure all financial operations and practices are in accordance with the standards established by the Government Accounting Standards Board (GASB), Delaware's State Budget and Accounting Policy Manual, and Delaware Department of Education Regulations. The Board and Citizens Budget Oversight Committee will receive regular reports that include assessments of financial practice as well as information regarding the status of financial accounts and ongoing sustainability.

b. Describe the roles and responsibilities of the board of directors including how the board of directors will ensure oversight of the school. The board is ultimately responsible for the administrative and financial operations of the school.

Following approval of the school's charter, the Founding Board of **Academia Antonia Alonso** will transition to an Operating Board and will be responsible for oversight and governance of the school, its operations, and its administration. Per the contractual relationship outlined in the CMO agreement in Appendix N, **Academia Antonia Alonso** has authorized Innovative Schools to undertake the business and academic services of the school for the first five years of the school's existence. The accountability of the CMO is an essential foundation of this relationship. It is understood by both parties that Innovative Schools remains accountable and subject to the oversight of the **Academia Antonia Alonso** Operating Board, the Authorizer, and State authorities at all times.

Among the Board's duties will be to ensure that the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards of financial and administrative operations. Board members will continue to be recruited and selected based upon skills they possess to enhance the education program; knowledge of financial and school operations; business planning and development; fundraising capacity; and support for teachers, students and parents.

Specifically, the Board of **Academia Antonia Alonso** is ultimately responsible for the performance and management of the school and as such will maintain responsibility for the following:

- Assurance for maintaining fidelity to the school's vision and mission, and for the fidelity of implementation of the Expeditionary Learning academic program and culture

- Assurance the school and the Board will operate in compliance with all applicable laws and regulations, minimizing exposure to legal action. The Board will also create a 'Conflict of Interest' policy that is reviewed with and signed by individual board members annually
- Support and evaluation of the CMO, school principal, teachers and staff
- Accountability for both the financial stability and the financial future of the school; engagement in strategic financial planning, primary responsibility for the preservation of capital assets and endowments
- Oversight of operating budgets developed by the CMO, Operations Manager, school principal, and Citizens Budget Oversight Committee
- Approval of all contracts
- Active participation in fund raising activities
- Commitment to long-range and strategic planning
- Maintenance of full and accurate records of its meetings, committees, and policies; and communication of its decisions widely, while keeping its deliberations confidential
- Proactive engagement with the principal to cultivate and maintain good relations with school constituents as well as the broader community and the exhibition of best practices relevant to equity and justice
- Commitment to a program of professional development that includes annual new board member orientation, ongoing education and evaluation, and board leadership succession planning
- Appraisal of student performance indicators and measurements of academic achievement

As an important component of seeking and maintaining best practices for Operating Board functions, the Board of **Academia Antonia Alonso** will participate in Innovative Schools' Board Development Program. This training will support investigation into best practices, roles and responsibilities, board operations, governance and oversight, and performance and accountability. In addition, the board will participate in the financial training required by the state.

Innovative Schools, as part of its CMO responsibilities, will also work regularly with the Board of **Academia Antonia Alonso** to ensure the school is staying 'on target' with all aspects of its Performance Agreement, using both formal and informal evaluative measures. Annually, a 'Gap Analysis' will be conducted to ensure that the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Working with the Board, a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets, will be conducted. In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE) in accordance with required procedures and timeframes.

In accordance with the Charter Performance Agreement, performance benchmarks will be monitored and reviewed quarterly and financial reports will be reviewed monthly. The Board will develop plans and goals annually (or more often, as needed) relative to academic performance, school operations, and finances.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance. The CMO and school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, progress toward graduation, family engagement, and LTI progression. Monthly financial reports shall also be presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff, parents, and the Citizen's Budget Oversight Committee. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's progress. The Operating Board and Citizen's Budget Oversight Committee will have staggered terms of service to ensure smooth transitions and stability of knowledge and expertise with board roles and responsibilities. They will document their processes and procedures and have an established on-boarding process for new members.

c. Describe the internal form of management to be implemented at the school, including any plans to contract with an outside group to manage any portion of the educational, administrative, and/or financial operations of the school.

The Board of **Academia Antonia Alonso** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first five years of the school's existence. The intent of this contractual relationship is twofold:

1. As CMO, Innovative Schools will support full implementation of the Expeditionary Learning academic program, which was selected by the Board of **Academia Antonia Alonso** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Expeditionary Learning will serve as its subcontractor.
2. As CMO, Innovative Schools will build the capacity of the **Academia Antonia Alonso** board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Should the Board desire, **Academia Antonia Alonso** can contract with Innovative Schools after the first four years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this way, the contractual relationship between the Board of **Academia Antonia Alonso** and Innovative Schools will optimize implementation of **Academia Antonia Alonso's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public school system. Support from Innovative Schools and its subcontractor, Expeditionary Learning, will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis.

Because the accountability of Innovative Schools to **Academia Antonia Alonso** is an essential foundation of this relationship, and because the responsibility of the Principal is critical to the school's success, **Academia Antonia Alonso** delegates to Innovative Schools the authority and responsibility, consistent with state law, to recruit and supervise the principal (for detailed terms and conditions of this arrangement, see CMO contract in Appendix N). The principal will be an employee of the school, but will work closely with the Innovative Schools' (CMO) Project Manager to coordinate the management of **Academia Antonia Alonso**. Innovative Schools will make reasonable recommendations to the principal concerning calendar, policies, rules, regulations, procedures, personnel, and budget to enable the school to implement the Expeditionary Learning model. **Academia Antonia Alonso's** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Expeditionary Learning model may be properly implemented.

Over time, the CMO Project Manager and Expeditionary Learning coach will assist the school principal in developing the school's internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Expeditionary Learning methodology, and to manage the school's administrative operations. Should there be a change in principal at **Academia Antonia Alonso**, Innovative Schools and Expeditionary Learning will again become involved more directly at the school until the new principal is able to run the school independently.

More specifically, through its CMO contract (see Appendix N for more detail), Innovative Schools will provide **Academia Antonia Alonso** with the following professional services:

(a) Supporting **Academia Antonia Alonso's** start-up process
(b) Providing a comprehensive academic program design based on the Expeditionary Learning model through a subcontract with Expeditionary Learning. This shall include curriculum development and implementation, instructional oversight, the development, administration, analysis of diagnostic assessments, and the oversight, measurement, and management of school quality
(c) Supporting recruitment of the Principal, teachers, and administrators
(d) Training, supporting and evaluating the Principal
(e) Training and supporting the Operations Manager and Director of Curriculum/Language Arts
(f) Providing professional development for teachers

(g) Preparing a budget and monthly financial statements
(h) Providing payroll and bookkeeping services
(i) Selecting and serving as a liaison with the auditor
(j) Coordinating purchasing
(k) Selecting and managing benefits plans for school employees
(l) Maintaining human resource files for school employees
(m) Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application
(n) Completing required foundation and government reports, including, but not limited to, the School's annual report
(o) Develop and support execution of the plan for student recruitment, including development of recruitment materials
(p) Providing marketing and advocacy for the school
(q) Conducting a school accountability inspection through a Gap Analysis every year

In collaboration with the CMO, all internal forms of management at **Academia Antonia Alonso** will be the responsibility of the school principal, including the following:

(a) Manage, operate, and administer the school on behalf of the Board
(b) Select, orient, retain, and dismiss staff
(c) Supervise and evaluate the performance of all staff
(d) Formulate and manage the budget, in consultation with the CMO, Operations Manager, Board, and the Citizens Budget Oversight Committee
(e) Design and manage all student and staff recruitment operations
(f) Implement, monitor and evaluate the school's education program
(g) Provide leadership in planning and all matters of school management
(h) Review and monitor student achievement
(i) Provide leadership and management with issues related to student conduct
(j) Oversee and manage the school environment to ensure it is healthy, safe and conducive to learning
(k) Monitor and ensure compliance with state and federal laws, and Board policies
(l) Take other such actions, as necessary, to properly and efficiently operate a public charter school

d. Describe how teachers and parents be involved in decision-making at the school. Provide details and not just a restatement of the question indicating that teachers and parents will be involved.

Teachers and parents will be involved in leadership and decision-making within the school. A minimum of one Delaware certified teacher employed by the school and a parent of a student enrolled in the school will be represented and maintained on the Board. Procedures and practices will be put into place that will facilitate ongoing family engagement within the school. It is anticipated that parents and teachers will assume leadership roles through their involvement with the Board, along with their participation on school committees and other functions within the school.

In a broader context, parent surveys will be a tool used on an annual basis to gauge parent satisfaction on many aspects of student learning and school operations. In addition, parent feedback will be sought about following student exhibitions with data collected and reported on a quarterly basis. A Family Engagement Committee will be established and will serve as a critical resource in the school for identifying needs, corralling resources, organizing and running events, and serving as primary ambassadors to promote the school. Surveys and other materials will be translated into Spanish to increase the number of participating families. For these specific families, a representative from the Family Engagement Committee will reach out personally and collect data in a Spanish phone survey.

Data on family and parental engagement will be collected by the CMO and reported to the principal and school board. Using these data and fostering meaningful family engagement will guide the school leadership in making

decisions about needed changes in order to ensure that **Academia Antonia Alonso** is meeting the needs of parents and families.

e. List the criteria and timeline to be used in the hiring of teachers, administrators, and other school staff.

Academia Antonia Alonso's Board and Innovative Schools are committed to the success of the Expeditionary Learning academic program and the administrative functions of the school. As such, Innovative Schools will begin making reasonable recommendations to the Board concerning personnel immediately following the approval of **Academia Antonia Alonso's** charter. The Board shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Expeditionary Learning model may be properly implemented.

As such, Innovative Schools will determine initial selection criteria for the principal, select and interview final-round candidates, make a hiring recommendation, and present the proposed terms of the Principal's employment, including compensation, to the Operating Board,. The Board may interview the Principal candidates recommended by Innovative Schools to select the final candidate.

As CMO, Innovative Schools will share responsibility with the principal for recruiting teachers and non-teaching administrators and personnel, determining responsibilities, determining compensation for all school employees within the constraints of the budget adopted by the Operating Board, providing counsel on the evaluation and disciplining of personnel, and, through its subcontractor, providing training in the Expeditionary Learning model. The principal shall have the final authority to hire teachers and other personnel, determine compensation, and terminate employees. Innovative Schools may also recommend termination.

Over time, the Innovative Schools' (CMO) Project Manager and Expeditionary Learning will assist the school's Principal in developing the school's internal capacity to deliver the basics of the Expeditionary Learning methodology and manage the school's administrative operations independently. Should there be a change in principal at **Academia Antonia Alonso**, Innovative Schools and its subcontractor, Expeditionary Learning, will again become involved more directly at the school until the new principal is able to run the school independently.

The process for hiring the principal, teachers, and other school staff will include: recruitment and screening; review of credentials, background, experience, and references; sample lessons, writing samples, and interviews with the Principal and/or Board; and recommendations and contract approvals by the Board.

The timeline for hiring:

When	What	Responsible
May 2012	Review and finalize plans for hiring	Board and CMO
April-July 2012	Recruit/hire school principal	Board and CMO
July-August 2012	Recruit/hire school secretary	Principal and CMO
Jan-March 2013	Recruiting activities for teachers	Principal and CMO
April-June 2013	Hiring teachers for 2013-14 SY	Principal and CMO
March 2014	Review of operations budget, enrollment projections, additional needs, revenue estimates; determine staffing needs	Principal and CMO
April 2014	Recruiting activities for teachers	Principal and CMO
May-June 2014	Hiring teachers for 2014-15 SY	Principal and CMO

It is anticipated that following the school's first year of operation, the annual timeline will cycle through staffing and enrollment projections in the early spring; recruiting and hiring in spring/summer; and contract approvals in the summer.

f. Describe how the school will recruit Delaware certified teachers. If the school hires any non-certified teachers describe how the school will meet the teacher certification requirements of the Delaware charter law. Describe the procedures that will be used to ensure that any non-certified teachers are participating in an alternative certification program, if available.

As a dual language school, **Academia Antonia Alonso** will seek Highly Qualified Teachers who are bilingual and biliterate in English and Spanish. Innovative Schools' on-site Project Manager will aid the school's recruitment efforts by working with its subcontractor, Expeditionary Learning, to recruit teachers already in the Expeditionary Learning national network, and by facilitating the school's participation in Delaware Talent Management (DTM), a program offered through Innovative Schools' Staffing Division. DTM is a set of fundamental services that support effective school-level hiring practices and provide guidance on management techniques that lead to better faculty retention and student outcomes. The Teacher Pipeline component of DTM includes a national recruitment campaign and a rigorous screening process that makes available a large pool of certified teacher candidates based on the specific hiring needs of participating schools. The program will also provide the **Academia Antonia Alonso** principal with training on how to access candidates in a timely way.

The Spanish Embassy will also be a venue for recruitment in order to provide the necessary number of Spanish-speaking teachers. A three-year commitment from this source will support staffing resources and cultural richness.

In addition to accessing Expeditionary Learning's national network and participating in DTM, **Academia Antonia Alonso** will recruit Delaware certified teachers through multiple advertising venues, social and professional networking sites, and outreach with Delaware's institutions of higher education.

If non-certified teachers are hired on emergency certification, it will be necessary for them to meet the following requirements:

- Successfully pass the PRAXIS I
- Possess a nationally accredited degree in their core area of instruction

The PRAXIS II test will also be offered to uncertified teachers. **Academia Antonia Alonso** will not exceed the state maximum for uncertified teachers. All teachers will be required to maintain compliance with state and federal certification guidelines.

All professional staff will be required to participate in the Delaware Education Data System (DEEDS) to ensure accurate credentialing.

g. Describe the human resources policies governing: salaries, contracts, hiring, and dismissal that will be in place for all positions at the school. Please provide a copy of your proposed employee handbook.

Academia Antonia Alonso will use the policies and operating regulations established by the State of Delaware for areas of Human Resource Management. The Administrative Policies and Procedures Manual may be found in Appendix S. The school intends to comply with all federal, state, and local statutes governing fair hiring practices.

h. Describe how the school will incorporate the Delaware Performance Appraisal System into its teachers and staff evaluations. Provide detailed descriptions and not just a restatement of the question stating that you will comply.

Academia Antonia Alonso will require the participation of all professional staff in the Delaware Education Data System (DEEDS) to ensure accurate credentialing. In accordance with the appraisal standards for teachers, administrators, and specialists, the Delaware Performance Appraisal System II (DPAS II) will be incorporated to foster professional growth, continuous improvement, and quality assurance. The process will include goal-setting, conferencing for formative and summative feedback, and improvement planning, as needed, for both the one-year and two-year appraisal cycles.

To ensure the ongoing strength of the Expeditionary Learning (EL) model, Innovative Schools and its subcontractor, Expeditionary Learning, will encourage all professional staff to grow in a way that maintains consistency with the school's vision and mission, along with its innovative design, climate, and culture. Continuous improvement strategies will be regularly incorporated to encourage staff development. See additional details about the professional development plan in Section 6 of this application.

i. Describe how the school will be held accountable to the parents of children at the school. Provide detailed descriptions and not just a restatement of the question stating that the school will be held accountable to the parents of children at the school.

Accountability for the school's success rests on strategic decisions made by the Board, and on the execution of academic and operational programs by the CMO, the Principal, and the school's staff. Parent representation on the Board and Citizens Budget Oversight Committee will be a primary means of assuring that the families of **Academia Antonia Alonso** have influence and a path of recourse on matters of importance or concern. Parent representatives will be selected from at-large nominations from the students, parents, and stakeholders for the Board and the Citizens Budget Oversight Committee.

Innovative Schools, as part of its CMO responsibilities, will work regularly with the Board of **Academia Antonia Alonso** to ensure that the school is staying 'on target' with all aspects of its Performance Agreement, using both formal and informal evaluative measures. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the Board and staff to review the approved charter application and the school's actual data to identify "gaps" between the charter and actual performance, and will work with the Board and staff to develop a plan to fill those gaps the following year as part of the Consolidated Grant process. Outcomes of this analysis and school-wide goals established in the Consolidated Grant will be communicated to the entire school community, including parents of students in the school.

The Board will meet in regularly scheduled open meetings and workshops to review and discuss reports on school operations, finances, and academic performance, which parents may choose to attend. The CMO and school leader will be expected to report monthly on student performance in areas such as attendance, academic achievement, progress toward graduation, family engagement, and LTI progression. Monthly financial reports shall also be presented to the Board and Citizens Budget Oversight Committee. Board minutes of monthly meetings, along with those of workshop sessions, will be posted on the school's website and shared with staff, parents, and Citizen's Budget Oversight Committee. Twice annually, the Board and Citizens Budget Oversight Committee will also meet to review the school's progress. Results and areas needing improvement will subsequently be shared with the larger school community.

j. If the board of directors is contracting a portion of the operation of the school to an outside group, identify the group, describe the relationship between the group and the board of directors, and list the services the outside group will be providing. A copy of the management agreement between the board of directors and that group must be included with the application. The management agreement must be consistent with the requirements of 14 Delaware Code, Chapter 5.

The Board of **Academia Antonia Alonso** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first five years of the school's existence. The intent of this contractual relationship is twofold:

1. As CMO, Innovative Schools will support full implementation of the Expeditionary Learning academic program, which was selected by the Board of **Academia Antonia Alonso** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and Expeditionary Learning will serve as its subcontractor.

2. As CMO, Innovative Schools will build the capacity of **Academia Antonia Alonso** board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Should they desire, **Academia Antonia Alonso**

can contract with Innovative Schools after the first four years for any services offered through Innovative Schools three service divisions – School Models, School Staffing, and School Solutions – on an as-needed basis.

In this capacity, the CMO contractual relationship between the Board of **Academia Antonia Alonso** and Innovative Schools will optimize implementation of **Academia Antonia Alonso's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public schools. Support from Innovative Schools and its subcontractor, Expeditionary Learning, will be coordinated by Innovative Schools' (CMO) Project Manager, who will be located at the school site on a part-time basis.

While **Academia Antonia Alonso's** Operating Board has authorized Innovative Schools to undertake the business and academic services of the school for the first five years of the school's existence, it is understood by both parties that Innovative Schools remains accountable and subject to the oversight of the **Academia Antonia Alonso** Operating Board, the Authorizer, and State authorities at all times.

Because the accountability of Innovative Schools to the **Academia Antonia Alonso** Operating Board is an essential foundation of the school-CMO relationship, and because the role of the school's Principal is critical to its success, **Academia Antonia Alonso** delegates to Innovative Schools the authority and responsibility, consistent with State law, to recruit, hire, supervise, and fire the Principal. The Principal will be an employee of the school, but will work closely with the Innovative Schools' (CMO) Project Manager to coordinate the management of **Academia Antonia Alonso**. Innovative Schools will make reasonable recommendations to the Principal concerning calendar, policies, rules, regulations, procedures, personnel, and budget to enable the school to implement the Expeditionary Learning model. **Academia Antonia Alonso's** Principal shall exercise good faith in considering and adopting Innovative Schools' recommendations so that the Expeditionary Learning model may be properly implemented.

Over time, the Innovative Schools' (CMO) Project Manager and Expeditionary Learning will assist the Principal in developing the school's internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Expeditionary Learning methodology, and to manage the school's administrative operations. Should there be a change in principal at **Academia Antonia Alonso**, Innovative Schools and its subcontractor, Expeditionary Learning, will again become involved more directly at the school until the new principal is able to run the school independently.

More specifically, through its CMO contract (see Appendix N); Innovative Schools will provide **Academia Antonia Alonso** with the following professional services related to school operations:

(a) Supporting **Academia Antonia Alonso's** start-up process
(b) Providing a comprehensive academic program design based on the Expeditionary Learning model through a subcontract with Expeditionary Learning. This shall include curriculum development and implementation, instructional oversight, the development, administration, and analysis of diagnostic assessments, and the oversight, measurement, and management of school quality
(c) Recruiting the principal, teachers, and administrators
(d) Training and evaluating the principal
(e) Providing professional development for teachers
(f) Preparing a budget and monthly financial statements
(g) Providing payroll and bookkeeping services
(h) Selecting and serving as a liaison with the auditor
(i) Coordinating purchasing
(j) Selecting and managing benefits plans for school employees
(k) Maintaining human resource files for school employees
(l) Facilitating the school's purchase and procurement of information technology equipment and services, and providing certain computer and information technology support to the school, including troubleshooting, website and network design, and completion of the E-Rate application

(m) Completing required foundation and government reports, including, but not limited to the School's annual report
(n) Develop and execute plan for student recruitment, including development of recruitment materials
(o) Providing marketing and advocacy for the school
(p) Conducting a school accountability inspection every year

k. If an outside group will be used to manage a portion of the school's educational, administrative and/or financial operations, the applicant must provide: Verification the outside group is authorized to do business in the State of Delaware, a complete list of all other schools (regardless of location) with which the outside group has contracted and the locations of those schools. The list must include all schools with which the outside group contracted, but is no longer managing, a summary of student performance on the appropriate state assessment of each school the outside group has managed, and a complete list of all past and any pending litigation against that group or submit a statement that there has been none and that none is pending.

Innovative Schools is licensed to do business in the State of Delaware. Please reference Appendix O for a copy of its Delaware Business License, more information about its non-profit organization, past clients, and the required statement about litigation. There is no past or pending litigation against Innovative Schools Development Corporation.

l. Describe the plan (including timetable) to be used for recruiting students. Describe how the school will publicize its program and admission procedures. Describe how the school will recruit a sufficient number of students to be financially viable. You must convincingly demonstrate that the school will be able to attract enough students to make the school financially viable. Signatures of potentially interested parents and students in the community, feasibility studies are possible methods of demonstrating interest. While these methods are good indicators, the committee may review other sources of information in making a determination.

To ensure that the target enrollment of 300 students is met by August of 2013, **Academia Antonia Alonso**'s year 1 recruitment strategies will focus on two key audiences: (1) Spanish-speaking parents 3 and 4 year old children living in New Castle County, and (2) non-Spanish-speaking parents of 3 and 4 year old children living in New Castle County. The goal is to recruit a student population with a 50-50 male-to-female ratio that is composed of 50% Spanish-speaking students and 50% non-Spanish-speaking students. Because of the school's intended location in the Hilltop section of Wilmington, it is anticipated that a minimum of 75% of the student population will qualify as low income. To execute the school's marketing plan, **Academia Antonia Alonso's** Principal will work with the CMO Project Manager to access Innovative Schools' marketing and community engagement resources, and with the Latin American Community Center (LACC). Because the school will be targeting students from the Hispanic/Latino communities, LACC will help to ensure that all marketing materials are accurately translated into Spanish and that strategies are cognizant and respectful of the cultural traditions and needs of this community.

For Year 1 recruitment, materials will be developed in May and June 2012, following the approval of the school's charter. The bulk of community outreach and student recruitment will begin in July 2012 and will conclude in January 2013 if enough student applications have been received. Should the school have an excess of applications for the seats available, a lottery will be held after the January deadline, and the outcome of the lottery will be communicated to all applicants in early February. If not enough applications have been received, the school leader and CMO Project Manager will continue to hold recruitment events until enough students have enrolled or until the school's September 30th count. Students and parents will receive enrollment packets in July 2013, prior to the school's opening. This timeline will be repeated in subsequent years. For a more detailed timeline, see Appendix V.

To best understand how to reach Spanish-speaking parents and non-Spanish-speaking parents of children living in New Castle County, Innovative Schools conducted research to determine the characteristics of both audiences and their preferred communications styles (for additional detail on the market segment analysis and key communication characteristics see the full marketing plan in Appendix V). Using this data, a marketing plan

has been crafted that incorporates a combination of event marketing, direct mail, broadcast advertisements, and electronic and print materials, with each medium contributing to the total communication story. Messaging for **Academia Antonia Alonso** will build on the existing Expeditionary Learning brand. In deference to the Hispanic community's preferred mode of communication and its unique needs, all marketing materials will be developed with Spanish as the primary language. All materials will also be made available in English to meet the needs of the second audience group – non-Spanish speaking parents. Below are examples of marketing strategies that will be utilized:

Events – Community meetings and parent information sessions will form the foundation for the **Academia Antonia Alonso** marketing plan, introducing parents to the school leadership and ensuring that the school is firmly established as an open, friendly environment for parents and students. For Spanish-speaking families, community meetings will be held in partnership with LACC. All meetings will be interactive, will be led by Spanish-speaking volunteers, and will offer child care. Parents will learn about the school design by participating with other attendees in an example lesson that provides an overview of the dual-language, Expeditionary Learning academic program and gives parents an understanding of the other elements of the program – group work, active classroom dynamics, etc. – that make the school design so unique and exciting. Student projects from another Spanish-speaking Expeditionary Learning charter school will also be made available so that parents can view examples of the types of projects their children will be working on. Applications for enrollment will be made available, as will information about LACC and the before- and after-care programs that LACC will offer to families of students at **Academia Antonia Alonso**.

