U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Progr

CFDA # 84.282B

PR/Award # U282B150013

Gramts.gov Tracking#: GRANT11700455

OMB No. , Expiration Date:

Closing Date: Jul 11, 2014

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
Attachment - 1 (1236-ECHS-GEPA Statement)	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
Attachment - 1 (1235-ECHS Abstract - Non-SEA Grant-FINAL-dr)	e13
7. Project Narrative Form	e14
Attachment - 1 (1272-ECHS Non-SEA CSP Grant Narrative - FINAL-dr)	e15
8. Other Narrative Form	e65
Attachment - 1 (1237-ECHS-CSP Assurances 2014)	e66
Attachment - 2 (1238-0-ECHS-Attachments TOC-dr)	e67
Attachment - 3 (1239-1-a-IS-Incorporation-501c3)	e68
Attachment - 4 (1240-1-b-Signed 501C3 Letter)	e76
Attachment - 5 (1241-1-c-Project Director Resume-Teresa M Gerchman)	e77
Attachment - 6 (1242-A-ECHS Gets Results - Data)	e80
Attachment - 7 (1243-B-1-ECHS Letter of Support - Senator Carper)	e81
Attachment - 8 (1244-B-2-ECHS Letter of Support - Thompson)	e82
Attachment - 9 (1245-B-3-ECHS Letter of Support - Austin)	e84
Attachment - 10 (1246-B-4-ECHS Letter of Support - Coffield)	e86
Attachment - 11 (1247-B-5-ECHS Letter of Support - Fox-Lykens)	e87
Attachment - 12 (1248-B-6-ECHS Letter of Support - Hobbs)	e88
Attachment - 13 (1249-B-7-ECHS Letter of Support - McDowell)	e89
Attachment - 14 (1250-B-8-ECHS Letter of Support - Sianjina)	e91
Attachment - 15 (1251-B-9-ECHS Letter of Support - Wright)	e92
Attachment - 16 (1252-C-ECHS_ParentContract)	e93
Attachment - 17 (1253-D-ECHS Enrollment Policies)	e94
Attachment - 18 (1254-E-ECHS-Visioning Document)	e96
Attachment - 19 (1255-F-ECHS-Four year learning plan)	e100
Attachment - 20 (1256-G-PBL-Does It Work)	e101
Attachment - 21 (1257-H-PBL-Summary of Research)	e104
Attachment - 22 (1258-I-Effectiveness of 1-1 Computing)	e107
Attachment - 23 (1259-J-ECHS Personalized Learning Plan)	e123
Attachment - 24 (1260-K-DDOECharterPerfFramework)	e130
Attachment - 25 (1261-L-1-Project Manager Resume-Coffield)	e149

Attachment - 26 (1262-L-2-Doordan Resume) e153

Attachment - 27 (1263-L-3-Downes Resume) e156

Attachment - 28 (1264-L-4-Sierra Resume) e161

Attachment - 29 (1265-L-5-Thorpe Resume) e163

Attachment - 30 (1266-M-ECHS-CMO Agreement) e164

Attachment - 31 (1267-N-InnovativeSchools-Client List) e194

Attachment - 32 (1268-O-ECHS Management Plan) e197

Attachment - 33 (1269-P-ECHS Charter Application(Narrative) Approved 12-21-11_rev) e202

Attachment - 34 (1270-Q-ECHS-Secretary Murphy letter 12-14-12) e302

Attachment - 35 (1271-R-ECHS at DSU Performance Agreement - January 2014) e307

9. Budget Narrative Form e311

Attachment - 1 (1234-ECHS-Budget Narrative-FINAL) e312

10. Form ED_524_Budget_1_2-V1.2.pdf e316

11. Form ED_SF424_Supplement_1_2-V1.2.pdf e318

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:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received: 07/10/2014

4. Applicant Identifier:

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): 55-0793336

* c. Organizational DUNS: 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:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

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-052714-001

* Title:

Office of Innovation and Improvement (OII): Charter School Program (CSP): Grants to Non-State Educational Agency (Non-SEA): Planning, Program Design, and Initial Implementation Grants CFDA Number 84.282B

13. Competition Identification Number:

84-282B2014-1

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 the Planning, Program Design, and Initial Implementation Activities for the Early College High School @ Delaware State University

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant DE-00 * b. Program/Project DE-00

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2014 * b. End Date: 09/30/2017

18. Estimated Funding ($):

* a. Federal	600,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	219,640.00
* e. Other	775,200.00
* f. Program Income	0.00
* g. TOTAL	1,594,840.00

*** 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 07/10/2014.

☐ 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: 07/10/2014

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

OMB Number: 4040-0007
Expiration Date: 06/30/2014

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	07/10/2014

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

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

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 Development Corporation

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

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

Congressional District, if known: DE: 00

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

6. * Federal Department/Agency:
OII, Dept. of Education

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:** 07/10/2014

Federal Use Only:

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

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

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.

ECHS-GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

GEPS Statement for the Early College High School at DSU

Innovative Schools proposes to carry out the design, planning and implementation for the Early College High School at Delaware State University (ECHS@DSU). 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 in the City of Dover, Delaware; many of the communities meeting 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 community centers throughout the Dover area; 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.

Community Service Building
100 W. 10th Street; Suite 403; Wilmington, DE 19801-1643
Phone: (302) 656-4737; Fax: (302) 358-2645
www.innovativeschools.org

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: 07/10/2014

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

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: ECHS Abstract - Non-SEA Grant-FINAL-dr.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

INNOVATIVE SCHOOLS: SUPPORTING SCHOOL START-UP ACTIVITIES FOR THE EARLY COLLEGE HIGH SCHOOL AT DELAWARE STATE UNIVERSITY

ABSTRACT

The Early College High School at Delaware State University (ECHS@DSU) will be the first early college high school in Delaware, focusing on the development of college-ready students through an inquiry and project-based learning environment that engages students with a dynamic, rigorous STEM curriculum. Centrally located in the City of Dover, Delaware, the school intends to serve a diverse student population, focusing recruitment on first-generation college-bound students from low-income families. In the tradition of early college high schools across the nation, students at the ECHS@DSU will have the opportunity to earn a high school diploma and up to 60 hours of college credits during their four-year high school career; and, will develop the drive and focus necessary to succeed at all levels of education and in their chosen careers.

Innovative Schools (IS) successfully supported the charter application development for the ECHS@DSU; their charter was approved by the Delaware State Board of Education on May 17, 2012. As a non-profit support organization for Delaware public schools, Innovative Schools' Charter Management Organization's (CMO) work is designed to build the capacity of partnership schools 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 start-up activities of the school; and, to that end, is seeking financial assistance through this grant opportunity to support the ECHS@DSU through the first three years of their school's operation. 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 Innovative Schools' CMO best practices and enhance their ability to provide meaningful CMO support to other new charter schools in Delaware during their start-up years.

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Innovative Schools; 100 W. Tenth Street, Suite 403; Wilmington, DE 19801-1643

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Project Narrative File(s)

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INNOVATIVE SCHOOLS: REQUESTING FUNDS TO SUPPORT

INITIAL IMPLEMENTATION OF THE

EARLY COLLEGE HIGH SCHOOL AT DELAWARE STATE UNIVERSITY

CHARTER SCHOOL

CFDA #84.282B

Table of Contents

Absolute Priority

Accelerating Learning and Helping to Improve High School Graduation Rates and College Enrollment Rates in High Poverty Schools 3

Competitive Priorities

Priority 1: Improving Achievement and Graduation Rates for Rural Students, Students with Disabilities, and English Language Learners (4 points)..... 8

Priority 2: Support for Military Families (3 points)..... 11

Invitational Priority

Promoting Diversity 13

Application Requirements

Requirement (a): Educational Program 14

Requirement (b): Charter School Management 14

Requirement (c): Objectives and Achievement 14

Requirement (d): Administrative Relationships 14

Requirement (e): Parents and Community 14

Requirement (f): Continuous Operation 14

Requirement (g): Waivers..... 14

Requirement (h): Use of Funds 15

Requirement (i): Informing Students 17

Requirement (j): IDEA Compliance 18

Requirement (k): Dissemination 18

Selection Criteria

Criteria (1): Quality of Curriculum and Educational Practices (15 points) 18

Criteria (2): Assistance to Educationally Disadvantaged Students (5 points) 28

Criteria (3): Quality of Assessment Strategy (15 points) 30

Criteria (4): Parent/Community Support and Involvement (10 points) 35

Criteria (5): Quality of Project Personnel (22 Points) 38

Criteria (6): Quality of Management Plan (15 points) 43

Criteria (7): Existence and Quality of a Charter Agreement (15 points) 48

Criteria (8): Degree of Flexibility (3 points) 48

ABSOLUTE PRIORITY

Accelerating learning and helping to improve high school graduation rates and college enrollment rates in high-poverty schools

The Early College High School at Delaware State University (ECHS@DSU) is located in Kent County, Delaware on the campus of Delaware State University. With a total population of just over 169,700, children ages 0-19 represent 27% of Kent County's residents, and trends continue to show more children living in poverty and living in single-parent, under-employed families[1]. Kent County's children are 25% Black (Non-Hispanic), 6% Hispanic, 64% White (Non-Hispanic), and 5% comprised of other ethnic groups.[2] Additionally, 24% of Kent County's children live in poverty and 59% of one-parent households live below the poverty line.[3] Challenges for children living poverty include the limited availability of food; inadequate access to dental, physical and mental health care; higher percentages of teen pregnancies with grandmothers raising their grandchildren; increased rates of abuse, neglect and crime; lower academic achievement; higher drop-out rates; and lower percentages of students graduating from high school. The ECHS@DSU, a new charter high school opening in the summer of 2014, is designed to serve such a student population, accelerating learning and propelling them into college.

Through a partnership between the Charter Management Organization (CMO) Innovative Schools (IS) and Delaware State University (DSU), an Historically Black College and University established in 1891 in Dover, Delaware, the ECHS@DSU will be a dynamic high school where a diverse group of students will be engaged, motivated, and supported by a unique school designed

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[1] *Kids Count: Delaware, 2013*

[2] U.S. Census Data, found at http://quickfacts.census.gov/qfd/states/10/10001.html

[3] *Kids Count: Delaware, 2013*

so that low-income, first-generation college-attendees, English language learners, students of color, and other young people underrepresented in higher education can earn a high school diploma and up to 60 college credits. Recruitment strategies for the ECHS@DSU will focus on creating a diverse student population reflective of the early college high schools across the country where 61% of the students are from low-income families and reflective of DSU where 76% of undergraduates qualify to financial aid each year due to low family income[4]. See Appendix A for additional data on the effectiveness of the early college high school model. As such, the ECHS@DSU will qualify as a high-poverty school, as defined in the Federal Register Notice for this funding opportunity.

The ECHS@DSU will predominately draw its student population from those students currently attending middle school in Kent County, including the Caesar Rodney, Capital, Lake Forest, Milford, and Smyrna School Districts. The percentage of students receiving free and reduced lunch (FRL) in each of those districts and in each of the middle schools contained within those districts is in Table 1below and reflect that all of the districts and most of the middle schools from which the ECHS@DSU will predominately draw students qualify as high-poverty schools,[5] meeting the definition of high-poverty school from the Federal Register Notice for this funding opportunity.

TABLE 1			
District	**% FRL Students (K-12)**	**Middle Schools**	**% FRL Students (6-8)**

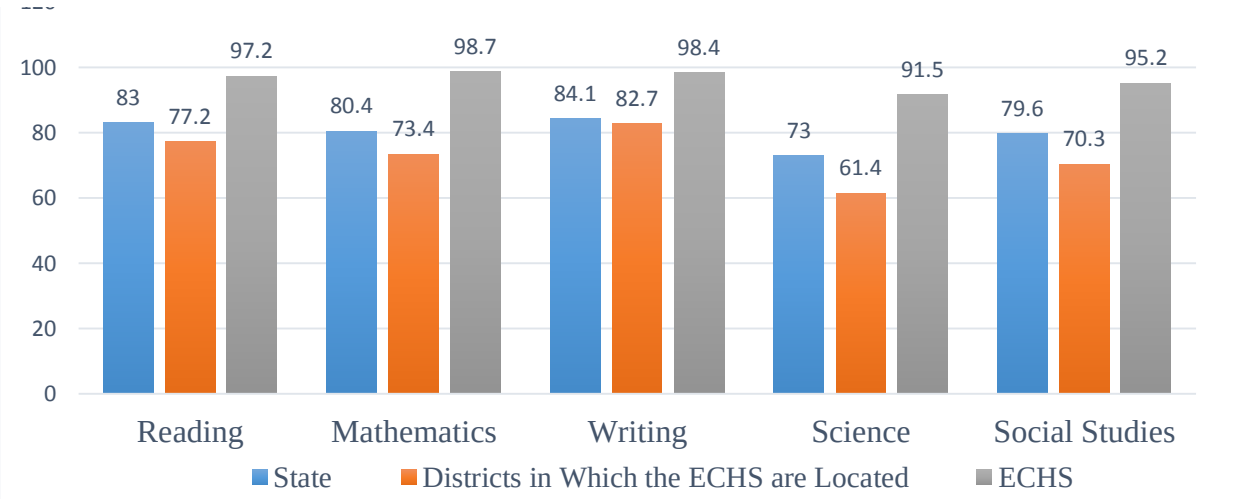
[4] http://www.desu.edu/sites/default/files/u52/finaid1011.pdf

[5] Data from Delaware Department of Education District and School Profiles, 2013-2014 SY

Caesar Rodney	51.5	Dover Air Force Base MS	34.0
		Fifer MS	59.0
		Postlethwait MS	43.9
Capital	70.7	Central MS	70.5
		William Henry MS	71.0
Lake Forest	61.9	WT Chipman MS	60.9
Milford◆	58.1	Central Academy MS	56.8
		Milford MS	64.5
Smyrna◆	50.7	J. Bassett Moore MS	60.7
		Smyrna MS	49.2
Average FRL	**58.6**	**Average Middle School FRL**	**57.1**
◆50% or less of these districts overlap with other counties.			

As described below in the Educational Program section, the ECHS@DSU will replicate EDWorks' Fast Track Early College High School model. As a subsidiary of KnowledgeWorks, the model

TABLE 2: EDWorks' ECHS Network
Percent Passing the 10th Grade Ohio Graduation Test in Spring 2010



has a proven track record to accelerate the learning of all students and close achievement gaps. In 2010, the EDWorks Early College High Schools outperformed state and local school district averages in all assessed content areas (Table 2). Furthermore, across the EDWork's ECHS Network, prior to their high school graduation, 79% of students earn at least one full year of college credit, 30% earn two full years of college credit, and 40% earn more than one but less than two full years of college credit. Beyond their high school graduations, students from the EDWork's ECHS network attend college at higher rates than Delaware students. At the conclusion of the 2012-2013 school year 50% or 4,396 of Delaware's 8,574 graduating seniors enrolled in college[6]. However, across the EDWork's ECHS Network, only 5% of the graduating seniors did not go on to college or a technical training program[7].

Consistent with the EDWorks' Early College High School model the ECHS@DSU will focus recruitment efforts on students from demographic groups typically under-represented in higher education, with a special focus on 1st generation college attendees (students whose parents do not have undergraduate degrees).[8] Data show that 1st generation college attendees not only enroll in college at lower rates than their non-1st generation peers, but they also less likely to persist through college, perform at high levels, and complete their college degrees. Numerous studies have found that 1st generation college students differ from their peers in many ways that reduce the chances they will pursue a college degree and be successful. First-generation students are more likely than their non-1st generation peers to be female, older, African-American or Hispanic, have

[6] Delaware Department of Education State Profile accessed at www.profiles.doe.k12.de.us.

[7] EDWorks data in this paragraph provided by the Chief Innovative Officer at EDWorks.

[8] See data from http://www.aft.org/pdfs/highered/academic/january07/Engle.pdf and http://nces.ed.gov/pubs98/98082.pdf.

dependent children, and come from low-income families—all characteristics that have historically been associated with lower rates of college enrollment. Furthermore, even controlling for all of these factors, 1st generation college students are still less likely to enroll in college than their non-1st generation peers simply as a result of their 1st generation status, whether it is due to the lack of a college-focused culture at home, lack of degreed role models, or an inability to navigate the transition from high school into college. Various studies have put the comparative proportions of students enrolling in college as a 1st generation student versus a non-1st generation student as almost half—47% vs. 85%, respectively.[9]

When 1st generation college students do enroll in college, they are less likely to enter college immediately after high school and more likely to choose a 2-year institution, commute to campus, take classes part-time and take time off during their pursuit of a degree, work full-time while taking classes, and need remedial coursework—all factors associated with a higher likelihood of failing or dropping out of college. These figures fall even further when considering graduate degree pursuit and completion.

Nationally, 1st generation college students represent the population most in need of assistance in pursuing postsecondary education, especially given that this population intersects so many other disadvantaged populations. Based on their track record of success, the replication of EDWorks Fast Track Early College model will provide a ladder of success for disadvantaged and low income students who desire to graduate from college.

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[9] http://dbweb01.aft.org/pdfs/highered/academic/january07/Engle.pdf

COMPETITIVE PRIORITIES

Competitive Preference Priority 1--Improving Achievement and High School Graduation Rates [Rural Students, Students with Disabilities, and English Learners] (up to 4 points) and accelerating learning and improving graduation rates for students with disabilities.

Consistent with the ECHS@DSU's, replication of the early college high school model, each student with an identified disability enrolled at the ECHS@DSU will have an Individualized Education Plan (IEP) that addresses the student's individual needs and encourages his/her active participation in the learning process. Through regular monitoring, review, and discussion of each student's IEP with his/her general and special education teachers, ongoing support will be provided as needed to assist with meeting behavior expectations. Behavioral concerns requiring more support will be handled in accordance with the policies found in the Delaware Department of Education's Administrative Manual for Services for Exceptional Students (AMSES). The school director will maintain responsibility for oversight of the special education program, along with implementation and data reporting, as required by Delaware regulation.

Beyond compliance with IDEA and state special education regulations, EDWork's history of success with disadvantaged student populations demonstrates that through the early college model it is possible to build a culture in which special needs students can not only thrive, but can also expect to achieve academically, thus improving the high school graduation and college enrollment rates among these under-served student groups.

The ECHS@DSU maintains an open enrollment policy in alignment with Delaware Charter School Law and any child may apply to the school and go through the lottery process without being identified as a special education student. Based on current enrollment, the ECHS@DSU has a special education population of approximately 5%. In order to best meet the

needs of these students, while still preparing them for the college work load, the school has hired two certified special education teachers. Each of these teachers is highly qualified in at least one other discipline, so they can support the students in core content areas. The students will be fully integrated into the general education classrooms, unless otherwise specified in their IEP, and all students will participate in Response to Intervention groups as needed. For those students who require some instructional time outside of the general education classroom, an intensive student support program will be in place to allow these students to work with their teachers in a small group setting. Any student who is below grade level will be assigned this support class. As the school grows, it will continue to employ special education teachers who are highly qualified in more than discipline, whenever possible, so they can support the students' academic achievement.

For students who are being served under an IEP or 504 Plan, the IEP team, which includes an administrator, general education teachers, special education teachers, parents, and the student, will integrate those learning goals into the PLP, and provide all necessary accommodations and modifications to course and internship work that will assist students in achieving grade level or performance expectations. Community and/or internship-based work will have mentors that are not only knowledgeable of student needs, but who are also involved in the processes of project planning, transition planning and/or IEP planning as deemed necessary.

The ECHS@DSU is prepared to serve any English Learner who decides to apply and attend the school. When a student enrolls at the ECHS@DSU, the Home Language Survey will be sent home for parents to complete; if a language other than English is marked, the student will begin the process for evaluating any potential need for language instruction support. The student will be given the WIDA-ACCESS (Assessing Comprehension and Communication in English State-to-

State) Placement Test (W-APT)[10] for identification as an ELL and in need of language support. This assessment will assist educators with programmatic placement decisions and the identification and eligibility to receive language support as a necessary part of their curriculum. All ELLs will be tested annually, using the WIDA-ACCESS each spring to determine their level of English language proficiency. Baseline data gained will be used to set language acquisition goals, plan for differentiated instruction, and measure progress over the upcoming year so that ELL students have equal access to the general education curriculum. All ELLs will be served with ELL services until they reach a Tier C Level 5.0 on the WIDA ACCESS test and can be exited from the ELL program. Students who need language support services and special education services will receive ELL services from both special educators for intensive instruction, as well as from general educators who will be introduced and/or re-trained in effective lesson delivery for ELL students.

For students who are eligible for intense, supplemental English Language instruction so that they can achieve at levels commensurate with their English speaking peers, the Sheltered Instruction Observation Protocol (SIOP) model will be used to plan and implement effective instruction for all language learners. Within this approach to language acquisition, teachers will be educated in the instructional framework as well as be provided resources for ensuring that content delivery will scaffold appropriately to meet the needs of emerging English Language Learners, as well as students who speak English as a second language. Teachers will promote English Language Proficiency Standards as well as content-based standards within each of their lessons. For each content objective, students will also be responsible for a language objective. Because students are

[10] Specific information on the WIDA in Delaware can be found at http://wida.us/membership/states/Delaware.aspx

so vested in their own learning process and set their own academic goals, ELL's will also be responsible for setting language acquisition goals through their PLP.

Once students become Fluent-English Proficient, they will continue to be monitored to ensure that they remain able to access grade level content with no barriers due to language or communication delays. Informal assessments, performance-based assessments, and portfolio-based assessments can be used as multiple data points to ensure that students are performing as expected academically and provide documentation of academic growth.

Competitive Preference Priority 2--Support for Military Families (up to 3 points).

The ECHS@DSU is located in Dover, Delaware, less than five miles away from the Dover Air Force Base, home of the 512th Airlift Wing. The Air Force Base is home to the 3,511 active duty airmen and women and 971 reservists who are stationed at the base.[11] To encourage military families to apply to ECHS@DSU for its inaugural year, a student recruiting and enrollment event was held on the Dover Air Force Base to ensure that military families were informed about the school and how its unique model would benefit their children.

The children of military families have unique needs that the ECHS@DSU is prepared to meet. Perhaps the most challenging concern is that of frequent reassignment and relocation. The ECHS@DSU will operate on the University's calendar and schedule, so students will take both high school and college classes that begin at the end of August and continue through the third week of December. A new set of classes will begin in January and continue through the third week of

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[11] http://www.militaryinstallations.dod.mil/pls/psgprod/f?p=132:CONTENT:0::NO::P4_INST_ID,P4_INST_TYPE:940,INSTALLATION=

May. This schedule allows military children the opportunity to complete credits in four months as opposed to a full school year of nine months, giving families more flexibility to have students finish coursework and stay together through changes of station. Additionally, as a fully accredited university, students will be building a college transcript with credits that are fully funded through the ECHS@DSU and portable to other colleges and universities across the country, even if a student's family is assigned to another base.