For non-Spanish-speaking parents, similar interactive community meetings and parent information sessions will be hosted and will be promoted as "Moms Talking with Moms about School." Special consideration will be given to ensure that these meetings at are held times of day that are convenient for both working and non-working mothers. Data and student projects shared at these parent information sessions will represent all student groups and will reflect the diversity of the potential student population. To help engage this audience in the conversation and to help build school ambassadors, special efforts will be made to encourage mothers to talk about the type of schooling they would like for their children in addition to their participation in the mock Expeditionary Learning activity.

School leadership will also actively recruit students from the Hispanic community by visiting with local Hispanic church leadership, presenting to LACC members, securing information booths at Hispanic-specific community events, and visiting with parents at local pre-K and child-care centers. School leadership will also make efforts to attend community events and pre-K and early care childhood centers throughout New Castle County to aid in recruitment.

Direct Mail and Printed Materials - Direct mail pieces for Spanish-speaking families will be developed in Spanish and will share important information about **Academia Antonia Alonso**. Written in simple, parent-friendly language, key items highlighted in direct mail pieces will include a picture and short biography of the school leader, a description of the dual-language academic program, data on such programs' record of success with Hispanic students, and information on how to enroll one's child. Images in direct mail pieces will incorporate groups of Hispanic youth engaging with nature to so that parents will begin to associate **Academia Antonia Alonso** with an active academic program.

Though they will be similar to the materials developed for Spanish-speaking families, direct mail pieces for non-Spanish-speaking parents will be developed in English and will include broader demographic data that reflects the diversity of the potential student population and will show more diverse images of students.

Flyers written in English and Spanish directing individuals to the **Academia Antonia Alonso** website will be distributed at Hispanic-owned businesses, in child-care and pre-K facilities, in doctor's offices, and other locations and businesses that serve the needs of young children in New Castle County.

Broadcast Media and Advertisements - Television and radio coverage, along with advertisements in Delaware's Hispanic broadcast and publication outlets, will help to increase recognition of **Academia Antonia**

Alonso's name and the dual-language, Expeditionary Learning academic program. When possible, arrangements will be made to secure interviews for the school leader using these media. Short radio spots and newspaper advertisement space will also be purchased periodically to promote the school concept and direct listeners/readers to the **Academia Antonia Alonso** website.

Electronic Resources - An **Academia Antonio Alonso** website will be developed to share information about the dual-language, Expeditionary Learning academic program. It will have English and Spanish translation options. Picture slide shows of students attending Expeditionary Learning schools, examples of student work, and videos from **Academia Antonia Alonso** community meetings held in Delaware will be key features of the website and will be designed to increase user-friendliness and the length of visits to the website. Parents will also have access to an online application and other enrollment information. Given the tendency for mothers to make decisions based on the recommendations of other mothers, the website will incorporate testimonials from mothers of children attending Expeditionary Learning schools across the country. After the school opens, mothers of students in **Academia Antonia Alonso** will also be asked to submit testimonials.

In addition to the school's own website, popular Delaware blogs and social networking sites will be used for strategic advertising and engaging in conversations about the school.

To capitalize on the reputation and record of success built by Expeditionary Learning and to reduce the cost of marketing projects in Year 1, **Academia Antonia Alonso** will, where appropriate, utilize existing Expeditionary Learning marketing materials. Several new materials will also need to be developed, including a school logo, a website, direct mail brochure and flyers, and newspaper advertisements and radio spots. For additional detail about marketing strategies and timeline, see Appendix V.

Student Demand for Academia Antonia Alonso

To best understand the demand for **Academia Antonia Alonso**, members of the Founding Board, in partnership with Innovative Schools, conducted a Feasibility Study. The study analyzed a number of factors: local enrollment trends, AYP ratings for neighboring elementary schools, relevant statistics from the Latin American Community Center, and community surveys.

Because of the school's location, **Academia Antonia Alonso** believes that many of the students will come from the Red Clay and Christina School District city schools, which are within reasonable transportation distance of the school's proposed location.

District	School	AYP 2011	AYP 2010	K-2 Total	K-2 Hispanic	K-2 African-Am.	K-2 ELL
Red Clay	Highlands	Above	Below	162	53	79	8
	Warner	Below	Below	250	50	183	8
	Shortlidge	Meets	Below	152	0	149	0
	Lewis	Below	Below	270	206	54	186
	Baltz	Meets	Below	292	164	69	115
	Marbrook	Below	Below	301	216	21	188
	Brandywine Springs	Below	Below	389	28	17	4
	Mote	Above	Below	307	205	34	191
	Richey	Above	Below	226	44	40	11
Total (AYP 2010: Below)				**2249**	**966**	**646**	**711**
Christina	Pulaski	Above	Meets	207	132	64	107
	Elbert-Palmer	Above	Meets	162	13	146	5
	Stubbs	Below	Below	172	11	156	3
	Bancroft	Below	Below	163	14	148	2
Total (AYP 2010: Below)				**335**	**25**	**304**	**5**
Total				**704**	**170**	**514**	**117**
Overall Total (AYP 2010: Below)				**2584**	**991**	**950**	**716**
Overall Total				**3527**	**1169**	**1509**	**830**

According to 2010 AYP ratings ((likely the most accurate assessment of school quality available given the 2011 AMO reset), there are 2,584 students attending schools that are not high-quality in grades K-2. To reach **Academia Antonia Alonso**'s initial capacity of 300 students, it would need to enroll just 12% of these students.

Additionally, **Academia Antonia Alonso** believes that it will draw a number of students who are currently enrolled in the LACC's pre-school and the before and after-care programs. The LACC is a community-based organization that has a very strong presence in the Hilltop area of Wilmington, as well as within the Hispanic community of Delaware. The LACC currently operates a highly regarded pre-K program that enrolls 49 students yearly, with an extensive waiting list. Virtually all of these students complete the program and enter kindergarten in neighboring schools. One of the initial impetuses for founding **Academia Antonia Alonso** was the fact that many parents were not satisfied with the kindergarten programs that were available to their children upon completion of the pre-K program. Many complained that their students entered kindergarten well ahead of their peers, but lost ground in kindergarten and after.

This same complaint was heard from parents of students who take advantage of the wraparound services LACC currently offers to K-12 students in neighboring Red Clay and Christina schools (after-school and summer programs that include tutoring, enrichment, and extracurricular activities). LACC reports that it currently serves 228 students in grades K-5 (approximately half of which, or 114, are in grades K-2). They predict an increase in enrollment as the year continues, with 30+ students joining the program for the summer, and continued increases in enrollment in successive years. Given the strong satisfaction of parents with LACC services, it is expected that the vast majority of students in these programs who are currently in grades K-2, would also attend **Academia Antonia Alonso**. Given these facts, LACC would act as a very strong pipeline to **Academia Antonia Alonso**, easily filling half of the seats at the school. In fact, **Academia Antonia Alonso** has already begun to collect early commitment letters from interested parents. In fact, more than 70 pre-enrollment applications have been received from parents intending to enroll their children in the school for Year 1 of operation (see Appendix U for copies of the pre-enrollment forms).

Demand for a dual-language program could not be quantified, but can be established anecdotally. Lewis Elementary School in Red Clay was previously the only dual-language program in Delaware; with its inclusion in the Partnership Zone, its school leaders have made it known that they are strongly considering eliminating this aspect of their school. Lewis has 270 K-2 students, many of whom were enrolled in the school by the parents because of the quality of their ELL program and the fact that it was a dual-language program. Because of the imminent changes that Lewis faces and because of its poor academic performance, it is likely that many parents will opt instead to send their children to **Academia Antonia Alonso**. Given the demand and waiting lists for similar charter elementary schools with strong language programs, such as Las Americas Aspira Academy (101% enrollment) and Odyssey Charter (114% enrollment), it is likely that **Academia Antonia Alonso** will enjoy similar enrollment success.

In addition to looking at potential demand and AYP ratings for surrounding schools, **Academia Antonia Alonso** conducted a survey of community members, focusing on parents and guardians of school-aged children. The survey was conducted electronically, with publicity and information posted in the following places:

- Wilmington, Bear, and Kirkwood public libraries
- Cool Springs/Tilton Neighborhood Newsletter
- News Journal sticker advertisements
- Local churches in Wilmington and Newark
- Local grocery stores in Wilmington and Newark
- Local community blogs
- Partner organization websites
- Wilmington YMCA
- Latin American Community Center

In addition, survey responses were actively sought during the following events:

- Rodney Square Farmer's Market
- Cool Springs Farmer's Market
- Urban Bike Project events
- Newark Community Day
- Delaware Day for Kids
- Latin American Community Center events

Demographics

Efforts were made to include survey responses from community members in as many relevant zip codes as possible, ultimately resulting in responses from 13 different zip codes (including all city zip codes, **bolded**):

19702	19703	19709	19711	19720	**19801**	**19802**
19803	19804	**19805**	**19806**	19808	**19809**	

Academia Antonia Alonso aimed to survey a representative mix of ethnicities: 27% African-American, 38% Caucasian, 23% Hispanic. Respondents were primarily between the ages of 31 and 50 (71%) and 21-30 (17%), primarily consisting of parents (90%) and educations (17%, with overlap). 65% had children in grades K-5, 29% had children not yet old enough for kindergarten, and 19% had children in grades 6-12.

Meeting the Demand: Curriculum & Instruction

84% of survey respondents cited curriculum and instruction as one of their top priorities in choosing a school for their child, specifically citing unique instructional models such as project-based learning, language programs, extra-curricular activities, and personalization of the instruction for Special Education and gifted students. In addition, 65% of respondents agreed with the statement that their children enjoyed "hands-on-work" more than "book work," and 19% agreed that their children do well when able to work at their own pace. Elements of the **Academia Antonia Alonso**'s academic program would address all these priorities.

Academia Antonia Alonso, as a dual-language school, will have a strong language program by its very nature. **Academia Antonia Alonso** will also be able to offer a strong program of extra-curricular activities due to its partnership with LACC.

Meeting the Demand: Learning Environment & School Climate

70% of survey respondents said that the school's learning environment and climate was one of their top priorities in choosing a school for their child. 19% specifically said that they preferred small class sizes, and 15% preferred their school to be diverse. Collaboration and teamwork is a central component of the **Academia Antonia Alonso**'s instructional model. Because project-based learning and expeditions require students to work together, students will develop these traits as soon as they enter school. As a student moves up in grade level and the projects get more involved, this ability to work well with others will further be strengthened until it becomes second nature.

In addition, one of the strengths of the Expeditionary Learning model selected by **Academia Antonia Alonso** is the idea that expeditions generate enthusiasm and excitement in a student's instruction. This will naturally lead to students being more engaged and enthusiastic about their learning, which in turn will lead to fewer behavioral problems and disruptions and a better learning environment and school climate. Finally, **Academia Antonia Alonso** will most likely be diverse simply by virtue of its being a dual-language program and also as a result of its targeted recruiting (see above for more detail).

For additional detail on other promising data collected in the Feasibility Study that show the demand for **Academia Antonia Alonso**, see Appendix U.

m. List all admission preferences authorized by this statute the school will use. If more than one preference will be used, describe how various preferences will be employed together.

The Delaware Code, Title 14, Chapter 5, § 506 (b), authorizes charter schools to define preferences for student admissions.

To that end, enrollment capacity for student admissions will be established each year, by grade level, and will be dependent upon facilities and staffing resources.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than there are "seats available" (that is, open positions) in the affected grade levels.

Three groups of students will be afforded preference for admission to **Academia Antonia Alonso**. As previously noted, seats available for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

When there are more applicants for grade level enrollment than seats available, admissions preferences shall be applied in the following sequence:

1. Children of the school's founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

Children of the School's Founders
Children, adopted children, stepchildren, and legal dependents shall receive preferential enrollment placement for the available seats. Further definition of the school's founders follows in Section (n).

Children of Staff Members
Children, adopted children, stepchildren, and legal dependents of employees of the school (employed by **Academia Antonia Alonso** at least 30.0 hours per week) shall receive preferential enrollment placement for the available seats.

Children with Siblings Concurrently Enrolled
Siblings of students enrolled at **Academia Antonia Alonso** shall have preferential enrollment placement for the available seats.

Academia Antonia Alonso shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

n. If the proposed school will give admissions preference to children of the school's founders, describe how the school will identify the founders and how the preferences will be used in the enrollment process.

The founders of **Academia Antonia Alonso** include the Founding Board and others involved with the development of this new school. A complete listing of the school's founders follows in this section.
Founders of Academia Antonia Alonso

Maria Matos
Maria T. Alonso
Brian Fahey
Riccardo Stoeckicht
Caridad Alonso
William J. Hutchinson
Kathleen F. Laskowski
William Manning
Alexis Y. Simms

o. **Describe the plan for selecting students if more students seek admission than space allows. If a lottery is used, describe how it will be conducted.**

Plan for Selecting Students

Prior to the first week in October 2012 and each year thereafter, the principal shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon seats available by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November and December. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanning and emailing, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with a complete application will be placed in a lottery, described below.
- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a waiting list of up to 25 names. If seats become available after the lottery is completed, the wait listing will be used to determine who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that a grade is not oversubscribed, applications will be handled on a first- come, first-served basis.

Lottery

Academia Antonia Alonso will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. (Applications received after the deadline, but postmarked by the deadline, will also be considered to have been received on time.) All applications for grade levels that are oversubscribed at the end of the open application period will be subject to a lottery. **Academia Antonia Alonso** will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, **Academia Antonia Alonso** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children of the School's Founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, an objective community member having no ties to **Academia Antonia Alonso**, or a representative from the Delaware Department of Education, along with members of the school's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment.

Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

Parents of participating applicants will be sent letters of acceptance or non-acceptance in a timely manner following the conclusion of the lottery. Successful applicants will receive directions and deadlines regarding registration, all of which shall be completed by the last business day in February 2013 for the opening school year, and in each year thereafter.

Sample admission documents may be found in Appendix W.

p. Provide the timetable for the school's application and admissions process. Demonstrate how it is consistent with the timetable set forth in 14 Delaware Code, Chapter 4, for the public school choice program.

The timetable for the application and admission process is outlined in above Sections 9(m), 9(n), and 9(o). This timetable is scheduled to begin prior to the School Choice application timetable, as set forth in 14 Delaware Code, Chapter 4, in order to broaden parental school options.

Academia Antonia Alonso's open enrollment period is anticipated to operate annually in the months of November and December. A lottery, if needed, will be held in mid-January. After the lottery, parents will be notified in a timely fashion of their children's acceptance or non-acceptance. Parents will have until the last business day in February (2013 during opening year) to effectively enroll their children. If there needs to be an alternative end date for registration, that information will be included in the letter of acceptance. This timeframe does not limit or restrict parent options under the School Choice Law, but has been designed to complement it in a way as to maximize school options for parents and their children.

q. List in detail the administrative tasks that will be undertaken between approval of the charter and school opening. Describe the tasks, how they will be accomplished, who will accomplish them, and the timetable by which they will be accomplished. The list of activities should be thorough and not generalized. The more detail provided in the list of activities indicates a well thought out proposal.

Timeline	Task	Who	How
April 2012 – August 2012	Transition Founding Board to Operating Board (Board of Directors); establish meeting schedules/protocols; commence Board training workshops	Board of Directors w/ assistance from Innovative Schools Board Development	Workshops scheduled quarterly through planning year
April 2012 – May 2012	Execute CMO contract w/ Innovative Schools	Board	Finalize/execute contractual agreement
April 2012 – July 2012	Hire school principal	Board , CMO	Recruit through Delaware Leadership project (DLP), postings, outreach
April 2012 – March 2013	Secure facility leasing agreement; design, contract, and execute renovations; procure occupancy permits; secure appropriate insurance coverage	Board w/ CMO & principal assistance	Work with DDOE, construction manager, contractors, etc.
June 2012 – July 2012	Execute MOU and training agreements w/ Expeditionary Learning (EL) for school model implementation requirements	CMO & EL	Finalize/execute contractual agreement
July 2012 – August 2012	Principal Training w/ EL	CMO & Principal	Principal to attend required training through EL
July 2012 – August 2012	Hire school secretary	Board, CMO & and principal	Establish position and hire

July 2012 – August 2012	Begin start-up funding application process w/ DDOE	CMO and principal	Identify process, complete application
July 2012 – September 2012	Develop detailed program design/ implementation plan for the school	CMO, Principal, EL team	During principal training; planning w/ Innovative Schools
September 2012 – October 2012	Fine-tune curriculum alignment; finalize school calendar; develop plan for student scheduling	CMO, principal (if hired)	According to DDOE process
May 2012 – January 2013	Conduct marketing and recruitment campaign	CMO/principal w/ assistance from Innovative Schools marketing team	Marketing activities (Appendix V).
November 2012 – February 2013	Conduct application and admissions process	CMO/Principal	According to plan in previous sections; see also sample Admission documents in Appendix W
March 2013 – July 2013	Review certification requirements; recruit/hire teachers	CMO/principal	Recruit staff through The New Teacher Project (TNTP), postings, and outreach
	Negotiate transportation and food service contracts	Board , principal, CMO	Work with potential contractors.
	Begin initial training in state programs, i.e. FSF, PHRST and eSchoolPlus	Secretarial personnel	Work with DDOE and State responsibility centers.
	Purchase curriculum materials	CMO/Principal	Purchase Materials
	Finalize technology plan and implement	CMO/Principal	Purchase technology
	Provide enrollment data to DDOE and resident school districts	CMO/Principal	Complete enrollment reporting requirements
May 2013 – July 2013	Complete Student Success Plan and Consolidated Grant Application	CMO/Principal	Develop SSP; complete application
June 15, 2013	Finalize building for inspections, certificate of occupancy	CMO/Principal and construction manager	Insure inspections, certificate of occupancy complete
June 2013 – August 2013	Finalize/execute contracts for transportation, food, and related services.	Board/CMO/Principal	Sign agreements
July 2013 –August 2013	Conduct Open Houses, welcome activities for students and parents	Board/CMO/Principal	Plan, advertise events
	Conduct professional development workshops	CMO/Principal	Plan, schedule, conduct
	Conduct student scheduling	CMO/Principal	Finalize schedule & classroom assignments

10. Insurance

Describe the types and limits of insurance coverage that the school plans to obtain and when it plans to have them in effect. If the school is contracting with an outside company to manage the school, the application must include a description of the insurance for the school and the board of directors, including the source of funds to purchase the insurance. The proposed costs for the coverage must be reflected in the budget worksheets. The applicant should contact the Insurance Coverage Office at (302) 739-3651 for further information on liability protection for public schools in Delaware.
NOTE: If a charter is granted to the applicant, a copy of the Certificate of Insurance must be submitted prior to the opening of the school.

Description of Coverage	Premium
Property Coverage to include Contents in the Building and Extra Expense with an estimate of $250,000 for Contents and $250,000 of Extra Expense.	**$2,800**
Crime Coverage of $500,000 for Employee Dishonesty: $50,000 for Theft of Money & Securities inside and outside the premises; $50,000 for Forgery and Alteration and $100,000 for Computer Fraud	**$2,000**
Coverage for $100,000 in Electronic Data Equipment, $50,000 of Software and $10,000 of Extra Expense	**$1000**
$1,000,000 Limit of Liability for Hired and Non-Owned Auto Liability coverage.	**$400**
$1,000,000 Limit of Liability, $2,000,000 Aggregate for General Liability based on 200 students and a teaching staff of 15 plus 7 teachers aids to include coverage for Corporal Punishment, Sexual Abuse and Molestation, and School Educator's legal Liability	**$8,800**
Workers Compensation Employer's Liability	**$750**
$2,000,000 Umbrella Liability Policy which would provide coverage excess of the Auto Liability, General Liability to include other coverage noted above and the Employers Liability afforded by Part B of Workers Compensation.	**$3,500**
Estimated Total	**$19,250**

11. Student Discipline and Attendance

The application must include a draft "Student Rights and Responsibilities Manual" that includes the school rules and guidelines governing student behavior. The manual must describe student rights and responsibilities and the plan the school will follow to discipline students.

a. Describe how the manual will be distributed to parents and students prior to students applying for enrollment at the school.

In order to comply with state requirements and regulations, the school will maintain a '*Student Rights and Responsibilities' Manual (SRRM).'* The manual for **Academia Antonia Alonso** will be modeled after the one developed by the Appoquinimink School District. The manual for **Academia Antonia Alonso** will be more school-personalized following approval of the school's charter. Once finalized, the manual (as well **Academia Antonia Alonso**-specific guides for students and parents) will be translated into Spanish, distributed to students and their parents, and published on the school's website in both languages.

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

One aspect of the SRRM's personalization will be to articulate and incorporate the concepts of Restorative Justice and Discipline[23], along with the bullying prevention strategies used in the Olweus Bullying Prevention Program[24]. Olweus is a research- and evidence-based, whole-learning program that not only addresses the individual, but also takes into account the classroom and school-wide behaviors. This comprehensive model aligns with the integrated focus of the Expeditionary Learning (EL) design, as it engages not only students and faculty in areas of school culture and expectations, but parents and families as well. This is seen as a community program that looks closely at the specific needs of the school and community population by surveying them and tailoring the program to those needs. This laser focus on the specific community takes into account the core tenets of the EL model, which values community, the individual child, and the effect of school culture on academics.

Each of these approaches to behavior management and discipline incorporates meaningful intervention tools that can reduce the need for school exclusion and juvenile justice system involvement. The strategies also offer ways to enhance the school environment to prevent conflict and to restore relationships after conflicts arise. Professional development around these approaches will be provided to all staff, and information sessions will be offered to parents and families.

As part of the application process, parents will be directed to review the SRRM (in either English or Spanish) either by way of an online download and review, or in a hard copy that will be provided by the school. As part of the application process, parents will be required to sign a statement verifying they have reviewed the SRRM. For families who are not literate in either English or Spanish, a parent information session will be conducted where the SRRM will be shared with the parents in Spanish so that their support may be obtained. A sample SRRM (from Appoquinimink) is included in Appendix X.

In accordance with DDOE regulations, students in grades 3-5, along with their parents, will be required to acknowledge in writing that they reviewed the SRRM and discussed it with their teachers. In grades K-2, parents will sign for their children.

Once students are enrolled in the school, a parent orientation session will be conducted in English and Spanish to review the Code of Conduct, the Free/Reduced Lunch application, and other important information. This will help to ensure parent understanding and will offer an opportunity to assist parents with completing necessary documents.

In the unlikely event that behavior violations serious nature (Level III) occur, state and DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

The school principal will maintain responsibility for oversight in all matters relating to students' rights and responsibilities.

b. Describe how discipline will be handled with special education students. Describe how the school will report inappropriate behavior to affected parents, the Department, and when necessary, to law enforcement agencies.

Consistent with the school philosophy at **Academia Antonia Alonso**, students with disabilities will be exposed to Restorative Justice, Restorative Discipline, and the Olweus Bullying Prevention Program.

Through regular monitoring and discussions with students' regular and certified special education teachers, ongoing support will be provided as needed to assist with meeting behavior expectations. As part of their ongoing professional development, teachers will receive training in differentiation and RTI (Response to Intervention).

[23] http://www.transformingconflict.org/index.php
[24] http://www.olweus.org/public/index.page

Behavior issues requiring more support will be handled in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The IEP team for the student at issue will be involved in reviewing the requirements of the IEP, conducting a Behavioral Manifestation Determination, and, as appropriate, executing a Behavioral Assessment and establishing a Positive Behavior Support Plan. Procedural safeguards will be followed, along with the completion of appropriate reports to agencies including law enforcement when required. DDOE regulations will be followed relating to the reporting of crimes to the appropriate authorities.

The school principal will maintain responsibility for oversight of the policy, along with implementation and data reporting, as required.

c. Describe how the school will ensure staff is adequately trained and properly implementing state and federal law related to the discipline of students with disabilities. Include a description of the school's specific action steps to ensure compliance with the disciplinary provisions of the Individuals with Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Academia Antonia Alonso will be proactive in the training and professional development of all teachers, administrators, and staff, specifically ensuring that all state and federal laws are fully followed in the discipline of students with disabilities. Additionally, the school leader and/or appropriate employees will be in frequent communication with the Department of Education and attend all required Professional Development sessions around the issue of Special Education.

At **Academia Antonia Alonso**, steps will be taken to ensure that all administrators, teachers, and staff will be trained and practiced in the statewide initiative of Positive Behavior Support (PBS). Much like the Response to Intervention, which is a three-tiered approach to academic instruction, the PBS system is a three-tiered approach in which behavioral supports are increased as students move through the tiers, with Tier III being the most intensive and the point at which individualized supports are developed specifically to address individual student's needs.

In the case that a student is in violation of **Academia Antonia Alonso** behavior expectations, the school, overseen by the Director, will adhere to all disciplinary provisions of the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act and the Americans with Disabilities Act. Discipline of a student with a disability will be handled on a case-by-case basis, with careful attention paid to making sure that the student's right to a Free and Appropriate Public Education (FAPE) is never jeopardized.

All due processes will be followed in order to ensure that the student's rights under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act are complied with fully.

d. Describe the plan the school will follow to ensure compliance with 14 Delaware Code, Section 4112, regarding the reporting of school crimes.

Reportable school crime incidents as described by 14 DE Code, Section 4112 will be reported as required. The written record will contain the mandatory information, including data about the incident, the perpetrator and victim, and the disposition of the incident. In addition, the school principal will advise the Board of such incidents. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting and the required reports will be submitted to DDOE.

e. Describe the attendance policies of the school. Describe the level of attendance will be required of the students each year. Describe the actions will be taken to ensure that students meet those levels of attendance. Describe how the attendance policies will be distributed to each student at the beginning of each school year.

The attendance policy at **Academia Antonia Alonso** can be found in the sample (from Appoquinimink) *'Student Rights and Responsibilities Manual'* in Appendix X. These policies will be distributed and reviewed with students each year as part of regular discussions with parents and students.

The policy requires students to attend school every day in accordance with the Delaware Code. The maximum number of days that students can be absent without penalty of potential retention are defined, as well as reasons for excused absences, procedures for early dismissals and late arrivals, and other information pertinent to the policy. Further explanation of the attendance policy can be found in the above-referenced Appendix.

The school principal of the school will maintain responsibility for oversight of the policy, along with implementation and data reporting, as required.

12. Health and Safety

a. Describe the procedures that will be implemented to ensure the health and safety of the school's students, staff, and guests? List the staff (e.g. nurse) who will be hired or contracted to ensure the school will provide a safe and healthy environment.

Assuring a safe and healthy environment for students and staff will be of the highest importance. **Academia Antonia Alonso** will hire a registered nurse who will be responsible for operating under the *Nursing Technical Assistance Manual* issued by the Delaware Department of Education (DDOE).

Academia Antonia Alonso will continue to implement a comprehensive set of health, safety, and risk-management policies and practices in accordance with the *Nursing Technical Assistance Manual.* In addition, these policies and practices will be communicated to parents, students, and staff as part of enrollment procedures and various orientation programs.

Annual training will be provided for staff, as warranted, either by the school nurse or other health professionals. All reporting requirements will be followed as specified in the Nursing Technical Assistance Manual.

The school will maintain diligence in communications to parents, staff, and students about urgent health issues and will employ best practices in managing the health and safety of students, staff and guests.

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

The school principal will maintain responsibility for oversight and management of health and safety policies and practices.

b. Describe the plan the school will use to ensure that criminal background checks will be made on the school's employees prior to hire. Identify the staff member that will have the responsibility for ensuring background checks are completed.

As part of the pre-employment process, employees will be required to have completed a criminal background check. In addition, the child abuse registry will be checked through Department of Services for Children, Youth and Their Families (DSCYF). Results will be maintained in a secure file that is separate from personnel files and will be available for authorized inspection.

Criminal background and child abuse registry checks will also be required for all staff employed through contracted services agreements, members of the school's Board, and anyone who comes into the school regularly as part of the CMO agreement.

The school principal will be directly responsible for ensuring that criminal background checks are initiated, completed, and appropriately documented prior to an individual staff member's employment or board member's appointment.

c. Describe the process that will be used to ensure that:

Policies will be developed and approved by the Board prior to the beginning of student recruitment in the Fall of 2012, and at a minimum will address the following topics:

1) **Ensuring that students have physical examinations prior to enrollment.**
   Proof of each student's recent physical examination and immunizations will be collected at the time of enrollment. All health information will be reviewed, maintained, and monitored by the school nurse and will be included as part of the student record.

2) **Establishing procedures for administering medications and medical treatments, including first aid.**
   The school nurse will administer medications and medical treatments in accordance with DDOE's *Nursing Technical Assistance Manual and Regulations* and any other appropriate governmental regulations or professional guidelines.

3) **Monitoring student health and maintaining health records.**
   The school nurse will monitor and maintain student health records in a secure location and forward the required documentation of services to DDOE.

4) **Ensuring that immunizations and TB screenings are conducted.**
   The school nurse is the on-site health expert for **Academia Antonia Alonso** whose duties include monitoring student health records. When immunization and other screening requirements are not met, parents will be notified and the student may be excluded from school until the requirement has been met.

5) **Ensuring the school nurse will serve on IEP teams, as required, when medical treatment is necessary.**
   The nurse will serve as a member of IEP teams when medical issues are discussed. The nurse will also be involved in any discussions of 504 Plans and accommodations when related to medical and health issues. The nurse will also provide medical information during evaluation processes.

6) **Screening for health problems (vision, hearing, orthopedic, etc.).**
   The **Academia Antonia Alonso** nurse will conduct an active screening program for vision, hearing, orthopedics, and others as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations.*

7) **Establishing procedures for containing and controlling the spread of infectious diseases.**
   Procedures will be developed to communicate appropriate precautionary steps for containing and preventing the spread of infectious diseases and other medical conditions.

8) **Ensuring a safe environment to include procedures and training in the following areas:**
   Procedures will be in place and training will be conducted for responding to natural disasters and emergencies, including fires and earthquakes; preventing contact with blood-borne pathogens; emergency responses including appropriate "first responder" training or its equivalent. Policies will be established specifying that the school shall function as a drug, alcohol, and tobacco-free workplace. The school will be housed in facilities that have received state Fire Marshal approval and have been evaluated by a qualified structural engineer who has determined that the facilities present no substantial seismic safety hazard.

These Board-approved policies will be incorporated, as appropriate, into the school's parent, student, and staff handbooks as they are developed, and will be reviewed on an ongoing basis. Appropriate staff training will be held as part of orientation programs, along with appropriate orientations for students.

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

The school principal will maintain responsibility for the oversight and management of the policies and procedures in this section.

d. Identify where the school will be located (include county location and any other location specifics). Describe the site and how it will be suitable for the proposed school to include health and safety considerations. Describe how access to the building will be controlled.

Members of the Founding Board of the **Academia Antonia Alonso** are in discussions with another charter school and St. Paul's Roman Catholic Church for the leasing of their school facilities, respectively located at 201 Bayard Avenue and at 312 North Van Buren Street.

With the projected transition of the other charter school to its new facilities in the fall of 2013, they have been seeking to lease or sell their current school site (St. Thomas) located at 201 Bayard Avenue in Wilmington. This facility is already set up to operate as an elementary school and is one mile from the Latin American Community Center and also from St. Paul's school, which is diagonally located from the LACC across 4th Street.

The St. Thomas facility has eight, 1200 SF classrooms on the main floor and four, 750 SF classrooms on the lower level. In addition, it has two, 1200 SF classrooms that currently serve as office/staff space. It would be the intention to reconvert this space into classrooms so that a total of 380 students could be served by the last year of the initial charter period. The plan is to have 30 students in each of the ten, 1200 SF classrooms; and 20 students in each of the four, 750 SF classrooms. Each classroom will be staffed by two educators so that adult-student ratios in each classroom will not exceed a 1:15 ratio.

The school has a gymnasium, in addition to other specialized rooms, and has a total of 28,000 square feet. Leasing costs are budgeted at $12/SF. All related operating costs used for budgeting purposes have been provided by the school's current occupant.

St. Paul's school is a 26,000 SF facility on 3 floors. The lower floor has an assembly hall (with a stage) and a small room that can be used for special activities (e.g. art) if needed. There are 5 classrooms on the main floor together with restrooms and two offices. Four of the classrooms have square footages between 900 SF and 1000 SF, while a fifth room is approximately 690 SF and will be used for educational support services. On the top floor, the school has 5 classrooms with square footages between 900 SF and 1100 SF. The intention is to use the 9 classrooms to house a total of 225 students (or 25 students per room), so that a total of 605 students could be served at the combined sites. Here too, each classroom will be staffed by two educators so that adult-student ratios in each classroom would not exceed a 1:15 ratio.

Lease costs have been calculated at $10/SF for budgeting purposes (the current asking price by the facility's owner). The owner has also provided the LACC with their facility operating costs which have been included in the 5-year projections.

Budget projections assume that Academia Antonia Alonso will open in 2013 at the St. Thomas school facility, and then expand its operations to the St. Paul facility in 2014. Total lease costs will be $596,000 for years 2 through 4 of the initial charter period, and will not exceed 17% of state and local funding (in Year 2 of school operations).

As the school expands to include a 5th grade in its 5th year of operations, it will seek to consolidate its facilities at a new location to be determined.

The building will be inspected prior to opening to ensure compliance with health and safety standards. The school will operate with exterior doors locked against entrance during school hours but will allow egress as needed for safety purposes. All persons entering the building during the day must be admitted through the main entrance; visitor identification will be worn in view by non-employees.

In the interest of safety for students, staff, and visitors, 'controlled access' to the school's facility will be maintained at all times. A security system will provide visual live feeds of all building entrance locations, as well as other key spaces inside and outside of the building. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be limited to the main entrance until proper identification and 'guest pass' procedures have been completed.

e. Describe how the facility is in full compliance with all applicable building codes for public schools and is accessible for individuals with disabilities. Describe any renovations of the facility and provide a schedule for that renovation.

Academia Antonia Alonso is working to finalize site/facility arrangements, pending approval of the school's charter. Upgrades to the leased facilities will include any necessary health, fire, and safety upgrades as well as enhancements for access and use by people with disabilities. New entrance ramps, fire-protected shelter spaces on the upper floors, fire-retardant doors and walls, and multiple dedicated ADA compliant bathrooms in buildings are just a few examples of the efforts that will be made to meet and often exceed established regulations. The school facilities will maintain compliance with all county and city code requirements and will work with personnel from DEDOE to ensure school-specific health, safety, and logic aspects of the site are addressed.

It is with that same attention to detail and planning that **Academia Antonia Alonso** will occupy and manage the school facility.

f. Describe building maintenance practices which will provide a reasonable assurance of a safe school environment for students, staff and visitors.

In addition to periodic inspection practices required by the state and local codes and authorities, **Academia Antonia Alonso** will establish annual maintenance, cleaning, and security services contracts for its operations. This formal approach to engaging reputable and insured firms in support of the school will provide accountability and assurance that **Academia Antonia Alonso** facilities are kept in order and functioning safely and appropriately.

g. What location and facilities will be used for physical education? What further safety issues will this add, and how will they be addressed?

Both St. Paul's and St. Thomas are equipped with large open spaces that can be used for physical education. At both locations the multi-purpose rooms can be easily organized for many movement activities and sports applications. The curriculum reflects physical activities – such as basketball, volleyball, parachute, hula hoop, indoor soccer, and other similar activities that that can be adapted to the confined space. The neighborhood surrounding the school does have sidewalks that can be used on occasion for walking. Adequate supervision will be provided for students when they are asked to walk on the sidewalks and parental permission will be obtained before allowing students to engage in supervised physical activities off the immediate site of the school.

h. Describe how the students will be transported to the school. Provide intended contract language for the transportation methods chosen (whether the school will provide its own transportation, contract out for transportation, request that a district provide the transportation, or a combination thereof.

Academia Antonia Alonso will contract bus transportation services to get students to and from school. Such services will be secured using a highly reputable and insured firm that specializes in the student bus transportation business.

i. Describe how students residing outside of the district in which the school will be located will be transported to the school.

Academia Antonia Alonso will make every effort to accommodate transportation beyond any single school district by establishing central hub points inside of the district for student pick-up and drop-offs to and from school. The Principal will work diligently with the transportation company planners to identify and establish convenient spoke and hub configurations that maximize student access and minimize ride times.

j. Describe how special needs students will be transported if specialized transportation is required by the IEP.

Appropriate accommodations, as defined in a student's IEP or 504 Plan, will be provided to meet the needs of all students requiring transportation. As special transportation needs are identified, the school will work with the student's parents and the transportation services company to ensure compliance with specialized transportation needs.

k. Provide the plan for oversight of the school transportation operations, e.g., route planning, bus stop selection, drivers/aides, coordination with contractors if used, school bus discipline.

The CMO, school principal, and Operations Manager will work with the transportation services company each year to provide the most efficient and cost-effective means of getting students to and from the school campus location.

Every effort will be made to seek bus drivers who speak Spanish to allow for ease of communication between bus drivers and families. In the event that not all drivers speak Spanish, the Spanish-speaking drivers will be strategically placed on the bus runs that come from areas with a greater concentration of Spanish-speaking children.

The Principal will also coordinate mandatory orientation for bus drivers to establish communication protocols and clarify procedures related to all aspects of student transportation. All school bus drivers will conduct practice bus runs prior to the first day of school. The school's approaches of Restorative Justice and Discipline, the Olweus Bullying Prevention Program, and 'learning by doing' will be key in dealing with any school bus discipline issues that may arise. These will therefore be addressed in accordance with school policies and procedures (see Section 11: Student Discipline for more information).

l. Describe the plan for providing meals for students, including students eligible for free and reduced lunch. If the school participates in the national School Lunch/Breakfast programs and it intends to contract for meals, identify the contractor and describe the services provided. List the estimated annual costs per student for food services.

Academia Antonia Alonso intends to participate in the National School Breakfast/Lunch Program, and will contract for meals from a qualified food service vendor. Meals will be served on-site to all students, including those eligible for free/reduced lunches.

Eligibility for free/reduced meals will be determined annually during the first week of school and in accordance with established state and federal procedures. The school principal, CMO, and Operations Manager will work with the food service vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

The estimated annual cost per student for food services $744.00, which is for school breakfast and lunch.

m. Describe how the school will comply with the requirements of the Federal Free and Reduced Lunch Program for eligible students, if the school participates in the program.

Academia Antonia Alonso will comply with the requirements of the Federal Free and Reduced Lunch Program by providing applications and information about the program to students and their families upon enrollment in the school, and annually thereafter. In addition, assistance in Spanish and English will be rendered to families completing the application, as needed.

As part of a general information package, special emphasis will be placed on explaining various elements of the program including the provisions for breakfast, lunch, and possible participation with the snack and fresh fruit/vegetable components.

Confidentiality of the students receiving free or reduced meals will be maintained using the 'Point of Sale' system (POS).

A parent orientation session with all parents will be conducted in English and Spanish to review the Code of Conduct, the Free/Reduced Lunch application, and other important information. This will help to ensure parent understanding and will be an opportunity to assist parents with completing necessary documents.

The school principal will work with the food services vendor to ensure that all meals are consistent with state and federal guidelines, and that operational procedures are compliant with DDOE regulations.

13. Student and School Data

a. Describe the process and procedures the school will follow to comply with the Family Education Rights and Privacy Act (FERPA) and implementing federal and Department of Education regulations regarding disclosure of student records.

Academia Antonia Alonso will have processes and procedures that fully comply with the Family Education Rights and Privacy Act (FERPA) and Delaware Department of Education (DDOE) regulations regarding the handling and disclosure of students' records. These policies and procedures will be developed following approval of the school's charter, and will be published in the Parent Handbook, as well as handbooks/manuals for teachers and staff, once developed following the charter's approval.

Professional development will occur prior to start of school on FERPA as it relates to all areas: instruction, health (HIPPA), child nutrition (free & reduced lunch), child safety (procedures on how to handle children covered by court orders/custody). Training will include electronic record security as well as security for paper records within the school. Staff will sign confidentiality oaths prior to access to systems with student data; confidentiality will apply to paper as well as electronic records.

As part of standard communication protocols, all information distributed to students, parents, and staff will be in Spanish as well as English.

b. Describe the plan for the timely transfers of student and school data to the Department of Education.

Academia Antonia Alonso will be part of the state's eSchoolPLUS pupil accounting system. The use of this system will ensure timely transfer of student data and records to other schools and the Delaware Department of Education (DDOE). All staff members required to use eSchoolPLUS will be fully trained to use the system, and will remain current through staff training and data requirements defined by the DDOE.

14. Management Companies

a. **The board of directors shall annually certify to the Department, on a form provided by the Department, that prior to the payment of any fees or other sums to any management company employed by the board, the board shall ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program. Such form of certification may require documentation of all actual or proposed expenditures by the school. Failure to provide sufficient funds to adequately support the school's proposed education program shall be grounds for revocation of the school's charter. A management company may be a company that manages any aspect of the school to include administrative and financial functions as well as the educational process. Provide with this application a copy of the contract to include detailed descriptions and delineation of responsibilities between the school and the management company. (Renewal/Modifications – provide original documentation and any changes)**

The Board of **Academia Antonia Alonso** will annually certify to the Delaware Department of Education (DDOE) that prior to the payment of any fees or other sums to Innovative Schools, the designated Charter Management Organization, sufficient revenues of the school will be devoted to adequately support the school's proposed educational program. Such certification will be executed on a form provided by the DDOE. This language is also reflected in the current Charter Management Agreement, a copy of which may be found in Appendix N.

All required documentation will be provided, as requested by the DDOE.

ASSURANCES

The Board of Directors of this charter school assures that the school will:

1) Be in full compliance with 14 Delaware Code, Chapter 5 and 14 DE Admin Code, Section 275 in the Regulations of the Department of Education.

2) Not discriminate against any student in the admissions process because of race, creed, color, sex, disability, or national origin or because a student's school district of residence has a per student local expenditure lower than another student seeking admission.

3) Not operate in a sectarian manner or include religious practices in its educational program.

4) Participate in the Delaware Student Testing Program and meet the requirements for school accountability as described in state law.

5) Manage the school within all State administrative and financial systems listed in 14 Delaware Code, Section 512 (9) including accounting, payroll, purchasing, retirement, and benefits. All school funds will be managed through the school's accounts set up in the Delaware Financial Management System (DFMS).

6) Initiate and maintain direct communication with other public and nonpublic schools to assure efficient notification and transfer and exchange of records.

7) Update the application to incorporate any modifications and/or conditions identified as pre-conditions to final approval by the Secretary of Education and State Board of Education as set forth in its written decisions; and operate the program in accordance with the content of the updated and approved charter granted by the Department of Education and State Board of Education. The school's board of directors will not implement any modifications to the

charter school program or operation without the express written consent of the Department of Education.

8) Notify the Department of Education in writing within 30 days when the school's administrative head or any member of the board of directors change.

9) Provide the Department of Education with copies of all the policies and by-laws of the school and the school's board of directors and inform the Department in a timely manner when by-laws change.

10) By the first day of instruction each school year, ensure that all teachers meet the certification requirements of the Delaware charter law and are properly listed in the PHRST and DEEDS programs.

11) Employ only staff who have complied with the requirement of having a successful criminal background check and report to the Department of Education by September 1 of each school year that the school is in full compliance with state law related to this requirement.

12) Cooperate fully with Department of Education requests for reporting information and activities related to monitoring the school's compliance with the charter and applicable state and federal laws and regulations.

13) Comply with the provisions for a Performance Agreement, as required by the Secretary of Education.

14) Distribute copies of the Department's Frequently Asked Questions About Delaware Charter Schools/Parent Guide to Delaware Charter Schools to all parents seeking to enroll their child(ren) as well as to parents of enrolled children.

15) Conduct all meetings of the board of directors in a manner consistent with the Freedom of Information Act, especially the legal requirements of 29 Delaware Code, Sections 10002, 10003 and 10004.

16) The Board of Directors will include a member who is a certificated teacher employed by the school and a member who is a parent of a student currently enrolled in the school, consistent with 14 Delaware Code, Section 512(1).

17) Comply with the requirements for reporting school crimes as described in 14 Delaware Code, Section 4112.

18) As required by 14 Del. C. § 506, maintain on file a written statement signed by the parent or guardian of each enrolled child acknowledging that the child will attend the charter school for at least one complete school year.

19) Advise any person or entity offering a loan to the school that debts of the school are not debts of the State of Delaware and that neither the State nor any other agency nor instrumentality of the State is responsible for the repayment of any indebtedness.

20) Annually certify to the Department, on a form to be provided by the Department, that prior to the payment of any fees or other sums to a management company employed by the board, the board will ensure that sufficient revenues of the school are devoted to adequately support the school's proposed educational program.

21) Participate in all training offered by the Department of Education to charter schools prior to the opening of the school.

22) Establish a student application and admissions process that will enable the school to provide the local districts in which the students reside with a preliminary roster of students for the subsequent year on or before April 1 each year.

23) Ensure that by April 1 each year the school has enrolled at least 80% of the total authorized number of students and that it has notified each school district of information about enrolled students.

24) Complying with Section 504 of the Rehabilitation Act of 1973 and with the Americans with Disabilities Act of 1990.

25) Comply with Title VI and VII of the Civil Rights Act of 1964.

26) Comply with Title IX of the Education amendments of 1972.

27) Have certified special education teacher(s) providing services for students with disabilities.

28) Ensure that students have physical examinations prior to enrollment.

29) Ensure that required immunizations and screenings (lead, TB) are in compliance.

30) Administer medications and medical treatments, including first aid.

31) Screen for health problems (vision, hearing, postural/gait, etc.).

32) Monitor student health and maintaining health records.

33) Ensure emergency care for known and unknown life-threatening health conditions.

34) Ensure health representation on IEP teams when student's needs require such.

35) 14 Delaware Code, Section 511 (1) states that all applications for a charter shall contain an affirmative representation by the applicant that, no later than June 15 immediately preceding the authorized opening date of the school, the applicant shall secure a Certificate of Occupancy, either temporary or final, for the premises in which the school is to be located; provided that any temporary Certificate of Occupancy must permit occupancy at the premises by school staff and students for school purposes. If the charter is approved and the charter holder shall subsequently fail to obtain the necessary Certificate of Occupancy as required by this section, the opening of the school shall be delayed by one year from the date previously authorized by the approving authority and the charter shall be placed on probation subject to the terms and

conditions imposed by the Department of Education with the consent of the State Board of Education. No waivers are available for this requirement.

36) The school must participate and receive training in the use of the Department of Education's Pupil Accountability system E-School Plus.

37) The school must intend to comply with all additional curriculum regulations including 501, 502, 503, and 525 and any other curricular regulations.

38) Maintain corporate status as described in Title 14, Del. C. § 504.

39) Follow the Family Education Rights and Privacy Act (FERPA) and implement federal and Department of Education regulations regarding disclosure of student records.

40) The Board of Directors of the school, its employees, agents and contractors, shall comply with all obligations imposed upon them by law, shall comply with the provisions of the corporate charter, by-laws and resolutions, and shall further comply with any applicable rule or regulation, all of which are imposed as conditions to approval of this charter.

41) The Board of Directors shall ensure that school is and remains in compliance with any student, educator, and school achievement performance requirements now or hereafter in effect in Delaware Code or Regulation.

42) No part of the school's corporate charter or by-laws shall be amended, altered, repealed, restated or otherwise modified without the prior written consent of the Department of Education, except that the number of directors may be increased or decreased without the Department's consent, provided that any such change shall be limited to the number of directors only and not to the qualifications thereof; and further provided that any such change shall otherwise be consistent with any applicable law, rule or regulation.

43) The Board of Directors shall not charge or collect any fee not permitted to be assessed by a school district. These include but are not limited to fees to any students applying for admission and fees for the use of instructional materials.

44) The Board of Directors shall ensure that the school submits data requested or required by the Department in any form, including electronically, in accordance with timelines in the Department's Data Acquisition Calendar.

45) The Board of Directors shall ensure that the school is in full compliance at all times with the requirements of background checks at stated in 11 Delaware Code, Chapter 85, and Subchapter VI.

46) The Board of Directors shall assure that the by-laws of the Board have been reviewed and remain in compliance with the current and future opinions of the Public Integrity Commission, Attorney General opinions, and the use of bid laws for procurement.

47) The Board of Directors shall assure that the school has met the teacher certification requirements of 14 Del. C. § 507 (c).

As members of the Board of Directors of this charter school, we agree to these assurances as conditions of approval of the charter.

We have reviewed both the Delaware Charter Law (14 Delaware Code, Chapter 5) and 14 Admin Code, Section 275 in the Regulations of the Department of Education (DOE Regulation 275), and have based the responses in this application on the review of these documents.

We are familiar with the requirements of the Delaware Financial Management System (DFMS) and the state payroll system.

We understand that when submitted to the department of Education, this application will be deemed to be a "public document' subject to disclosure pursuant to the provisions of the Delaware Freedom of Information Act.

We understand that is a charter is granted for this school, all future members of the school's board of directors will be bound by the terms of the charter unless the approved charter is formally modified with the written approval of the Secretary of Education.