Through an intentional small school design, ECHS@DSU will offer students far more support than is available in a traditional high school setting. Strong advisory programs that meet daily will provide a small-group environment for students to develop meaningful bonds with classmates and educators. Additionally, the collaboration with DSU through the early college model provides robust support for the children of service persons and veterans. DSU is one of approximately 1,700 institutions in the nation that have been named to G.I. Jobs' Military Friendly Schools' list. Of particular note with this status is the fact that DSU actually has a dedicated Office of Veterans Affairs on campus.[12] This office provides services to both veterans and their dependents, including "vocational, educational and professional counseling, evaluation of abilities and aptitudes, tutoring and rehabilitative services, and VA Work-Study opportunities available from the Department of Veterans Affairs" as a means to make sure that students meet their academic goals. [13]

Through a comprehensive understanding of the student population, ECHS@DSU is prepared to provide a high quality, highly engaging educational program for each of its students. All available resources will be coordinated to ensure student success in both high school and

[12] http://www.desu.edu/alumni-relations/dsu-recognized-its-military-friendliness

[13] http://www.desu.edu/alumni-relations/dsu-recognized-its-military-friendliness

college courses. In conjunction with DSU's commitment to military families, this will translate into an outstanding program for students from these families.

INVITATIONAL PRIORITY

Invitational Priority—Promoting Diversity

In partnership with Delaware State University (DSU), a historically Black College and University in Dover, Delaware, ECHS@DSU will be a dynamic high school where students will be engaged, motivated, and supported by the unique learning environment that is created by the partnership between the high school and the University. Established on May 15, 1891, by the Delaware General Assembly under the provisions of the Morrill Act of 1890, Delaware State University (DSU) was originally named *The State College for Colored Students* and was one of the land-grant colleges for Blacks that came into existence in states maintaining separate educational facilities. While DSU is currently known as a higher education institution, K-12 schools are not new to its campus. In 1916, a school was established on the campus to serve young people of color who were then excluded from Kent County's education system, and a high school diploma was granted upon completion of a four-year course of study. Thirty-six years later in 1952, Kent County public schools opened to students of color and the High School Division was discontinued. As the first early college high school in Delaware, ECHS@DSU renews the tradition of high school excellence on the campus of Delaware State University. The ECHS@DSU will embrace and pursue a diverse community in alignment with DSU's commitment to diversity and the same commitment to diversity of the ECHS@DSU's Board of Directors. Through their letters of support, Board members have affirmed their individual commitment to the diversity of the ECHS@DSU and support the recruitment of students from diverse backgrounds. See Appendix B for the letters of support.

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 & 6).

***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).

***Application Requirement (e)*: 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).

***Application Requirement (f)*: 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).

***Application Requirement (g)*: 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.

The Early College High School at Delaware State University targets under-resourced students who will be the first in their families to attend college. Therefore, it is critical that the school be able to offer students a program built around the acceleration of learning, a demystification of the college experience, and the building of students' self-efficacy to complete college credits. To ensure that the academic program, school culture, and operational structures are built to deliver on these promises, the CSP grant request of $600,000 will be used to fund the school's start-up activities, and can be categorized into 3 strategic areas: 1) school design and replication of EDWorks' highly effective Early College High School model; 2) acceleration of learning and student readiness for the academic program through a Summer Bridge; and, 3) project implementation and oversight. Each of these activities are critical to the successfully creation of a school that is focused on academic rigor and achievement. Additional details on the use of funds is contained in the budget narrative of this application.

Budget Request:

EDWorks Early College Fees	$165,000
Summer Bridge Program	$412,500
Grant Implementation	$22,500

<u>EDWorks' Fast Track Early College ($55,000 per year/Total $165,000)</u>

The contract with EdWorks will provide on-site technical assistance coaching visits from effective Early College School Leaders to plan and problem solve the challenges of

implementation, professional development for the school director and teachers, and access to resources from across the EDWorks' Fast Track Early College High School network. Each year the school director, EDWorks, Innovative Schools will meet during the summer to plan the school development work for the upcoming year. The plan will be based on EDWorks' and Innovative Schools' school start-up work plans, but will be customized for the ECHS@DSU based on the school's academic and operational progress, the needs of the school director and staff, and the degree of fidelity to the EDWorks early college high school model. It is anticipated that work will be more intensive in years one and two of the grant period as the school is opening, but will support will scaffold away over year three so that the ECHS@DSU is able to replicate with high fidelity and demonstrate strong student achievement. Each year, the EDWorks coaches will work several days each month on-site with the school director to ensure that the operational structures are firmly established. Recruitment, induction of staff, orientation of students, and planning move forward according to systems and structures developed by the school. The focus of professional development each year will be based on the needs of the teachers and increasing the rigor of the instructional program and supports for students and moving the instructional program in tighter alignment with the EDWorks school design.

Summer Bridge Program ($137,500 per year/Total $412,500)

An intensive five-week summer bridge program will be provided for all rising 9th and 10th graders and is designed to accelerate learning while building a school culture of success. Students will begin development of the ECHS@DSU Habits of Mind, practice communication skills, and grow in their critical thinking and problem solving skills to enable a smooth and successful transition into college. The grant funds will be used to provide teacher salaries, stipend for university professors to assist with course development and vertical articulation into college STEM

courses, and science kits such as solar car construction, hydroponic gardens, and robotics to promote an inquiry and engineering processes.

Grant Implementation ($7,500 per year/Total $22,500)

While most of the grant funds will be dispersed to support program implementation, a small portion of the grant funds will be retained by Innovative Schools to pay for grant administration, record keeping, monthly data collection, quarterly and annual report preparation, and travel to the Annual Project Director's Meeting.

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. A fuller description of the proposed project's use of funds may be found in the Budget Narrative.

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.

ECHS@DSU will advertise the open application period from November 1st through the 2nd Wednesday in January (to align with Delaware's Choice Law) of the year preceding enrollment. All completed applications for open seats with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. The ECHS@DSU will publicize and hold a lottery in public, applying the following preferences as stated in school's charter and in accordance with state law: (1) Students who have a specific interest in the School's educational philosophy and focus; (2) Students with siblings currently enrolled at the School; (3) Children of staff members employed by the School for at least 30 hours per week during the school year; (4) Children of the school's founders.

The School's educational philosophy and focus will be the early college high school model with a focus on science, technology, engineering and math (STEM). This preference will be confirmed by a parent's signature on the Parent Contract included as Appendix C.

In the event open seats remain following the 2nd Wednesday in January, there will be no need for a lottery, all eligible students will be invited for enrollment, and additional applications will continue to be accepted until such time as the school has reached its maximum capacity. The ECHS@DSU's enrollment policies may be found in Appendix D.

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 for any dissemination activities.

SELECTION CRITERIA

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

The design of the ECHS@DSU is a replication of EDWorks' Fast Track Early College High School model and designed based on an innovative approach that is fueled by the idea that when academic rigor and increased access to higher education opportunities are combined with the opportunity to save time and money, students will be motivated to work hard and meet rigorous intellectual challenges. Through blending high school and college in a challenging, yet supportive program, the early college model compresses the time that it takes for a student to complete high school and up to two years' worth of college coursework through a coherent and seamless course

of study. All early college schools, including ECHS@DSU adhere to five, inter-related Core Principles, which define the fundamental beliefs of the model:[14]

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, who are jointly accountable for student success.

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academics, social skills, behaviors, and conditions necessary for college completion.

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Science, Technology, Engineering, Math – STEM

In addition to using the early college high school design as the framework for the school's structure and culture, the ECHS@DSU will be guided by an academic focus on Science, Technology, Engineering, and Mathematics (STEM). Through the STEM focus, the ECHS@DSU will prepare all students to excel in an information-based, technologically advanced society; emphasize "hands-on" inquiry and experiential learning; integrate science and mathematics with the arts, humanities, and social sciences; be student-centered and open to all students.

[14] www.earlycolleges.org

To accomplish these goals a STEM focus will address both content in the STEM disciplines and pedagogy – project/problem based learning, inquiry learning, design thinking across content areas, and a heightened integration across disciplines. STEM literacy will refer to an individual's ability to apply his or her understanding of how the world works within and across four interrelated domains: science, technology, engineering, and mathematics. This approach will prepare students to be successful in post-secondary education opportunities and workplaces that emphasize information and collaboration. Students will select one of three STEM pathways to pursue: Agribusiness, Forensic Biology or Community Health. These three pathways are in alignment with the programs at DSU. Table 3 shows the career fields aligned to each STEM pathway.

Table 3

Agriculture and Human Ecology	Mathematics, Natural Sciences and Technology	Health and Sport Sciences
• Animal and Poultry Science • Pre-Veterinary Medicine • Fisheries and Wildlife • Environmental Science • Agribusiness • Food Science • Nutrition	• Engineering • Physics • Chemistry • Computer Science • Biology • Mathematics	• Nursing • Health Promotions • Movement Science

Based on its experience launching more than eighty schools, EDWorks has found that the launch of a successful high school must be guided by five key strategies: Begin with the individual student; drive instructional practice with data; conduct teaching and learning through the tightly woven fabric of standards, assessments, curricula, student supports, and instructional practices; connect teaching and learning to students' prior knowledge and understanding; make connections across content areas and with the real world; do not teach isolated facts in artificial silos in a sterile

classroom environment.[15] In order to meet these large goals and adhere to the known strategies for success, the school development process must begin with articulating the foundational elements of the ECHS@DSU which will serve as the guiding vision for the school and for each individual student. Excerpts of the ECHS@DSU visioning document are included below. The full visioning document is included as Appendix E.

1. **Portrait of a Graduate:** Graduates will exemplify the virtues of scholarship, integrity, courage, civility, humility, and respect for self and others. Eager, lifelong learners, graduates will be confident, imaginative problem-solvers, resilient, persistent, prolific idea-generators, and powerful advocates for themselves and their ideas. Through action research, scientific inquiry, Socratic seminars, readings, media, partnerships, internships, mentorships and field trips students will be immersed in the stories of the world's great STEM change agents and discoveries.
2. **Twenty-first Century Skills and Habits of Mind:** Students will develop 21st Century Skills in order to survive and thrive in a complex, connected world, so students will possess: a deep, rich knowledge of core content areas and the ability to see connections among the disciplines; self-motivation and self-direction; ability to exercise thoughtful social and cross-cultural skills; strategies to evaluate text and images for purpose and understanding; skills to access, analyze, evaluate, synthesize and apply information; communicate (orally, in writing, digitally, and non-verbally) with clarity and precision in ways that are appropriate to the venue, audience and media; use creativity and innovation to solve problems; work effectively with others; be a contributing team member; employ effective time management and organizational skills; exhibit strong ICT literacy (information, communications and technology).

[15] EdWork's Overview: Rigorous Curriculum and Instruction, 2009

3. **Defined Approaches to Teaching and Learning:** A problem-based approach to teaching and learning is central to the ECHS@DSU High school teachers and university faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the food and agricultural sciences, the natural sciences and technology, and health sciences. Students will study and create models of complex systems, engage in analysis, prediction, debate and description of interactions among individuals, societies, and their environments.
4. **Service Learning and Internships**: Local partnerships will form a living learning laboratory for students from the ECHS@DSU. Educators and students will partner with university, business and community organizations to design teaching and learning experiences, make global connections, contribute evidence-based analysis and explanations to conversations about economic, education, environmental, or other important civic issues, provide mentoring to younger members of the community, value and respect the wisdom of elders of the community.

To operationalize the ideals of the ECHS@DSU described above, the early college model contains various distinctive elements that will set the ECHS@DSU apart from other high schools in the state of Delaware:

Power of Place: The strategic placement of the school on a college campus helps to demystify the concept of college for students, specifically those who have traditionally been underrepresented in higher education. Additionally, being on a college campus transports students into an environment and culture that is focused on high expectations and preparing for a successful future. Studying on the DSU campus, students will gain place-based learning experiences that go beyond exposing them to leading research and development in the STEM fields. Students will see the

possibilities that a college degree can provide and will have the support to pursue their goals and the possibility of a college education becomes an attainable reality. Most powerfully students come to see themselves as college students, developing a self-efficacy and resilience that will drive them forward to their goals.

High Expectations: The culture of the ECHS@DSU will set the expectation that *every* student in the school will be successful. Being on a college campus, the goal of matriculating into college is all around the students and woven into the mission and culture of the school. To support students in college courses, the ECHS@DSU teachers will provide the scaffolding required to ensure the students' success through the College Connections advisory course, tutoring, study skills support, online learning, and extra time. Research consistently shows that students rise to the level of expectation that is set forth for them. Because the culture and the academic program of the school is built around high expectations, and because students will know that they are expected to be successful in their rigorous classes, they will work hard and be successful.

Year Long School Wide Focus: Each year of the academic program at the ECHS@DSU will be guided by a yearlong focus. The overarching focus or big idea of each year, will take into account the school's initiatives towards innovation and leadership, and includes a Big Idea for the year along with overarching enduring understandings and overarching essential questions. Across disciplines, teachers will design learning experiences that guide the student's understanding of content, skill mastery and relevant applications while developing and deepening students' understanding of these themes. Examples of these components for each year of the curriculum are listed in the Four-Year Learning Plan (Appendix F) that was submitted with the charter application. Themes such as these will provide the focus for instruction that is designed to stimulate inquiry and debate around the enduring understandings and rich ideas. The ECHS@DSU faculty will use

these yearly themes such as those in the samples provided when developing the vertical articulation with the DSU STEM faculty, creating an aligned program.

Inquiry and Project-Based Learning: The ECHS@DSU will provide focused, rigorous, relevant, coherent, cross-curricular learning experiences that emphasize a deep understanding of core concepts and provide continuous opportunities for students to apply knowledge as they seek to solve real-world problems. These learning experiences will be characterized by a shift away from a traditional pedagogical approach into inquiry and project based learning which allows for differentiation within classes and provides a context and structure for integrating academic content standards and 21st century skills into holistic learning opportunities around STEM challenges. Within this instructional framework, students will be provided with the tools necessary to be self-propelled learners, working collaboratively in teams to answer a challenging task or solve a complex problem using the engineering process. For all projects, students will be taught to manage their work to satisfy project goals and outcomes. Project based learning is effective across various demographic groups and will meet the needs of the diverse student population at the ECHS@DSU. See Appendices G & H for information about the effectiveness of PBL and research around this pedagogy.

In addition to an instructional approach built on rigorous inquiry and project based learning, teachers will connect students to authentic STEM challenges presented by the STEM professors from DSU and community partners from the STEM professions. These challenges will promote research, collaboration, content integration, communication, and robust inquiry and engineering processes. Whenever possible, the challenges will tie together the year's learning theme as articulated in the Four-Year Learning Plan and incorporate multiple technology to solve the problem and present solutions. See Appendix I for information about integrated curriculum.

Strong Advisory System/College Connections: In addition to the core academic program, students at each grade level will take College Connections. This course provides a consistent time and place for each student to check in and connect with a caring adult and a small group of about 15 peers who will support him/her as he/she transitions from one grade to the next and on to college. During advisement, the advisor will make sure that all students are progressing in their college and high school coursework and arrange for extra help, tutoring, or mentoring, if needed. The advisor can also connect with students around other issues such as scheduling, course selection, registration, and other logistical issues. During College Connections, students will apply the yearlong themes taught in their core content classes to service learning opportunities, action research projects, job shadowing, and the senior capstone project.

Personalization: The personalization of the academic program for each student at the ECHS@DSU helps to achieve the goal of every student being college and career ready. Students will be engaged, motivated and supported by the personalized learning environment that is created by high school faculty members who will know their students academically and will employ the specific knowledge of each student in the development and maintenance of each student's Personalized Learning Plan. This plan outlines the optimal educational program which will allow students to accumulate the maximum number of credits while enrolled at the ECHS@DSU. The PLP takes both academic and social benchmarks into consideration before allowing high school students to take college courses. Using this tool, teachers assist the student in using data to chart out their academic program and pathway and will monitor students as they venture into the college space to ensure their success. The PLP can include personalized structures for students including tutors and study skills classes as well as on-line tutoring and practice. A sample PLP is included in Appendix J.

Schedule: The most successful early college high schools use scheduling in a very different way, seeing the integration and collaboration between subject areas as important to helping students understand the interconnectedness of disciplines and grounding abstract concepts in real-life applications.[16] The ECHS@DSU will follow the DSU school calendar, but will extend its school year for 9th and 10th graders through the five week Summer Bridget Program. Additionally, to ensure that student learning is accelerated, the ECHS@DSU will have a longer school day that runs from 8:00am – 4:00pm each day. In the high school coursework, teachers will use project-based learning and will collaborate across disciplines to integrate knowledge. Time will be scheduled to fit the needs of the work, scheduled in a 4x4 block. Over the course of a semester, all disciplines will have equal instructional time, but from week to week, as projects necessitate, certain disciplines may be at the forefront of learning.

Summer Bridge Program: Upon enrollment at the ECHS@DSU, rising 9th and 10th grade students will participate in a Summer Bridge program to help them prepare for the transition to a rigorous, early college high school environment. The Summer Bridge Program will include academic and social experiences that are intended to expose students to college life and the rigors of academia and to build structures of support to ensure student success. These experiences will include discussions with current students at DSU; service projects completed with their College Connections advisory to connect students to the campus and surrounding community and to build their relationships with their advisory; tours of the campus; and conversations with professors about the STEM pathways offered by the school. During the Summer Bridge program, students will take one or two college course with their classmates, experiencing college coursework for the first time in a supportive environment. Additionally, students will complete the Accuplacer

[16] EdWorks, Overview: Rigorous Curriculum and Instruction, 2009

College Placement practice test, review the results with faculty and staff, and begin to discuss how to capitalize on individual areas of strength and bolster areas of weakness through the academic program.

Stakeholder Partnership and Alignment: One of the core tenets articulated in the early college high school approach is the involvement of all stakeholders in developing a culture of respect and responsibility. Educators and students at the ECHS@DSU will partner with university, business, and community organizations to design teaching and learning experiences, inquiry-based learning experiences, and performance assessments that engage students in real-world learning around the STEM disciplines. These local partnerships will form a living, learning laboratory for students from the ECHS@DSU, contributing to the learning community in a variety of ways through developing project ideas, design, and assessment; providing community-based action research ideas and sites; creating community service opportunities; coming to the school as guest speakers sharing expertise; providing internship sites; and participating in other ways as needs and opportunities arise.

Dual Enrollment and Dual Credit: Students at the ECHS@DSU will earn the requisite number of high school credits necessary to meet the Delaware high school standards while also receiving dual enrollment credit from the university, achieving up to two years of college credit while still in high school. This model aligns with leading research that argues that two years of college is the minimum required to put young people on the road to a middle-class income, and that the high school-to-college transition is a point at which the education system loses many young people. By the time student's graduate from an early college high school, they have gone well past the 20-credit threshold that is a key breaking point between students who complete a college

degree and those who never finish college.[17] Moreover, the college credit received by students at the ECHS@DSU are fully portable will transfer to other universities and colleges.

<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 (5 points).

One of the core principles of the early college model is the commitment to serve students who have traditionally been underrepresented in higher education, including low-income youth, first-generation college-attendees, English language learners, students of color, and other young people. To their advantage, both the academic program and culture of success that is established at early college high schools has been successful in changing the odds for disadvantaged students who are often at-risk for academic failure.[18]

- On average, daily attendance rates for early college students in 2009 was 94%, and even higher for those students in the early college high schools located on college campuses.
- The average grade-to-grade promotion rate in early college schools is 85%.
- The average proficiency rate on state assessments in 2007-08 was 74% in English Language Arts and 67% in mathematics. Overall, early college schools scored 7 percentage points higher in both subject areas relative to high schools in their local districts.

[17] Clifford Adelman, 2006. *The Toolbox Revisited: Paths to Degree Completion from High School Through College.* Washington, DC: U.S. Department of Education

[18] http://www.earlycolleges.org/Downloads/portrait%20in%20numbers9.pdf

- Early college high school graduates from all backgrounds, including those considered at-risk, enroll and complete college degrees at higher rates than their peers in district schools.[19]

Within the model described above, the following elements are especially meaningful in providing additional support for disadvantaged students. Additional details for each of the following elements in found in the description of the Educational Program: Power of Place, Strong Advisory Program, Personalized Learning Plans, and Summer Bridge Program. Additionally, the following design elements support disadvantaged students in reaching standards:

Small-School Environment and Personalization: ECHS@DSU will be a small school, enrolling approximately 100 students per grade. In this small school environment, students are well known by both the faculty and their peers and are therefore supported in all areas of their academic achievement and social development. Working in tandem with the small-school design, personalization of the academic program has been recognized as particularly effective for at-risk students, capitalizing on the relationships with teachers and faculty members that are strong and supportive. These relationships are critical to ensuring that students get the support that they need and develop a sense of belonging at the school. With a focus on creating a culture that is student-centered, the school identifies and addresses individual student needs with the specific supports and resources that are needed for students to develop both academically and socially.

Transfer and Articulation Plans: In partnership with postsecondary faculty and other important stakeholders, the ECHS@DSU will provide students with a smooth transition from high school to college coursework. For any student this transition can be complex and the process alone can serve

[19] http://www.air.org/sites/default/files/downloads/report/AIR%20ECHSI%20Impact%20Study%20Report-%20NSC%20Update%2001-14-14.pdf

as a barrier to entering postsecondary education. For students with no family history of college attendance, whose families may have little knowledge of the application process or necessary testing requirements and limited ability to obtain financial support, postsecondary education is often seen as unattainable. The ECHS@DSU will develop students' self-efficacy for college success by teaching them how to navigate their own learning. The inclusion of a university liaison, who works closely with the high school and the university faculty, provides consistent communication and alignment between the high school and university, while serving as an additional staff member who knows the students and their needs.

High School as the Student's Home Base: While it is the school's goal to prepare students to confidently enter the college setting, the high school serves as the home base for all students enrolled at the Early College High School at Delaware State University. Upon entering college coursework at DSU, students in the early college high school will still have the opportunity to return to the high school building for tutoring support and advisement, between college classes, and to develop leadership skills mentoring younger peers.

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

The ECHS@DSU Board, school director, and Innovative Schools will regularly review individual student, student cohort, and aggregate school data for the purpose of driving student achievement and monitoring school performance. The school director will be responsible for the collection of data in accordance with Delaware's Charter School Performance Framework which outlines benchmarks for success in the areas of academic performance, organizational efficiency, and financial stewardship (Appendix K).

To assist the school director in data collection and the Board in its governance role, the

school leader, board chairperson, and the CMO will finalize a schedule of data review for the monthly board meetings that is based on Delaware's Charter School Performance Framework which outlines a series of academic, organizational, and financial frameworks to which Delaware charter schools must adhere, and any additional data to be collected which demonstrate the school is meeting benchmarks outlined in this Non-SEA Charter School Program grant. Once finalized, this schedule and regular data monitoring will allow the Board to collect and track data trends over time and monitor the progress of the school as it pertains to the Charter School Performance Frameworks, ECHS@DSU's Performance Agreement with its authorizer, and the goals outlined in this grant application. School-wide data can also be reported to the faculty, media, and used in promotional materials for the school.

To propel student achievement of all students, ECHS@DSU students in grades 9 and 10 will take the fall Smarter Balanced formative assessment for reading and math in the fall and in the spring. Students in grade 11 will take the Smarter Balanced formative assessments for reading and math in the fall and the summative assessments in the spring. These data will be disaggregated into cells based on the federal requirement that all student subgroups are making Adequate Yearly Progress (AYP). In addition to the Smarter Balanced assessment, all students at the ECHS@DSU will be assessed using the Accuplacer assessment at least once a year to ensure that students are meeting benchmarks that will prepare them to enroll in college courses at DSU.

After the administration of the Accuplacer during the Summer Bridge and the SBAC formative assessments in the fall, the school leadership team along with Innovating Schools and EDWorks coaches will closely examine both sets of standardized data and align their list of students who require the greatest amount of performance monitoring with the work of the individual teachers and their Professional Learning Communities (PLCs). From this initial data

collection and subsequent review, the school leader will meet with each grade level team in their PLC to discuss each student and to devise plans for improved academic performance.

Teachers will review data regularly in PLCs to assess the strengths and growth areas for each student and to use that data to revise upcoming projects, differentiate instruction within projects, pull together flexible groups to reinforce or teach skills and strategies and to build the capacity of students to use what they have learned through the application of the project. The school director will meet with the PLC teams at least twice a month to monitor the data reviews and data use by the team to ensure that data is being used to drive instruction and that academic achievement is being monitored as planned.

An essential component of data use at the school will be to build students' knowledge and capacity to understand assessment data, and link their own assessment data to a learning plan to achieve high-quality work. As teachers are working to understand and sort the assessment data from their students, they will also be working with their students to share assessment results and to talk with each student about his or her personal learning benchmarks.

Data will be reported to parents through regular newsletters from the school and in a link to the DDOE developed school profile. Additionally, when parents come to the school for learning conferences, their child will take them through his or her portfolio of work, beginning with assessments and data aligning to their learning plan, and then showing the artifacts that demonstrate learning and achievement of benchmarks.

The following benchmarks and metrics have been outlined for the ECHS@DSU.

Goal Area 1 - Student Achievement in Reading: Students will be able to think and communicate with clarity and precision, learning to understand their audience, to write, read, speak, and listen well, to use various forms of technology and artistic expression to convey thought and feeling,

Target 1.1 ECHS@DSUs average proficiency rate on the Smarter Balanced assessment[20] in reading at all required grades will exceed the statewide average student performance of schools serving the same grades.

Target 1.2 At least 90% of all students will meet their annual growth targets in reading as determined by the Accuplace/MyFoundations Lab assessment for college readiness.

Goal Area 2 - Student Achievement in Math: Students will apply critical thinking and problem solving skills to forge real-world solutions and will exercise sound reasoning and understanding in the subject of mathematics.

Target 2.1 ECHS@DSUs average proficiency rate on the Smarter Balanced assessment[21] in math at all required grades will exceed the statewide average student performance of schools serving the same grades.

Target 2.2 At least 90% of all students will meet their annual growth targets in math as determined by the Accuplace/MyFoundations Lab assessment for college readiness.

Goal Area 3 - Student Achievement in Science: Students will be able to apply scientific inquiry and systems thinking skills whenever a situation demands, employing scientific thinking methods to solve problems.

Target 3.1 Students in 10th grade, on average, will meet or exceed Delaware Prioritized Science Standards as measured by meeting or exceeding Delaware's average performance on the state/Next Generation science assessment.

Goal Area 4 – Student Achievement in Social Studies: Students will possess global awareness

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[20] Or other NCLB measure required by the Delaware Department of Education

[21] Or other NCLB measure required by the Delaware Department of Education

and be able to decipher the world around them, skillfully employing knowledge of world regions and cultures, demonstrating respect and concern for other cultures, and using information from both local and national sources to think about and analyze issues in the world.

Target 4.1 Students in 11th grade, on average, will meet or exceed Delaware's Prioritized Social Studies Standards as measured by meeting or exceeding Delaware's average performance on the state social studies assessment.

Goal Area 5 – College Readiness and Success: Students will be prepared to apply to college and will demonstrate the capacity to complete college level course work.

Target 5.1 At least 45% of students will earn a score of 1550 or greater on the SAT.

Target 5.2 The average SAT score for all students will be equal to or greater than 1300.

Target 5.3 9th grade students will earn a cumulative average of 6 college credits.

Target 5.4 10th grade students will earn a cumulative average of 12 college credits.

Target 5.5 11th grade students will earn a cumulative average of 18 college credits.

Target 5.6 12th grade students will earn a cumulative average of 24 college credits.

Target 5.7 Each year the ECHS@DSU will meet or exceed state averages for high school graduation rates.

Goal Area 6 – School Culture and Climate: The ECHS@DSU will demonstrate a positive and safe school culture and climate conducive to a high performing school.

Target 6.1 Each year, average daily attendance at the ECHS@DSU will meet or exceed the state daily attendance average for the 9-12 grade cluster.

Target 6.2 Each year, the number of suspensions from school will be lower than the state average for suspensions for the 9-12 grade cluster.

Goal Area 7 – Student Recruitment and Family Engagement: The ECHS@DSU will demonstrate strong parental involvement and satisfaction in support of the school and their student(s).

Target 7.1 Recruitment venues will target low income families and communities.

Target 7.2 ECHS@DSU will attend the Air Base Education Fair.

Target 7.3 Annually, the ECHS@DSU will achieve a target enrollment of at least 80% of its authorized enrollment as required by the Department of Education.

Target 7.4 At least 85% of the students will have a parent, guardian, or adult family member present at a minimum of three academically focused events per year.

Target 7.5 Parent satisfaction as measured by responses to a parent survey will indicate that at least 75% of parents are satisfied with the ECHS@DSU.

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

Extent of Community Support for the Application (5 points)

The ECHS@DSU enjoys broad support from DSU parents, local businesses, and the surrounding community, as evidenced by the letters of support included with this application. Through the charter application process and planning year, the DSU Executive Board and President have supported the development of the ECHS@DSU, committing both human and financial resources. Several high level DSU administrators and faculty members, including the DSU Provost are ECHS@DSU board members and have personally guided the project from inception and application and into planning and operations. Additionally, the DSU Foundation which raises money on behalf of DSU has provided significant financial backing for the ECHS@DSU prior to the school receiving the per pupil allotment from the State of Delaware.

Beyond DSU, educators and students at the ECHS@DSU will partner with university, business, and community organizations to design teaching and learning experiences, inquiry-based learning experiences, and performance assessments that engage students in real-world learning around the STEM disciplines. These local partnerships will form a living, learning laboratory for students from the ECHS@DSU, contributing to the learning community in a variety of ways through developing project ideas, design, and assessment; providing community-based action research ideas and sites; creating community service opportunities; coming to the school as guest speakers sharing expertise; providing internship sites; and participating in other ways as needs and opportunities arise.

Extent to Which the Proposed Project Encourages Parent and Community Involvement in the Planning, Program Design, and Implementation of the Charter School (4pts)

An extensive outreach plan has incorporated multiple opportunities and venues to ensure that all families, including military families, families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure are reached. The ECHS@DSU Board and school director have used the planning year to engage and inform the Dover and Kent County communities about the ECHS@DSU. Parents are required to attend an informational session and sign a letter of agreement in support of their student attending the ECHS@DSU and pledging their support (Appendix C).

Additionally, teachers and parents will be involved in the leadership and decision-making within the school. A minimum of one Delaware certified teacher employed by the school and one parent of a student enrolled in the school will hold positions on the Board. Parents and teachers will also be represented on the schools' Citizens Budget Oversight Committee (CBOC) and the Family Engagement Committee of the Board which will serve as a critical resource in identifying

needs, corralling resources, organizing and running events, helping to make internship mentoring connections, and serving as primary ambassadors to promote the school.

In the academic program, parents and teachers will play a critical role in the development of each student's Personalized Learning Plan. On a quarterly basis, students will work with their teachers to update their Personalized Learning Plans, and a review with their parents will also be required. Additionally, through the advisory program, College Connections, both the students and their families become well-known to the teachers, and the parents become important allies and decision-making partners in their children's academic programs and transition into a post-secondary education.

A variety of outreach activities has been used over the past two years to inform the community about the proposed school including: 1) meetings with civic, community and faith-based leaders to provide information about the ECHS@DSU program, answer questions, and gather their feedback for possible modifications; 2) meetings with civic associations from low-income neighborhoods to inform, collect feedback, and develop support; 4) recruiting events on the Dover Air Force Base; and 4) outreach to various schools in Dover and Kent County that serve students in grades K-8.

The ECHS will continue to make a concerted effort to ensure that all families, including military families, families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure are reached. They will do this by: 1) visiting local public middle schools, which serve a diverse student population, to share information; 2) conducting a targeted advertising campaign in key neighborhoods in the City of Dover, the Air Force Base, and surrounding communities to ensure that a diverse group of families learn about the school; 3) hosting parent information sessions in different parts of the city, including local

community centers and churches to ensure that meetings are accessible to all families; 4) offering free child care and refreshments to make attendance at parent information sessions easier for families who may have young children; 5) working with local press outlets to publish stories about the school's progress; 6) developing a website and print information about the school and the process for enrollment for families who are unable to attend parent information sessions in person; and 7) utilizing social media strategies.

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; the diversity of their staff; the diversity of the schools with whom they work and support; the diversity of the professionals who participate in their staffing initiatives; and, the under-served student groups for whom their Portfolio of School Models have demonstrated success. Additionally, the Innovative Schools Policy Manual includes the following statement:

> *Our organization is committed to equal employment opportunity. We will not discriminate against employees or applicants for employment on any legally-recognized basis ["protected class"] including, but not limited to: veteran status, uniform service member status, or any other protected class under federal, state, or local law. In Delaware, the following are a protected class: race, marital status, genetic information, color, age [over 40], religion, sex, and national origin.*

Additionally all job descriptions and postings include the following statement:

> *Innovative Schools engages employees without regard to race, color, religion, creed, age, gender, marital status, sexual orientation or any other characteristic covered by law. All*

who believe they meet the stated qualifications are invited to apply. Innovative Schools is an equal opportunity employer.

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

Project Director: Teresa Gerchman will serve as the Project Director and is the Chief Schools Officer for Innovative Schools. Teresa brings expertise in school administration, leadership, curriculum development, staff supervision and professional development for schools and teachers to the Innovative Schools team. For the past five years, Teresa has served as Vice President of Educational Services for various school sites in the North East. She has worked directly with schools to support them in the areas of leadership, pedagogy & curriculum, student and family support, assessment for learning, and learning environment. Prior to moving to Delaware, she spent three years in Hawaii, working exclusively with restructuring schools (K-12) in an educational partnership, the Alliance, with the Hawaii Department of Education. As head of student achievement, Mrs. Gerchman led in turning around underperforming schools while also building capacity. Prior to joining the EdisonLearning Educational Division, she served as an administrator in two EdisonLearning K-8 Charter schools in upstate New York. In this role, Teresa was responsible for the supervision of teachers, student discipline and managed the special education departments. Teresa has a combined teaching experience of 17 years at the 8-12 level. During her career, she has also worked across schools districts in New York State Education Department as a staff, test and district wide curriculum developer.

Project Manager/School Leader: As the School Leader, Dr. Judi Coffield brings extensive knowledge and experience in the areas of mathematics and technology. She co-chaired the committee on Middle School Math Materials Adoption and has been active in middle-school math curriculum development. As a former IT Supervisor K-12 for Red Clay Consolidated School

District, Dr. Coffield managed technology integration teams, supervised building-level IT coordinators, and was actively involved in research and development of the K-12 technology curriculum in Delaware. During her tenure as an Education Associate for Middle/High School Support for the Delaware Department of Education (DDOE), Dr. Coffield was very involved in grant development and management. She also managed numerous projects for DDOE as well as various educational leadership committees and organizations. Dr. Coffield's organizational leadership and grant development and management experience will help to guide the school in planning effectively for its long-term needs.

Innovative Schools Leadership Team: As CMO for the ECHS@DSU, 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 the ECHS@DSU, assist with the development of EDWorks'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 and vision.

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 play 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.

Dr. Dawn M. Downes is Innovative Schools' Director of Academic Programs. 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 School Leadership

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.

Eliseo Sierra, Director of Business Services, brings over 13 years of supervisory and operational management experience in both the financial and education fields. Eliseo comes to Innovative Schools from Lincoln Charter School in York Pennsylvania where he served as the Director of Finance and Operations. Eliseo is experienced in managing a staff of up to 160 employees and overseeing operational and budgeting needs for Lincoln Charter School, Edison Learning Inc., M&T Bank, Wachovia and VAC Services. Eliseo has also been responsible for marketing and promotion in each of his former positions. Mr. Sierra is a graduate of Marist College, Fishkill, NY with a Bachelors of Arts degree in Business and Communication.

Karen Thorpe is working with Innovative Schools as a fiscal trainer and policy writer. Karen retired in June 2013 after 38 years working in the public and private sectors in finance and accounting. From 2002 until her retirement she served as the Director of Business of the Colonial School District. Prior to working at Colonial, Karen was the Business Manager of the Christina School District. She was twice awarded the Delaware School District Business Manager of the year. Karen was instrumental in the implementation of the Delaware statewide payroll and finance systems. Since 2002 Karen has been an adjunct professor at Wilmington University, teaching Fiscal Operations and Resources in the Masters in Education program.

Karen also works as a subcontractor for financial technical assistance to start up charter schools in Delaware. Karen has a Bachelor's Degree from Villanova University and a Master's in Business Administration Degree from the University of Delaware.

Resumes for all key staff may be found in Attachment L.

EDWorks Fast Track Early College High School representation will also be central to the Leadership Team for this project. EDWorks offers bold, innovative school designs that have been field tested at high schools in more than 50 districts across eight states, empowering first-generation college-goers and traditionally underserved students to graduate from high school better prepared for college. EDWorks has successfully enacted high school improvement at the state, district, and school levels, and their innovative designs have raised performance expectations for 50,000 students, while more than 3,000 teachers have sharpened their skills through our professional development models. EDWorks' unique approach to technical assistance can be customized to meet local needs and emphasizes long-lasting, dramatic change.

Selection Criteria (6)*: *Quality of the management plan (15 points).

The Board of the Early College at Delaware State University (ECHS@DDSU) has contracted with Innovative Schools (IS) to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is twofold:

1. As CMO, IS will support full implementation of the EDWorks Early College High School academic program, and will serve as the main partner; EDWorks will serve as its subcontractor; and,
2. As CMO, IS will build the capacity of the ECHS@DSU 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.

In this capacity, the CMO agreement (Attachment M) between the Board of the ECHS@DSU and IS will optimize implementation of EDWorks'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 Operations Manager (OM) at the school site on a part-time basis. This relationship will streamline administrative costs during the first four 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 N.

During the first four years of the school's operation, the IS charter school finance specialists will work directly with the ECHS@DSU's operations manager, director, 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 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 the ECHS@DSU and Innovative Schools.

The ECHS@DSU 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 the ECHS@DSU, 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), director, OM, Board of Directors, and CBOC. The director 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 basic 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.

The ECHS@DSU has also developed an aggressive fundraising plan 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 Charter School Program.

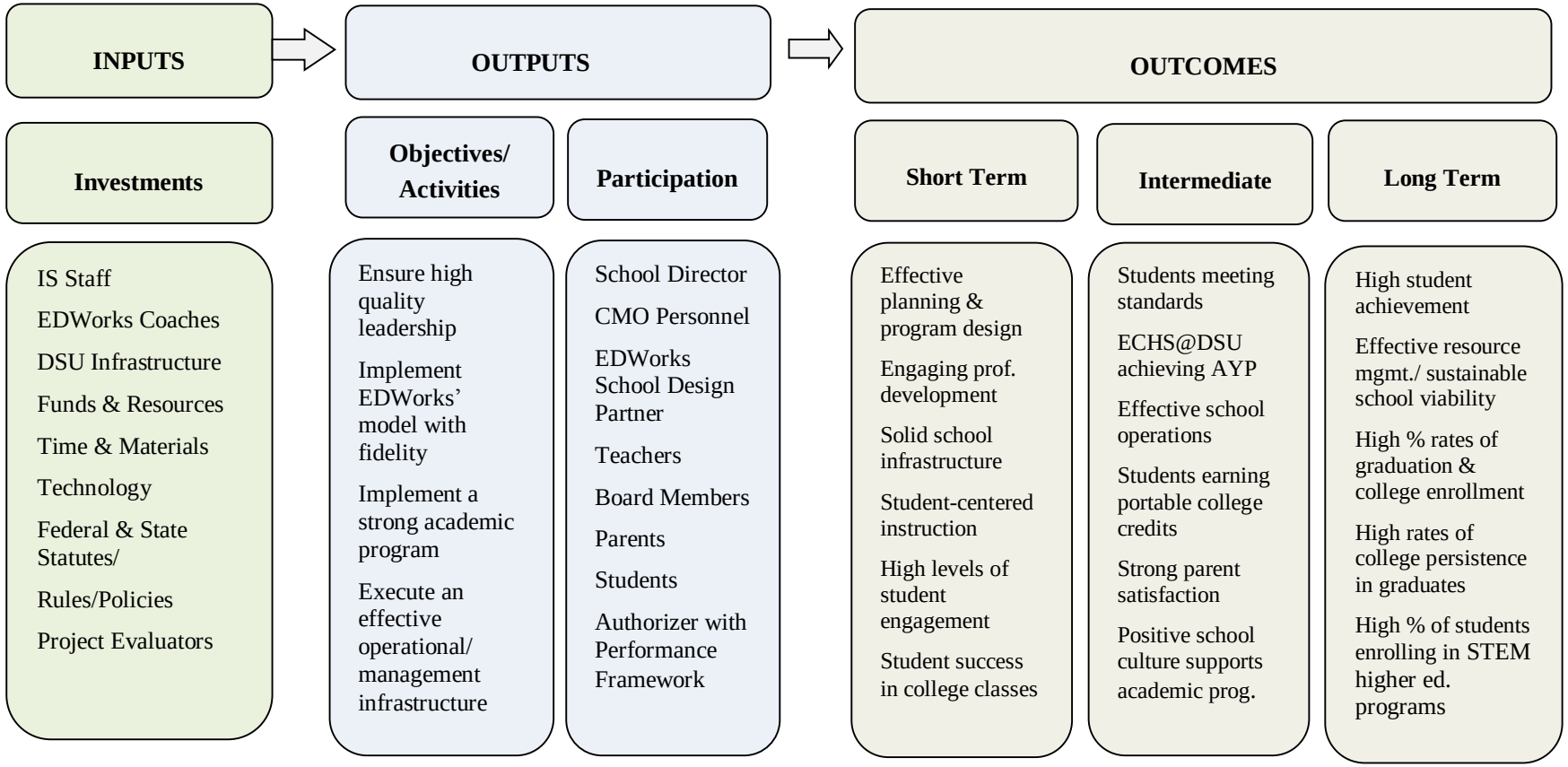
Innovative Schools' Administration: Innovative Schools (IS) intends to implement an efficient and effective management plan to implement the primary project goal – to ensure the planning, program design, and initial implementation of the ECHS@DSU is successfully achieved on time and within budget. Innovative Schools' Chief Schools Officer, Teresa Gerchman, 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 collaborate with the ECHS@DSU director, Dr. Judi Coffield, who will serve as the project manager with specific responsibilities directly tied to the successful implementation of the project activities on time and within budget. 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 general 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

PROJECT GOAL: To support the successful planning, program design, and initial implementation activities for Early College High School at Delaware State University, a new charter school in Delaware.

THE PROJECT GOAL RELATES TO THE PURPOSE OF THE CSP GRANT: The goal 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.



A more detailed plan outlining specific management tasks is included as Appendix O.

***Selection Criteria (7)*: Existence and quality of a charter/performance contract between the charter school and its authorized public chartering agency (15 points).**

The Delaware Department of Education (DDOE) is the authorized chartering agency for the ECHS@DSU. The school's charter was approved by the State Board on Education on May 17, 2012 (Appendix P for Approval Letter). The ECHS@DSU's charter application (Appendix Q) 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 submitted January 2014 and accepted by the State Board of Education at their February 2014 meeting and describes how student and school performance will be measured relative to the academic, financial and organizational Charter School Performance Frameworks, as defined by the DDOE (Attachment K). 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. The ECHS@DSU Performance Agreement is included as Appendix R.

***Selection Criteria (8)*: 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.[22]

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.

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

[22] Del. C., Ch.5 § 501.

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:** ECHS-CSP Assurances 2014.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:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

CHARTER SCHOOLS PROGRAM ASSURANCES

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

(a) 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.

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

(c) All items described in the application requirements;

(d) 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;

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

(f) 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;

(g) 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;

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

(i) The applicants' DUNS and TIN numbers;

(j) 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;

(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
NAME OF AUTHORIZED OFFICIAL

Executive Director
TITLE

[redacted]
SIGNATURE OF AUTHORIZED OFFICIAL

7/8/2014
DATE

Innovative Schools
APPLICANT ORGANIZATION

7/9/2014
DATE SUBMITTED

Innovative Schools: Early College High School at Delaware State University
OTHER ATTACHMENTS

Table of Contents

Innovative Schools 501(c)(3) 1a

ECHS@DSU 501C3 Filing 1b

Project Director Resume 1c

ECHS Gets Results Data ..... A

Letters of Support ..... B

Parent Contract C

ECHS@DSU's Enrollment Policies and Procedures ..... D

ECHS@DSU Visioning Document ..... E

Four-Year Learning Plan ..... F

PBL: Does It Work? ..... G

PBL Research Summary ..... H

Integrated Curricular Research Studies I

Personalized Learning Plan (PLP) Sample ..... J

DDOE Performance Frameworks ..... K

Project Personnel Resumes L

CMO Agreement ..... M

Innovative Schools' Clients Served ..... N

Management Plan ..... O

Charter Application for ECHS@DSU ..... P

Charter Approval Letter. ..... Q

ECHS@DSU Performance Agreement ..... R

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: [redacted]
Incorporator
NAME: Stephanie Clark Fitzgerald

KMUSCHB/1319791.1

Delaware Secretary of State

TO WHOM IT MAY CONCERN:

I currently have the name "Innovative Schools Development Corporation" (reservation # 3538112) 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.

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

1370015.1/000020.004

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 20 day of February, 2003.

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

By: [redacted]
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

Early College High School @ Delaware State University

Dr. Judi Coffield
Director

1200 N. DuPont Highway, Dover, DE 19901 | Phone: 302.678.ECHS (3247) | Email: jcoffield@desu.edu | Website: echs.desu.edu

Board of Directors

Dr. Alton Thompson
President/Chair

Dr. Rebecca Fox-Lykens
Secretary

Mr. Amir Mohammadi
Treasurer

Dr. John Austin

Ms. Joan Engle

Ms. Lois Hobbs

Dr. Marsha' Horton

Charles S. McDowell, Esq.

Dr. Rayton Sianjina

Dr. Stephanie Wright

Dr. Judi Coffield
ECHS Director, Executive Secretary

July 01, 2014

To Whom It May Concern:

The ECHS at DSU was approved as a publically operated charter school in April 2012 by the Delaware Department of Education. The school filed its 501c3 application in May 2013 and has received confirmation of its delivery to the IRS. The ECHS at DSU will make the official 501c3 letter available to the Longwood Foundation once the 501c3 application process is complete.