Academia Antonia Alonso — **Date 12/31/2011**

Name of Charter School — Date of Signatures

_____

Signature, CHAIR of the Charter School Board of Directors

_____

Signature, Member of the Charter School Board of Directors

_____

Signature, Member of the Charter School Board of Directors

_____

Signature, Member of the Charter School Board of Directors

_____

Signature, Member of the Charter School Board of Directors

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Signature, Member of the Charter School Board of Directors

Delaware Department of Education

DEPARTMENT OF EDUCATION

The Townsend Building
401 Federal Street Suite 2
Dover, Delaware 19901-3639
DOE WEBSITE: http://www.doe.k12.de.us

Mark T. Murphy
Secretary of Education
Voice: (302) 735-4000
FAX: (302) 739-4654

July 9, 2013

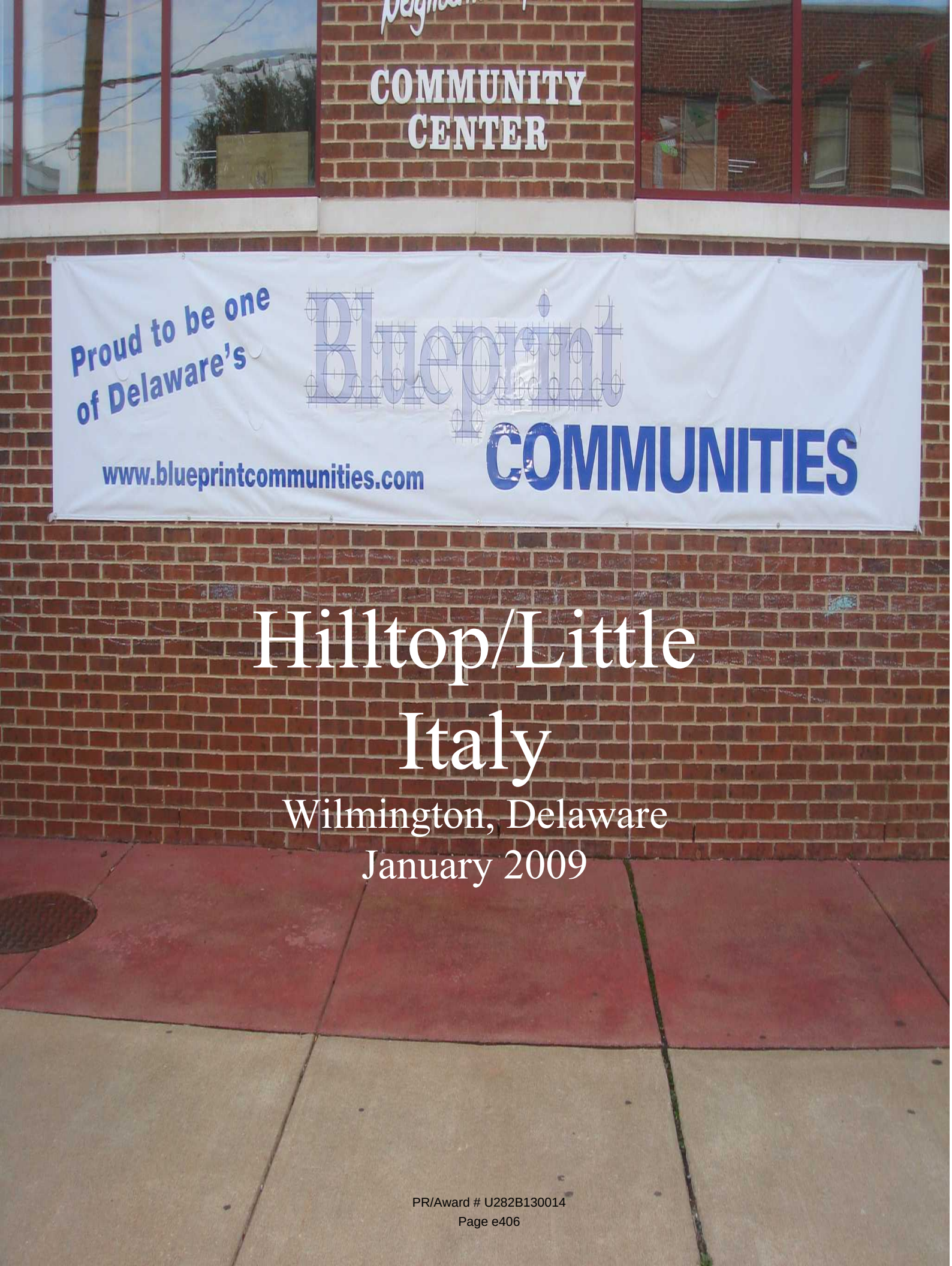
To Whom It May Concern:

After reviewing the Academia Antonia Alonso School's record in accordance with the Delaware Department of Education's charter school regulation, I approved the charter application. The Delaware State Board of Education voted to approve this recommendation, and the application was approved unanimously at the May 2012 meeting.

Sincerely,

Mark Murphy
Secretary of Education

THE DELAWARE DEPARTMENT OF EDUCATION IS AN EQUAL OPPORTUNITY EMPLOYER. IT DOES NOT DISCRIMINATE ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, SEXUAL ORIENTATION, GENDER IDENTITY, MARITAL STATUS, DISABILITY, AGE, GENETIC INFORMATION, OR VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.



Hilltop/Little Italy

Wilmington, Delaware

January 2009

Hilltop/Little Italy Blueprint Communities

Revitalization Plan

Prepared by:

Hilltop/Little Italy Blueprint Communities Team

January 2009

Hilltop/Little Italy Blueprint Communities Revitalization Plan

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1. INTRODUCTION

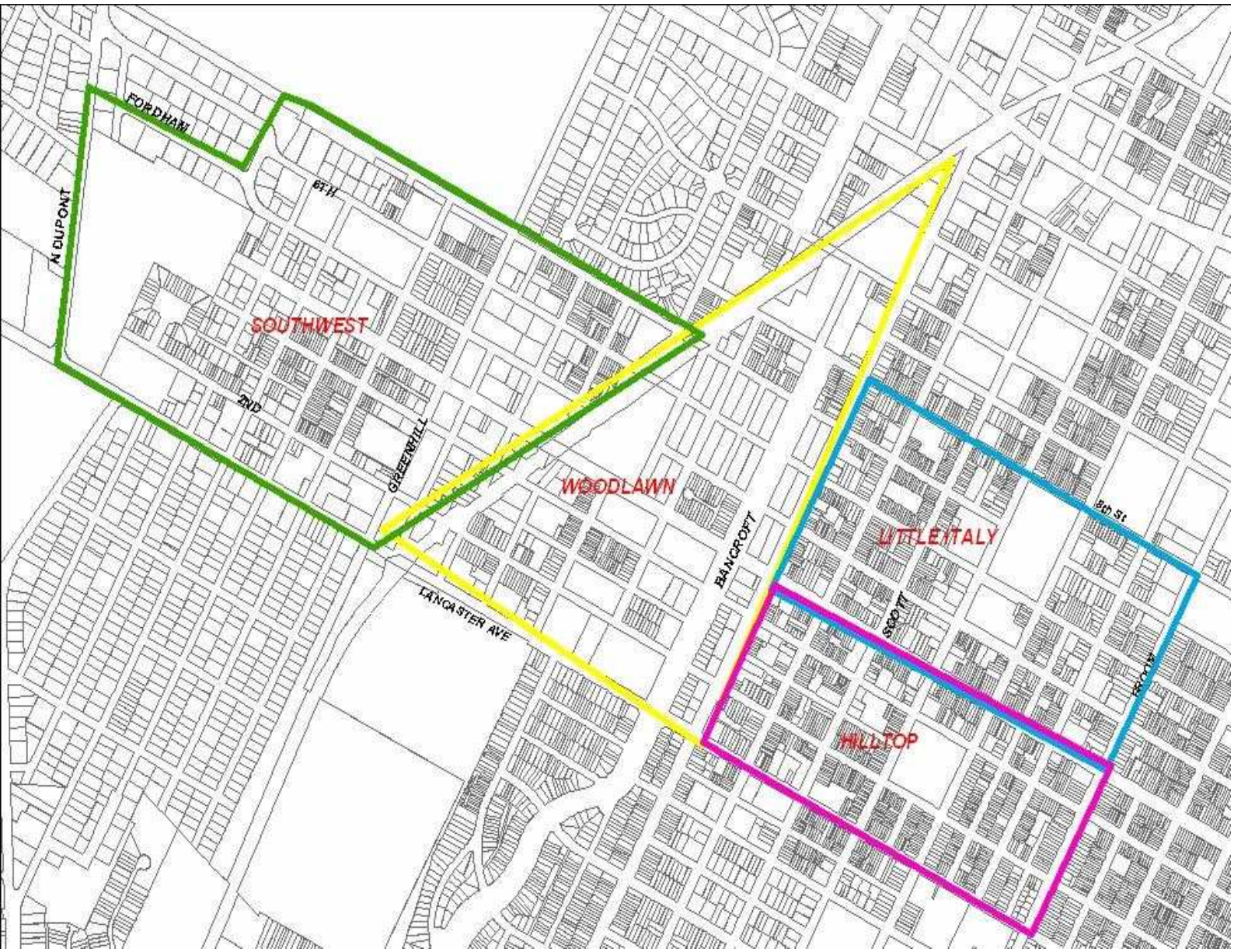
Hilltop/Little Italy Blueprint Communities

Blueprint Communities is a volunteer-driven initiative to develop a community plan. Blueprint Communities training has been facilitated by the University of Delaware Center for Community Research and Service. The plan will distributed to government agencies, funding sources, foundations, developers, consultants and other planners as a "blueprint" for their future initiatives and projects. Being a Blueprint Community will allow this Community additional access to resources and funding.

Vision

To aid in the redevelopment and assist in the transforming of the area into a vibrant healthy community through the development of a comprehensive community plan as a Blueprint for the future.

Critical components of the plan focus on and around the 7 corridors. They include: business enhancement and transformation; neighborhood aesthetics; housing redevelopment; and the promotion of an overall healthier environment while addressing public safety.



2. PLANNING AREA ANALYSIS

Boundaries and Map of Planning Area

The area is located in New Castle County Delaware, within the boundaries of the City of Wilmington. Bounded by Lancaster Avenue to 8th Street, Broom Street to W. Corbin Street and the business district of Lincoln-Union Streets, Lancaster Avenue, and 4th Street. It consists of parts of four neighborhoods, Little Italy, Hilltop, Woodlawn, and Southwest as indicated on the map.

History of Planning Area

- Located within the municipality of the City of Wilmington, most of this community was developed in the early 1880's to 1930's.

- The earliest residential development occurred on Lancaster Avenue for workers on the riverfront. The community was comprised of residential and small businesses and has seven main street corridors (Lancaster and Greenhill Avenues, 4th, 2nd, Lincoln, Broom, and Union Streets).

- The community represented a thriving residential urban area served by corner store retail in which owners frequently resided in units above their shops. A wide variety of retail was offered within the neighborhood since transportation was primarily foot traffic or trolleys along the main corridors and modern refrigeration was limited.

- Social events were primarily provided through churches, West End Neighborhood House, social clubs and service organizations. Industries included large bakeries, slaughter houses, breweries, leather tanneries and St. Francis Hospital.

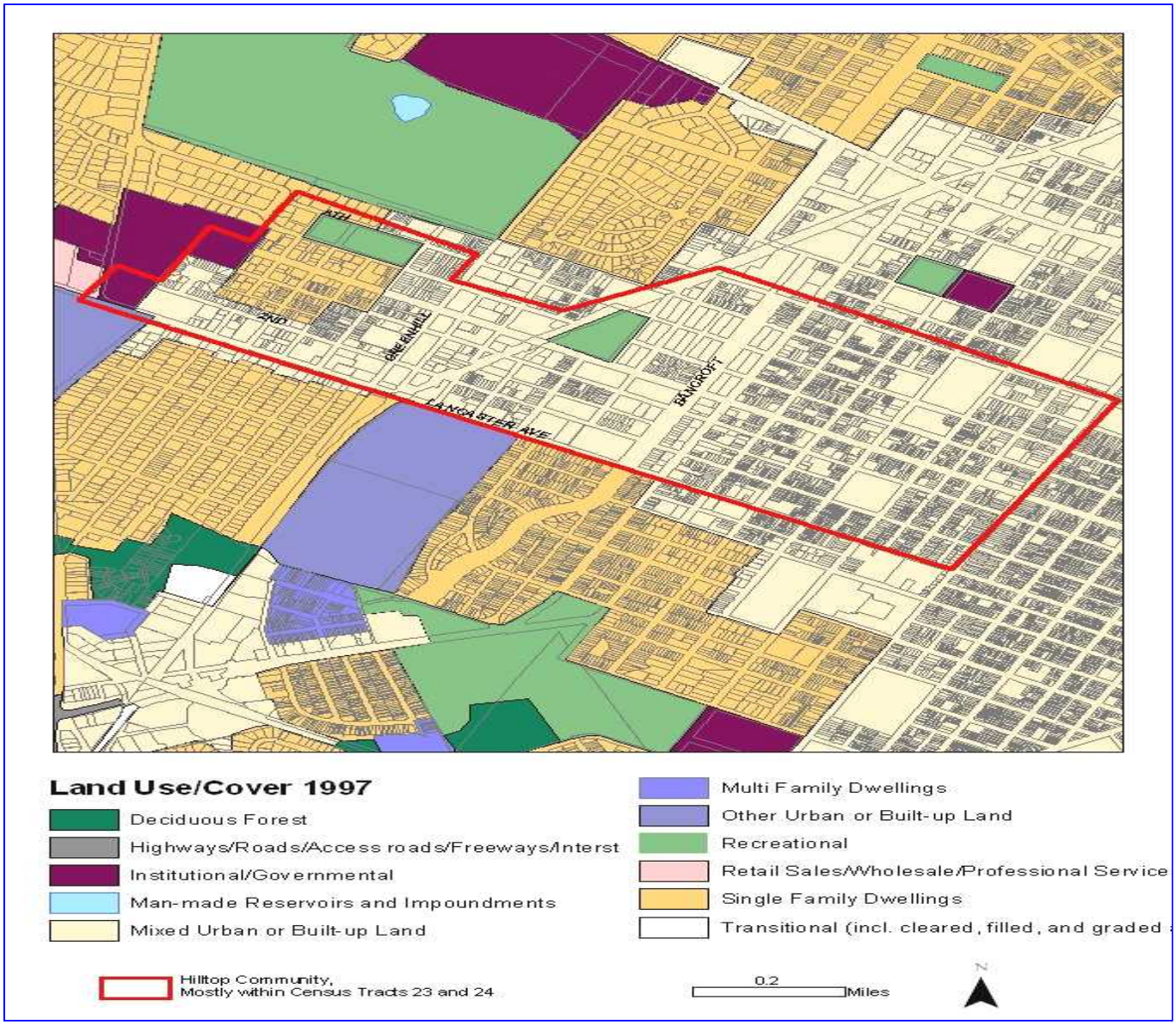
- Most residents were employed as factory and construction workers. The community began to deteriorate in the 1960's and in some sections continues in its decline.

- Several sections of the community have experienced a revitalization through initiatives led primarily by non-profits and community groups like the Little Italy Neighborhood Association, the City of Wilmington, West End Neighborhood House, Wilmington Housing Partnership and Cornerstone West.

Community Description & Census Map

- The Hilltop/Little Italy Blueprint Community is located on the Western side of the City of Wilmington. It is one of the most densely populated areas in the State of Delaware. Its residents reflect that diversity in racial, ethnic, economic, educational, and employment difference. The community is a working class community established in the late 1800's.
- The Hilltop planning area includes portions of three census tracts. More precisely, the planning area consists of 118 block groups identified by the U.S. Census Bureau and covers an area smaller than one half square mile. The area is part of census tracts 23, 12, and 24.
- Over the past 50 years, the community has been transitioning into rental and low-income substandard housing due to the age of the community and obsolete housing stock. Recently, Hilltop has begun to embrace urban revitalization. The included neighborhoods have benefited in the last decade from community revitalization efforts, economic and housing redevelopment.

Land Use



Land Use

Only a small portion of the land use is single family dwellings. There is very little parkland and open space. Land use in the community is mostly mixed urban or built-up land, and consists largely of row homes.

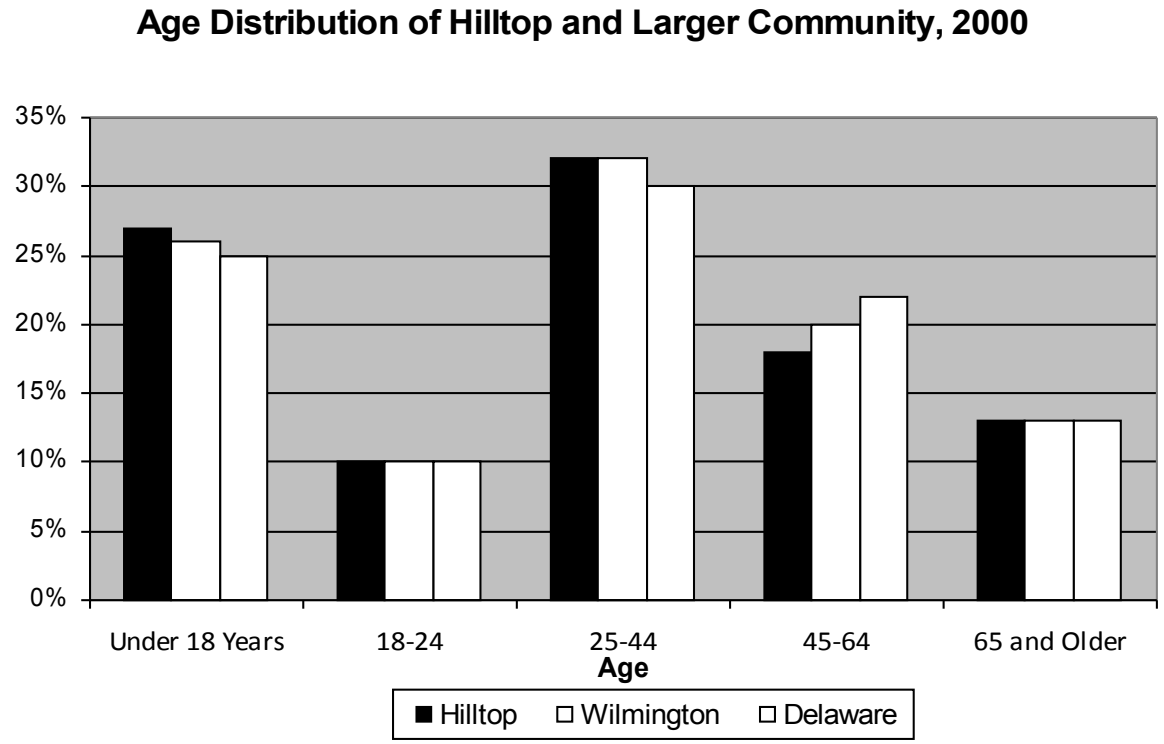
Demographic and Social Characteristics

- Population of 7,642 individuals living in 2,876 households.
- Females account for 53% of the population while 47% are males.
- The median age is 35.5 years.

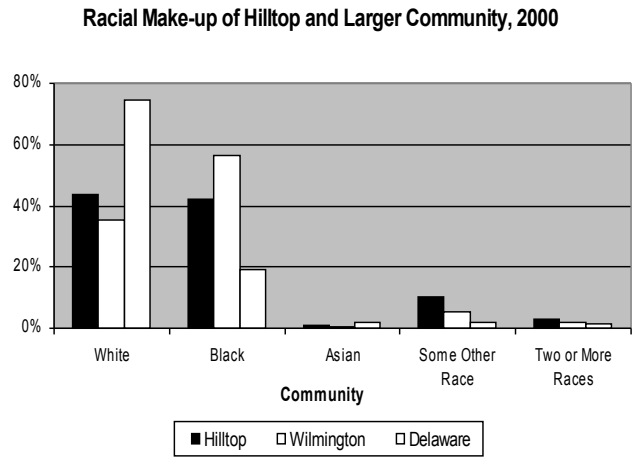
•41.2% of the area population reported some type of disability.

•29.8% of residents age 25 and older in the planning area have achieved less than a high school diploma or equivalent.

Population and Demographics, Hilltop Community Sub areas, 2000			
	Total Population	Total Households	% African-American
Hilltop	2138	636	56%
Little Italy	2067	756	42%
Woodlawn	1664	728	47%
Southwest	1773	756	47%

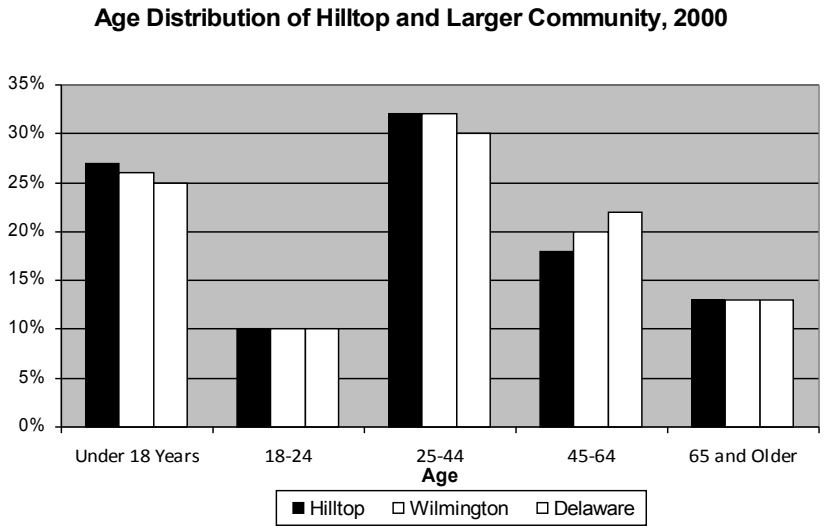


- 27% of the population is under the age of 18, 10% are between 18-24 years old, 32% between 25-44, 18% between 45-64 and 13% senior citizens over age 65.



•The area is more racially mixed than both the City and State. Racial Diversity is 44% Caucasian, 43% Black, 1% Asian, and 12% other.

• In 2000, the planning area was home to 1,699 persons of Hispanic origin or 24.3% versus Wilmington's Hispanic population of 9.8% and Delaware at 6.3%.



• 27% of the population is under the age of 18, 10% is between 18-24 years old, 32% is between 25-44 years old, 18% is between 45-64 years old, and 13% is senior citizens over 65 years old

Examining block group level data from the 2000 Census, it appears that the median household income for the area slightly larger than the Hilltop planning area is $29,352. This figure is significantly lower than both the City of Wilmington ($35,116) and the State of Delaware ($47,381).

The per capita personal income (PCPI) for the Hilltop area is $18,147. Again, this is lower than Wilmington ($20,236) and Delaware ($23,305).

Business Characteristics

The entire 19805 zip code has a total of 776 businesses employing 12,491 individuals. The most visible type of businesses in the Blueprint Community area is restaurants, payday loans, cell phones stores, and bakeries. The majority of the businesses are small businesses, employing less than 50 people. Many of the businesses are operated out of converted residential buildings. The largest employers are St. Francis Hospital and Union Park Auto Group. Businesses are primarily located along the corridors. There are also small commercial shopping centers on the corridors. One of the problems that many of the businesses face is lack of adequate off-street parking.

Housing History
1880-1963

High density housing was developed for immigrants and unskilled laborers. Construction was primarily two story row homes 10 to 14 feet wide. These homes were marginally constructed with 900–1,200 square feet of living space. Many of these homes were built with stone foundations and dirt floors. The single bathrooms were frequently located on the first floor with 2-4 bedrooms on the second floor. The homes were heated by coal and later converted to gas or oil heating and had little or no insulation. In addition, a majority of the homes had no front yards and small rear yards (10 x 20 square feet). The homes had few modern amenities such as closet space, little natural lighting, no forced air HVAC, or pitched roofs. Although these homes were well kept, upgrades were primarily heaters and in a few instances air conditioning. The homes were mainly owner-occupied by low-to-moderate income families until the early sixties.

Current Housing Conditions
1963-Present

Over the next 45 years, homes deteriorated as families moved to more modern suburban units and older residents were unable to maintain these aging units. These units became attractive to investors during the 1960's through the 1990's. Investors would purchase these homes, often devoting minimal capital consisting of primarily cosmetic improvements.

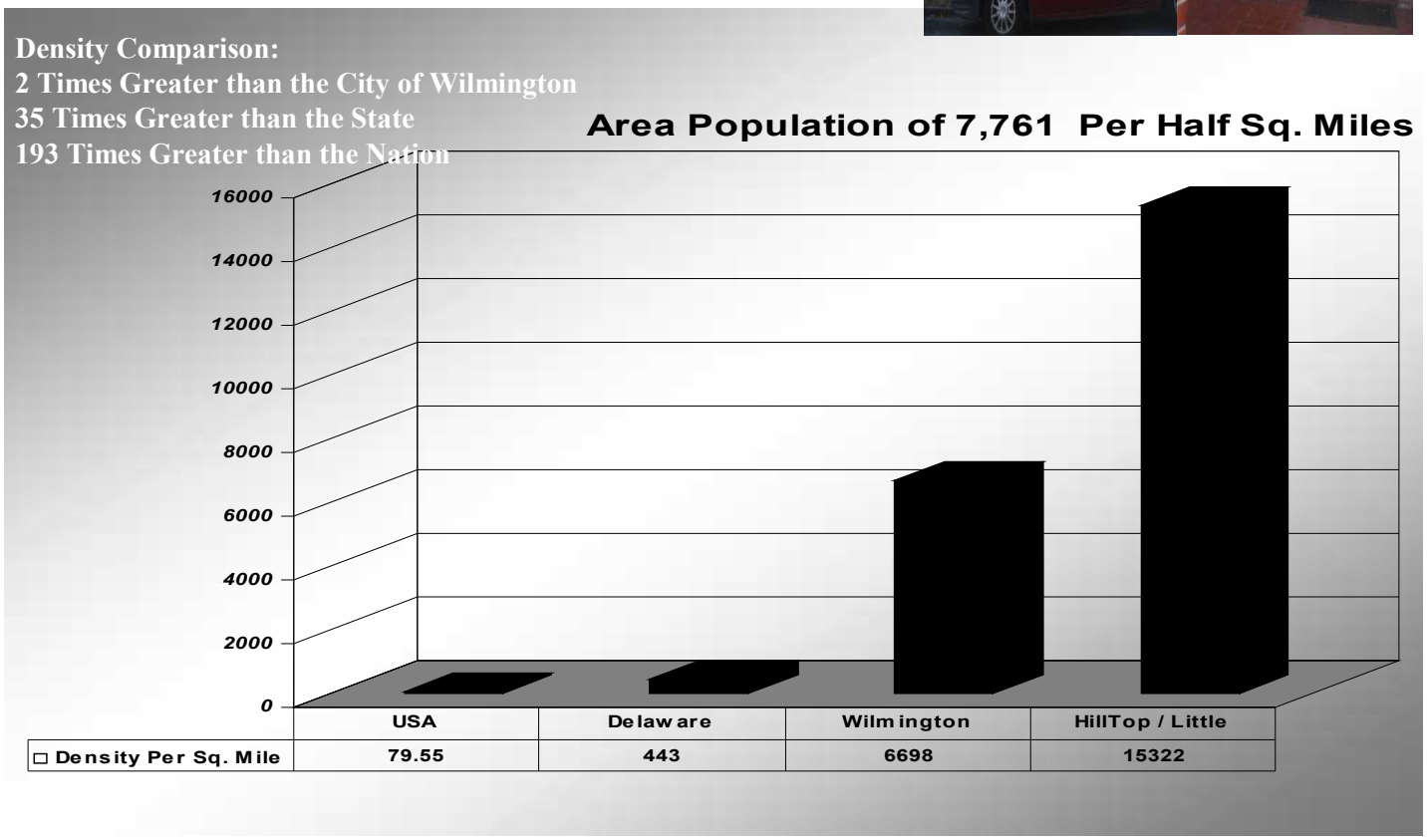
In addition, many single family units were allowed to be converted to multi family apartments, ranging from 2- 5 units which further increased the density of the community.

As a result of the increase in density, the community experienced increasing numbers of absentee and delinquent landlords; flat or decreasing property values; and increased public safety issues. There was also an increase in blighted and vacant units. Investors and residents were unwilling or unable to make the repairs and upgrades required to revitalize these 100-year-old units making many homes in the area obsolete compared to current building practices. Scores of the vacant units accelerated in deterioration as failed roofing and exposure to the elements contributed to their collapse.

Current Housing Density

The Hilltop/Little Italy planning area is the most densely populated area in the State of Delaware. This density is due to past zoning practices, the conversions of single family homes to multi-family apartments, and economic incentives that result from increased density during development. To put things into perspective, our community has a density that is 2 times greater than the City of Wilmington, 35 times greater than the State, and 193 times greater than the Nation per square mile.

A Single Family home converted into 4 apartments



The 7 Corridors

The Hilltop/Little Italy Community includes seven (7) major corridors of both pedestrian and automotive traffic in and out of the community. These corridors are a major focus of the Blueprint Community revitalization plan.

The Corridors include :

•Lancaster Avenue and 2nd Street which run parallel to one another and in opposite directions (west and east).

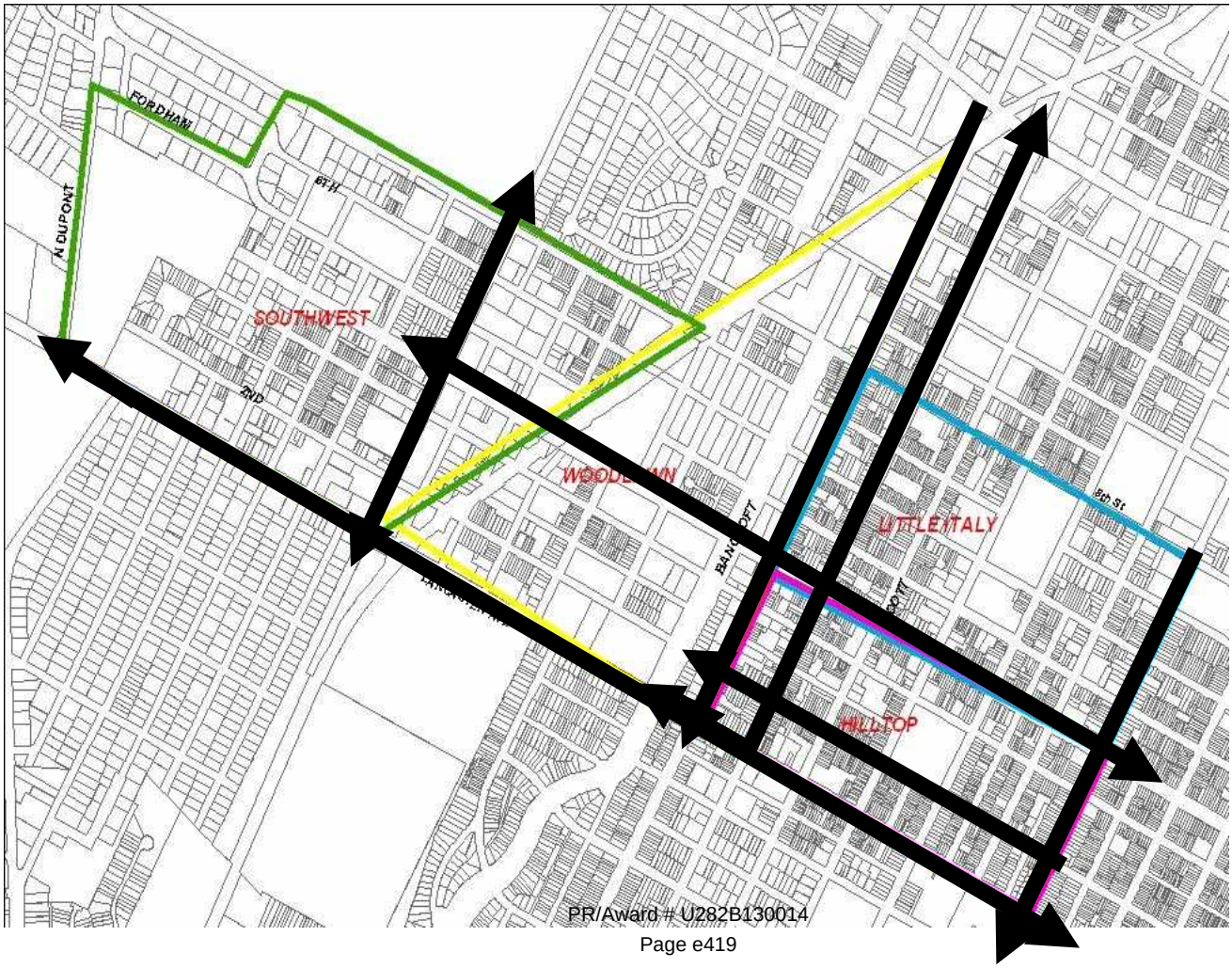
•Lincoln and Union Streets which also run parallel to one another and in opposite directions (north and south).

•4th Street, a two-way, four-lane artery running east and west.

•Broom Street, which varies from a one-way to a two-way road as it travels in both northerly and southerly directions.

•Greenhill Avenue which is a two way avenue running east and west.

The corridors are highlighted in black and have arrows indicating traffic flow



Lancaster Avenue Corridor

The Lancaster Avenue Corridor acts as an entryway bringing traffic into downtown. It also serves as a public transportation hub connecting to the Wilmington Train Station and the Greyhound bus terminal. The street has dense row homes with narrow sidewalks. There is a mix of storefront and light-commercial businesses, dense residential row homes, and multi-family apartments. It is a high drug and crime area.

2nd Street Corridor

The 2nd Street Corridor is a corridor leading traffic away from the City. The corridor is a narrow roadway with a mix of small business, dense residential row homes and multi-family apartments. Parking is limited to one side of the street. It is a high drug and crime area.

Union Street Corridor

The Union Street Corridor is a business corridor bringing traffic away from the city and connecting Pennsylvania Avenue to Kirkwood Highway. It is made up of a mix of storefront and light-commercial businesses, restaurants, dense residential row homes and multi-family apartments. Union Street has become a destination point for restaurants and automobile shopping.

Lincoln Street Corridor

The Lincoln Street Corridor is a business corridor bringing traffic towards the city and connecting Kirkwood Highway to Pennsylvania Avenue. It is made up of a mix of restaurants, storefronts, light commercial, dense residential and multi-family units. The Lincoln Street Corridor has the most defined and noticable entryway with a large rought-iron over-head, street-spanning banner announcing "Welcome to Little Italy." Lincoln Street has become a destination for restaurants, sea food, and meats.

4th Street Corridor

The 4th Street corridor is a link to downtown Wilmington and many municipal buildings. There is a mix of storefront and light-commercial businesses, dense residential row homes, and multi-family apartments. It is a high drug and crime area.

Broom Street Corridor

The Broom Street Corridor is a corridor that connects Pennsylvania Avenue to Lancaster Avenue. It is predominately a residential street. The homes along Broom Street are very large and have many unique architectural features. In the 1960s and beyond, many of the large homes were divided into multi-family homes, thus creating greater density in the area. Over time, many of the homes have been under-maintained and show signs of aging. It is a high drug and crime area.

Green Hill Avenue Corridor

The Greenhill Avenue is a corridor that connects Pennsylvania Avenue and Lancaster Avenue. It consists of light commercial, multi-family complexes, single family residential, and shopping centers

Importance of The Corridors

Corridors physically and aesthetically define the community. The architectural firm of Chan, Kreiger and Seiniewicz describe the corridors by saying that city streets are once again being thought of as multipurpose components of an overall civic realm, worthy of design thinking that befits their broader role. Equally important to travelers on foot, bicycle, car or using public transit, street characteristics contribute directly to the economies, aesthetic character, open space systems, and safety within our cities. Urban corridors are powerful components of infrastructure. Beyond contributing to overall mobility, their impact on immediate contexts can be either beneficial or damaging, depending on whether they serve to connect or divide, enliven or weaken.

These corridors have high visibility and possess the greatest potential to express the revitalization in our community. Acting as gateways for thousands of commuters into and out of downtown Wilmington, these avenues portray an immediate image of our neighborhood. City planners throughout America have been recognizing the importance of developing sustainable corridors connecting communities and destination points.

Corridor Challenges

Aesthetically, they currently project an undesirable image and offer little amenities for vehicular and pedestrian traffic. While they encompass the hub of the business community as well. They lack adequate parking, commercial anchors, and continuity.

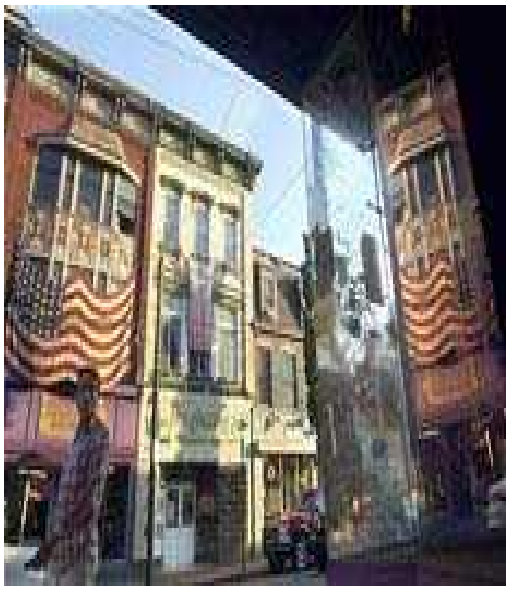
Community Members noted the following weaknesses:

•Lack of consistent streetscape
•Inadequate signage
•Shortage of off street parking
•Unattractive storefronts
•High rates of Litter
•Open drug trade
•Loitering

Corridor Branding

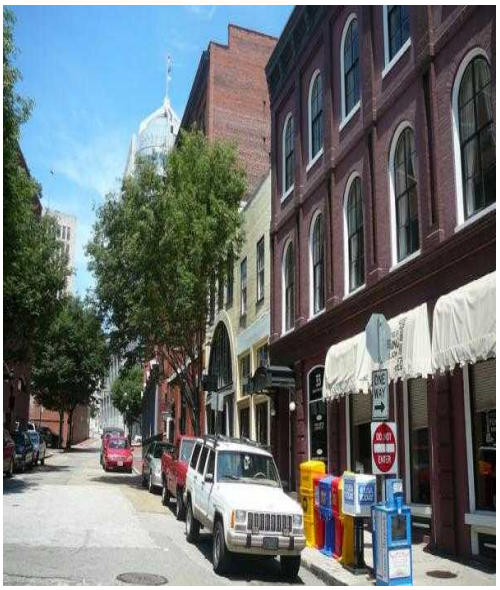
Cities throughout our country are implementing community revitalization through corridor branding. Corridor branding is the creating of, or changing of a corridors identity. It is done though murals, signage, streetscaping, and façade themes. Corridor branding can positively influence people's perception of a community.

East Carson Street, Pittsburgh



East Carson Street, Pittsburgh was named a "Great American Main Street" in 1996. Today, it is home to a mix of creative businesses, cafes, restaurants, and retail shops. These shops reflect a less than 10% vacancy rate, down from 40% in 1982.

Shoeslip Richmond Va.



The riverfront project has brought the Shoeslip corridor back to life in Richmond, Virginia, with trendy loft apartments, restaurants, shops and hotels in old tobacco warehouses along the Canal Walk. Canal boat cruises and walking tours add entertainment to this revitalized area.

Little Italy Archway marks Southern gateway to Little Italy

Lincoln and Union Street Revitalization

In the sprit of the importance of corridors, The Little Italy Neighborhood Association recognized the need to revitalize the Lincoln and Union Street corridors to make them viable connectors that were not only walk able, but attractive, and most importantly defined the neighborhood.
The Little Italy banner was installed at the entry way to the Union Street corridor. The installation of this banner served to brand the corridors and to act as welcome invitation to motorists into the community.
The revitalization was largely initiated and implemented by the Little Italy Neighborhood Association, residents and business owners.

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Social Capital

LINA Farmers Market.

The success of the Lincoln and Union Street Revitalization, though small in scale, indicate that revitalizing the corridors is achievable and beneficial to the community. This revitalization was possible because of the social capital of the community.

The community has strong social capital. It includes:

•Engaged business owners who are interested in the surrounding community

•Active residents who patronize the local businesses

•Informal socializing networks of neighbors

•An influx of new renters and new homebuyers that have moved to the area

•The large number of active civic groups, religious institutions, and organizations in the area

•Public Parks

Community Assets

There are a number of community assets that add to the social capital as well. They include: grocery stores, childcare centers, hospitals, community centers, schools, banks, and restaurants.

Along with community assets, there are annual community events that contribute social capital. They include the Little Italy Farmers Market, the Taste of Little Italy, the Italian Festival, Santa's Workshop and Thanksgiving Basket donations at West End Neighborhood House.

Listed below is a snapshot of the active civic groups, religious institutions, and organizations:

Woodlawn Public Library.

Active Civic Groups

- Little Italy Neighborhood Association
- West Hill Civic Association
- 5Th District Neighborhood Planning Council
- 7th District Neighborhood Planning Council
- Westside Crime Group
- Hilltop Working Group
- Southwest Civic Association

Additional Community Organizations:

Organizations

- Catholic Charities
- Crossroads
- Ministry of Caring
- Lorelton Senior Housing
- St Francis Hospital
- U.S. Postal Service
- Wilmington Head Start
- Westside Health Center
- West End Neighborhood House
- Woodlawn Trustees
- Woodlawn Library

Religious Organizations

- St. Thomas Catholic Church
- Grace Haven Church
- New Life Christian Center
- Be Ready Jesus is Coming Church
- Zion Lutheran Church
- Praise Center Church
- Church of Deliverance Apostil
- House of Prayer Church of Deliverance
- Maranatha World Revival Church
- Community Bible Delivera
- Church of God Peregrino
- New Life Christian Center
- Oasis of Refreshing Ministry
- Greater Deliverance Temple

Community Strengths and Challenges

After numerous Blueprint Community meetings, meetings with business owners, and various civic association meetings, residents and business owners have identified what they believe are the strengths and challenges of the community.

Community Identified Strengths:

- Large number of active organizations and civic groups
- A number of diverse anchor institutions and businesses are already committed to the neighborhood's revitalization.
- The residents and business owners are actively participating in meetings and groups.
- The community is adjacent to stronger more stable communities.
- There is an already established restaurant community and small retail community in certain parts that are recognized as destination locations.
- Private and public capital have been invested in the community over the past 10 years in both housing, façade, and streetscaping improvements
- There have been a number of prior successful revitalization efforts completed in the planning area
- Certain parts of the planning area have seen an increase homeownership

Community Identified Challenges:

- Weak corridors in and out of the community
- Public safety concerns including high rates of violent crime, drug dealing, and theft
- Extremely high population density
- Vacant and blighted housing
- Lack of cohesive business planning
- Deficiency of coordinated and focused business association/merchants group;
- Limited planning involvement by the City planning department
- A shortage of parking for residents and businesses

Current Community Challenges.

3. TRANSFORMATION STRATEGY

Critical Components

The transformation strategy will focus on and around the 7 main corridors. The transformation strategy will help attract new businesses, retain and enhance current businesses, fill vacant store fronts, increase the variety of businesses in the community, upgrade the merchandise and retail offered by the businesses, improve the marketability and perception of the businesses and communities, attract new patrons and residents, increase public safety, help reduce density and increase the positive visual effect the corridors. This will also improve the marketability and perception of the businesses and communities on the corridors. Critical components of the strategy for the corridors include: business enhancement and transformation; neighborhood aesthetics; housing redevelopment; and the promotion of an overall healthier environment while addressing public safety.

Goal: Strengthen the quality and quantity of businesses on and around the corridors
Long Term Strategies:

•Work with City Council to recognize and designate some or all of the corridors as a Business District

•Collaborate with current business owners, neighborhood groups, and interested residents to create a Business Owners Association to coordinate business activities and events

•Work with banks, government,the Delaware Small Business Association, First State Community Loan Fund, and the Wilmington Economic Development Corporation to create grants and low interest loans for business owners and residents that want to upgrade their facilities or exterior facades

•Develop a committee of residents, neighborhood groups, and business owners to enhance the walk-ability of the corridors

•Conduct workshops with the Wilmington Economic Development Corporation office to attract upgraded merchandise and retail to the corridors

•Create new programs and events that will attract pedestrians and shoppers to the area that would usually not come to the area

•Establish several key businesses as destination points for the corridors

•Guide future development to upgrade the business mix and physical character of the corridors

•Indicators include number of businesses started, number of Wilmington Economic Development Corporation loans made, number of business plans developed and number of permits drawn for construction of commercial space.

Goal: Enhance Neighborhood Aesthetics on and around the corridors
Long Term Strategies:

Partner with the City, Delaware Department of Transportation (DELDOT), and neighborhood associations to physically brand and clearly identify the corridors through murals, banners, and increased signage

•Work with DELDOT to enhance the walk ability, pedestrian crossings, and bike routes along the corridors

•Coordinate with the civic groups, planning groups, and the Delaware Center for Horticultural to include more greening of the neighborhood and enhance the streetscape through lighting and planters

•Help administer and promote façade programs utilizing the Federal Home Loan Bank of Pittsburgh, and the City of Wilmington's model

Goal: Create additional parking on and around the corridors
Long Term Strategies:

Adequate parking has been a problem on and around the corridors. Strategies to address parking include:

•Work with the City of Wilmington to acquire and convert individual, unconnected and unattractive parking lots into functional and attractive municipally managed and built parking garages

•Create parking for business in current vacant or underutilized lots; demolish structurally condemnable homes and turn them into parking lots.

•Manufacture visually appealing parking lots which connect the corridors

•Increased signage to parking lots and businesses

Goal: Redevelop housing on and around the corridors
Long Term Strategies:

•Assist Community Development Corporations in collaborative efforts using Affordable Housing Funds, Neighborhood Stabilization Funds, and HOME Funds to acquire and renovate foreclosed, vacant and blighted houses.

•Help support legislation to develop incentives for property owners to restore multi-family apartments back to single family homes

•Request from the Department of Natural Resources and Environmental Control (DNREC) a list of all brownfields identified in our community and work with Community Development Corporations and DNREC tot create strategies to redevelop these sites

•Help administer and promote façade enhancement, energy efficiency, emergency repair programs utilizing the Federal Home Loan Bank of Pittsburgh and the City of Wilmington's model

•Replace deteriorated sidewalks and adapt corners for handicap access

•Work with Diamond State Community Land Trust to develop a land banking program to accumulate sufficient properties in order to develop high impact projects.

•Help support legislation to develop incentives for property owners to restore multi-family apartments back to single family homes thereby reducing overall density and reduce nonconforming strain on infrastructure.

•Build or rehab forty new homeownership units by 2015.

•Create ten new special-needs housing units by 2015.

•Replace antiquated water and sewer by year end, 2015. Measure success by determining number of contracts awarded by Delmarva Power and/or the City of Wilmington.

Goal: Promotion an overall healthier environment while addressing public safety
Long Term Strategies:

•Make aesthetic improvements, which include additional and brighter lighting; construct pedestrian safety crossings (bump outs which reduce the distance that pedestrians are in the right away of traffic while crossing the intersection)

•Lobby with legislators and Delaware Health and Social Services to increase the accessibility and availability of drug rehabilitation and prevention programs

•Assist in the marketing and promotion of membership in civic associations

•Work with City Council Representatives to increase participation in neighborhood clean up programs

•Create an environment where civic and community leaders can work together to help resolve neighborhood problems

•Work with Public Works and Parks and Recreating to assess the parks for quality of facilities and lighting

•Plant additional trees and flowers to create a clean and safe perception of the community.

•Develop a committee of residents, neighborhood groups, and business owners to enhance the walk-ability of the corridors.

•Increase social, cultural and recreational activities and capital improvements to current community facilities.

• Indicators are number of new social and cultural activities created, number of permits pulled for these activities and number of renovations completed.

•Measure success by determining the number of partnerships created, the number of residents involved in community meetings and by surveying projects planned or implemented

•Measure success of safety enhancing features by surveying local residents and people who work in the community and by annually studying local crime statistics measured by the Criminal Justice Council.

•Measure success of safety enhancing features by surveying local residents and people who work in the community and by annually studying local crime statistics measured by the Criminal Justice Council.

Short Term Strategy & Objectives - Union Street Corridor Branding Project

The Hilltop/Little Italy Blueprint Community Planning Team acknowledges that the identified long-term strategies and goals are lofty. Accomplishment of the long-term goals will take extensive collaborations and invested partnerships over many years. The Hilltop/Little Italy Blueprint Community is currently achieving some aspects of the overall plan. In the last ten years, Cornerstone West, a non-profit housing developer, has successfully renovated or constructed 82 homes in the planning area, 100% of which have been sold to new, first-time homebuyers. This has spurred not only an influx of new and invested residents, but has encouraged private investment and increased capital in the form of home renovations.

A key strategy of Cornerstone West, and why it has been historically successful, is their acknowledgement that sweeping and effective community revitalization efforts can not be accomplished by a single entity. The strengths of Cornerstone West lay in its partnerships and collaborations and its ability to recognize the importance of long-term planning. The Hilltop/Little Italy Blueprint Community Team has adopted this understanding, and is aware that its outlined strategies will be achieved only through smaller, focused, accomplishments. As such, we have addressed not only our communities' strengths and challenges, but the importance of the seven main corridors as ingresses and egresses of our communities. We have identified a single goal that can address the importance of corridors, is community-wide, will build social capital, serve as a neighborhood identifier, and provide an avenue for partnerships upon which future community revitalization goals can be built and accomplished.

Goal: To brand the Union Street corridor and enhance neighborhood aesthetics through a partnership with the Little Italy Neighborhood Association (LINA) by assisting in the organizing and the creating of a community mural on on façade of Fierro Cheese, 1025 North Union Street.