Regards,

[redacted]

Judi L. Coffield, Director

The Early College High School at Delaware State University is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, disability, age or Vietnam Era veteran's status in employment or its programs and activities. The Early College High School will not discriminate against any student in the admissions process because of race, creed, color, sex, disability, national origin or because a student's school district of residence has a per-student local expenditure lower than another student seeking admission. Inquiries regarding compliance with this policy may be directed to the Director of the Early College High School at 302.857.6739.

Teresa Maura Gerchman

[redacted]

Objective: To secure a position that will enable me to build upon my leadership abilities and talents to foster the education of children regardless of race, ethnicity or socio-economic background; while supporting a learning program that will continuously improve student performance.

Education: C.A.S. Educational Administration, August 2003, State University College at Brockport, NY
M.S. Education Secondary Chemistry/General Science, May 1990, State University College at Cortland, NY
B.S. Secondary Science, Chemistry Education, December 1986, State University College at Buffalo, NY

NYS Certifications: School District Administrator, School Supervisor and Administrator, Mathematics 7-12, Chemistry 7-12, Earth Science 7-12, Physics 7-12 and General Science 7-12.

Administrative Experience:
EdisonLearning Inc: Harborside Financial Center, 2901 Plaza 5, Jersey City, NJ 07311
2003-Current**:** Director of Achievement, July 2006 – Current
Northeast Region July 2009-Current

- Supported schools in New York, Maryland, Delaware and Pennsylvania to implement the effective school features in the areas of leadership, pedagogy and curriculum, assessment for learning, learning environment and family and student support
- Supported principals and teachers with developing a data driven culture in their school through training on the use achievement data to drive instruction in their classrooms and school wide and the use of discipline data to drive climate decisions
- Supervised, observed, evaluated, and assessed principals and teachers from an instruction, school culture and school operations perspective in EdisonLearning fully managed schools
- Developed and implemented PIPs for both teachers and principals
- Worked collaboratively with local district superintendents and assistant superintendents to leverage influence in supervision and evaluation of the principals in schools where the principal reports to the district.
- Formalized and executed customized professional development training modules specific to clients' needs.
- Worked with schools to write Annual Charter Reports and Title I grants
- Worked with schools to ensure compliance with all federal, state, and local educational laws and regulations
- Supported school administrations as they built and maintained their annual budget, demonstrated the need to make decisions on the budget on what the data reflects in

terms of student need
- Developed and conducted professional development modules at national, school district and individual school levels

Hawaii Alliance July 2006-June 2009
- As part of the state's restructuring plan worked with restructuring schools to provide focused support to increase student performance levels, major focus of support was developing a data driven school culture
- Directly supported 9 schools that were in restructuring, all schools made significant gains with more than 70% being in good standing after two years.
- Developed and adjusted the schools' support plans, identified areas of focus and improvement for particular schools and codified how EdisonLearning would support schools to make improvements in these specific areas.
- Prepared academic reports and attended complex level meetings with the superintendents in order to provide academic updates on the sites. Created and presented quarterly reports to the Hawaii State Department of Education
- Developed and facilitated regional principal meetings by developing the agenda and designing and delivering professional development tailored to schools' identified needs.
- Developed school improvement plans to be submitted to state departments of education

Curriculum and Assessment Director, Western New York 2005-2006
- Supervised, supported, and evaluated the special education, library and technology faculty and staff. Supervised curriculum coordinators K-8.
- Accountable for the administration of all state and norm referenced testing. Responsible for all state assessments, scoring and reporting. Trained teachers on test environment, administrating, proctoring and regional scoring of assessments.
- Generated and gave monthly reports on all school wide data to the School Board
- Trained teachers on the use of data to drive instruction
- Developed and oversaw the implementation of quality professional development to enhance the instructional programs of the schools.
- Headed Student Achievement Team that worked to increase student achievement by following a detailed plan.
- Developed quarterly common assessments to monitor math and reading progress towards the NYS standards

Academy Director, Charter School of Science and Technology, Rochester NY 2003-2005
- Responsible for discipline of 400 students, grades K-3
- Director of Special Education for the full school, 1100 students, including supervision and evaluation of special education teachers and staff and insurance of compliance with all special education laws.
- Participated in the hiring, supervision, and evaluation of teachers and administrative staff. Directly supervised the teachers and staff who worked with the K-3 classes.
- Created school schedule for whole building of 1100.
- Responsible for all bus transportation issues, cafeteria supervision, and duty assignments for professional staff.
- Recruited staff and developed job descriptions for exploratory teachers and other non classroom teaching staff

- Developed curriculum to ensure instruction was aligned with state standards.

Administrative Intern Staff Development Office, Spencerport CSD, Spencerport, NY 14559, Summer 2003

- Conducted a needs assessment for entire school district for Professional Development for the 2003-2004 school
- Constructed a calendar for staff development for 2003-2004 school year
- Worked with outside providers to develop programs to address unique needs of math and science departments for inquiry learning.
- Created and delivered a cooperating teacher/mentor teacher workshop to compile with NYS for the training mentor teachers.

Science and Technology Teacher Leader, Spencerport CSD, Spencerport, NY 14559 1997-2003

- Supervised and evaluated science department aides and new science and technology teachers as part of the school-mentoring program, including classroom evaluations and reviewing lesson plans.
- Served on district Professional Development Committee that developed a five-year plan for staff development in the district.
- Staff development trainer for mentor teachers and inquiry learning.
- Worked on the Curriculum and Staff Development Committee to make sure all NYS standards were being met at all levels K-12.
- Chaired Science Curriculum Committee, which wrote curriculums to meet NYS science standards for students in grades K-12

Teaching Experience:

1992-2003, Spencerport High School, Spencerport, New York, science and math
1990-1992, Beacon High School, Beacon, New York, science and math
1987-1990, Seton Catholic Central High School, Binghamton, New York, science and math

Related Experience:

- Test Question Writer and Field Test Developer for the State of New York
- Professional Development independent consultant NYS

Reference:

Patrick Byrne, Byrne Educational Works, Camp Hill PA, [redacted]
Rosalind Brooks, Senior Director of Achievement, Catapult Learning, 2 Aquarium Loop, Camden NJ, [redacted]
Todd McIntire, Vice President of Education North East Region, , Catapult Learning, 2 Aquarium Loop, Camden NJ [redacted]
Babette Moreno, Vice President of Education Pacific Region, , Catapult Learning, 2 Aquarium Loop, Camden NJ, ([redacted]

Early College Design Services

JOBS FOR THE FUTURE

EARLY COLLEGE HIGH SCHOOLS GET RESULTS

WITH STUDENTS WHO HAVE BEEN UNDERREPRESENTED IN HIGHER EDUCATION

EARLY COLLEGE STUDENTS GRADUATE, ATTEND COLLEGE AT HIGHER RATES

Using the federal definition of four-year graduation:

> **90 PERCENT** of early college students graduate high school vs. the national rate of 78 percent.

Plus, it costs them less time and money to earn a postsecondary credential

> **94 PERCENT** of early college graduates earn some college credit for free

> The average grad earns **38 COLLEGE CREDITS**, saving:

» 30 percent off a Bachelor's degree; or

» 60 percent off an Associate's degree.

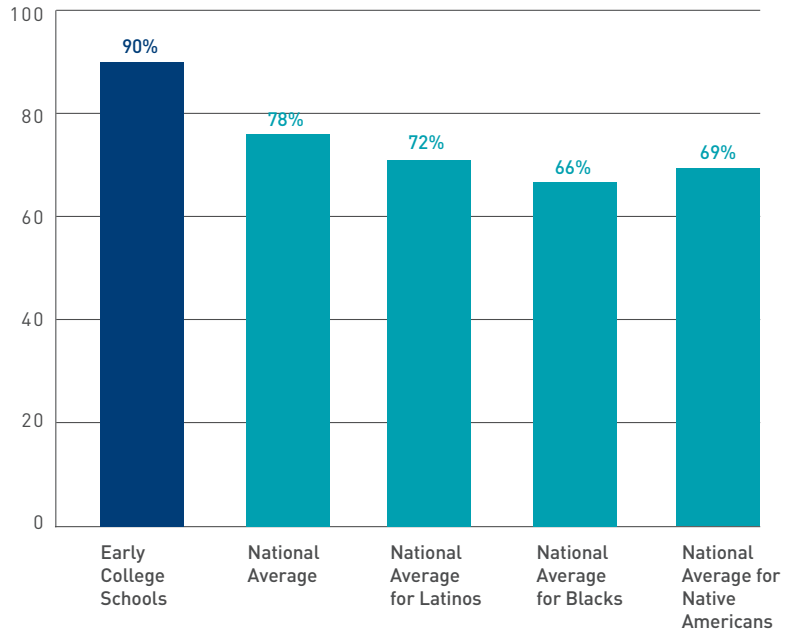
Nearly one-quarter of students actually earn degrees by the time they finish high school:

> **30 PERCENT** of graduates at early colleges open 4+ years have earned an Associate's or college certificate along with their high school diploma!

The next semester after graduating early college:

> **71 PERCENT** of graduates enroll in college vs. the national rate of 68 percent.

FOUR-YEAR HIGH SCHOOL GRADUATION RATES

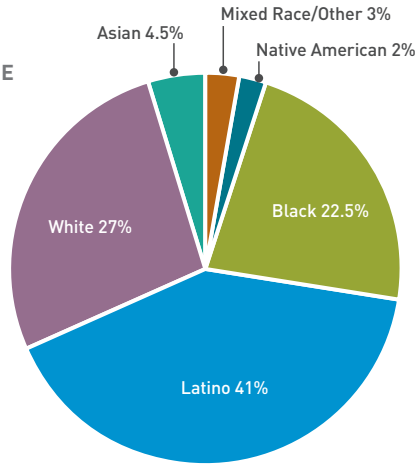


SOURCES: Early College High School Initiative Student Information System, Jobs for the Future; U.S. Census Bureau; and National Center for Education Statistics.

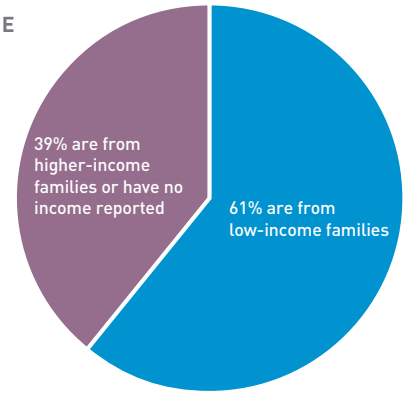
WHO DO EARLY COLLEGE SCHOOLS SERVE?

Early college schools are committed to serving students from backgrounds traditionally underrepresented in higher education.

RACE AND ETHNICITY OF EARLY COLLEGE STUDENTS



FAMILY INCOME OF EARLY COLLEGE STUDENTS



> **56 PERCENT** will be the first in their immediate families to attend college.

JOBS FOR THE FUTURE

TEL 617.728.4446 FAX 617.728.4857 info@jff.org

88 Broad Street, 8th Floor, Boston, MA 02110
122 C Street, NW, Suite 650, Washington, DC 20001

WWW.JFF.ORG

THOMAS R. CARPER
DELAWARE

United States Senate

WASHINGTON, DC 20510–0803

July 2, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave.
Washington, DC 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-State Educational Agency (Non-SEA) Federal Grant 84.282B to support the continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education; therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start-up.

Given the grant's purpose to increase the national understanding of the charter school movement 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 the ECHS@DSU through the school's 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 the absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' The ECHS@DSU will target high school students in Dover, Delaware, resulting in a diverse student population which is in alignment with the EDWorks' Fast Track Early College High School model, the highly successful instructional school design the school has adopted. In the case of the ECHS@DSU, the strength of the EDWorks' Early College High School model will be combined with a focus on STEM (science, technology, engineering, and math), preparing students for college and creating a vertical program that is aligned with the STEM programs at Delaware State University.

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

I welcome Innovative Schools' proposal to support the ECHS@DSU in the planning, program design and implementation of this exceptional charter school. If I can be of further assistance, please do not hesitate to contact me through my projects director, Larry Windley, at 302-674-3308.

Sincerely,

Tom Carper

Thomas R. Carper
United States Senator

DELAWARE STATE UNIVERSITY

OFFICE OF THE PROVOST AND VICE PRESIDENT FOR ACADEMIC AFFAIRS

July 1, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave.
Washington, DC 20202

Dear Secretary Duncan:

As Provost and Vice President for Academic Affairs and the Chairperson of the Board of Directors of the Early College High School at Delaware State University (ECHS@DSU), I am pleased to lend my full support to the grant proposal being submitted by Innovative Schools on behalf of the ECHS@DSU for the Non-SEA Federal Grant 84.282B to support continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education; therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start-up.

Given that the purpose of this grant opportunity is to increase the national understanding of the charter school movement by expanding the number of high-quality charter schools available to students, I feel strongly that with this funding, Innovative Schools will be able to successfully support the ECHS@DSU through the school's 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 the "absolute priority:" 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' The ECHS@DSU will target high school students in Dover, Delaware, resulting in a diverse student population which is in alignment with the EDWorks' Fast Track Early College High School model, the highly successful instructional school design the school has adopted. In the case of the

ECHS@DSU, the strength of the EDWorks' Early College High School model will be combined with a focus on STEM (science, technology, engineering, and math), preparing students for college and creating a vertical program that is aligned with the STEM programs at DSU. This proposal objective is also consistent with the land-grant mission of DSU that focuses on access and opportunity for low-income and underserved students.

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

In sum, the proposed program by Innovative Schools is one of our top priorities for DSU and has my full support. I look forward to a favorable funding decision to ensure the continued planning, program design and implementation of this exceptional school that provides an educational alternative for Delawareans.

Please feel free to contact me should you have any questions regarding my commitment to this proposal's success ([redacted]

Sincerely,

[redacted]

Alton Thompson, Ph.D.
Provost and Vice President for Academic Affairs

1200 N. DUPONT HIGHWAY – DOVER, DELAWARE 19901-2277 – (302) 857-6100 – FAX (302) 857-7410

DELAWARE STATE UNIVERSITY

Office of Sponsored Programs

July 2, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave.
Washington, DC 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-SEA Federal Grant 84.282B to support the continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education. Therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start-up.

Given the grant's purpose to increase the national understanding of the charter school movement 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 the ECHS@DSU through the school's 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 the absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' The ECHS@DSU will target high school students in Dover, Delaware, resulting in a diverse student population which is in alignment with the EDWorks' Fast Track Early College High School model, the highly successful instructional school design the school has adopted. In the case of the ECHS@DSU, the strength of the EDWorks' Early College High School model will be combined with a focus on STEM (science, technology, engineering, and math), preparing students for college and creating a vertical program that is aligned with the STEM programs at Delaware State University.

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

1200 N. DUPONT HWY. • DOVER, DE • 19901-2277 • (302) 857-6810 • Fax: (302) 857-6804

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

As a member of the Board of Directors, I welcome and I am committed to Innovative Schools' proposal to support the ECHS@DSU in the planning, program design and implementation of this exceptional charter school.

Sincerely,

[redacted]

John N. Austin, Ph.D.
Assoc. VP/Research & Sponsored Progarms,
& ECHS@DESU Board Member

Early College High School @ Delaware State University

Dr. Judi Coffield
Director

1200 N. DuPont Highway, Dover, DE 19901 | Phone: 302.678.ECHS (3247) | Email: jcoffield@desu.edu | Website: echs.desu.edu

Board of Directors

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Ms. Lois Hobbs

Dr. Marsha' Horton

Charles S. McDowell, Esq.

Dr. Rayton Sianjina

Dr. Stephanie Wright

Dr. Judi Coffield
ECHS Director, Executive Secretary

July 2, 2014

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Dr. Doordan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-SEA Federal Grant 84.282B to support the continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education; therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start-up.

Given the grant's purpose to increase the national understanding of the charter school movement 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 the ECHS@DSU through the school's 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 the absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' The ECHS@DSU will target high school students in Delaware, resulting in a diverse student population which is in alignment with the EDWorks' Fast Track Early College High School model, the highly successful instructional school design the school has adopted. In the case of the ECHS@DSU, the strength of the EDWorks' Early College High School model will be combined with a focus on STEM (science, technology, engineering, and math), preparing students for college and creating a vertical program that is aligned with the STEM programs at Delaware State University.

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students and others who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

The Early College High School at Delaware State University welcomes Innovative Schools' proposal to support the ECHS@DSU in the planning, program design and implementation of this exceptional charter school.

Sincerely,

Judi L. Coffield

Dr. Judi L. Coffield, Director

dream BIG dreams

The Early College High School at Delaware State University is an equal opportunity employer. It does not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, marital status, disability, age or Vietnam Era veteran's status in employment or its programs and activities. The Early College High School will not discriminate against any student in the admissions process because of race, creed, color, sex, disability, national origin or because a student's school district of residence has a per-student local expenditure lower than another student seeking admission. Inquiries regarding compliance with this policy may be directed to the Director of the Early College High School at 302.857.6739.

Rebecca Fox-Lykens, Ed.D.
[redacted]

July 2, 2014

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Dr. Doordan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-SEA Federal Grant 84.282B. As a Founding Board Member and former K-12 teacher, I believe that the Early College High School will serve those students that are not currently being served by traditional, public school formats. Early college high schools have traditionally been designed so that low-income youth, first-generation college-attendees, English language learners, students of color, and other young people underrepresented in higher education can earn a high school diploma and college credit simultaneously.

I believe securing these funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' The school's mission- to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy is the first of such a school mission in the state of Delaware. Allowing a streamlined approach to high school and college course alignment will help ensure that first-generation, low-income high school students complete college degrees in high needs disciplines such as technology and science. The **Early College High School at Delaware State University** will focus its recruiting efforts on 1st generation college students. This matches the target population of the school design partner, EDWorks Fast Track Early College High School model. The reasoning behind this is to support the students who need the most support entering postsecondary education. 1st generation college students not only enroll in college at lower rates than their non-1st generation peers, but they also persist and complete their degrees at lower rates, performing more poorly in their college classes.

I welcome Innovative Schools' proposal to support the ECHS@DSU in the planning, program design and implementation of this exceptional charter school.

Sincerely,

[redacted]

Rebecca Fox-Lykens, Ed.D.

July 2, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave.
Washington, DC 20202

Dear Secretary Duncan,

I am writing this letter to support the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-SEA Federal Grant 84.282B in order to support the continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education; therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start –up.

I feel strongly with this grant's funding, Innovative schools will be able to successfully support the ECHS@DSU through the school's program design and the ability to fulfill the school's vision and mission and to achieve the school's absolute priority: to accelerate learning and to improve the graduation rates of high school students in the Dover, Delaware area resulting in increased college enrollment rates for high –poverty students in Delaware. The school's diverse student population will be exposed to a rigorous curriculum with an emphasis on STEM (science, technology, engineering and math) preparing students for college and creating a vertical program that is aligned with the STEM programs at Delaware State University.

After ten years serving as superintendent in the Indian River School District in Delaware, I believe and know that the ECHS design is urgently needed in our state. A school designed to encourage and educate first generation students who are under-represented in higher education with a rigorous academic program and the support necessary for them to be successful is long overdue.

I urge you to back Innovative School's application to support the ECHS@DSU in the planning, program design, and implementation of this exceptional charter school. It is my hope with support of this Non-SEA grant we will see the dreams of students who never thought they would have an opportunity to participate in such a program and eventually graduate from college come true.

Sincerely,

Lois M. Hobbs
Senior Consultant of the Vision Network
Retired Superintendent of the Indian River School District, Delaware

Charles S. McDowell
2607 W. 16th St.
Wilmington, Delaware 19806

June 24, 2014

Innovative Schools
100 West 10th Street
Wilmington, DE 19801
Att: Dr. Deborah Doordan, Executive Director

Re: Early College High School at Delaware State University

Dear Dr. Doordan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-SEA Federal Grant 84.282B to support the continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education; therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start-up.

ECHS@DSU is a project initiated and supported by Delaware State University (DSU) of which I am a member of the Board of Trustees. I am a retired lawyer, having been in private practice with the Delaware based firm of Potter Anderson & Corroon for 30+ years and am now *of counsel* to that firm. I accepted an invitation in 2006 to join the Board of DSU because of its HBCU tradition and my interest in enhancing educational opportunities for low income persons. When DSU began this charter school project I requested to be appointed to serve on the Board of Directors. The prospect of working on a project that would increase college accessibility for low income students, primarily first generation attendees, and with a STEM focus, was extremely appealing. My work thus far with ECHS@DSU has proven that this may be the most exciting and rewarding community project I have ever been associated with.

I strongly support the ECHS@DSU because its mission is in alignment with the DSU mission as "a public, comprehensive, 1890 land-grant institution that offers access and opportunity to diverse populations from Delaware, the nation, and the world." Further, DSU considers diversity to be one of its five Core Values along with community, integrity, scholarship, and outreach. Early college high schools have traditionally been designed so that low-income youth, first-generation college-attendees, English language learners, students of color, and other young people underrepresented in higher education can earn a high school diploma and college credit simultaneously. This is such an important goal for our community.

ECHS@DSU is partnering with EDWORKS on this project because of its terrific track record. In EDWorks Early College High Schools across the country,

- 70% of early college students are students of color
- 59% of early college students are eligible for free or reduced lunch

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Given the grant's purpose to increase the national understanding of the charter school movement 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 accomplish that goal by supporting the ECHS@DSU through the school's 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 the absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.'

I welcome Innovative Schools' proposal to support the ECHS@DSU in the planning, program design and implementation of this exceptional charter school.

Sincerely,

[redacted]

Charles S. McDowell
Member of Board of Directors
ECHS@DSU

DELAWARE STATE UNIVERSITY

COLLEGE OF HEALTH, EDUCATION & PUBLIC POLICY
OFFICE OF GRADUATE STUDIES

July 3, 2014

The Honorable Arne Duncan, Secretary
U.S. Department of Education
400 Maryland Ave.
Washington, DC 20202

Dear Secretary Duncan,

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Early College High School at Delaware State University (ECHS@DSU) for the Non-SEA Federal Grant 84.282B to support the continued program design and implementation of the school. Federal charter school start-up funds are not available through the Delaware Department of Education; therefore, the federal assistance provided through this grant opportunity is urgently needed to ensure a successful school start-up.

Given the grant's purpose to increase the national understanding of the charter school movement by expanding the number of high-quality charter schools available to students, I passionately feel strongly that with this grant's funding, Innovative Schools will be able to successfully support the ECHS@DSU through the school's 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 the absolute priority: 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' The ECHS@DSU will target high school students in Dover, Delaware, resulting in a diverse student population which is in alignment with the EDWorks' Fast Track Early College High School model, the highly successful instructional school design the school has adopted. In the case of the ECHS@DSU, the strength of the EDWorks' Early College High School model will be combined with a focus on STEM (science, technology, engineering, and math), preparing students for college and creating a vertical program that is aligned with the STEM programs at Delaware State University.

The funding from this Non-SEA grant will ensure that the school fulfills its vision - to provide first generation students who are under-represented in higher education with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy. Across EDWorks Fast Track Early College schools, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Delaware State University welcomes Innovative Schools' proposal to support the ECHS@DSU in the planning, program design and implementation of this exceptional charter school.

Sincerely,

Rayton R. Sianjina, Professor of Education
Delaware State University

1200 N. DUPONT HIGHWAY • DOVER, DELAWARE 19901-2277 • (302) 857-7170 • FAX (302) 857-7150

Delaware State University is an equal opportunity employer and does not discriminate because of race, creed, national or ethnic origin, sex or disability.

Delaware AeroSpace Education Foundation
5 Essex Drive
Bear, Delaware 19701

Celebrating Twenty-five Years of Excellence

July 2, 2014

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Dr. Doordan,

As a Founding Board Member of the Early College High School at Delaware State University (ECHS@DSU), I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the ECHS@DSU for the Non-SEA Federal Grant 84.282B. The grant would provide critical funding needed for the school's program design and implementation. Because Federal charter school start-up funds are not available through the Delaware Department of Education, securing the Federal support would contribute greatly to the success of the school's start up.

I am confident that acquiring this Federal grant will enable Innovative Schools to successfully support the ECHS@DSU in designing and implementing the school's curriculum. Securing this financial resource will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help 'to accelerate learning and help to improve high school graduation rates and college enrollment rates in high-poverty schools.' I am particularly impressed by the fact that the EDWorks' Early College High School model will be combined with a focus on STEM (science, technology, engineering, and math). This combination will prepare students for college and create a strong curriculum that is aligned with the STEM programs at Delaware State University and ultimately the workplace.

Further, the funding will ensure that first generation students who are under-represented in higher education are provided with a rigorous academic program that incorporates authentic, project-based learning, technology to facilitate research and an innovative approach to instruction, and a school culture that promotes strong self-efficacy.

It is my hope that the committee will act favorably in regard to the proposal. Support of this request will serve to facilitate important strides in the crucial planning, program design and implementation of this outstanding charter school.

Sincerely,

[redacted]

Stephanie M.G. Wright, Ed.D.
President and CEO
Delaware AeroSpace Education Foundation

Early College High School @ Delaware State University
dream BIG dreams

Parent/Guardian Contract of Commitment to the Early College High School At Delaware State University and its STEM Focused Curriculum.

The undersigned parent/guardian of an Applicant for admission to the Early College High School at Delaware State University hereby contracts with and commits to the School as follows:

1. We (I) have carefully reviewed "An Overview of the Early College High School at Delaware State University".
2. We (I) understand that the School's curriculum is focused on **Science, Technology, Engineering and Math** (STEM) and that, prior to our (my) student's 11th grade year, he/she will choose one of three pathways of study that can lead to careers in Agriculture and Human Ecology; Mathematics, Natural Sciences and Technology; or Health and Sport Sciences.
3. We (I) understand that each of the three possible academic pathways will involve a significant concentration of courses in **STEM** subjects.
4. We (I) understand that, during our (my) student's 11th and 12th grade years, he/she will be expected to take at least 1-2 college level courses each semester at Delaware State University.
5. In order for our (my) student to have a successful career at Early College High School at Delaware State University, if our (my) student is admitted to the School, we (I) fully commit to the following:

    a. We (I) will make sure our (my) child is at school on time every day, missing only for illness or emergencies.
    b. We (I) will make arrangements to pick up our (my) child whenever he/she is assigned an after school tutorial.
    c. We (I) will always notify the school when our (my) child is absent, and we will make sure all make up work is completed.
    d. We (I) will make sure our (my) child follows the dress code and the Student Code of Conduct.
    e. We (I) will make sure that my child follows the prescribed code of conduct regarding entering public spaces on campus and interacting with Delaware State University college students.
    f. We (I) will always make ourselves (myself) available to our (my) child and to the school staff and we (I) will address any concerns they might have.
    g. We (I) will help our (my) child in the best way we (I) can.
    h. We (I) will partner with the school staff and make sure that our (my) child completes all assignments on time.

6. We (I) understand that if we (I) fail to comply with this contract, our (my) student may be denied the right to attend the School.

Signed (Parent(s)/Guardian(s)):

_____Date:_____

_____Date:_____

Early College High School at Delaware State University
Application and Enrollment Policies

Enrollment Application Form

- Required: DE Standardized Application for Education Options
- Optional: Application Supplement

  This allows the charter school to request additional information. This information cannot be used as selection criteria, but may include some acknowledgment items such as "I understand my student and I/we will be required to sign a Commitment Contract."

Enrollment Application Platform: Data Service Center

Applications for enrollment are electronic, and are managed through the Data Service Center (DSC) application site (portal).

DSC provides the following services:

- Platform for electronic completion of the DE Standardized Application for Education Options, as well as any other Application Supplement questions
- 'Receipt of Application' letter mailed or emailed to the parent/guardian once the application is electronically submitted
- Administrative access for the school leader and Innovative Schools (Charter Management Organization) to track the school's data and manage the status of each application
- Invitations mailed
- Lottery data generation, if oversubscription occurs
- Student and parent materials in Spanish

Statewide Choice Deadline: 2nd Wednesday of January Each Year

- DSC application portal closes at 4:00 p.m. on the day of the statewide Choice deadline
- Applicant reports are provided to administrators
  a. If the school is **oversubscribed** with applications:
     1. Lottery date will be scheduled
     2. Priority sort will be completed, in alignment with charter-approved criteria:
        a. Students who have a specific interest in the school's educational philosophy and focus
        b. Children with siblings currently enrolled at the school
        c. Children of staff members employed by the school for at least 30.0 hours per week during the school year
        d. Children of the school's founders
     3. Lottery will be held to select applicants for enrollment
  b. If the school is **undersubscribed** with applications:
     - Application portal is reopened so more applications may be submitted

Invitation Process: Following the Statewide Choice Deadline

Applicant reports are provided to administrators

a) If the school is **oversubscribed** with applications:
   - The lottery process will be initiated with a letter sent to parents/guardians about the lottery process and date/location for the lottery.

- Following the lottery, invitation letters and a Certification of Intent to Enroll will be sent to parents of those students selected, with online acceptance required by parents/guardians through the DSC application site. This will be followed by enrollment packets mailed to parents/guardians.
- Administrative monitoring of invitation acceptances:
  - Once a student accepts an invitation to ECHS (or another school), all other applications are automatically declined in the DSC system.
  - To monitor online acceptances, it is necessary to access the DSC online system each day to see who accepts; then wait for the Intent to Enroll to be returned.
- Following the online acceptance of the invitation, a Student Enrollment Packet will be mailed to the parent/guardian. This will include information about school enrollment/registration process, along with information about the required 1-year enrollment commitment.

b) If the school is **undersubscribed** with applications:

- Invitation letters and a Certification of Intent to Enroll will be sent to all applicants who submitted applications by the statewide Choice deadline, with online acceptance required by parents/guardians through the DSC application site.
  - Administrative monitoring of invitation acceptances:
    - Once a student accepts an invitation to ECHS (or another school), all other applications are automatically declined in the DSC system.
    - To monitor online acceptances, it is necessary to access the DSC online system each day to see who accepts; then wait for the Intent to Enroll to be returned.
  - Following the online acceptance of the invitation, a Student Enrollment Packet will be mailed to the parent/guardian. This will include information about school enrollment/registration process, along with information about the required 1-year enrollment commitment.
- Applicants who submit after the statewide Choice deadline will continue to receive invitation letters (in the order in which they are received) until the school reaches its maximum authorized enrollment.
  - Following the online acceptance of the invitation, a Student Enrollment Packet will be mailed to the parent/guardian. This will include information about school enrollment/registration process, along with information about the required 1-year enrollment commitment.

School Enrollment/Registration: Spring

- March: Enrollment/registration activities begin
  - 1-year enrollment commitment is signed and kept on file
- April 1: 1st enrollment reporting to DDOE
  - 80% of maximum enrollment is target
- May 1: 2nd enrollment reporting to DDOE
  - This enrollment reporting establishes basis for funding prior to September 30th Unit Count

Early College High School at
Delaware State University

Background

(Excerpts from http://www.desu.edu/history)

Delaware State University was established May 15, 1891 by the Delaware General Assembly under the provisions of the Morrill Act of 1890. Originally named The State College for Colored Students, DSU was one of the land-grant colleges for Blacks that came into existence in states maintaining separate educational facilities. In the more than 120 years since its founding, the University has grown in stature as a center for teaching, research, and public service. The University is among the premier Historically Black Colleges and Universities (HBCU) in the country, while serving a diverse student population. Today DSU studies are organized into five colleges that contain a total of 21 academic departments, offering 52 bachelor degrees, 25 master degrees and five doctoral degrees.

K-12 schools are not new to the DSU campus. The campus houses an outstanding early childhood learning facility on the grounds today. In the 1916-1917 school year, a model school was established on the DSU campus to serve young people of color, all of who were excluded from Kent County's education system, and a high school diploma was granted on completion of a four-year course of study. Over time, the program evolved into a High School Division at The University. At the end of the 1951-52 school year, as Kent County public schools opened to students of color, the DSU High School Division was discontinued. ***As the first Early College High School in Delaware, the Early College High School at Delaware State University continues the tradition of innovation and excellence on the campus of Delaware State University.***

OUR VISION

Graduates of the Early College High School at Delaware State University will display the drive and academic focus to earn 60 hours of college credit *and* a high school diploma during their four-year high school career. College credit will lay the foundation for degrees and careers in the STEM disciplines.

The school will provide the supports needed to successfully engage any student who has a passion for inquiry-based learning and an interest in science , technology, engineering and mathematics.

Working in multi-disciplinary, collaborative teams, students will approach learning with the inquiring, creative mind of a scientist and innovator.

Innovation, curiosity and intellectual risk-taking are at the heart of the DSU STEM/ECHS.

A planned, purposeful four-year program of study will allow students to seamlessly integrate a high school diploma with 60 hours of college credit toward degrees or careers in food and agricultural sciences, the natural sciences and technology, or health sciences.

Educators and students will partner with university, business and community organizations to design curricula, inquiry-based learning experiences and performance assessments that engage students in real world learning.

Portrait of a Graduate

Graduates of the Early College High School at Delaware State University are driven by a passion to make their world a better place. They have an in-depth knowledge of and understanding of **S**cience, **T**echnology, **E**ngineering and **M**athematics. They understand the social, economic, political, and historical context within which leadership emerges and the potential of the STEM disciplines to impact lives and advance our society. Most importantly, graduates of this Early College High School exhibit the leadership qualities and skills to advance the public good in a diverse and globally interdependent world.

Our graduates exemplify the virtues of:

- Scholarship
- Integrity
- Courage
- Civility
- Humility
- Respect for self and others

Eager, lifelong learners, our graduates are:

- Confident, imaginative problem-solvers
- Resilient
- Persistent
- Prolific idea-generators
- Powerful advocates for themselves and their ideas

In the tradition of Early College High Schools across this nation, graduates of the Early College High School at Delaware State University will display the drive and academic focus to earn 60 hours of college credit *and* a high school diploma during their four-year high school career. College credit will lay the foundation for degrees and careers in the areas of:

Agriculture and Human Ecology	Mathematics, Natural Sciences and Technology	Health and Sports Sciences
• Animal and Poultry Science • Pre-veterinary medicine • Plant Science • Fisheries and Wildlife • Environmental Science • Agribusiness • Food Science • Nutrition	• Engineering • Physics • Chemistry • Computer Science • Biology • Mathematics	• Nursing • Health Promotions • Movement Science

Never Doubt They Will Change Their Worlds
Through action research, scientific inquiry, Socratic seminars, readings, media, partnerships, internships, mentorships and field trips our students will be immersed in the stories of the world's great STEM change agents and discoveries. Through service, they will bring those lessons home. They will emerge inspired, engaged, and empowered.

In short, graduates of the Early College High School at Delaware State University will change their worlds.

Habits of Mind
Students of the Early College High School at Delaware State University will approach new learning challenges with the following mindsets, outlooks, intellectual processes:

- Open-minded, flexible thinking
- Listening with curiosity; seeking understanding
- Persistence in the face of challenges
- A focus on the long and broad view
- Seeking, listening to, and valuing diverse perspectives and approaches
- Intellectual risk-taking
- Seeking to understand how one thing connects to and intersects with another
- Artistic sensibility
- Considering the ethical implications of questions, problems, and novel situations
- Exhibiting a healthy skepticism
- Analyzing the critical assumptions behind any line of reasoning
- Applying past knowledge to new situations
- Humility; the ability to express joy at the success of others

21st Century Skills
In order to survive and thrive in a complex, connected world, our students will:

- Possessing a deep, rich knowledge of core content areas and the ability to see connections among the disciplines
- Self-motivation and self-direction
- Exercising thoughtful social and cross-cultural skills
- Evaluating text and images for purpose and understanding
- Accessing, analyzing, evaluating, synthesizing and applying information
- Communicating (orally, in writing, digitally, and non-verbally) with clarity and precision in ways that are appropriate to the venue, audience and media
- Using creativity and innovation to solve problems
- Working effectively with others; being a contributing team member
- Employing effective time management and organizational skills
- Exhibiting strong ICT literacy (information, communications and technology)

Approach to Learning

A problem-based approach to teaching and learning is central to the Early College High School at Delaware State University. High school teachers and university faculty will introduce scientific concepts and processes, while students work collaboratively, apply multiple methods of inquiry and principles of the arts and engineering to solve problems in the food and agricultural sciences, the natural sciences and technology, and health sciences. Students will study and create models of complex systems, engage in analysis, prediction, debate and description of interactions among individuals, societies, and their environments.

Partnerships

Local partnerships will form a living learning laboratory for students from the Early College High School at Delaware State University. Educators and students will partner with university, business and community organizations to:

- Design teaching and learning experiences
- Make global connections
- Contribute evidence-based analysis and explanations to conversations about economic, education, environmental, or other important civic issues
- Provide mentoring to younger members of the community
- Value and respect the wisdom of elders of the community

The Early College High School at Delaware State University

On the Campus of Delaware State University

Total High School Credit	34.5
Total College Credits	61-67

Key to Courses and Credits: College Credit ■ High School Credit ■ Dual Credit

YEAR 1

Year-Long Focus of the Learning

Over-Arching Big Idea
The Self as Innovator

Over-Arching Enduring Understandings
- Individual passion and engagement are at the heart of creativity.
- Creativity and design thinking are at the heart of innovation.
- Innovation is an action.

Over-Arching Essential Questions
- What is creativity?
- What is innovation?
- What does it mean to be an innovator?

Service Learning Teacher and DSU-recommended activity that improves some aspect of the community.

Required Summer Bridge Experience	
	xx-191 University Seminar I*
	INFO 101 – Applying Computers
SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 1/Check and Connect (Integrates Advisory, arts and technology)
Science	SEM 1: Earth Science
	SEM 2: Biology
Mathematics	SEM 1: Algebra 1 or Geometry
	SEM 2: Geometry or Algebra 2
English Language Arts	SEM 1: Self- Discovery and the American Experience
Social Studies	SEM 2: Geography and Civics
Fitness and Wellness	Physical Education
Elective	SEM 2: CSCI-107 Survey of Computing

Key Assessments	
Summer Bridge	Accuplacer College and Work Readiness Assessment
Sept/Jan/ May	DCAS Reading and Math MAP
Sept/May	Writing Prompt Accuplacer
May	Biology EOC

One Book, One Campus Reading
The 7 Habits of Highly Effective Teens, Covey

Year One Credits	
High School	8
College	4-7

YEAR 2

Year-Long Focus of the Learning

Over-Arching Big Idea
Global Connections Past and present

Over-Arching Enduring Understanding
- People create societies (systems) based on common ideas, beliefs, traditions and technologies
- As societies (systems) interact with each other, they change
- As societies (systems) evolve over time, they change

Over-Arching Essential Questions
- How do we understand/analyze the development of distinct cultures? How do we use evidence to study change/the past?
- How have ancient cultures influenced modern ones?
- How do cultures change when they are exposed to new perspectives and environments?

Service Learning Student-identified group project that improves some aspect of the community

Required Summer Bridge Experience	
	xx-192 University Seminar II
	PHIL 101 Critical Thinking
SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Global Leadership and Public Policy 1/Check and Connect (Diversity Leadership, 21st Cen. Media)
Science	Chemistry/Physics
Mathematics (two of three)	Algebra 2
	Pre-Calculus/Elementary Statistics
	MTSC 122 Trigonometry
English Language Arts	Culture & Connections in a Global Society
	Contemporary Issues and the Human Condition
Social Studies	Economics
Elective	MUSC 100 African American Music OR MUSC 101 Introduction to Music OR ART 101 Intro to Art OR ART 103 Introduction to Drawing
Fitness and Wellness	Health

Key Assessments	
Summer	Accuplacer
Sept/Jan May	DCAS Reading, Math, Science MAP
Sept/ May	Accuplacer Writing Prompt
Jan or May	English II EOC Algebra 2 EOC

One Book, One Campus Reading
The Immortal Life of Henrietta Lacks, by Rebecca Skloot

Year Two Credits	
High School	6.5
Dual Credit (HS/College)	2/3-6
College	4

YEAR 3

Year-Long Focus of the Learning

Over-Arching Big Idea
Innovation and Research

Over-Arching Enduring Understanding
- Innovation is a problem-solving process that requires specific tools, procedures and techniques.
- STEM expertise is a pre-requisite to systematic creativity which leads to innovations.
- Innovation requires persistence and entrepreneurial risk-taking.

Over-Arching Essential Questions
- What are the tools, processes ar techniques most critical for innovation?
- What is the role of persistence i innovation?
- What is the role of risk in innovation?

Job Shadowing Students engage in one 8-hour job shadowing experience per semester in their chosen pathway

Action Research Teams of students work on a real world design problem through collaborative research, analysis, documentation and prototyping in collaboration with a college or industry partner in their chosen pathway.

Key Assessments	
Fall	ACT/SAT
Jan.	US History EOC
Spring	ACT/SAT

One Book, One Campus Reading
Lies My Teacher Told Me, Loewen

Year Three Credits	
High School	2
Dual Credit (HS/College)	4/13-15
Agribusiness Pathway	9
Forensic Biology Pathway	9
Community Health Pathway	9

ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 2 Advanced/Check and Connect (Integrates Advisory, arts, technology and preparation for Senior Capstone Experience)
English Language Arts	ENGL 101 English Composition 1
Social Studies	United States History
	SCCJ 101 Introduction to Sociology
Mathematics	MTSC 122 Trigonometry
World Language	SPAN 101 Spanish I or CHIN 101 Chinese I

REQUIRED COURSEWORK IN CHOSEN STEM CONCENTRATION
(The dual enrollment courses below constitute the three-credit pathway requirement.)

Agribusiness Pathway	Forensic Biology Pathway	Community Health Pathway
AGRI 102 Agriculture and Natural Resources Sciences	BIOL 194 Introduction to Biological Professions	CMHE 108 Personal and Community Health
AGRI 206 Intro to Animal Science	BIOL 225 Survey of Forensic Science	CMHE 232 Principles of Health Education
MTSC 121 College Algebra	BIOL 101 General Biology I and Lab I (Required – SEM 1)	BIOL 207 Anatomy and Physiology I
BIOL 101 General Biology I and Lab I	BIOL 102 General Biology II and Lab II (Required – SEM 2)	MTSC 121 College Algebra

Students will be encouraged to consider an alternative teaching certificate in vital STEM areas, in alignment with other DSU program emphases.

YEAR 4

Year-Long Focus of the Learning

Over-Arching Big Idea
Innovation for the Future (Verification Stage*)

Over-Arching Enduring Understanding
- Innovation is a force that moves civilization.
- Every person has the capacity to innovate.

Over-Arching Essential Questions
- What drives innovation?
- What are the ethical dimensions of innovation?
- What kind of innovator am I?

Capstone Exhibition Presentation of an innovation created by the student using the design thinking process over the course of Year 4. Capstone demonstrates mastery of student learning outcomes, including creative, innovative and design thinking. Integrated with Design Thinking and Advisory coursework.

Key Assessments	
Fall	ACT/SAT
Spring	ACT/SAT
Spring	College and Work Readiness Assessment

One Book, One Campus Reading
A Certain Ambiguity, Suri and Bal

Year Four Credits	
High School	1
Dual Credit (HS/College)	4/12
Agribusiness Pathway	16
Forensic Biology Pathway	16
Community Health Pathway	16

ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 3/Check and Connect (Integrates Advisory and the Capstone Seminar)
English Language Arts	ENGL 102 English Composition 2
World Languages	SPAN 102 Spanish 2 OR CHIN 102 Chinese 2
	SPAN 201 Intermediate Spanish OR CHIN 201 Intermediate Chinese
Elective	Visual or Performing Arts

COURSE WORK PERSONALIZED FOR EACH STUDENT BY CHOSEN STEM CONCENTRATION
(Dual enrollment courses are part of the pathway and are required.)

Agribusiness Pathway	Forensic Biology Pathway	Community Health Pathway
AGRI 207 Intro to Animal Nutrition	BIOL 210 Genetics	CMHE 234 Public/Community Health Services
BIOL 205 Ecology	BIOL 255 Forensic/Investigative Biol. Lab	CMHE 200 Measurement and Evaluation in Health Promotion
BIOL 102 General Biology II and Lab I	CHEM 101 General and Analytical Chem. I	HMEC 215 Introduction to Nutrition
CHEM 101 Gen. and Analytical Chem. I	CHEM 102 Gen. and Analytical Chem. II	BIOL 208 Anatomy and Physiology II
CHEM 102 Gen. and Analytical Chem. II	MTSC 261 Calculus for Life Sciences	MTSC 241 Elementary Statistics
ACCT 201 Accounting I	BIOL 215 Cell Biology	PSYC 201 General Psychology
ACCT 203 Acct. for Decision Makers	PSYC 201 General Psychology	SCCJ 101 Introduction to Sociology
MGMT 205 Management Processes	SCCJ Introduction to Criminal Justice	ENGL 200 Speech
AGRI 208 Soil Science		

Students will be encouraged to consider an alternative teaching certificate in vital STEM areas, in alignment with other DSU program emphases.

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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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June 2009

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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Technology and Student Achievement—The Indelible Link

iste International Society for Technology in Education

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Table of Contents

Letter from the ISTE CEO....2

Executive Summary....3

Introduction....5

Current Research on Education Technology and Student Achievement....5

Seven Factors for Successfully Implementing Technology for Learning....7

The Effects of Access and Equity on the Use of Technology to Improve Student Achievement....8

How the Effects of Technology on Student Achievement Relate to Global Competitiveness....8

Policy Recommendations....9
- National
- State and Local

References....11

June 2008

Dear Colleague:

On behalf of the International Society for Technology in Education (ISTE®), I am pleased to release the first in a series of policy briefs focusing on the role of technology and learning. This first brief entitled, *Technology and Student Achievement—The Indelible Link,* will be a useful tool for ISTE members and other education technology supporters as we collectively advocate to ensure students are provided the technology and information skills and tools necessary for success in the 21st century.

ISTE members have monitored research on the effectiveness of education technology on student outcomes for more than 20 years, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has a strong positive impact on student achievement.

We encourage readers to use this document as a tool for their advocacy efforts. Feel free to excerpt the Executive Summary or the research findings or to share the entire report with policymakers and education leaders at the national, state, and local levels.