Objectives:

1. Assist in the recruitment of a minimum of twenty (20) volunteers by the committed start date, Spring of 2009.

2. Assist in the raising of needed funds for the mural completion. A minimum of $5,000 will be raised by the Hilltop/Little Italy Blueprint Community Team in partnership with LINA by August, 2009. To date, $15,000 of the required $25,000 has been raised by LINA to complete the mural.

3. Assist in the attainment of donated materials to reduce costs. Included might be: brushes, tarps, scaffolding, project-specific t-shirts as "give-aways" for volunteers, and in-kind donations, etc. by the committed start date

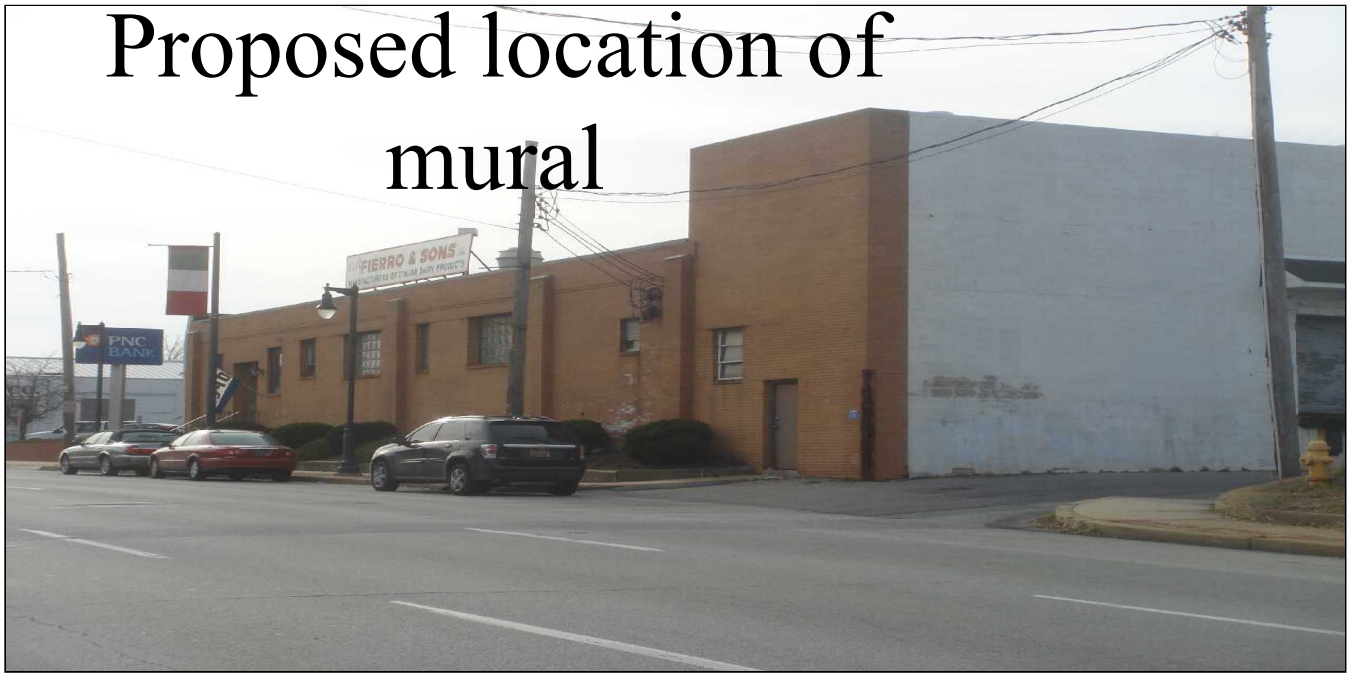
Previous City of Wilmington Murals

Current Lincoln Street Indicator

Corridor branding is the creating of, or changing of a corridors identity though murals, signage, streetscaping, and façade themes. Cities throughout our country are implementing community revitalization through corridor branding.

LINA has already initiated a partnership with the Wilmington Mural Arts Collaborative (WMAC), which is a cooperative network of local organizations formed around the common goal of promoting public art, and murals in particular, in the City of Wilmington. This project will offer individuals of all ages an opportunity to get involved. At present, the Collaborative consists of the Delaware Center for the Contemporary Arts, Howard High School of Technology, and the Mayor's Office of Cultural Affairs.

Likewise, the creation of this mural is an opportunity to build long-term community partnerships. Murals have historically been known to bring communities together, to identify not only the history of the locale, but the future, and to serve as an artistic expression of community values. The creation of murals can span age differences, cross racial lines, and join forces of groups not usually in concert with one another. Art is a function that knows no economic levels, does not judge its creators, and inspires beauty. Creating the mural will not only generate interest in the neighborhood, but forge partnerships from which extended accomplishments can emerge.



Moreover, the creation of a mural at 1025 North Union Street will serve to brand the corridor and act as neighborhood-identifier that will correspond with the wrought-iron, street spanning, overhead sign at the intersection of Lincoln and Fourth Streets which reads "Welcom To Littly Italy." No such structure or indicator exists for southbound travelers along Union Street (which parallels Lincoln Street in the opposite direction). This is critical, as the Pennsylvania Avenue and Union Street intersection is the parallel gateway to Little Italy and needs an identifier equal to the Lincoln Street Indicator.

Conclusion:

By completing these objectives, the Hilltop/Little Italy Planning Team will have accomplished one of many small steps necessary for sweeping community revitalization. The completion of this mural will help brand and clearly identify the gateway to Little Italy via Union Street and mirror the gateway indicator at 4th and Lincoln Streets. This offers Little Italy identifiable landmarks for its two main north and south bound corridors. The mural will be a sense of community pride and it will reflect the past heritage and future of Little Italy.

Team Roster

Hilltop/Little Italy Blueprint Community Team

•Monica Alvarez - Community Member

•Carrie Casey - St. Francis Foundation

•Daryl Graham - JP Morgan Chase

•Vernon Green - Woodlawn Trustees

•Izzy Izquierdo - Wilmington Police Department

•Helene Keeley - State Representative and Community Member

•John McNamara - Cornerstone West and Community Member

•Tom Necastro - Southwest Civic Association and Community Member

•Father Joe Monahan, T.O.R - St. Francis Foundation

•Paul Calistro – West End Neighborhood House

•John Liszkiewicz - Community Member

•Mary Baines – Little Italy Neighborhood Assoc. & Community Member

"This is how kids **want** to learn."

Arne Duncan, US Secretary of Education,
at King Middle School, Portland, ME

Thinking in a new direction

Across the country, educators, policy makers, and parents are looking for ways to fix an education system that is failing far too many students. Expeditionary Learning offers a different approach to school improvement, and we have the results to prove that it works. We engage our students so that they become self-motivated learners. We inspire our teachers and give them the tools they need to make a difference in their students' achievement. And we give hope to communities that have lost faith in the ability of their schools to prepare young people for success.

Inspiring transformation

A thriving professional network

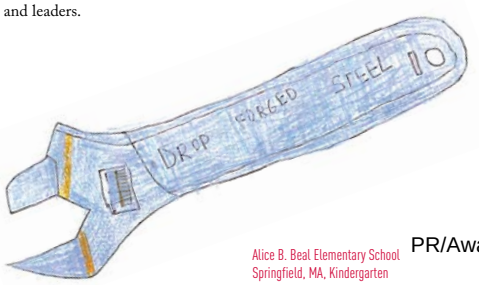
We partner with school districts and charter boards to open new schools and transform existing schools at all levels, pre-K–12, and in all settings—urban, rural, and suburban. Since our start in 1992, we have grown from a small group of ten schools into a diverse national network of more than 150 schools.

Powerful professional development

We invest in the growth of both new and veteran teachers, helping them create rigorous and stimulating learning environments where students love to learn and teachers love to teach. We offer schools a comprehensive suite of professional development, coaching, and online tools to improve curriculum design, instruction, school culture, leadership, and assessment practices.

Engaged teaching and learning

Our model challenges students to think critically and take active roles in their classrooms and communities. This results in higher achievement and greater engagement in school. Our schools give students the academic and character-building skills they need to reach their potential as learners and leaders.



Alice B. Beal Elementary School
Springfield, MA, Kindergarten

"The idea is to put really important and difficult work together with great joy in doing it."

Greg Farrell, President Emeritus, Expeditionary Learning

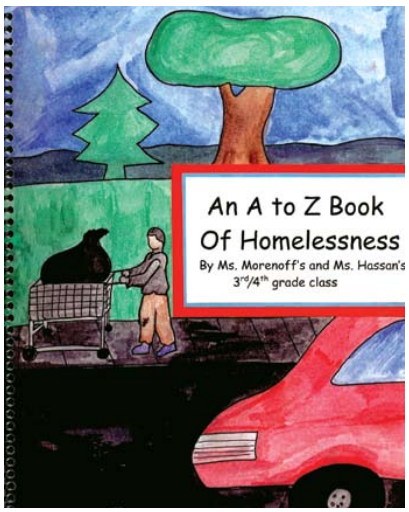
Cultivating student success

Expeditionary Learning schools are outperforming state and district averages on standardized tests and closing critical achievement gaps. In many US cities, our schools are the highest-performing public schools, and in our high schools, 100 percent college acceptance is the standard. For our students, the benefits are clear.

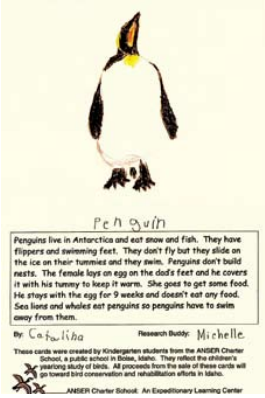
Students in our schools:

- Graduate with the academic knowledge, critical thinking skills, and problem-solving capacity needed to succeed in college and beyond
- Hold themselves and their peers to high expectations for quality work, commitment to learning, and character
- Take leadership roles in their schools and communities
- Engage their families and communities in their learning by leading family conferences and making formal presentations to expert panels
- Complete projects that challenge them to do the work of professionals—scientists, historians, mathematicians, writers, and artists
- Work with experts and conduct field research to produce high-quality academic products that meet professional standards
- Contribute to their communities through meaningful service embedded in the curriculum
- Benefit from learning in an environment that is physically and emotionally safe, marked by kindness, respect, and responsibility
- Find joy in learning

ENGAGING WITH COMMUNITIES
Third- and fourth-grade students at **Capital City Public Charter School** in Washington, DC interviewed social service providers and the homeless people around their school to understand their lives and struggles. They wrote and illustrated an ABC book for younger children to teach them about the humanity and challenges of homeless people.



ACHIEVING "PERSONAL BESTS"
Kindergartners from **ANSER Charter School** in Boise, ID created bird cards that they sold throughout the state to raise money for bird habitats. They used structured peer critique to improve their drawings, and their fifth-grade research buddies helped them write accurate descriptions of bird habitats, diets, and life cycles.



"This kind of innovative school... is an example of how all our schools should be."

Barack Obama, US President, at Capital City Public Charter School, Washington, DC

SOLVING COMPLEX, REAL-WORLD PROBLEMS
Springfield, MA facilities engineer Joseph Forest asked the ninth-grade environmental science class at **The Springfield Renaissance School** to collect data and make a recommendation for energy conservation in the city's school buildings. Students presented their "Greenprint" to the mayor, who eagerly accepted their recommendations. The city has since saved thousands of dollars in energy costs.

MAKING LEARNING RELEVANT
King Middle School students worked as historians, reporters, and writers to honor local civil rights heroes in their community of Portland, ME. Students interviewed and photographed local citizens who were actively involved in the civil rights movement and created biographies that highlighted their contributions.

Unlocking potential

Codman Academy Charter Public School is an Expeditionary Learning school in Dorchester, one of Boston's most challenged neighborhoods. It opened in 2001 in response to community demand for a small college preparatory high school. Like many of our secondary school students around the country, Codman's students know from the moment they begin ninth grade that they are on a path to college. They focus six days a week on rigorous coursework, in-depth projects, and internships that prepare them for success. They know how to dig deeply for meaning in their reading, write persuasively, learn from their peers, persevere until their work is of high quality, and look for the connections between academics and life.

Since the first students walked across the stage in 2005, all of Codman's graduates have been accepted to four-year colleges. Even better, 75 percent of them have either graduated or are still enrolled. This level of persistence is a direct result of Codman's postgraduate support. The dean of alumni visits graduates on their campuses, provides summer work assistance, and conducts workshops on everything from cultural adjustment to financial aid.

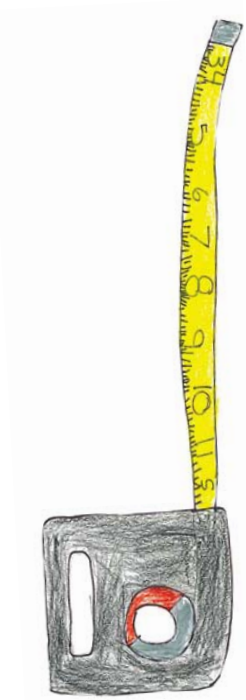
Codman's success is remarkable but not unique among our high schools. Those with 100 percent college acceptance rates set the standard for the national network.

"In addition to studying books and striving for academic excellence, there was definitely the sentiment within the school that we owed a duty to our community and our families."

Shaun Robinson, Alumnus
Codman Academy

"The environment at an Expeditionary Learning school breeds leaders."

Roxanne Henry, Parent
World of Inquiry School, Rochester, NY



Alice B. Beal Elementary School
Springfield, MA, Kindergarten

Building quality schools

Our on-site coaching, off-site institutes, mentor schools, print materials, and online resources help new and existing schools move toward excellence.

Dynamic leadership

We support school leaders in building effective, collaborative teams focused sharply on student achievement, continuous improvement, and celebrating learning across the school.

Compelling curriculum

We make content and skills standards come alive for students by connecting learning to relevant issues, identified needs, and authentic audiences. Academic content is charged with rigor through the curricular structures of learning expeditions, case studies, projects, fieldwork, consultation with community experts, service learning, and exhibitions of student work.

Engaging instruction

We teach effective instructional strategies during off-site institutes and on-site professional development sessions. Our school designers work one-on-one with individual teachers in the classroom and outside of class to plan, model, critique, and support best practices.

Continuous assessment

We equip teachers to infuse ongoing formative assessment into their lessons and to build effective summative assessments to track student learning. We support a whole-school focus on using multiple sources of data to refine instruction and improve student achievement.

Positive school cultures

We help our schools build cultures of respect, responsibility, courage, and kindness, where students and adults are committed to quality work and citizenship.

Join us

School leaders, teachers, parents, and supporters can help bring Expeditionary Learning to more schools. You can read more about us and review our latest results at www.elschools.org. Contact us to learn more about our school partnerships and ways to support our mission.

Together, we can transform our schools into places where students and adults become leaders of their own learning.

EXPEDITIONARY
LEARNING

247 West 35th Street
Eighth Floor
New York, NY 10001
212-239-4455 tel
212-239-8287 fax

www.elschools.org

A chartered entity of Outward Bound

Designed by Thinkso Creative

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Evidence of Success

"Expeditionary Learning...this is how kids want to learn."

U.S. Secretary of Education Arne Duncan at King Middle School, Portland, ME

"This kind of innovative school...
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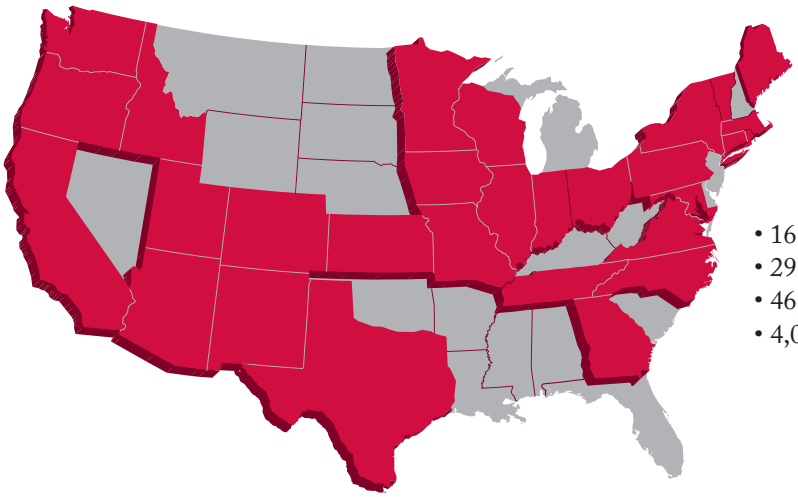
President Barack Obama at Capital City Public Charter School, Washington, DC

A national network of schools

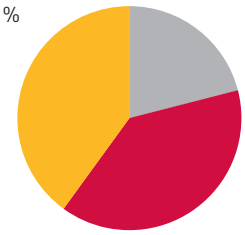


- 161 EL schools
- 29 states and DC
- 46,000 students
- 4,000 teachers and leaders

Driving improvement in different settings

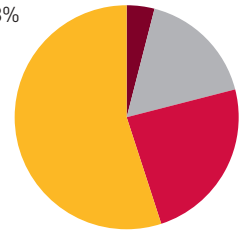
Diverse grades (2010-11)

- Elementary School 40%
- Middle School 39%
- High School 21%



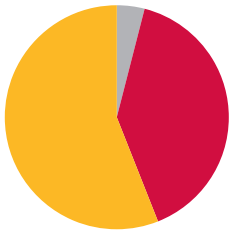
Diverse locales (2010-11)

- City 57%
- Rural 20%
- Suburban 18%
- Town 5%



Diverse governance (2010-11)

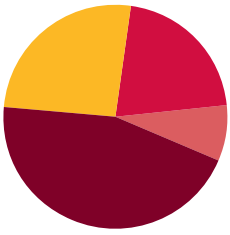
- District 56%
- Charter 39%
- Other 5%

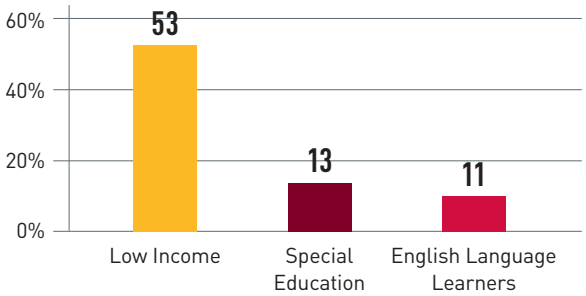


Serving a diverse population of students

Student profile (2010-11)

- White 45%
- Black 26%
- Hispanic 21%
- Other 8%



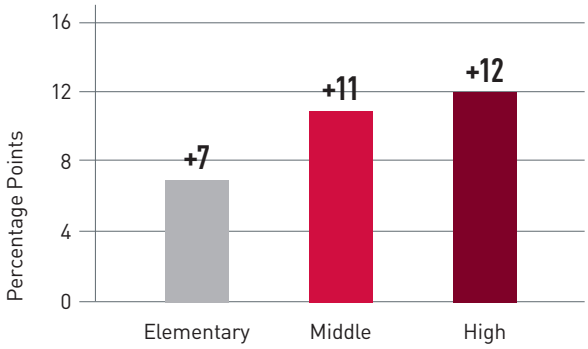


A higher percentage of Expeditionary Learning students score proficient or advanced on state tests

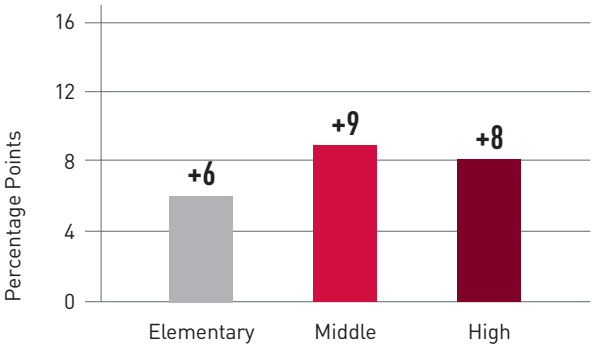
Network-wide achievement

Average percentage point difference between EL students reaching proficiency and their district peers

Reading/English language arts (2010-2011)

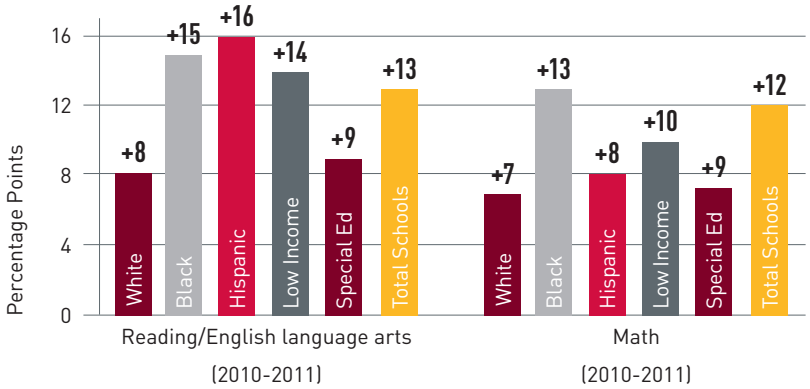


Math (2010-2011)



Mentor school achievement

Average percentage point difference between EL students reaching proficiency and their demographic peers

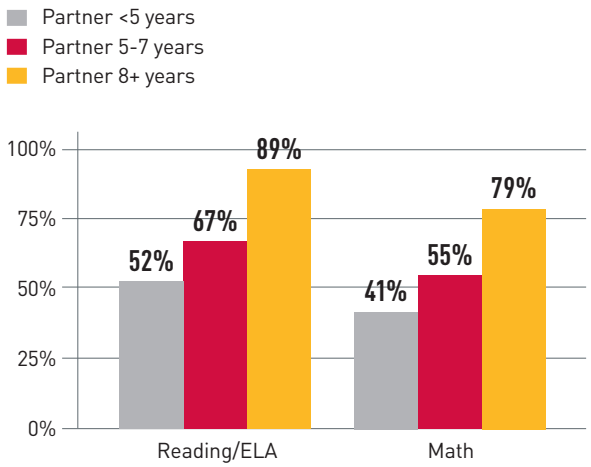


EL's 17 mentor schools are network leaders, chosen for their:

- Deep implementation of the EL model
- Student engagement
- Strong leadership

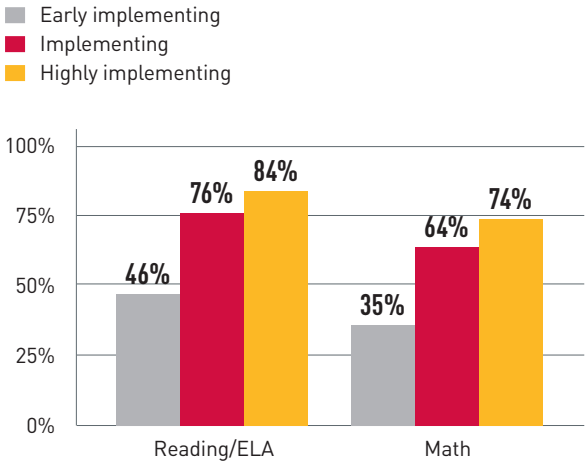
Longer partnerships yield higher achievement scores

% of EL schools outperforming districts based on length of partnership with EL (2010–11)



Deeper implementation of the model yields higher achievement scores

% of EL schools outperforming districts based on level of EL implementation (2010-11)



EL conducts an annual review to determine each school's level of implementation.

Independent findings

EL supports third-party research on the impact of its work. Two recent studies show significant evidence of EL's impact on student achievement.

Study 1

Impact of the Expeditionary Learning Model on Student Performance in Rochester, NY (UMass Donahue Institute, September, 2010)

Summary: A 2010 study of EL schools in Rochester, NY compared students from EL elementary and middle schools to their peers in the city's non-EL schools over two years. Researchers found that EL schools provided significant achievement advantages for elementary students in English language arts and math and for middle school students in English language arts.

EL studies can be found at www.elschools.org

Study 2

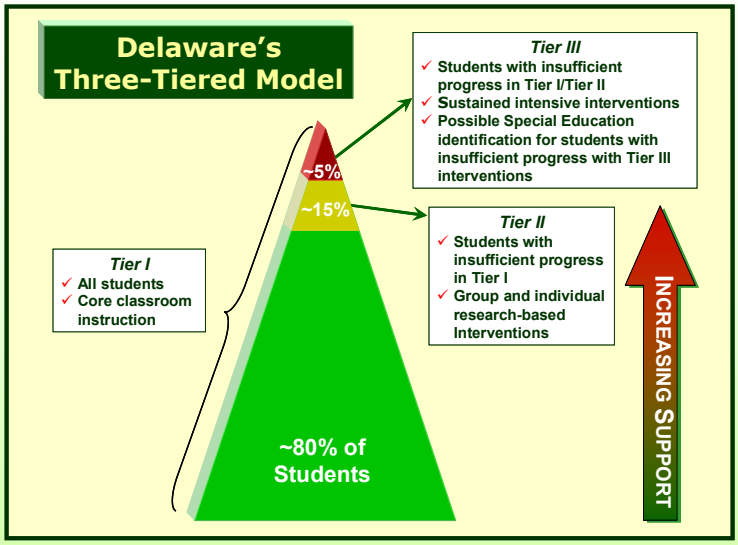
Expeditionary Learning: Impact on Achievement Gaps (UMass Donahue Institute, July 2011)

Summary: In 2011, researchers examined the progress made by EL schools in New York City and Rochester, NY between 2006 and 2010 in closing achievement gaps. Their analysis found that EL schools closed gaps in English language arts for African-American, Hispanic, and low-income students and English language learners in both cities.

Delaware Response to Intervention

Response to Intervention (RTI) is a process which utilizes components of good instruction that have been around for many years. Federal law drew attention to these practices as an approach to identify and provide early intervention to struggling students. While these procedures have been used in some schools across Delaware, regulating RTI embeds the process systemically across all schools. Delaware regulates the use of RTI for all students as part of general education. RTI is a means to incorporate best practices and a data-driven system that informs instruction for closing the achievement gap in Delaware's classrooms.

RTI ensures that scientifically research-based instructional practices, matched to individual student instructional and behavioral needs, occur in general education. RTI requires teachers to replace practices that do not generate student improvement with those that do.



Key Principles of RTI

1. Effective administrative leadership to include support, prioritization of resources, and active participation.
2. Evidence-based instructional practices occur across multiple tiers using a scientifically research-based core curriculum aligned to Delaware Content Standards and are available to all students, all staff, in all settings all year.
3. High-quality instruction matched to individual needs is accessible to all students across all tiers.
4. Formative assessment data is collected to document student progress and analyzed to inform instruction.
5. Data-based decision making within a team problem-solving model provides the foundation that guides instruction, interventions, and transitions between tiers.

Some successful, systemic, data-informed practices that support RTI implementation and yield results in Delaware:

- ✓ Reading First
- ✓ Instructional Support Teams (IST)
- ✓ Positive Behavior Support (PBS)
- ✓ Schoolwide Title I

Advantages of Delaware's Multi-Tiered Approach

- Provides instructional assistance in a timely fashion.
- Helps ensure a student's poor academic performance is not due to poor instruction or inappropriate curriculum.
- Informs teacher(s) of adequacy of student progress and improves instruction because assessment data are collected and closely linked to instruction/interventions.
- Provides early intervention for students at risk for not meeting grade-level expectations.
- Serves students who require little intervention as well as students who require long-term intervention.

RTI is the practice of:

- Providing high-quality, research-based instruction and interventions matched to student needs to produce higher learning rates for all students.
- Differentiating instruction for students through a multi-tiered system of support that addresses need and intensity.
  - *All students participate in Tier I, the core curriculum.*
  - *Tier II and Tier III interventions are in addition to the core curriculum for students not making adequate progress in the core.*
  - *Tier III is more intensive than Tier II.*
- Assessing students' response to instruction/interventions early and frequently to inform student instruction and adjustment to intervention(s).
- Recording data to document progress or lack of progress toward end-of-year benchmarks and inform instructional decisions.
- Measuring interventions objectively and frequently in visual representation showing teacher, student, and parent the effects of an intervention and informing educational decisions.
- Collaborating with colleagues on instructional practices and data analysis to improve student achievement.
- Using a problem-solving process to choose and evaluate interventions.
- Intervening early—reducing the chance of academic failure.

Italics indicate regulatory language

Key Components of RTI

Curriculum

- ❒ Scientifically research-based
- ❒ Aligned to Delaware Content Standards
- ❒ Implemented with fidelity

Instruction

- ❒ Differentiated to meet individual student needs
- ❒ Incorporated and strategic use of grouping to maximize learning
- ❒ Protected, consistent, and sufficient time for student learning

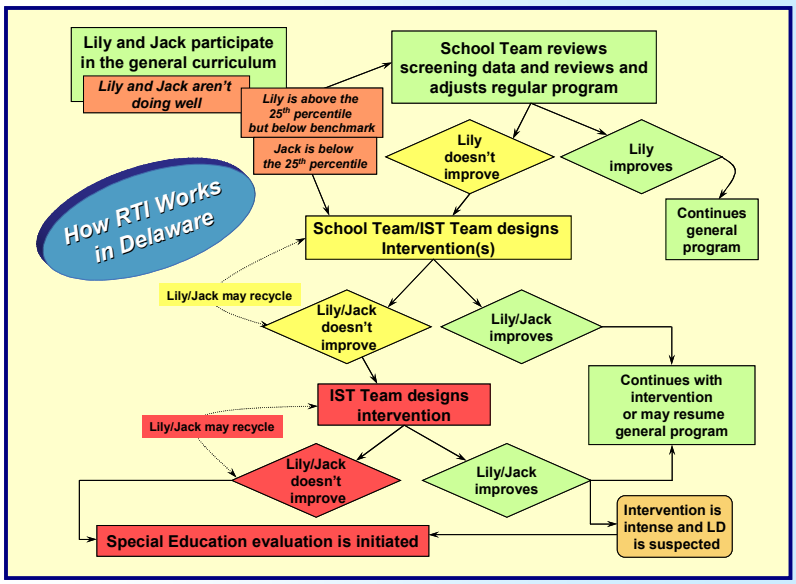
Assessment

- ❒ Frequent and regular
- ❒ Multiple sources including:
  - Universal screening – *3 times a year at the elementary level and for at-risk students at the secondary level*
  - Progress monitoring – *every 2 weeks at Tier I for students not meeting benchmark and every week at Tier II and Tier III*
- ❒ Regular analysis to inform instructional decisions and evaluate benefits for students, classroom, and school

Professional Development is key for all educators in implementing programs with integrity, identifying student need, and matching appropriate instruction.

Italics indicate regulatory language

RTI is a Process—Not a Program



RTI is the process of:

1. Providing high-quality instruction.
2. Assessing student progress toward end-of-year grade-level benchmarks.
3. Applying a problem-solving model for informing instructional decisions matched to student needs.
4. Collaborating with leadership, general educators, special educators, and support staff within an instructional support team.
5. Identifying students in need of intervention.
6. Developing an intervention plan.
7. Providing intervention and monitoring for progress.

Progress Monitoring – curriculum-based measurements administered systematically and frequently to determine whether students are making adequate progress with a set of targeted skills.

Interventions provide students the additional instruction necessary to become proficient in the general curriculum.

Intervention Plans include:

- A description of the scientifically research-based intervention.
- The length of time an intervention occurs.
- The number of minutes an intervention occurs:
  - Tier II – *minimum 90 minutes per week.*
  - Tier III – *minimum 150 minutes per week.*
- The person(s) responsible for delivering the intervention(s).
- The setting in which the intervention is provided (*general classroom whenever possible*).
- A baseline level of performance and the rate of learning over time necessary to meet end-of-year benchmark in graphic depiction.
- The criteria to determine student progress.
- A progress monitoring schedule (*minimum weekly at Tier II and Tier III*).

Italics indicate regulatory language.

The instructional support team should use research on strategy/ program and student response data to guide the amount of time a student engages in an intervention. Regulations reflect minimum requirements only.

Instructional intensity is addressed through duration, frequency and time of interventions, group size, and matched instructor expertise to student need.

Benefits of Progress Monitoring

- Provides ongoing formative information.
- Informs educational decisions.
- Targets instruction matched to student need.
- Provides rate of progress needed for students to meet end-of-year benchmarks.
- Accelerates learning due to more appropriate instruction.
- Documents progress for accountability.
- Provides more efficient communication with families and other professionals.
- Promotes higher expectations for all students.

Student Supports vs. Interventions

Supports are:

- Adjusting the number of questions or complexity of an assignment.
- Providing extended time to complete an assignment.
- Reading or scribing material for the student.
- Providing cognitive organizers, visual aids, or assistive technology.
- Peer tutoring.

An intervention is:

- Providing a scientifically researched-based program or strategy to help students reach proficiency.

Recognition and Response (R&R)

R&R is the early childhood equivalent to RTI. Attention is given to ensuring that children are having opportunities to participate in engaging learning experiences that facilitate their developmental growth. R&R uses annual health and developmental growth and performance information as an essential recognition (prevention) strategy.

- Focuses on ensuring fidelity to the early childhood curriculum.
- Aligns curriculum with the Delaware Early Learning Foundations.
- Directs curriculum toward all domains of learning and development and guides by observation and assessment.
- Recognizes children's strengths and needs through systematic screening, ongoing progress monitoring, and annual developmental assessment.

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Doc. Control # 95-01/08/04/03

For more information go to: http://www.doe.k12.de.us/programs/profdev/rti_docs.shtml

PR/Award # U282B130014

Delaware Department of Education

KIDS COUNT in Delaware Issue Brief

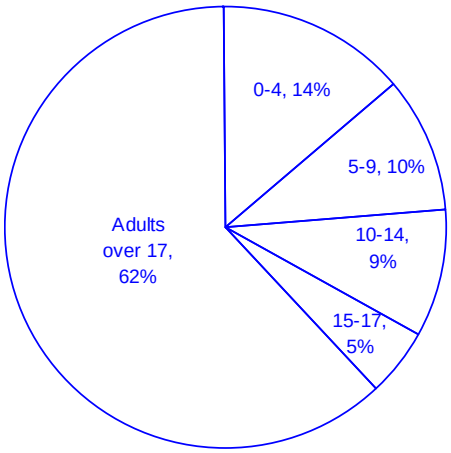
Delaware's Hispanic Children & Families — Winter 2009

Delaware is becoming a progressively diverse state due to an increased growth in our population of individuals from a variety of Hispanic cultures. Between 2000 and 2007, the total Hispanic population in Delaware increased by 50.1%, much faster than the national rate of 28.8%. In order to identify and address the needs of this rapidly growing segment of our state's population, a "Delaware Hispanic Needs Assessment" was completed in 2008 for the Governor's Consortium on Hispanic Affairs. The Consortium contracted with Bendixen & Associates to conduct this comprehensive study of Delaware Hispanics including: a statewide survey of over 800 Hispanic adults, in-depth interviews with community leaders and focus groups with community members. Results of this research as well as data from other sources are presented in this issue brief, portraying Hispanic children and families in DE.

Counting the Kids: Delaware's Hispanic Demographics

2007 Hispanic Population Estimate and Age Distribution, Delaware

Delaware Hispanic Total	57,276
Total Hispanic Children 0-17	22,003
Hispanic Children 0-5	8,205
Hispanic Children 6-9	5,908
Hispanic Children 10-14	5,097
Hispanic Children 15-17	2,793
Hispanic Adults over 17	35,273

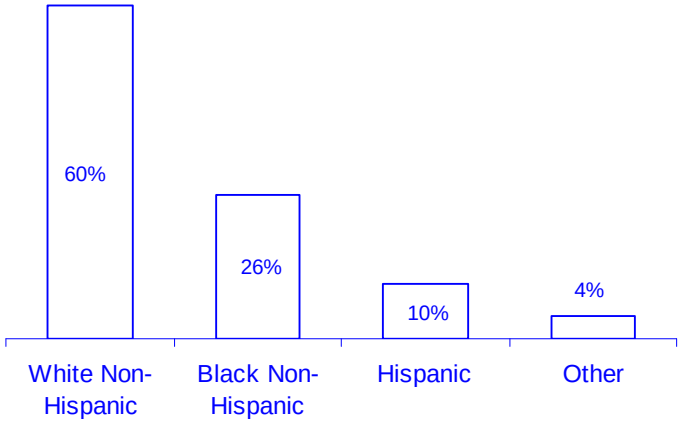


Source: U.S. Census Bureau, Population Division
Note: Persons of Hispanic origin may be of any race.

As a percentage of Delaware's child population, the percentage of Hispanic children have increased incrementally over time. Hispanic children accounted for:

- ★ 2% of Delaware's children in 1980 ★
- ★ 3% of Delaware's children in 1990 ★
- ★ 7% of Delaware's children in 2000 ★
- ★ 10% of Delaware's children in 2007 ★

2007 Delaware Child Population by Race & Hispanic Origin



Source: U.S. Census Bureau, Population Division
Note: Persons of Hispanic origin may be of any race.

KIDS COUNT in Delaware ★ Center for Community Research & Service ★ University of Delaware
297 Graham Hall ★ Newark, DE 19716 ★ Phone: (302) 831-4966 ★ Email: kids-count@udel.edu

A Pivotal Group Hailing from Many Lands

More than half (58.6%) of the respondents to the Delaware Hispanic Needs Assessment indicated living in households **with at least one child under age 18.** While the study did not directly study Hispanic children, this information on adults living in households with children can provide insight as to the current status of Delaware's youngest Hispanics based on the feedback from their family members. Specifically, of the respondents living in a household with at least one child:

- ★ Around two-thirds (66.2%) live in New Castle County
- ★ Over 45 percent (45.7%) have household incomes of less than $20,000 per year
- ★ About a third (32.8%) are unemployed
- ★ More than half (54.8%) are not proficient in English
- ★ Over 57 percent (57.4%) have a driver's license
- ★ Thirty seven percent do not have a high school diploma
- ★ Over 56 percent do not have access to health insurance

Source: Ruggiano, N. (2008). Governor's Consortium on Hispanic Affairs Supplemental Report: A Needs Assessment of Delaware Hispanics. Newark, DE: Author. Available at www.delcf.org.

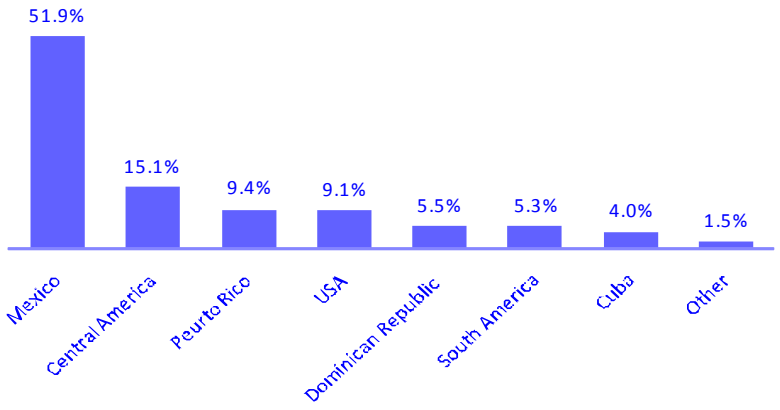
Today's immigrants contribute to U.S. economic growth just like our immigrant forefathers. Our state's and our nation's successful future growth reflects welcoming productive workers from throughout the world who will contribute to our economic well-being and who will provide additional opportunities for our grandchildren. Indeed, we have a common future, one where aging baby boomers will increase in proportion to the number of working-age people and our economy will thrive based on the merits of this new workforce.

Children in immigrant families are defined as children under age 18 who are foreign born or who have at least one foreign born parent, regardless of citizenship status or year of arrival in the United States. Most, but not all Hispanic children in Delaware are immigrants– that is, the child or at least one parent is foreign born. At the same time, the majority (but not all) of Delaware's immigrants are Hispanic.

A recent report by the Migration Policy Institute ranked Delaware 1 out of 51 for the percent change in our foreign-born population between 2000-2006. Specifically, between 2000 and 2006, the foreign-born population in Delaware changed from 44,898 to 68,722 representing a change of 53.1 percent.*

* Not all foreign-born individuals are of Hispanic origin. However, the largest share of the foreign-born population in Delaware were from Latin American countries (South America, Central America, Mexico & the Caribbean). .

Country of Birth for Hispanic Adults With Children under age 18 at Home
Delaware, 2008



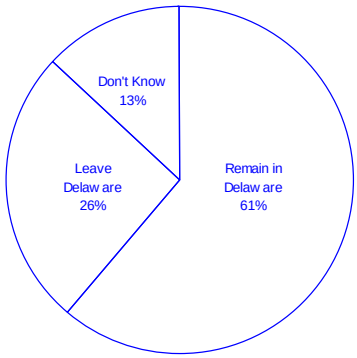
Source: Ruggiano, N. (2008). Governor's Consortium on Hispanic Affairs Supplemental Report: A Needs Assessment of Delaware Hispanics. Newark, DE: Author. Available at www.delcf.org.

Hispanic Families Rooted in Delaware

In May of 2007, Dr. Audrey Singer of the Brookings Institute testified before a congressional subcommittee on "The Impact of Immigration on States and Localities." In her remarks, she noted, *"The swiftness of the influx in areas that historically have not accommodated large numbers of immigrants has caused social and economic stress. Especially in rural areas, small towns and suburban areas, the institutional structures that could assist in the integration of immigrants– both community and governmental– are insufficient or nonexistent. Local leaders are grappling with the costs to institutions where immigrant newcomers have the greatest impact, such as schools, hospitals and public safety departments."* Dr. Singer continued on to discussions of immigrant integration. Specifically, she highlighted how the process involves and affects not only immigrants, but also the established residents of both minority and majority populations.

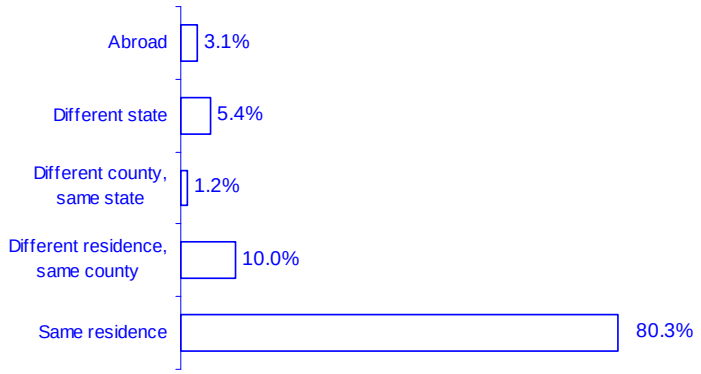
According to the U.S. Census Bureau, Hispanics (at 2.3 per family) are the only subgroup of our population producing the number of children per family necessary to keep the nation's population stable. While long-term population declines ease pressure on scare natural resources, those same declines create additional economic pressures as the ratio of working age people to those dependent on them (children & elderly) shifts.

DE Hispanics' Plans for Future Residence



Source: Bendixen & Associates (B&A). (2008). Report to the Governor's Consortium on Hispanic Affairs: Delaware Hispanic Needs Assessment. Coral Gables, FL: Author. Available www.delcf.org.

Geographic Stability of Delaware Hispanics
Place of residence one-year prior, 2006

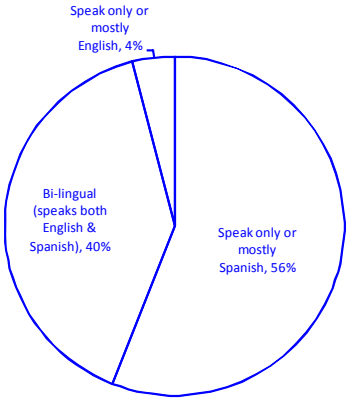


Source: U.S. Census Bureau, 2007 American Community Survey

Hispanics in Delaware are invested in communities throughout our state. Like many of our other residents, Hispanic Delawareans as a group work hard, pay taxes, renew neighborhoods, open businesses and otherwise contribute to local economies throughout Delaware. Newcomers strive to learn English and bring with them a strong faith and a belief in the importance of family. Hispanic Delawareans are not a highly migratory or transitional group of people. The 2007 American Community Survey found that 90.3% of Hispanic Delawareans lived in the same county as one year prior and of this, 80.3% lived in the same residence.

Speaking English

Breaking Through Linguistic Isolation
English Proficiency Among Hispanic Adults, Delaware, 2008



Source: Bendixen & Associates (B&A). (2008). Report to the Governor's Consortium on Hispanic Affairs: Delaware Hispanic Needs Assessment. Coral Gables, FL: Author. Available www.delcf.org.

When adults in a family are not fluent in English, families are considered to be linguistically isolated. Linguistic isolation contributes to economic barriers and impacts parents' ability to communicate effectively with their children's teachers and health care providers. Access to English-language classes for adults can help to reduce linguistic isolation for children. A recent analysis of Census 2000 data by Child Trends and the Center for Social and Demographic Analysis, University at Albany, SUNY reports that 19.3% of Delaware's children in immigrant families are living in linguistic isolation.

"We have to facilitate learning English. This is not a culture that seeks to be isolated– these people want to fit in and language is the first step toward doing that." — *Non-profit leader**

* As reported in Delaware Hispanic Needs Assessment

English Language Learners (ELLs) in Delaware Schools

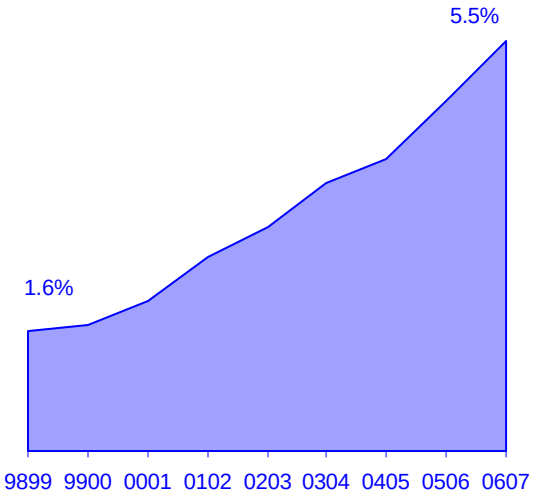
In the 2006-07 school year, 66 different languages were reported spoken by English Language Learners (ELLs) in Delaware's schools. The majority (78%) of ELLs reported Spanish as their primary language, followed by Spanish Creole at 4%. No other language was spoken by more than 2% of the ELL group.

English Language Learner (ELL) programs in Delaware schools play a critical role in helping immigrant children to transition to the culture of our state & the U.S. and in providing an education that supports academic success for children with a primary language other than English. New Castle County serves more than two-thirds (68%) of ELL students in the Delaware school system. Kent County serves 12.2% and Sussex County serves 19.1%. Charter schools throughout the state account for an additional 0.7% of ELL students in Delaware.

ELLs & Delaware's State Testing Program:

In 2005-06, the percentage of English Language Learners (ELLs) meeting or exceeding the reading standard was 75% for those in grade 3 and 25% for those in grade 10. These percentages are lower than those for non-ELLs in both grades. ELLs also scored poorer than non-ELLs in math and writing.

English Language Learner Students in DE Schools as a Percentage of Total Enrollment,
1998-99 thru 2006-07 School Years



Source of all ELL data: Delaware Department of Education

A Multi-Cultural Educational Opportunity

"We need to promote the value of education and look at ways to strengthen the family unit so the support that the children need is provided. We have to start with parent literacy and be creative about ways to allow the parents to be involved in the children's schools."

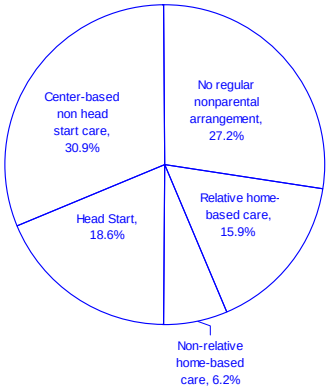
*- Private sector leader**

* As reported in Delaware Hispanic Needs Assessment

Odds that a child will succeed in school and in life improve with the availability of/access to high-quality early learning opportunities. Research shows that offering linguistically and culturally competent, high-quality early childhood programs can improve educational outcomes for cultural and linguistic minority children. However, nationwide, Hispanic children are less likely than their non-Hispanic peers to attend early childhood programs.

Early Care & Education

Primary care arrangement of Hispanic 4 year olds, by type of arrangement, U.S. School year 2005-06



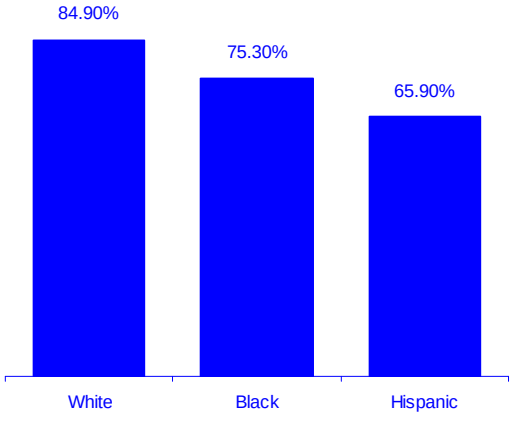
Source: National Center for Education Statistics, 2005 National Household Education Survey

"Children do well when their families do well, and families do better when they live in supportive communities."

— Annie E. Casey Foundation

Graduation Rates

June graduates compared to the 9th grade class four years ago according to NCLB* definition, Public School Students in Delaware, 2006/07 school year



*NCLB– No Child Left Behind

Source: Delaware Department of Education

Hispanics are more likely to dropout of high school than their non-Hispanic peers. This is particularly concerning given that over a lifetime, a high school dropout earns, on average, about $260,000 less than a high school graduate and about $1 million less than a college graduate.