ISTE thanks Robert Kadel who was commissioned by ISTE as the lead researcher/writer of this policy brief. ISTE appreciates all of the time and energy dedicated by the members of ISTE's Public Policy and Advocacy Committee as well as ISTE staff Mark Andrews, Talbot Bielefeldt, and Hilary Goldmann. A special thank you to COMPUTER EXPLORERS for their generous support of this policy brief. For more information about ISTE's public policy and advocacy efforts and about this policy brief, contact Hilary Goldmann, ISTE's Director of Government Affairs at hgoldmann@iste.org or 1.202.861.7777.

Sincerely,

[redacted]

Don Knezek, PhD, CAE
Chief Executive Officer

The International Society for Technology in Education (ISTE®) is the premier membership association for educators and education leaders engaged in improving teaching and learning by advancing the effective use of technology in PK–12 and teacher education. Home of the National Educational Technology Standards (NETS) and the National Educational Computing Conference (NECC), ISTE represents more than 100,000 education professionals worldwide. Learn more at http://www.iste.org.

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Executive Summary

- **Education Technology has a positive effect on student achievement.** ISTE members have monitored research on the effectiveness of technology in education on student outcomes for more than 20 years, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has positive effects on student achievement.
- **Several states have emerged as leaders in integrating education technology.** Several state programs have involved the implementation of instructionally sound strategies in integrating education technology into instruction. Missouri's eMINTS program, Michigan's Freedom to Learn program, and Texas' Technology Immersion Pilot, just to name a few, have all shown statistically significant gains in elementary and middle grade reading, math, and science achievement when comparing participating students to their non-participating peers.
- **Published journal articles feature studies that have shown significant effects of education technology on student achievement.** In reviewing peer-reviewed journal articles on the effects of education technology integration on achievement, seven studies published since 2000 have shown significant effects in mathematics, and fourteen articles have shown significant effects in reading and literacy. This includes a number of interventions reviewed by the What Works Clearinghouse indicating that the interventions met high standards of scientific reliability.
- **Correct implementation of education technology is key.** The research demonstrates the need for the correct implementation and use of education technology. ISTE has identified seven factors for successful technology implementation:
    1. Effective professional development for teachers in the integration of technology into instruction is necessary to support student learning.
    2. Teachers' direct application of technology must be aligned to local and/or state curriculum standards.
    3. Technology must be incorporated into the daily learning schedule (i.e., not as a supplement or after-school tutorial).
    4. Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs.
    5. Student collaboration in the use of technology is more effective in influencing student achievement than strictly individual use.
    6. Project-based learning and real-world simulations are more effective in changing student motivation and achievement than drill-and-practice applications.
    7. Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community/parents.
- **Research has shown that minority students, those from economically disadvantaged neighborhoods, and students who live in either inner-city or rural areas (but not suburban) tend to have less access to computers, the Internet, and educational software than their middle-class and more affluent peers.** In many cases, schools provide these students with their only access to computing devices and the Internet.

- **The integration of education technology provides students with 21st century skills.** In using technology for instruction and learning, students gain more than just knowledge in core subject areas — they also acquire skills necessary to be productive and competitive in the workplace, in higher education, and in military or community service. ISTE, the State Educational Technology Directors Association (SETDA), and the Partnership for 21st Century Skills have identified these as the abilities to "communicate, collaborate, analyze, create, innovate, and solve problems."
- **National policy recommendations:**
  - **ISTE recommends that national policy must be focused on providing the funding and resources necessary for the effective integration of technology into instruction.** Funding for Enhancing Education Through Technology (EETT, part of Title II-D) must be restored to its original levels as passed in 2001.
  - **ISTE recommends that Congress pass the Achievement Through Technology and Innovation Act (ATTAIN) Act as part of the next iteration of our nation's K–12 laws.** ATTAIN is designed to provide funds to meet the challenges faced by all schools and among those schools most in need. ATTAIN would not only renew funding for hardware and software in schools but also focus funds on continued professional development of teachers in integrating such technology into instruction. Additionally, ATTAIN would direct competitive grants to schools implementing school re-design initiatives with significant technology components. Finally, ATTAIN would provide all districts with a minimum of $3000 per year in formula funding, thereby providing some guaranteed support to districts that cannot prepare competitive grant proposals.
  - **ISTE recommends that E-Rate performance measures must set as a goal a connection speed of one gigabit per second so that administrators, teachers, and students have access to robust broadband networks to take advantage of current and future classroom technologies and services.**
- **State and local policy recommendations:**
  - **ISTE recommends that all states have a dedicated funding stream for educational technology that is tied to sustained high-quality professional development as well as investment in hardware, software, and infrastructure.** For those states that already have funding for this purpose, it must be sufficient to achieve targeted educational goals.
  - **ISTE recommends that administrators at the local level ensure that technology investments and professional development align to curriculum standards.** Data-driven decision making—among administrators and teachers—is key in this process. Useful data on student achievement can identify those gaps where students are not meeting curriculum standards. By identifying teachers' needs for classroom and building technologies and for professional development, administrators can ensure that funding is targeted where it will be most efficient and effective.

Introduction

There are many ways to measure student achievement. Grades, test scores, graduation rates, and the acquisition of skills are popular barometers of how well students are progressing in their formal learning. The Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act of 2001 (NCLB)[1] focuses almost exclusively on the use of standardized tests. Such tests can provide valuable information. Teachers and administrators can tailor curriculum and instruction to meet the needs of their students. Parents can gain an understanding of the areas in which their children need extra attention.

Yet in addition to NCLB's strong emphasis on standardized tests, it is necessary to measure achievement in broader terms: student portfolios; papers and reports; presentations; and formative assessments that gauge critical thinking and problem-solving skills alongside math, reading, and science. Likewise, it is essential to incorporate advances in the use of technology in teaching and learning and assess their effects on achievement measured through test scores and the acquisition of 21st century skills (i.e., the skills that are required for students to succeed beyond high school and thrive in the "Digital Age"). Such skills include: effective digital communication; the creation and use of multimedia documents, databases, and works of art; and the ability to make decisions based on the analysis of data, to name a few.

The research findings presented in this brief demonstrate that technology is being effectively integrated into teaching and learning and is having a positive impact on increasing student achievement through test scores and the acquisition of 21st century skills. This research presents convincing evidence that technology integration in teaching and learning is having a strong positive effect on student achievement across all segments of K–12 students, is helping to advance equity and access in historically high-need schools and communities, and is fortifying today's generation with a foundation of technology-based skills that fit within the larger picture of global competitiveness.

Current Research on Education Technology and Student Achievement

ISTE members have monitored research on the effectiveness of education technology on student outcomes for more than 20 years, and one convincing trend has emerged: when implemented appropriately, the integration of technology into instruction has a strong, positive impact on student achievement.

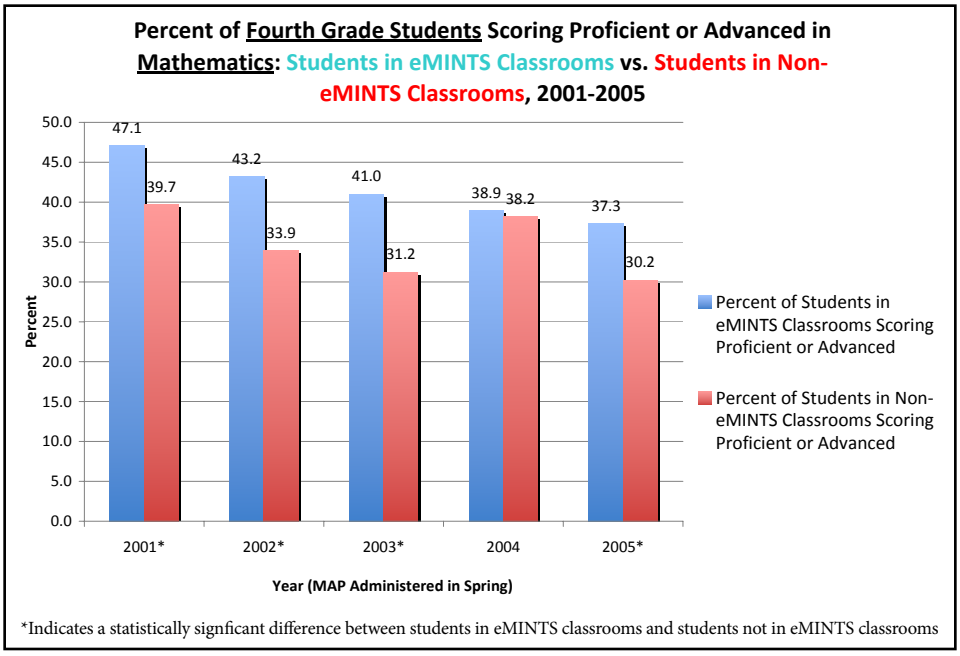
Several states are successfully utilizing instructionally sound strategies in their integration of technology into instruction. One of the most comprehensive examples is Missouri's eMINTS program[2]. eMINTS focuses on innovative instructional processes, and supporting elementary teachers to develop student-centered, inquiry-based instructional practices through multimedia and computer technology (eMINTS 2002, p. 2).

Evaluations of the program involved quasi-experimental studies[3] comparing students in eMINTS classrooms with those in non-eMINTS classrooms in the same grade at the same school. The results have revealed statistically significant differences in the performance of eMINTS students to non-eMINTS students across an array of subject areas. For example, students who participated in eMINTS classrooms have consistently outperformed their peers in statewide math assessments administered through the Missouri Assessment Program. The results are similar in communication arts, where students in eMINTS classrooms have outperformed their counterparts every year except 2002. Third graders in eMINTS classrooms scored significantly higher in science in 2001 and 2004, and fourth graders scored significantly higher in social studies from 2001 through 2003 (see page 6).

Results in other states are similar. Michigan's Freedom to Learn (FTL) program provides laptops for students in a number of the state's middle schools along with extensive teacher professional development around technology integration and curriculum enhancement. Evaluations show that students participating in FTL had significantly higher levels of engagement in their work and in using technology as a learning tool when compared with national averages (Lowther et al. 2005). The results are consistent for school years 2004–05 and 2005–06 (see also Lowther et al. 2007, Ross and Strahl 2005). In one notable FTL school, 8th grade math achievement doubled from 31 percent to 63 percent between 2004 and 2005, and science achievement jumped from 68 percent to 80 percent between 2003 and 2004.[4]

[1]ESEA was originally passed in 1965 and Congress reauthorizes it every five years. NCLB is the moniker given to the reauthorization of ESEA as passed in 2001.
[2]eMINTS is an acronym for enhancing Missouri's Instructional Networked Teaching Strategies.
[3]The studies are quasi-experimental because classrooms were not randomly assigned for participation in eMINTS. Rather, the schools were allowed to choose which classrooms would participate.
[4]From A Complete Guide to One-to-One Computing in the K-12 Environment, p. 24.

In Texas, the Technology Immersion Pilot (TIP) for middle schools yielded reductions in discipline problems and increases in student technology proficiency and use. As with FLT, these results were consistent across school years 2004–05 and 2005–06 (Shapley et al. 2006 and 2007). Students in one fully engaged TIP middle school saw their math achievement scores increase by 5 percent among 6th graders, 42 percent among 7th graders, and 24 percent among 8th graders. TIP evaluations pinpoint the critical importance of teacher professional development and engagement as key factors influencing these outcomes.[5]



Iowa's Department of Education, through a technical assistance program with the State Educational Technology Directors Association (SETDA), has implemented a new comprehensive, scientifically based and sustainable professional development system for elementary and middle school reading and math and the use of technology in those subjects. Preliminary results indicate that achievement scores of students participating in the program have increased by 14 points in 8th grade math, 16 points in 4th grade math, and 13 points in 4th grade reading, significantly higher than scores of students in the control group.

Looking at the effect of technology in raising achievement in specific subject areas, of 11 studies published since 2000 assessing technology integration and mathematics achievement, seven showed strong positive effects on scores among elementary and secondary students.[6] Three showed little discernible effects of education technology on math achievement.[7]

In literacy and reading achievement, 14 out of 19 studies reviewed showed strong positive effects of educational technology on reading achievement[8], nine showed little effect[9], and one showed a negative effect (What Works Clearinghouse August 2007).[10]

In science, three recent studies show generally positive effects of the use of educational technology on science achievement. Dunleavy and Heinecke (2007) found that ubiquitous, or 1:1, computing has a positive effect on science achievement among at-risk middle school students. Van Lehn et al. (2006) showed positive effects of computer mediated tutoring on physics test scores when students who had not taken a physics course before were introduced to intermediate material, but not when they studied material designed for novices (demonstrating the value of using technology to encourage higher-order thinking skills). In a meta-analysis of the effects of different teaching strategies on science achievement, Schroeder et al. (2007) showed that instructional technology had significant, positive effects on science test scores. Meanwhile, Taylor and Duran (2006), analyzing Detroit's MITTEN Program[11], found significant, positive effects on social studies learning by increasing student interest in the subject material.

Murphy (2007) conducted randomized control trials to test for the effect of the use of instructional technology in foreign language comprehension and found significant, positive effects. Moreover, he demonstrated that students who worked in pairs (as opposed to individually) and received elaborative feedback from instructors regarding their use of online comprehension exercises performed better than those who did not.

[5]Wolf, 2007, p.2
[6]Citations for these studies are as follows: Banerjee 2005, Penuel et al. 2002 and five intervention reports from the What Works Clearinghouse dated July 23, 2007; May 29, 2007; March 26, 2007; October 14, 2006; September 14, 2006.
[7]Citations for these studies are as follows: Dunleavy and Heinecke 2007, Yixin 2005, Din and Caleo 2000.
[8]Citations for these studies are as follows: Knezek and Christensen 2007; Tracey and Young 2006, Yip and Kwan 2006, Fasting and Lyster 2005, Jones et al. 2004, Blok et al. 2002, Penuel et al. 2002, Din and Caleo 2000 and six studies from the What Works Clearinghouse dated August 13, 2007a; August 13, 2007b; July 16, 2007a; July 2, 2007; April 23, 2007; and September 28, 2006.
[9]Citations for these studies are as follows: Tracey and Young 2006, Blok et al. 2002, Batchelder and Rachal 2000 and six studies from the What Works Clearinghouse dated August 13, 2007b; July 30, 2007; July 16, 2007a; July 16, 2007b; July 2, 2007; and March 12, 2007.
[10]This sums to greater than 19 studies because five studies showed mixed results, both positive effects and no statistically significant effects, depending on the implementation or student composition.
[11]Michigan Teachers' Technology Education Network

In a March 2007 study of the effectiveness of reading and math software on standardized test scores, Dynarski et al. (p. xiii) found no significant improvement in scores between treatment and control classrooms in either subject. However, Kadel (2007) identified two major problems in the study's design. First, teachers in the control group of schools were allowed to use technology in their classes, just not the specific software being tested in the study. In fact, 75 percent of teachers in the first-grade reading control group used a different reading software product. In other words, this was not so much a comparison of technology use versus no technology use. It was a comparison of the use of certain software programs in certain classrooms to classrooms where other software may or may not have been used. Second, the study's authors disclosed that the software products chosen for testing were suggested by educators and product developers; thus the "voluntary aspect of company participation in the study meant that products were *not a representative sampling of reading and math technology used in schools*" (p. xv, author's emphasis).

The research findings described in this section clearly demonstrate that the use of education technology in teaching and learning is having a strong, positive effect on student achievement. And while standardized test scores continue to be the measurement *du jour,* the use of technology is having an equally positive impact in helping students gain necessary 21st century skills that serve to advance learning engagement, and prepare students for life and work.

Seven Factors for Successfully Implementing Technology for Learning

As mentioned above, a handful of studies showed no statistically significant effect of educational technology on student achievement. Almost all of these studies have one thing in common: they illuminate the need for the correct implementation of technology into teaching and learning. Merely purchasing computers and practice software is not enough. Alignment of the software to curricular standards, effective school leadership, and professional development are equally as important.

In order to positively affect student achievement and to enhance 21st century skills, policy makers and practitioners should focus on seven key conditions:

1. **Effective professional development for teachers in the integration of technology into instruction is necessary to support student learning.** The use of technology for learning does not take place in a vacuum; practitioners must effectively apply technology in the curriculum and throughout the school day. Further, access to technology professional development must be consistent and ongoing in order to keep teachers up-to-date with changing programs, resources, and applications. ISTE's National Educational Technology Standards for Teachers (NETS•T) and the 10 Essential Conditions for Teacher Preparation provide additional guidance in this area. (See http://www.iste.org/nets.)
2. **Teachers' direct application of technology must be aligned to local and/or state curriculum standards.** Since curriculum standards have to align with local or state measures of achievement, classroom-based technology interventions must also mirror those standards. Moreover, any lesson plans designed to incorporate technology must be as rigorous and relevant in meeting local and state curriculum standards as non-technology-based plans.
3. **Technology must be incorporated into the daily learning schedule (i.e., not as a supplement or after-school tutorial).** Kulik (2003) found that computer simulations were effective when incorporated into "regular classroom instruction" and when teachers spend an adequate amount of time using it for core learning. Additionally, Middleton and Murray (1999) discovered that students whose teachers integrated technology into instruction more frequently and for a variety of purposes scored better in 4th and 5th grade mathematics than students whose teachers were low level users of technology.
4. **Programs and applications must provide individualized feedback to students and teachers and must have the ability to tailor lessons to individual student needs.** One major benefit of incorporating technology into instruction is to avoid a one-size-fits-all approach to learning. Instead, technology applications can be tailored to meet individual student needs, provide feedback on student progress, and assist them to reflect on their work. Teachers can use data-driven decision making tools to adapt instruction to students' specific needs. (See, e.g., Kulik 2003, White and Frederiksen 1998). Moreover, educational technology provides multiple avenues for assessing student learning and allowing students to communicate what they have learned to their teachers and parents.
5. **Technology use must be incorporated in a collaborative environment to be most effective.** Student collaboration with technology elevates student achievement more than individual use. Kulik (2003) and others found that student collaboration increased the information available to students through a process of sharing and

augmented critical-thinking skills as students worked to assimilate a range of ideas and information from online sources, software, and their peers.

6. **Project-based learning and real-world simulations must be the main focus of instructional technology utilization.** Adams and Hamm (2008), Cradler and Cradler (1999) and others reported that simulations, multimedia, and lessons based on problem-solving skills improve student motivation, a strong harbinger to increasing student achievement. Real-world simulations are also more effective than using computers for drill-and-practice.
7. **Effective technology integration requires leadership, support, and modeling from teachers, administrators, and the community/parents.** Educational planning that incorporates and models effective technology use has been positively related to increases in student achievement. When schools, community leaders, and families, demonstrate the effective use of technology for learning, communication, and project management, student motivation and interest in using technology in their own work is positively affected (e.g., Gysbers and Henderson 2002, Penuel et al. 20002, Honey 1999, and Mann et al. 1999.).

The Effects of Access and Equity on the Use of Technology to Improve Student Achievement

Inequities exist in both access to and in the use of technology. From the National Telecommunication & Information Administration's 2000 report *Falling Through the Net: Defining the Digital Divide* to the 2003 follow-up study, A Nation Online, to studies such as Judge et al. (2004) and Foss (2002), research has shown that minority students, those from poorer neighborhoods, and students who live in either inner-city or rural areas (but not suburban) tend to have less access to computers, the Internet, and educational software. Thus, they are reliant on schools, libraries, and community centers for their hardware, software, and internet access. Moreover, such students, who also tend to have lower grades and poorer test performance, receive computer-based instruction only for drill-and-practice and not for critical thinking skills or project-based learning. What hardware and software they do have available is still holding them back from achieving their potential.

ISTE's 2007 report, *A National Consideration of Digital Equity* (Davis et al. 2007), discusses four specific challenges that are central to the digital divide:

- Technology is not valued as an instructional tool
- Educators are receiving inadequate professional development
- There remains a significant number of students with limited access to technology outside of school
- Obtaining funding for technology continues to be difficult (pp. 2–4)

The report details five strategies for schools and districts to address these challenges:

- Legitimize the significant role culture plays in students' educational experience
- Continue to challenge perceptions about the role of technology in education
- Encourage others to recognize the critical link between technology professional development and classroom practice
- Create opportunities for students to access technology outside of the classroom
- Continue to seek funding for technology in spite of challenges (pp. 11–13)

ISTE invites the reader to review this report in more detail as part of the discussion of the mediating effects of digital equity in the link between technology and achievement. (Available from the ISTE Web site at http://www.iste.org/digitalequity/report)

How Does the Issue of the Effect of Technology on Student Achievement Fit into the Larger Picture of Global Competitiveness?

Education technology that best fits students' needs and is implemented with adequate professional development and support has strong, positive effects on student test scores. However, achievement as currently measured through standardized tests, does little to enhance and promote the teaching of 21st century skills necessary to be successful in a competitive workforce.

One major benefit of using technology in education is that students also acquire a wide array of technology-based skills. The report *Maximizing the Impact: The Pivotal Role of Technology in a 21st Century Education System* (ISTE, SETDA, and the Partnership for 21st Century Skills, 2007) addresses the impact of the integration of education technology into instruction on those skills American students will need to compete in the global economic market. Such skills include the ability to "communicate, collaborate, analyze, create, innovate, and solve problems" (p. 3). These activities are now only rarely addressed in a pencil-and-paper format in the public, private, and non-profit sectors; yet schools that do not routinely incorporate technology into core instruction continue to hinder students from learning and applying the tools that will be required of them beyond their formal education. Moreover, the Organisation for Economic Co-operation and Development reports that skills mastery in science, technology, and innovation are the keys to stronger economic growth. However, only a small percentage of American students receive rigorous training in and exposure to such skills (Business Roundtable, 2005).

Policy Recommendations

Based upon the research and considerations discussed above, ISTE makes the following recommendations regarding policy at the national, state, and local levels.

National Policy

ISTE believes that national policy, including Titles II-A and II-D of NCLB, must be focused on providing the funding and resources necessary for the effective integration of technology into instruction. Additionally, teachers and students must have access to robust broadband networks to gain access to and effectively use the latest educational technologies, services and applications.

ISTE Recommends: **Funding for the Enhancing Education Through Technology program (EETT, Title II-D) must be restored to its original funding level of $700.5 million as passed in 2001.**[12] Additionally, teachers and students must have access to robust broadband networks to gain access to and effectively use the latest educational technologies, services, and applications.

ISTE Recommends: **Congress must pass the Achievement Through Technology and Innovation Act (ATTAIN), successor legislation to EETT, to meet the challenges faced by all schools and among those schools most in need.** ATTAIN calls for not only renewed funding for hardware and software in schools but also focuses funds on continued professional development of teachers in integrating such technology into instruction. Additionally, ATTAIN would direct competitive grants to schools implementing school reform initiatives with significant technology components. Finally, ATTAIN would provide all districts with a minimum of $3,000 per year in formula funding, thereby providing some guaranteed support to districts that cannot prepare competitive grant proposals. ATTAIN will build on the success of EETT and, if fully funded, will help transform our nation's schools into productive, high performance 21st century learning environments.

ISTE Recommends: **E-Rate performance measures must set as a goal a connection speed of one gigabit per second so that administrators, teachers, and students have access to robust broadband networks to take advantage of the latest classroom technologies, services and applications.**

The one gigabit per second speed should be at the following three different connections:

- between Wide Area Networks (WANs) and the Internet,
- between WANs and district buildings,
- inside the building to the desktop computing device or wireless router.

State and Local Policy

The Education Counts Research Center, a project of Education Week (http://www.edweek.org/rc/edcounts), shows that states have a range of options for funding education technology (e.g., earmarked taxes or lotteries, bond sales, and partnerships with private foundations).

[12]EETT's appropriation levels have dropped from $700 million in 2002 to $272 million in 2007, having been cut substantially each successive year of the program. Source: http://www.ed.gov/programs/edtech/funding.html

ISTE Recommends: **Each state must have a dedicated funding stream that is tied to sustained high-quality professional development as well as investment in hardware, software, and infrastructure**. For those states that already have dedicated funding streams for this purpose, they must ensure that the funds are adequately targeted for investment in hardware, software, and professional development in educational technology and are sustained and expanded as learning innovations through technology increase.

ISTE Recommends: **Administrators at the local level ensure that technology investments and professional development align to curriculum standards set by their district and state. Data-driven decision making among administrators and teachers is key in this process.** Useful data on student achievement can identify those gaps where students are not meeting curriculum standards. By identifying teachers' needs for classroom and building technologies, administrators can ensure that funding is targeted where it will be most efficient and effective. Finally, ISTE's technology standards for administers, NETS•A, call on local leadership to "integrate strategic plans, technology plans, and other improvement plans and policies to align efforts and leverage resources." (See http://www.iste.org/nets/administrators.)

Conclusion

Given the overwhelming body of evidence showing an impact of the integration of technology into instruction on achievement and the acquisition of 21st century skills, it is clear that investing time and resources in education technology initiatives is paramount in local, state, and federal policy. ISTE urges its members, fellow practitioners and researchers, and policy makers to consider the long-term value of education technology and to enact policies and implement instructional strategies that use technology appropriately and prepare American students for the world they will face beyond school.

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Early College High School at Delaware State University – Personalized Learning Plan

(Note: This plan is a sample to show how students will work with their advisor to plan their academic program. A new plan will be created each year, but it will be based on the success of the previous year.)

School Year:	**Student:**	**High School Space** / **College Space** **High School to College Transition:** 1 2 3 4 5 6 7 8 9 10
STEM Pathway:	**Advisor:**	**Explain Transition Assessment:**
Community Partnership:		

Personal Portrait of a Graduate (Describe the person you want to be when you graduate from Early College High School at Delaware State University):

Habits of Mind

Students at Early College High School at DSU will strive to be:	**At which Habits of Mind to you excel?**	**Which Habits are more challenging for you?**
1. Open-minded and flexible in their thinking 2. Curious listeners who seek understanding 3. Persistent in the face of challenges 4. Diverse thinkers who listen to and value diverse perspectives and approaches 5. Intellectual risk-takers 6. Engineers of knowledge connecting and building understanding 7. Inclusive of the arts as an expression of culture and tool for learning 8. Thoughtful of the ethical implications of questions, problems, and novel situations 9. Critical thinkers with healthy skepticism to analyze the critical assumptions of arguments 10. Humble and able to express joy at the success of others	Select two **Habits of Mind** to develop this school year. Explain why you picked those two Habits and describe a plan for how you will develop these Habits in the coming year.	

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	**Plan for Reaching My Goals** Include Dates and Timelines	**Resources Needed**	**Quality Assessment**
MATHEMATICS: Apply **critical thinking and problem solving** skills to forge real-world solutions and will exercise sound reasoning and understanding in the subject of mathematics. The goal is for students to think critically about the use and application of math in different situations and challenges, while deepening their knowledge of fundamental areas of mathematics			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since August? What evidence can you share?**		
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	**Plan for Reaching My Goals** Include Dates and Timelines	**Resources Needed**	**Quality Assessment**
SCIENCE: Students will be able to apply **scientific inquiry and systems thinking** skills whenever a situation demands. Students are asked to see a web of relationships rather than focusing only on single details, equipping them with a more effective way of interpreting the complexities of the world in which they live—a world that is increasingly dynamic, global, and multifaceted.			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	**Plan for Reaching My Goals** Include Dates and Timelines	**Resources Needed**	**Quality Assessment**
COMMUNICATIONS: Students will be able to **think and communicate with clarity and precision**, learning to understand their audience, to write, read, speak, and listen well, to use various forms of technology and artistic expression to convey thought and feeling, and to be exposed to another language and culture.			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	**Plan for Reaching My Goals** Include Dates and Timelines	**Resources Needed**	**Quality Assessment**
SOCIAL REASONING: Students will possess **global awareness** and be able to decipher the world around them, skillfully employing knowledge of world regions and cultures, demonstrating respect and concern for other cultures, and using information from both local and national sources to think about and analyze issues in the world.			
Fall Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		
Spring Semester			
Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**		

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Goals for this Area Set SMART Goals – Specific, Measureable, Attainable, Relevant, Timebound	**Plan for Reaching My Goals** Include Dates and Timelines	**Resources Needed**	**Quality Assessment**
COMMUNITY CONNECTIONS: Students will exhibit **personal and social responsibility,** which includes leadership, productivity, self-direction, and teamwork**.** Measured by growth in these areas, students will set and pursue personal, academic, family, and civic goals. They will demonstrate the knowledge and skills needed to make good ethical decisions; to become informed, thoughtful, and responsible citizens; and to participate in the life of their school, community, and the wider world through service and volunteer opportunities. What are you goals for **service learning**, **action research**, or the **capstone project and exhibition**?			
Fall Semester			

Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**

Spring Semester			

Why do think these goals will help you develop your critical thinking and problem solving abilities?	**Where have you seen growth in your problem solving and critical thinking abilities since January? What evidence can you share?**

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End of Year Reflection (In responding to the questions below, provide specific details, examples, and evidence.)
Think about all you have done and learned during this school year. How have you changed as a learner? How have you changed as a person?
How close are you to becoming the person you describe in the Personal Portrait of a Graduate? Where have you grown the most this year? What will you focus on next?

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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

PR/Award # U282B140013

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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.

PR/Award # U282B140013

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

PR/Award # U282B140013

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.

PR/Award # U282B140013

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.

PR/Award # U282B140013
Page e142

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

PR/Award # U282B140013

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

PR/Award # U282B140013

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.

PR/Award # U282B140013
Page e145

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 # U282B140013

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.

PR/Award # U282B140013

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 # U282B140013
Page e148

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 # U282B140013

Judi L. Coffield, Ed. D.
[redacted]
[redacted]

EDUCATION

2006 Ed. D., Educational Leadership, Curriculum & Instruction
Focus: Administration & Policy
University of Delaware
Newark, DE 19716

2001 Advanced Educational Technology Certificate
Delaware Technical and Community College
400 Stanton-Christiana Road
Newark, DE 19713

1999 Introductory Educational Technology Certificate
Delaware Technical and Community College
DuPont Parkway
Dover, DE 19901

1996 Master of Instruction
University of Delaware
Newark, DE 19716

1986 Bachelor of Arts, Cum Laude
Elementary Education
Specialization: Mathematics 4-8
West Liberty State College
West Liberty, WV 26074

WORK EXPERIENCE

Policy Analyst for the State Board of Education
February 1, 2008 - present
Delaware State Board of Education
401 Federal Street, Ste. 2
Dover, DE 19901
(302) 735-4010

ACTIVITIES:

Facilitate and enable the Board to meet its stated annual objectives
Provide coordination, planning, implementation, and follow-up on State Board of Education Meetings
Provide independent analysis, advice, and support for the development of educational policy
Assist the Board in carrying out it legislatively mandated responsibilities
Conduct research and special projects for the Board as a whole or for individual members with Board approval
Assist in the development and management of the State Board of Education long-range planning and policy review process, including the annual evaluation of progress
Serve as the information officer for the Board and provides the communications link to other educational stakeholder groups
Function as the State Board of Education liaison to the Department of

Education
Coordinate, plan, implement and provide follow-up for meetings of the P-20 Council and other committees convened by the State Board
Chair of the Delaware's Promise Subcommittee of the P-20 Council
Chair of the Higher Education Transfer of Credit Matrix Subcommittee
Representative on the Regional Education Lab (REL) Mid-Atlantic Governing Board
Serve on or lead DOE grant writing teams such as the America's Promise Grant, Longitudinal Data Systems Grant, and the NGA Achieving Graduation for All Grant

Education Associate, Middle/High School Support
July 26, 2004 – January 30, 2008
Delaware Department of Education
Curriculum & Instructional Improvement Branch
401 Federal Street, Ste. 2
Dover, DE 19901
(302) 735-4000

ACTIVITIES*:*
State Coordinator for Southern Regional Education Board's (SREB) High Schools That Work and Making Middle Grades Work
Project Manager for the National Governors' Association (NGA) Honor States Grant
Grant writing team member (e.g. NGA Honor States Grant, GEAR UP, Governor's Summit on Extended Learning Opportunities)
Member of Delaware Recommended Curriculum Leadership Team
Secondary Support Action Team Leader
Executive Board Member for Delaware Principals' Academy (DDOE representative)
Member of State Board of Education's P-20 Council and the Dual Enrollment and Postsecondary Success Subcommittees
Coordinate activities with partner organizations such as: Delaware Association of School Administrators, Delaware Academy for School Leaders, State Action for Educational Leadership Plan, Delaware Principals' Academy
Co-coordinator for the SREB Delaware Curriculum, Instructional and School Reviews (CISR) Project
Coordinated and facilitated six high school student forums across the state for the NGA Grant and was on the team who replicated the process for the America's Promise Grant

Adjunct Professor: University of Delaware
Fall 2005 EDUC 627: Models of Instruction

Instructional Technology Supervisor K-12
February 22, 2000 - July 23, 2004
Red Clay Consolidated School District
Office of Instruction
2916 Duncan Road
Wilmington, DE 19808
(302) 661-6321

ACTIVITIES*:*
Manage/facilitate building technology integration teams
Supervise building level IT Coordinators

Write and implement the district Enhancing Education Through Technology Grant (E2T2 Grant)
Create & manage committees to research & develop technology curriculum K-12
Plan & implement staff development activities for teachers using building technology plans
Visit classrooms to model & support teachers in integrating technology to teach standards including development of "replacement lessons" which integrate technology into the curriculum
Develop software review process and formalize software purchase policy
Update & maintain district approved software list via software review process
Participate in district & state level committees relating to technology & curriculum integration
Curriculum alignment for software
Write and publish technology newsletter
Reading & Mathematics Curriculum Committee Member
Responsible for CMP Math Program Implementation in 6 middle schools
Curriculum Council Member
Co-Chair of Middle School Math Materials Adoption Committee

Assistant Principal: Lewis Dual Language Elementary School
October 2003- July 2004

Adjunct Professor: University of Pennsylvania
Fall 2002 PENN LIT 6: Literacy & Technology

Teacher : Computer Class Grades 6, 7 & 8
August 1997 – February 2000
Red Clay Consolidated School District
Stanton Middle School
1800 Limestone Road
Wilmington, DE 19804
(302) 992-5540

Teacher : **Computer Class** Grades 7 & 8
August 1996- June 1997
Capital School District
Central Middle School
211 Delaware Avenue
Dover, DE 19901
(302) 672-1771

Teacher : **Sixth Grade** Mathematics & Reading
August 1991- June 1996
Capital School District
William Henry Middle School
Carver Road
Dover, DE 19904
(302) 672-1620

Teacher: Gifted Mathematics In-coming Eighth Grade
Summer ’95 & Summer ‘96
Delaware Academically Talented Youth Summer Institute

Delaware Talented and Gifted, Dr. Margaret Dee
Delaware Department of Public Instruction
Dover, DE 19901

Teacher: **Sixth Grade**
August 1990- June 1991
Lake Forest School District
South Elementary School
Harrington, DE 19952

Teacher: Fifth Grade
August 1988- June 1990
Department of Defense Dependents School (DoDDS)
Bad Kissingen Elementary School, Germany
APO NY 19330

Teacher : Third Grade
August 1987- June 1988
Department of Defense Dependents School (DoDDS)
Schweinfurt American Elementary School
APO NY 19330

PROFESSIONAL ORGANIZATIONS

Kappa Delta Pi National Education Honor Fraternity, *President of WLSC Chapter 1985-86*
Delaware State Education Association (DSEA)
Delaware Association of School Administrators (DASA)
National Council of Teachers of Mathematics (NCTM)
Delaware Council of Teachers of Mathematics (DCTM)
Phi Delta Kappa
Various Parent-Teacher Organizations

Deborah L. Doordan
[redacted]
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

Dawn M. Downes

Wilmington, Delaware
[redacted]
ddownes@innovativeschools.org

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*

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Experience

2013-Present **Lincoln Charter School**, York, Pennsylvania
Director of Finance and Operations

• Currently Managing a staff of 75 fulltime employees, 27 part-time employees and 750 students
• Directly responsible for managing and servicing the operational and financial needs of a 85,000 square foot facility and a yearly revenue stream of $9,250,000
• Responsible for promoting and marketing the schools educational values
• Accountable for the school's enrollment efforts and public relations
• Responsible for managing facility repairs and operational budgets (Management Estimates/Forecasts)
• Responsible for all title (I, II &III) applications, state reporting, and state billing

2009- 2013 **Edison Learning Inc.**, Baltimore, MD
School Operations Manager

• Managed a staff of 106 employees, 850 students and 30 volunteers
• Directly responsible for managing and servicing the operational and financial needs of a 100,000 square foot facility and a yearly revenue stream of $8,500,000
• Responsible for promoting and marketing the schools educational values
• Accountable for the school's enrollment efforts and public relations
• Responsible for managing facility repairs and operational budgets (Management Estimate/Forecasts)
• Averaged gross profit margins of 25%

2007- 2009 **M&T Bank**, Highland, NY
Senior Branch Manager, AVP

• Managed a staff of 3 Assistant Mangers, 3 Teller Manager, 5 Bankers, & 16 Tellers
• Directly responsible for managing, servicing, and enhancing a $215,000,000 book of business
• Responsible for promoting and marketing the organizations sales and service options
• Accountable for establishing new relations between municipal, consumer, and small business clients
• Responsible for managing facility repairs and operational budgets (profit and loss statement)
• Achieved an average of 30% increase in sales production and a 10% book of business growth for all fiscal years in all three assigned branches

2005 – 2007 **Wachovia Bank**, Peekskill, NY
Financial Center Manager, Bank Officer

• Managed a staff of one Teller Manager, 2 Financial Specialist, and 8 tellers
• Directly responsible for managing, servicing, and enhancing a $110,000,000 book of business
• Responsible for promoting and marketing the organizations sales and service options
• Accountable for establishing new relations between remote and local small businesses
• Achieved a 10.5% book growth for the 2006 & 2007 business year
• Responsible for managing facility repairs and operational budgets (profit and loss statement)

2003 - 2005 **VAC Service**, Middletown, NY
Operations Manager

• Managed a staff of 160 agents, 9 team leads and 4 supervisors
• Developed department operational budget and managed all cost center expenditures (this included all outsourced contracts)
• Managed and coordinated all facility repairs (plumbing, janitorial, electrical, snow removal)
• Managed service and call volume levels for corporate and virtual centers
• Integrated agent skills and workgroups within the call center which yielded in cost savings
• Implemented a quality performance program paying agents an incentive which improved client relations

2001 - 2003 **Mellon Financial**, Ridgefield Park, NJ
Supervisor/Corporate Trainer

• Supervised/Trained 15-20 transfer agents
• Assisted on loan hypothecations & security portfolios ranging from $100,000-$180,000,000 dollars
• Demutualization expert {associated with one of the largest demutualizations in history}[MetLife Inc., Principal Inc.]
• Assisted shareholders with the transferring of holdings into custodial, joint, Pod/Tod, individual, & trust accts
• Positioned sales orders for over 150 different types of securities (Publicly owned)
• Dealt with stock options and employee stock purchase programs

Abilities

• Capable of making corporate, strategic, and on demand decisions: Part of an analytical team, assisting in the negotiations of Caribbean rates which yielded higher revenue due to qualitative volume
• Able to work effectively on individual and team projects: Informational charts and fact sheets created to ease the research time for multi-client inquiries
• Capable of functioning productively under high-pressured situations: Processing prodigious amounts of work, while maintaining a high quality of service, resulted in recognition awards for effectiveness
• Able to proficiently budget company spending: Cross-trained and multi-skilled reps optimizing training time and departmental budgeting

Skills

Bilingual: Read/Write Spanish

Computer Knowledge:
Windows, MS Office, Excel, Word Perfect, Access, Power Point, Rumba, UPRR, Internet, Lucent, Ana Point

Inter-company certifications: **Mellon Financial**-Transfer agent & Demutualization

Education

2006 **Marist College**, Fishkill, NY
Bachelors of Art- Business & Communications GPA: 3.6
Licenses: Life, Health and Accident, 6 and 63

References

Excellent references upon request

Karen Thorpe

Experience

Colonial School District **March 2002 to June 2013**

Director of Business and Technology. Responsible for the payroll, accounting, construction and technology departments of a large, diverse public school district.

Christina School District **February 1992 to March 2002**

Director of Business. Responsible for the accounting and business operations of the largest Delaware public school district. Also served as the Payroll and Benefits Supervisor.

The Linpro Company **November 1978 to February 1992**

Controller. Responsible for tax returns and accounting for a national real estate developer.

Wilmington University **2002 to the present**

Adjunct Professor – Fiscal Operations and Resources, Masters in Educational Leadership Program

Technical Advisory Consultant **January 2014 to the present**

Financial assistance provided to public school districts and charter schools, subcontractor to the Delaware Department of Education

Education

Masters in Business Administration – University of Delaware Error! Bookmark not defined.

Bachelors in Accounting – Villanova University

Skills

A highly experienced **Executive** who has demonstrated the ability to lead diverse teams to new levels of success. Strong technical and business qualifications with an impressive track record of more than 30 years of hands-on experience in strategic planning, management of business processes, budgeting and improving operational efficiency. Proven ability to successfully analyze an organization's critical business requirements, identify deficiencies and potential opportunities, and develop innovative and cost-effective solutions for improving the organization. Experienced in contract negotiations and preparation of financial analysis. Perform accounting and business tasks.

A highly effective **Adjunct Professor** who is able to engage students to success in the leadership program.

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CHARTER MANAGEMENT ORGANIZATION SERVICES AGREEMENT
By and Between
Innovative Schools Development Corporation and Early College High School at Delaware State University

This Charter Management Organization Services Agreement (the "Agreement") is made and entered into as of 6/11/14 (the "Effective Date") by and between Innovative Schools Development Corporation, a Delaware non-profit organization ("IS"), and Early College High School at Delaware State University, a Local Education Agency (the "School," and the School together with ITS IS,, each a "Party" and collectively the "Parties").

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 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 its Operating Board, in consultation with 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.

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"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 an 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 or to ECHS, as the case may be. Such materials shall include, but are not limited to, "Innovative Schools," "Innovative Schools: The Center for

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School Innovation, Inc.," "Innovative Schools Development Corporation, "Early College High School at Delaware State University," and "ECHS."

"Minimum Enrollment Levels" are the levels set forth in Section 6.3. The Minimum Enrollment Levels shall be calculated based on the actual student enrollment of the School as calculated by September 30th during each year of the contract.

"Opening Date" has the meaning set forth in Section 6.3.

"Operating Board" means the Operating Board of the School.

"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.

"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 or ECHS, or their respective 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.

"School" has the meaning set forth in the recitals.

"Operations Manager" means the senior-most School employee who manages non-instructional operations. For the first two years of operations, the Principal will perform these functions.

"School Indemnified Persons" has the meaning set forth in Section 9.2.

"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).

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"Third Party Claim" has the meaning set forth in Section 9.6.

" IS" has the meaning set forth in the recitals.

"School Model" means the educational model based on the chosen school design's curriculum and school model, described in the Charter Contract.

2. REPRESENTATIONS AND WARRANTIES

2.1 Representations and Warranties of IS.

IS represents and warrants as follows:

(a) Organization. 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 and authority to execute and deliver this Agreement, to perform its obligations hereunder, and to otherwise consummate the transactions contemplated hereby. This Agreement constitutes a valid and binding obligation of IS, and 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

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are not limited to the Internal Revenue Code, the Delaware Corporation Law 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 charter 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 Corporation Law, the open records and meetings laws of Delaware, and the Charter Schools Law, including, without limitation, the requirements of 14 Del. C.§512. The School has maintained and will

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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.

3. AUTHORITY

3.1 Delegation of Authority to IS The School hereby authorizes IS to consult with the Operating Board and/or the Principal regarding 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 Operating Board and Principal may also authorize IS to take such other actions that may not be expressly set forth in this Agreement, but which are necessary in their collective 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.

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, provided that no such subcontract permitted hereunder shall relieve or discharge IS from any obligation or liability under this Agreement. IS shall, upon the request of the Operating Board, 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.

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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 and to the extent more specifically described in the balance of this Article 4 (which more specific descriptions shall control):

(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, all in collaboration with the Principal;

(b) Assisting with the recruitment of the Principal, teachers, and administrators ; consultation on training and evaluating the Principal;

(c) Assisting with the professional development of teachers in collaboration with the Principal ;

(d) Preparing a budget, monthly financial statements, payroll and bookkeeping services and such other financial services as may be required for the first operating year;

(e) Researching and recommending an auditor to the Operating Board and serving as a liaison with the auditor;

(f) Coordinating purchasing;

(g)Consultation on the selection of benefits plans for School employees, maintaining human resource files, and performing such other human resource services as may be required for the first operating year;

(h)Provide certain computer and information technology support, specifically in respect to DOE requirements and systems while ensuring the completion of the E-Rate application;

(i)Completing required foundation and government reports, including, but not limited to the School's annual report;

(j) In collaboration with the Principal and Operating Board, develop and execute plan for student recruitment, including development of recruitment materials;

(k)Consultation on marketing, public relations and advocacy for the School with the Principal and Operating Board;

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(l) Conducting and reporting to the Operating Board a "school accountability inspection" every year; and

(m) Supporting the writing, identification, procurement, implementation and monitoring of grants both non-competitive grants, and competitive grants, IS will prepare one federal grant as part of the service fee, additional federal grants maybe prepared for additional compensation.

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 an 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, 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 consult on the design and implementation of student performance evaluation systems, which permit evaluation of the educational progress of each student at the School in accordance with the goals set forth in the Charter Contract 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 consult 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

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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 at the request of the School, act as the disbursement agent on behalf of the School to timely pay all such agreed upon budget expenditures out of funds available therefor 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 .. 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 may grant certain levels of discretion to the Principal, within parameters established by the Operating Board.

IS, in consultation with the Operations Manager, 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 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 monitoring of all grant implementation and written grant reports as needed

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,

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coach, and make hiring and firing recommendations regarding the Principal, subject to the provisions herein.

IS shall recommend initial selection criteria for the Principal, recommend 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 compensation of the Principal. The Board of Trustees shall interview the Principal candidate recommended by IS and make the decision as to which candidate to accept and hire.

The Principal shall be an employee of the School, but the Principal shall work closely with IS on the management of the School. IS shall have the right to make the recommendation to the Operating Board to fire the Principal. 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. The Operating Board at its sole choice, may accept the IS evaluation of the Principal or elect to conduct its own evaluation.