While Hispanic students enhance the diversity of Delaware's public schools, data from the Department of Education show that they experience significant achievement gaps. For instance, when examining the annual Delaware State Testing Program (DSTP) scores, we find that across all test subjects, Hispanic ethnicity and English Language Learners (ELL) are both associated with low testing scores.

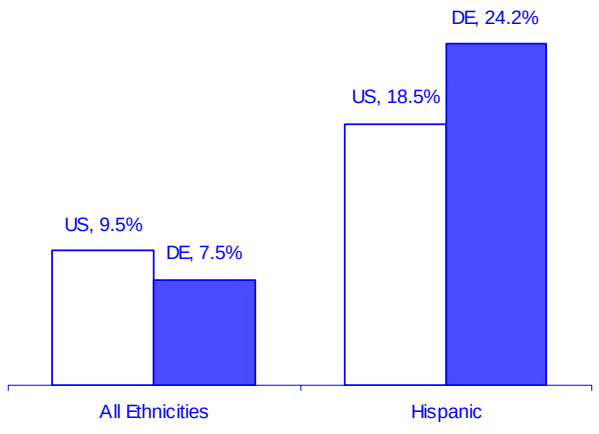
Preparing A Competitive Work Force

Strong language skills in multiple languages are an educational asset as well as an **economic asset** for individuals and communities. The 2007 American Community Survey reports that among Delaware children ages 5-17 who speak Spanish or Spanish Creole, 73.9% also speak English "very well."

Economic Opportunity for Hispanic Delawareans

Ensuring family economic security may be the single most important thing we can do to have a positive influence on our children's future, which directly relates to the future well-being of our communities, our state and our nation. According to the 2007 federal poverty guidelines, a family of three must make less than $16,705 annually to be considered in poverty. Low family incomes are often associated with low levels of educational attainment and may also be due to parental limited English proficiency. The ability to speak English seems to play a large role in Hispanics' ability to succeed economically as well as educationally in Delaware. The Delaware Hispanic Needs Assessment found that slightly over half (55.6%) of Delaware Hispanics reported speaking only or mostly Spanish. With respect to economic opportunity, the study found that English language learners were more than twice as likely as their English proficient peers to earn less than $20,000 per year (62.6% vs 31.2%).

Percentage of Families Below Poverty Level
By Ethnicity, U.S. & DE, 2007



Source: U.S. Census Bureau, 2007American Community Survey

Poverty burdens U.S. society and robs it of some of its productive potential.
—Center for American Progress

Economic status of DE Hispanic Families

Results from the Supplemental Report of the Delaware Hispanic Needs Assessment show that for respondents who have children in the home:

- ★ 55.3% don't earn enough* to support their family ★
- ★ 73.0% have households incomes below $30,000 ★
- ★ 40.9% have household incomes below $20,000 ★
- ★ 93.8% are interested in taking English classes ★
- ★ 89% are interested in job training ★

* Responses are based on the respondent's perception of their earnings- not an analysis of their income

"Education is the key to success."
*- Non-profit leader**

"There need to be more economic opportunities with access to good jobs that pay a living wage."
*- Public sector leader**

"Businesses and government should recognize the value of bilingual Hispanic employees and properly compensate them for the value they add."
*- Educational leader**

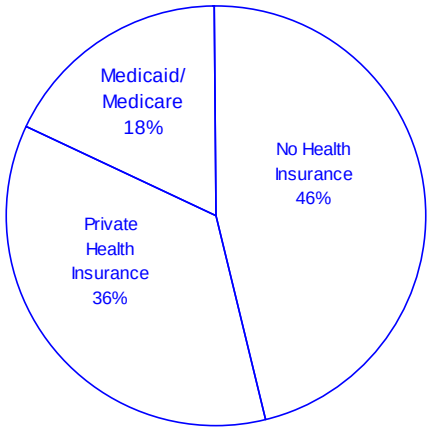
* As reported in Delaware Hispanic Needs Assessment

The Delaware Child Poverty Task Force

In August of 2007, the Delaware Child Poverty Task Force was created by Executive Order. This task force was charged with creating a plan for reducing child poverty in Delaware by 50% within ten years. Recommendations for how Delaware can achieve this goal will be made in the spring of 2009. More information about the Task Force, please go online to http://kids.delaware.gov/cptf.

The Health & Well-Being of Delaware's Hispanic Children

Health Insurance Status of Delaware Hispanic Adults,
2008



Source: Bendixen & Associates (B&A). (2008). Report to the Governor's Consortium on Hispanic Affairs: Delaware Hispanic Needs Assessment. Coral Gables, FL: Author. Available www.delcf.org.

Similar to other minority groups, Hispanics experience health disparities in relation to rates of morbidity, mortality and risk factors for some diseases. Although there are some positive health trends in the Hispanic community (for example- in Delaware, the rate of babies born at low birth weight for Hispanics is lower than the rate for any other subgroup), there are still many key health issues within Delaware's Hispanic community that are concerning.

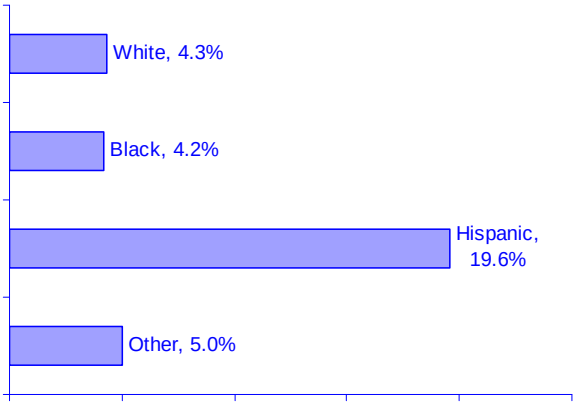
DID YOU KNOW? Generational status (when family arrived in the US) also affects health outcomes. Research has found that overall health of the Hispanic population declines over time. In other words, first generation Hispanics are healthier in relation to their instances of diabetes, high blood pressure, asthma and heart disease. However, later generations perceive their health to be better overall.

Children with health insurance, whether public or private, are more likely than children without insurance to have a regular and accessible source of health care. Improved access to effective health care means improvements in the child's health status over time, which can positively affect the child's life. According to the Kaiser Family Foundation, Hispanic children nationwide are less likely than other children to have health insurance coverage. Researchers speculate that a lack of awareness of eligibility, language barriers, enrollment problems and fear of repercussions for using public funded insurance may partially explain why more Hispanic children are uninsured. Additional barriers may include ineligibility due to non-citizenship status and Hispanics' lower likelihood to work for employers who offer health insurance.

Hispanic children are less likely than non-Hispanic children to receive a well-child check up.

—Child Trends Data Bank

Percentage of Uninsured Delaware Children
By Race/Ethnicity, 2003



Source: 2003 National Survey of Children's Health

According to the CDC, since 1980, obesity rates for children in the US– irrespective of sex, race, ethnicity, socioeconomic status, education level or geographic region- have tripled to reach a high of 16%. However, disparities can be found among racial/ethnic groups, including Hispanic adolescents, where 25.6% were likely to be obese (versus 16.9% for white & 17.2% for black adolescents).

The goal of this issue brief is to portray a snapshot of Delaware's Hispanic children and their families. However, the long-term challenge we face as a state is to address the sustainability of reliable, recurring data available on Hispanic children at the state and sub-state level. Because the Hispanic population will play such a pivotal role in our collective future, it is important that additional detailed data be collected and adequately disseminated on this ethnic subgroup.

Information about the Governor's Consortium on Hispanic Affairs can be found online at:

http://www.delcf.org/

Highlights of what you will find include:

- ★ Delaware Hispanic Needs Assessment report
- ★ Supplemental Report
- ★ Issue Briefs

*One of fifty-one similar projects throughout the United States funded by the Annie E. Casey Foundation, **KIDS COUNT in Delaware** is housed in the Center for Community Research and Service at the University of Delaware and led by a board of committed and concerned child and family advocates from the public and private sectors. KIDS COUNT in Delaware is especially indebted to the support of the University of Delaware and the State of Delaware.*

Funding for the Delaware Hispanic Needs Assessment was provided by the Arsht-Cannon Fund at the Delaware Community Foundation, the Delaware Department of Education, and the State of Delaware Governor's Office.

This issue brief was made possible by a grant from the Annie E. Casey Foundation.

★★★★★★★★★★★★★★★★★★★★★★
Center for Community Research & Service
University of Delaware
298 K Graham Hall
Newark, DE 19716-7350

Academia Antonia Alonso
School Admissions Procedure

Applications for Admission

Academia Antonia Alonso will advertise the **open application period** from November through January (specific dates to be published annually) of the year preceding enrollment. All applications received after the deadline, but postmarked by the deadline, will be considered received by the deadline. If oversubscribed at the end of the open application period, **Academia Antonia Alonso** will publicize and hold a lottery in public, applying preferences as stated in school's charter and in accordance with state law. Applications received after the open application period will be placed at the end of the waiting list after the lottery has been concluded. If not oversubscribed, **Academia Antonia Alonso** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order in which they are received.

All applications received during the open application period shall be accepted for the lottery. Following the closing date for applications, a lottery will be conducted only if there are more applications received than 'seats available' for the affected grade levels.

Three groups of students will be afforded preference for admissions to **Academia Antonia Alonso**. As previously noted, 'seats available' or 'open positions' for enrollment will be determined by grade level openings and the approved maximum enrollment established in the school's charter.

When there are more applicants for grade level enrollment than 'seats available,' admissions preferences shall be applied in the following sequence:

1. Children of the school's founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

Children of the School's Founders

Children, adopted children, and stepchildren shall receive preferential enrollment placement for 'open positions.' Further definition of the school's founders follows in Section (n).

Children of Staff Members

Children, adopted children, and stepchildren of employees of the school (employed by **Academia Antonia Alonso** at least 30.0 hours per week) shall receive preferential enrollment placement for 'open positions.'

Children with Siblings Concurrently Enrolled

Siblings of students enrolled at **Academia Antonia Alonso** shall have preferential enrollment placement for 'open positions.'

Academia Antonia Alonso shall recognize these relationships as valid under the sibling preference:

1. Any individual having the same parent or parents, either natural or adoptive.
2. Any individual who is a step-sibling and shares a common custody or legal residency arrangement, and who has a natural or adoptive parent at the same residence.

Plan for Selecting Students

Prior to the first week in October 2012 and each year thereafter, the principal shall establish an estimated number of openings for the following school year. These estimates shall be determined based upon 'seats available' by grade level, according to capacity and staffing resources.

Following the enrollment capacity determination, the following shall occur:

- The open enrollment period will be announced to take place in the months of November through January. Exact dates and times of the application period will be defined and published annually.
- Interested applicants shall submit completed applications via U.S. mail, fax, scanned and emailed, or hand-delivery.
- If a grade level is not oversubscribed, all applicants will be accepted for admission and will be sent a letter of acceptance inviting them to register.
- If a grade level is oversubscribed, all applicants with complete applications will be placed in a lottery, described below.
- After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a waiting list of up to 25 children. If seats become available after the lottery is completed, the waiting list will be used to govern who is admitted to the school.
- Applications received after the open enrollment period will be added to the bottom of the waiting list. In the event that the grade level is not oversubscribed, applications will be handled on a first- come, first-served basis.

Lottery

Academia Antonia Alonso will advertise the open application period for all grades in November of the year preceding enrollment. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. (Applications received after the deadline, but postmarked by the deadline, will also be considered to have been received on time.) All applications for grade levels oversubscribed at the end of the open application period will be subject to a lottery. **Academia Antonia Alonso** will publicize and hold such lotteries in public, applying preferences as stated in the school's charter, and allowed within state law.

Applications received after the open application period will be placed at the end of the waiting list after the lottery has concluded. If not oversubscribed, **Academia Antonia Alonso** will conditionally admit all students who apply within the open application period, and will add additional students as applications are received in the order they are received.

The following categories of students may be exempt from the lottery in accordance with the above-referenced preference criteria:

1. Children of the School's Founders
2. Children of staff members employed by **Academia Antonia Alonso** for at least 30.0 hours per week during the school year
3. Children with siblings concurrently enrolled at **Academia Antonia Alonso**

When a lottery is needed, it shall be public; the date and location will be advertised in advance. Either an objective community member having no ties to **Academia Antonia Alonso** or a representative from the Delaware Department of Education, along with members of the school's Board, shall be in attendance.

The lottery will be conducted for oversubscribed grade levels. Each application will be placed in a separate sealed envelope, by grade level, to be drawn from a box one at a time. As each

envelope is drawn, each one shall be assigned a number, in rank order, which shall become the applicant's sequence ranking for enrollment. Further, these numbers shall be used to constitute the waiting list for oversubscribed grades. All activity of the lottery shall be recorded and witnessed.

After the seats for a given grade level are filled via the lottery, the school will continue to draw names to establish a wait list of up to 25 names. If seats become available, after the lottery is completed, the wait list will be used to govern who is admitted to the school.

Parents of participating applicants will be sent letters of acceptance or non-acceptance following the conclusion of the lottery. Successful applicants will receive directions and deadlines relative to registration and attendance at other required events, all of which shall be completed by the last business day in February 2013 for the opening school year, and in each year thereafter.

Enrollment and Registration
Following acceptance to **Academia Antonia Alonso** for admission, enrollment and registration will be necessary. For registration, it will be necessary to provide the following information:

REQUIRED DOCUMENTS

1. **Birth Certificate** (Official State Document; not Hospital Birth Record)
   - Original preferred; good copy accepted
   - State Certificate of Live Birth
   - Missing Birth Certificate (Vital Statistics 302-739-4721)

2. **Medical Records**
   - Immunizations and dates in a Letter, form, or other documentation from physician. (Immunization Hotline 1-800-282-8672)
   - Mantoux TB Test
     Test results provided by doctor, nurse, or medical facility
   - Heptatitis B
     Proof of completed 3 dose series prior to school entry
   - Physical Examination Form – signed by healthcare provider

3. **Custody or Guardianship** (if applicable)
   - Original Family Court documents **only**
   - Social Service Placement Letter (original)
   - Relative Caregiver Authorization (contact Student Assignment Office)

4. **Proof of Residence**
   Recent Electric Bill (**within 60 days and** must **have parent/guardian name and address on the bill)** OR:
   - Signed Lease or Sales Agreement
   - State of Delaware "Verification of Residence" Form

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** Budget Narrative-AAA-Final.pdf

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

To add more Budget Narrative attachments, please use the attachment buttons below.

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

BUDGET NARRATIVE
Innovative Schools: Academia Antonia Alonso

Federal Funds

Innovative Schools is seeking $525,000 in financial assistance through this project to support the planning, program design, and initial implementation of Academia Antonia Alonso (AAA) charter school. Funds received through this grant will support the start-up activities for Academia Antonia Alonso. Our use of these funds can be categorized into 3 key areas – School Leader (Principal) Salary, Academic Program Design and Management Fees, and Salaries. In each case, these activities are critical to the successful opening of the School.

Budget Request

Principal Salary & Benefits	$100,000
Expeditionary Learning & Management Fees	$205,000
CMO Management Fees	$70,000
Salaries (Paraprofessionals)	$150,000

Principal Salary & Fringe Benefits (Planning Year) – In order to successfully launch the school, the Principal has been hired and started working as of July 2013. Given that this is more than a year before the school will open, he will lead all of the activities during the planning year. He will be involved in setting up every aspect of the School's academic program, hiring every teacher, and establishing the School's culture from day one.

The Principal's salary was determined by doing a comparison study of other charter school leaders in the State of Delaware. The fringe benefits are standard for all public schools in the state. Benefits are calculated at $10,960 per person and Other Employer Costs are calculated at 29.87%.

Expeditionary Learning Fees (Planning Year - $45,000, Operating Years 1 & 2 - $80,000 per year) – These fees will be paid directly to Expeditionary Learning, the school design partner. The Expeditionary Leaning model is referenced throughout this application, and serves as the core design for the school. The contract with Expeditionary Learning will provide for on-site visits by the School Designer, Professional Development for the Principal and Teachers, and afford access to the vast on-line library and resources, and the entire Expeditionary Learning network.

These costs for the planning year are broken down as follows:

Direct Service Days - $35,000
Direct service includes professional development and technical assistance provided by EL staff that is focused on the goals and outcomes articulated in the work plan. Direct service days may also include days during which EL staff accompanies a group of teachers from the school to an Expeditionary Learning professional development event to provide further intensive work.

The costs associated with direct school services also covers:

- Time the school designer uses to plan the direct service work and create materials for the school.

- Time the school designer uses to work with teachers electronically or by phone, such as providing feedback on expedition plans, writing reports for the school, planning future professional development with the principal and/or instructional guide, and ongoing consulting or planning time for the school with the regional director or other school designers.
- All Expeditionary Learning staff travel costs to and from the school.

Principal Professional Development - $10,000
The fact that the Principal will be on-board during the entire planning year presents a unique opportunity to provide a full complement of professional development opportunities and experiences through Expeditionary Learning. By making full use of this time, the Principal will accelerate through a training program that normally takes 3 to 4 years to complete.

Topics of these institutes will include:

Leadership

- EL Leadership Induction Cohort
- Using Data to Improve Student Achievement
- Instructional Coaching for Leaders

Student-Engaged Assessment

- Assessment in Daily Instruction
- Creating Quality Assessments & Plans
- Grading & Reporting

Literacy

- Becoming Close Readers of Complex Texts:
- Reading and Writing Grounded in Evidence:

Math

- Common Core Math in EL Elementary Schools

CMO Management Fees – (Planning Year - $30,000, Operating Years 1 & 2 - $20,000 per year).
These funds will be used to pay for the support and services provided by Innovative Schools. During the start-up year, Innovative Schools will work with the Board and the Principle to identify and prepare a facility, set-up all of the necessary systems for the proper operation of the School, and support the enrollment process. During the first three years of operations, Innovative Schools will provide the equivalent of 1.5 FTE staff to ensure the successful implementation of the instructional program and back-office operations.

Planning Year - $30,000
- Marketing & Enrollment Activities – To properly get the word out about the school, a website and collateral materials will be developed. These will be used in conjunction with a robust strategy of parental engagement and community meetings. The enrollment campaign will be fully underway by the Fall of 2013.

- Travel for 2-day Project Director's Meeting (Project Director and Project manager (Principal)

Operations Years - $20,000 per year

CMO Project Manager and Technical Assistance

- Equivalent of 1.5 FTEs for on-site technical support (additional PBL coaching for struggling teachers, oversight by CMO Director, admin support, etc.)
- Work with school leader to establish strong academic and operational infrastructure.
- Oversee coordination of all Innovative Schools services in the building outlined in proposed Scope of Work
- Fill in staffing gaps at school level as needed
- Provide quarterly report to the operating board indicating services provided to the school, along with summary of school progress, performance, and issues to be addressed
- Attendance at all monthly board meetings to provide CMO report
- Additional technical support (additional PBL coaching for struggling teachers, oversight by CMO Director, admin support, etc.)

Student and Staff Recruitment

- Continued support in student recruitment and staff recruiting and talent management through Delaware Talent Management (DTM)
- Annual survey for teaching staff on instructional culture and areas requiring improvement
- Coaching for school leader on retaining high quality talent and making improvements in the building based on feedback from instructional culture survey.

Back Office Support Services

- Conduct school inspection and evaluation yearly
- Provide initial/continued training to operation manager and non-teaching personnel as needed
- Identify and recommend an auditor as well as legal service provider for the school
- Assist in completing the required foundation and government reports, including, but not limited to the school's annual report (many of these reports are completed as part of the back office support services described below)
- Provide all reasonably requested information so to complete an annual audit of the School
- Recommend and ensure the effective implementation of a data back-up plan
- Build the school's internal capacity to oversee and manage all operational and business needs of the school

PHRST

- Manage the Components of PHRST: HR, Payroll and Benefits Administration
- Ensure accurate and timely entry of employees into PHRST system to include HR, Payroll and Benefits Administration
- Update Employee Records as Needed
- Review PHRST records after mass updates to Ensure Accuracy

- Data Cleanup as mandated by State

Human Resources

- Assist with Formation of HR Policies Necessary Prior to Entering Employees in PHRST
- Work with School Leadership to Determine Number of FTEs within Budget
- Monitor FTEs in PHRST to ensure Compliance with Hiring Plan
- Ensure Correct Coding and FTE for Employee Entered in PHRST
- Pre-employment Meeting with Each New Hire (employer forms and benefits overview)
- Pension Counseling and Processing
- Personnel File Audit
- New Employee Orientation
- Manage the HR module of PHSRT

Payroll

- Assist School Leadership in Formation of Employee Schedules, Leave Policies, Earnings Codes Prior to Loading Employees into PHRST
- Load Earnings Codes, Employee Schedules and other necessary data into PHRST prior to loading employees
- Calculate Mid-Year Adjustments to Salaries
- Ensure Pay Deductions are Correctly Entered
- Calculate and Properly Code Short-term Disability Pay for Approved Employees
- Development of electronic pay card that can be sent to preparer.
- Benefits Administration
- Meet with New Employees, Explain Benefit Options
- Enroll Employees in Correct Benefit Plan
- Ensure Employee Benefit Selections are Correctly entered in PHRST
- Ensure all Required Documents are obtained from Employee and Processed
- Enter mid-year adjustments for Life Changes
- Perform Reconciliation of Insurance Billings
- Monitor FMLA Schedules; advise employees when Paid Benefit Period will End
- Work with Employees on Short-term Disability for Benefits Coverage
- COBRA

First State Financials

- Accounts Payable – Data Entry (FSF)
- Monitoring of FSF Accounts
- Monthly reconciliation of accounts
- Ensure Transactions Successfully Process Through FSF (all transactions would include cash receipts and other transactions besides purchase orders and payment vouchers)
- Monitor Purchase Orders for Completion, Change Orders for adequate Balances
- Ensure Timely Payments

- Monitor End Dates of Appropriations to Ensure Funds are Utilized
- Financial Reporting
- Budget Planning – technical assistance provided on maximizing existing funds to create an effective budget(reporting)
- Local Billing Support
- Monthly Reconciliation of Accounts
- Monitor Open-end Purchase Order Balances to ensure adequate funding is available for ongoing obligations
- Determine adequate funds are available for intended purposes
- Preparation and Dissemination of Monthly Board and Web Reports
- Preparation of Annual GAAP Report
- Attendance at Board meetings to discuss financial reports as needed
- Effective Records Management
- Review All Funding Sources to include State, Federal and Local Tax Funding as well as Donations and Other Sources on Income
- Assistance in Preparation of Consolidated Grant Application
- Consolidated Grant Annual and Final Financial Reports
- Bi-annual Food Service Reporting
- School Audit Assistance
- Financial training for the Board of Directors and Head of School to understand how to interpret the school's financial statements
- Notification of all pertinent trainings offered through the DDOE
- Completing all required foundation and government reporting including but not limited to the school's annual report
- Record and track income and expenses related to all contract and grants

Salaries (Paraprofessionals) – These funds will be used to provide additional classroom teaching support. These positions are an important part of the academic program and will be fully funded after the first two years of operation.

Salaries were determined by reviewing the salary scales for the local districts. Our budget reflects salaries at 90% of these scales. The fringe benefits are standard for all public schools in the state. Benefits are calculated at $10,960 per person and Other Employer Costs are calculated at 29.87% of the individuals' salary.

Non-Federal Funds

Non-Federal resources used for this project will primarily come from private foundation funds, along with a portion of local funds generated once the school is open.

U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Number: 1894-0008
Expiration Date: 04/30/2014

Name of Institution/Organization

Innovative Schools Development Corporation

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	70,237.00	42,919.00	42,513.00			155,669.00
2. Fringe Benefits	29,763.00	32,081.00	32,487.00			94,331.00
3. Travel	2,500.00	2,500.00	2,500.00			7,500.00
4. Equipment						
5. Supplies						
6. Contractual	72,500.00	97,500.00	97,500.00			267,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	175,000.00	175,000.00	175,000.00			525,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	175,000.00	175,000.00	175,000.00			525,000.00

Indirect Cost Information *(To Be Completed by Your Business Office):

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☐ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: ____ To: ____ (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☐ Other (please specify): ____

The Indirect Cost Rate is ____ %.

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☐ Is included in your approved Indirect Cost Rate Agreement? or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is ____ %.

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
Innovative Schools Development Corporation		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

[redacted]

SECTION C - BUDGET NARRATIVE (see instructions)

ED Form No. 524

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr.	Dawn		Downes	

Address:

Street1: 100 W. 10th Street
Street2: Suite 403
City: Wilmington
County: New Castle County
State: DE: Delaware
Zip Code: 19801-1643
Country: USA: UNITED STATES

Phone Number (give area code): 302-656-4737
Fax Number (give area code): 302-358-2645

Email Address:
ddownes@innovativeschools.org

2. Novice Applicant:

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research:

a. Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11448029 Funding Opportunity Number:ED-GRANTS-061113-001 Received Date:2013-07-11T08:52:39-04:00