4.6 Teachers and Other School Personnel.

IS shall consult with the Principal and Operating Board on the recruitment of 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 of all School employees, within the constraints of the budget adopted by the Operating Board.

IS, in conjunction with the Principal, shall make recommendations on 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 determines is necessary.

Over time, IS will assist the School (specifically the Principal) 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

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School, IS will again become involved more directly in initial teacher training until a new Principal is able to run this training independently.

4.7 Equipment and Information Technology.

In collaboration with the Principal and Operating Board, IS will consult on 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 also consult with Delaware State University's IT Department on the School's purchase and procurement of information technology equipment and services. All technology software and equipment will be paid for by the School, unless otherwise specified by IS.

4.8 School Inspection.
IS will conduct a thorough school inspection and evaluation every year, the result of which will be reported to the Operating Board.

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 5.5;

(d) sharing with IS of all relevant financial information;

(e) coding of all vendor invoices and deposits before sending the information to IS ;

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(f) delivery of all vendor invoices and contract and grant information to IS in a timely fashion;
(g) availability for consultation with IS staff as required.

IS shall provide initial training to the Operations Manager in the use of the financial management software selected by the School after consultation with IS, and shall provide support and oversight as may pertain to the functions listed above. IS shall also work closely with the Operations Manager 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 Power and Authority.

The School shall ensure that IS has the requisite power and authority necessary to carry out the duties of IS under this Agreement.

5.6 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.

5.7 Evaluation of IS

The Operating Board will offer an annual written evaluation of IS' performance on a semi-annual basis using an evaluation tool agreed upon by IS and the Operating Board.

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 all legal and administrative requirements. . The School shall be open to individuals with disabilities and other special needs. After consultation, 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 shall consult with the School on the latter's responsibility 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

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to support the School's budget, and shall not limit IS' right to terminate this Agreement pursuant to Section 6.4. 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.

6.3 Minimum Enrollment Levels.
The School will first open on or about June 30, 2014 (the "Opening Date") with 125 students. Should the School fail to achieve the Minimum Enrollment Level (which is defined as 80% of the Target Enrollment, as defined below) prior to the Opening Date, this Agreement may be terminated by IS upon 15 days written notice to the School. The Target Enrollment Level for each year of this Agreement shall be:

Year 1 – School year beginning in 2014 125
Year 2 – School year beginning in 2015 225
Year 3 – School year beginning in 2016 325
Year 4 – School year beginning in 2017 425
Year 5 – School year beginning in 2018 400

6.4 School Day and Year for Students.
The normal school day shall be approximately 7 hours. The normal school year will consist of approximately 190 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 July 1, 2014 to on or about June 12, 2015 with scheduled vacations (which includes a summer bridge session for freshman and sophomore students).

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

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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 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 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.

7.2 Donations and Grants.

Both the School and IS may solicit and receive grants and donations consistent with the mission of the School. Such development undertakings shall be coordinated between IS and the School.

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, 2013 (FY14), the School shall pay IS a total Planning Year Service Fee of $133,000 which will be billed in 1 installments of 133,000 to be invoiced on June 11, 2014. This invoice will cover services for the period of October 2013 through June 30, 2014

All invoices are due upon receipt. If invoices are not paid within 1 month of receipt then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2014 (FY 2015), the School shall pay IS a total Operating Year 1 Service Fee of $316,250.00 which will be divided into 4 equal monthly installments of $79,062.50 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.

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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 then a late fee of 1% of the outstanding amount. This late fee will continue to be charged upon the original principal amount for subsequent outstanding month the invoice is not paid.

For the 12-month period beginning on July 1, 2015 (FY 2016), the School shall pay IS a total Operating Year 2 Service Fee of $165,250 which will be divided into 4 equal monthly installments of $41,312.50 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

Any additional services requested by the School and rendered by IS not covered in services outline in this contract will require an addendum to the contract wherein any additional payment terms will be outlined and mutually agreed upon by both parties.

The school will evaluate IS' performance on or around July 1, 2015, and determine based on that evaluation whether to continue the relationship with IS, which decision will be made in the sole discretion of the School.

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.

School and IS agree that to the extent permitted by law, IS and all associated sub-contractors and the School, respectively, shall own those Marks and Proprietary Information developed by each of the respective parties, provided that the School shall have the non-exclusive, perpetual, and royalty-free license to use the Proprietary Information owned by or its associated subcontractors 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 which are owned by them 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-

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contractors may disclose such Proprietary Information owned by them, 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 owned by or its associated subcontractors 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.

(a) Confidential Information. The School acknowledges that prior to the Term, IS or the School may have disclosed, and during the Term IS or the School may disclose, Confidential Information to each other the School. The School and IS 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 t they 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 and 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 IS or the School to receive such information.

(c) Use of Confidential Information. The School and 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 either party without the express written permission of the other party, 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 non-disclosing party, except in connection with the operation of the School. The parties agree that they will not knowingly infringe upon, or permit any of their 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 parties become aware of any infringement or alleged instance of infringement, they agree to notify each other promptly in writing.

(d) Return of Confidential Information. The parties will promptly deliver to each other any and all Confidential Information, including all written and electronic copies, in their respective possession or control upon termination or expiration of this Agreement or upon request by either party, 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

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require IS either party to provide, or to entitle either to obtain, any Confidential Information or any rights therein The School and IS agree 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 parties, including, but not limited to, recovery of damages and reasonable attorneys' fees incurred in the enforcement of this Article 8, the parties 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 parties' 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 parties acknowledge and agree that their rights under this Article 8 are special and unique and that any violation of this Article 8 by either party 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 trustees, officers, successors, assigns, 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, 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.

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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 prior to the effective date of this Agreement.

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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.

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.

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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 (the "Initial 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;

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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;

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" 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 statute, or does so;

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; or

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 CMO's performance under this agreement; or if such appropriation is reduced such that the amount of the appropriation is insufficient to sustain said performance.

(b) IS Right toCure. 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.

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(c) If the School terminates this Agreement in accordance with Section 10.2(a)(v), the School will owe IS any services rendered, but yet unpaid for up to the last day of services the date and amount of which is to be mutually agreed upon in writing by both parties.

10.3 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;

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 under this Agreement;

v.

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 statute, 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.

(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

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60 business days to remedy the breach. If the breach is not corrected within the cure period, IS may immediately terminate the Agreement.

(c) Inadequate Fee. IS may terminate this Agreement in the event that the school has insufficient funds to sustain in whole or in part IS' performance under this agreement; or if funding to the school is reduced such that the amount of the funds are insufficient to sustain said performance.

(d) If the School terminates this Agreement in accordance with any of the provisions in Section 10.3 the School will owe IS for any services rendered, but yet unpaid for 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, the School shall pay IS any previously unpaid portion of the Service Fee for services performed by IS until the time of termination.

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.

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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 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 IS relating to its intellectual property rights (including under Article 8 or Section 10.9 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 following alternative dispute resolution procedure.

(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 10.9 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 IS relating to its intellectual property rights (including under Article 8 or Section 10.9 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 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

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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 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 IS under Article 8 or Section 10.9, 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.

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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, whether 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 in 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 to 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 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.

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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 Innovative Schools:

Attn: Debbie Doordan
Innovative Schools
100 W. 10th Street Suite 403
Wilmington, DE 19801
[redacted]
Fax: (302) 656-4738

If to the School:

Attn: Dr. Alton Thompson
Early College High School at Delaware State University
School Address: 1200 N. DuPont Hwy, Ste. 407 Dover, DE 19901
[redacted]

Copy to: General Counsel, Delaware State University
School Address: 1200 N. DuPont Hwy, Ste. 404 Dover, DE 19901

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.

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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 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.

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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, 10.9, 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.

- SIGNATURES ARE ON THE FOLLOWING PAGE –

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IN 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.

[redacted]

Deborah L. Doordan, Ed.D.
Executive Director, Innovative Schools

6/9/14
Date

[redacted]

Early College High School Board President

6/10/14
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.

ECHS@DSU Management Plan

Task assignments are grouped by category. Based the school's organizational structure and CMO arrangement with Innovative Schools, shifts in assignments are anticipated. Additionally, this management plan is a working document and as the school moves through the first year of operations, additional tasks will be added as needed. Completion dates will be determined in collaboration with the school director and EDWorks.

Category	Completion Date	Task	Typical Assignment	Actual Assignment, if different
Approval Condition	9/1/14	Student Code/Conduct/distribution prior to enroll	P	
Approval Condition	Ongoing	Alternate sources of funds (no Fed start-up funds)	ES/P	
Approval Condition	Ongoing	Monthly financial reports posted on website	ES/P	
Approval Condition	8/1/14	Signed contracts for student services (transp, etc)	ES/P	
Approval Condition	Annually	Submit recent audit – each November 1	ES	
Approval Condition	Ongoing	CBC Compliance	ES	
Approval Condition	Ongoing	Compliance w/ public procurement	ES/P	
Approval Condition	9/1/14	List of board members/teachers	ES/P	
Academic	Ongoing	Principal training w/ EDWorks	P/TG	
Academic	9/1/14	Schedule/calendar Coalition Meetings (Sci-SS)	P/DD	
Academic	8/1/14	Integrate assessment/school calendar	P/DD	
Academic	6/1/14	Secure timeline for Consolidated grant/app process	DD/P	
Academic	6/1/14	Develop RTI plan, structures, etc	P/TG	
Academic	8/1/14	Review format for Student Success Plans	P/TG	
Academics	9/1/14	ID materials after-school tutoring	P	
Academics	9/1/14	Establish PLC agenda and topics	P/TG	
Academics	8/1/14	Schedule/register DPAS II Training	P/RG	
Academics	6/1/14	Plan/schedule PD for teachers/staff	P/TG	
Academics	8/1/14	Plan for inventory/track instructional materials	P/ES	
Academics	9/1/14	Plan process for Learning Walk-Throughs	P/DD	
Academics	7/1/14	Develop/prepare Consolidated Grant plan/App	P/TG	
Academics	Ongoing	PBL support sessions	P/DD	
Academics	8/1/14	Plan staff welcome	P	
Academics	Ongoing	Conduct annual eval for standards compliance	DD	
Academics	8/1/14	Develop lessons for 1st 2 weeks of school	P	
Academics	9/1/14	Curric materials organized/distributed	P	
Academics		Schedule team meetings	P	
Academics	8/15/14	Generate/communicate classroom budgets	P	
Academics	10/1/14	Schedule attendance at conferences	P	
Academics	10/1/14	Complete student success plans	P	
Board	Ongoing	Establish Board Meeting Schedules	Board	

Category	Completion Date	Task	Typical Assignment	Actual Assignment, if different
Board	Ongoing	Monitor payroll/benefits	ES	
Board	Ongoing	Schedule Board trainings	TG	
Board	Ongoing	Execute RFP's as needed	ES	
Board	Annually	Finalize CMO contract – each June 1	TG	
Board		Scope of work/agreement w/ EdWorks	TG	
Board	Ongoing	Maintain Board Policy Manual	TG	
Board	10/1/14	Establish Citizens Budget Oversight Committee	ES/P	
Board	1/2/15	Mid/End-year evaluations of all contracts	TG/P	
Board	1/15/15	Mid/End-year review of Handbook/ Policy Manuals	TG/P	
Facility	Ongoing	Facility funding	ES	
Facility	7/1/14	DTI access for facility	ES	
Facility	6/15/14	Facility renovations/inspections/prep for use	ES/P/TG	
Facility	6/15/14	Secure Cert of occupancy	P/ES	
Facility	8/1/14	All other facility-related tasks	P/ES	
Finance	Ongoing	FSF, fiscal accounting, budgets, policies/protocols, confirm enrollment/funding, special ed funding, cost per pupil rate, audits, grant funds receipts, furniture costs, state surplus options	ES	
Finance	5/1/14	Reach out to lenders, arrange for insurance, establish credit w/ local office supply, finalize contracts, major purchases,	DL	
Fundraising/ Development	Ongoing	Various foundations and potential funding resources	P/TG	
Fundraising/ Development	Ongoing	Various ECHS fundraising initiatives	P/CD/TG	
Marketing/ Recruitment/Comm Engagement	10/1/14	Student recruiting budget	P/ES	
Marketing/ Recruitment/Comm Engagement	Ongoing	Banner, logo, recruitment brochure, social network sites. website	P	
Marketing/ Recruitment/Comm Engagement	10/1/14	Confirm student recruitment goals, plans and budget, postcards	P/CD	
Marketing/ Recruitment/Comm Engagement	10/1/14-2/1/15	PR presentations about the school	P	

Codes: P-Principal/School Director; **TG**-Teresa Gerchman; **ES-**Eliseo Sierra; **DD-**Dawn Downes; **CD**-Caitlin Dennis;

Category	Completion Date	Task	Typical Assignment	Actual Assignment, if different
Marketing/ Recruitment/Comm Engagement	Ongoing	Community/business partner outreach	P	
Marketing/ Recruitment/Comm Engagement	10/15/14	Timeline and strategies for student recruiting	P/CD	
Marketing/ Recruitment/Comm Engagement	10/1/14-2/1/15	Advertising	P/CD	
Marketing/ Recruitment/Comm Engagement	11/1/14	Formalize application process (DSC)	P/DR/CD	
Marketing/ Recruitment/Comm Engagement	10/1/14-2/1/15	Parent Engagement Sessions/ECHS Format; monthly parent engagement activities, after-school programming, 'Barn-raising'/move-in event w/ parents and students	P/CD	
Marketing/ Recruitment/Comm Engagement	6/1/15	Info packets for home visits; schedule home visits -	P	
Marketing/ Recruitment/Comm Engagement	Ongoing	Community engagement activities, e-newsletter, school-initiation activities	P/CD	
Marketing/ Recruitment/Comm Engagement	10/1/14-full enrollment	Monitor recruiting activities and application numbers	P/CD	
Operations[1]		Enrollment app/application management	P/CD	
Operations		Confirm school calendar	P/DD	
Operations		Registration procedures/events/forms/ enrollment packets	P/CD	
Operations		Lottery prep, if needed	P/CD	
Operations		September 30th procedures	P/TG	
Operations		Parent/Student Handbook - revise	DL/designee	
Operations		Plan/purchase new classroom technology	P/DD	
Operations		Negotiate/confirm contracts(transportation, etc)	ES	
Operations		Schedule/plan for parent night/open houses/ student welcome activities	P	
Operations		Parent transportation waivers	P	
Operations		Student scheduling	P/TG	
Operations		Student medical forms	P	
Operations		Develop Health/Safety Handbook for staff	P	
Operations		Protocols for IEP and IST teams	P	

[1] Items listed in operations have been completed for the 2014-2015 school year. New dates will be assigned to these items by 12/1/2014 for the 2015-2016 school year.

Codes: P-Principal/School Director; **TG**-Teresa Gerchman; **ES-**Eliseo Sierra; **DD-**Dawn Downes; **CD**-Caitlin Dennis;

Category	Completion Date	Task	Typical Assignment	Actual Assignment, if different
Operations		Data collection for state and Fed reports	P	
Operations		IS students w/ IEP/ 504 plans; acquire records	P	
Operations		Planning w/ school lunch providers	P	
Operations		Planning and routing for transp	P	
Operations		Chain of command in absence of principal	P	
Operations		Greeting and school entry & building security procedures	P	
Operations		Parent volunteer procedures	P	
Operations		Records requests/transfers for students	P	
Operations		Fr/Reduced lunch students-request for funding	ES	
Operations		Special ed compliance issues-DDOE	P	
Operations		ID Homeless, LEP students; coordinate services	P	
Operations		Lunch/bus/other duties	P	
Operations		Emergency class coverage procedures	P	
Operations		Fire drill and other emergency procedures	P	
Operations		Floor plan for custodial allocation	P/ES	
Operations		Initiate parent-teacher organization	P	
Operations		Schedule move-in day for teachers	P	
Operations		Ops walk-thru	P/ES	
Operations		Establish Bullying Prevention Committee	P	
Operations		Prep/post classroom assignment lists for parents/students	P	
Operations		Bus driver orientation; confirm schedule & routes; site traffic management plan	P/ES	
Operations		Prep school for opening week	P	
Operations		Prep schedule for food service	P	
Operations		ID fire drill routes w/ staff; conduct drills	P	
Personnel[2]		PHRST/Benefits training	ES	
Personnel		Payroll/benefit structures in place	ES	
Personnel		Staff recruitment plan and activities	P/ES	
Personnel		Key personnel to hire	P/ES	
Personnel		Staffing hierarchies	P/ES	
Personnel		Employee Handbook revisions	ES	
Personnel		Earned Units	P/ES/TG	
Personnel		Confirm salary rates	ES	
Personnel		Advertise, recruit, hire teachers/staff	P/ES	
Personnel		Staff certification & Credentialing	ES	
Personnel		Staff training	P/TG	

[2] Items listed in personnel have been completed for the 2014-2015 school year. New dates will be assigned to these items by 12/1/2014 for the 2015-2016 school year.

Codes: P-Principal/School Director; **TG**-Teresa Gerchman; **ES-**Eliseo Sierra;
DD-Dawn Downes; **CD**-Caitlin Dennis;

Category	Completion Date	Task	Typical Assignment	Actual Assignment, if different
Personnel		Staff orientation	P/TG	
Personnel		Second year PD activities	P/TG	
Personnel		Substitute coverage plans	P/ES	
Personnel		Assign teachers to homerooms	P	
Personnel		ID support staff needed for IEP students	P	
Personnel		ID new teachers for new teacher mentoring	P	
Personnel		Confirm 'pass' on CBC – teachers/staff	ES	
Personnel		Confirm all staff enrolled in PHRST/Benefits/ Payroll systems	ES	
Personnel		Contracts in place for IEP services	P	
Personnel		Confirm other staff trainings	P/ES	
Personnel		Schedule staff evaluations	P	

Codes: P-Principal/School Director; **TG**-Teresa Gerchman; **ES-**Eliseo Sierra;
DD-Dawn Downes; **CD**-Caitlin Dennis;

DELAWARE DEPARTMENT OF EDUCATION

CHARTER SCHOOL APPLICATION FORM

Early College HS at Delaware State University **Name of Proposed School**	**Dr. Alton Thompson** **Name of Contact Person**
Dr. Alton Thompson **Name of the Head of the Board of Directors**	**1200 N. DuPont Hwy, Ste 407** **Mailing Address of Contact Person** **Dover, DE 19901**
August 2013 **Proposed Opening Date**	[redacted] **Telephone Number of Contact Person**
Grades 9-12 **Grades for School**	**302-857-7410** **Fax Number of Contact Person**
	[redacted] **E-mail Address of Contact Person**

First Year Enrollment	**125** **Total Number**	**9** **First Year Grade Span**
Second Year Enrollment	**225** **Total Number**	**9-10** **Second Year Grade Span**
Third Year Enrollment	**325** **Total Number**	**9-11** **Third Year Grade Span**
Fourth Year Enrollment	**425** **Total Number**	**9-12** **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 (2013-14)

Grade	Number
9	125
Total 1st Year Enrollment	125

Second Year Enrollment (2014-15)

Grade	Number
9	100
10	125
Total 2nd Year Enrollment	225

Third Year Enrollment (2015-16)

Grade	Number
9	100
10	100
11	125
Total 3rd Year Enrollment	325

Fourth Year Enrollment (2016-17)

Grade	Number
9	100
10	100
11	100
12	125
Total 4th Year Enrollment	425

TABLE OF CONTENTS

Introduction 4

1. Applicant Qualifications 5

2. Form of Organization 12

3. Mission, Goals, Educational Objectives 13

4. Goals for Student Performance 18

5. Evaluating Student Performance 24

6. Education Plan 28

7. Students with Special Needs 51

8. Economic Viability 56

9. Administrative and Financial Operations 66

10. Insurance 86

11. Student Discipline and Attendance 87

12. Health and Safety 90

13. Student and School Data 94

14. Management Companies 95

15. Assurances 95

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 **Early College High School at Delaware State University, Inc., established by Delaware State University** through a partnership with the Charter Management Organization (CMO) Innovative Schools, proposes to open a charter high school located on the Delaware State University campus in Dover that will have a curriculum focused on Science, Technology, Engineering and Math (STEM). The school will replicate the nationally recognized early college high school model and will seek to serve particularly first generation college attendees in grades 9-12. In the tradition of early college high schools across the nation, students at the **Early College High School at Delaware State University** will have the opportunity to earn a high school diploma *and* up to 60 hours of college credit during their four-year high school career, and will develop the drive and focus necessary to succeed at all levels of education and in their chosen careers.

Innovation, curiosity, and intellectual risk-taking are at the heart of the **Early College High School at Delaware State University,** and each of these concepts aligns with the 21st century skills that students will need as future leaders in STEM professions. The early college high school model sees mastery of core subjects and 21st century themes as essential to ensuring that all students are able to thrive in a complex, connected world (Appendix A-*Early College and STEM Overview)*

Beginning with 125 students in grade 9 during year 1 and adding one grade level composed of 100 students in each of the following three years, the **Early College High School at Delaware State University** will expand to include 425 students in grades 9 through 12 in its fourth year of operation, and then settling at a level of 100 students in each grade for a total enrollment of 400 students in year 5 and going forward. Students who participate in this program will graduate with an important combination of 21st century skills in the STEM areas, a high school diploma, *and* up to 60 college credit hours that will help them to transition successfully into the next steps of college and career.

The **Early College High School at Delaware State University**, with support from Delaware State University administration and faculty, intends to contract with Innovative Schools as its CMO in order to (1) support full implementation of the early college high school program and (2) build the capacity of the **Early College High School at Delaware State University** Board and staff 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. Innovative Schools will serve as the main partner and EdWorks, a national organization that promotes the early college high school model, will serve as its subcontractor. This unique CMO arrangement creates a balanced workload for successful implementation, leveraging Innovative Schools' local expertise and understanding of the needs of Delaware's public schools and allowing its national partner to implement its academic and cultural model. By the first charter renewal, the Board and its staff will have built adequate capacity and institutional history to manage a healthy, modern school design independently. This type of CMO relationship was recently highlighted as a promising new practice for supporting the successful launch of new charter schools[1]. (See also Appendix F for the *Memorandum of Understanding between Delaware State University and the Early College High School for a description of the support to be provided by Delaware State University)*

The **Early College High School at Delaware State University** proposes to operate as a charter school in the State of Delaware. Enrollment will be open to all Delaware students, with an admissions preference for those interested in the educational philosophy and focus of the early college model. The school is incorporated, as a non-stock membership corporation, with Delaware State University as the sole member; will qualify as a non-profit 501(c)(3) organization; and, will be governed by a Board of Directors 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 the **Early College High School at Delaware State University's** academic program**,** has involved Delaware teachers, parents, community members, and Delaware State University (DSU) representatives, who together comprise the school's Founding Board. The process was coordinated by Innovative Schools, a non-profit school support organization hired by Delaware State University for this purpose. While the founders of the **Early College High School at Delaware State University** were already aware of the early college high school model, Innovative Schools facilitated opportunities for the school founders, Delaware teachers, parents and community members to attend two Model School Tours, participate in webinars and provide them with research to more deeply understand the model.

In addition to becoming valuable thought partners in many areas, the Delaware teachers, parents, community members, and DSU representatives on 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 **Early College High School at Delaware State University** 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 Delaware State University to coordinate the development of its charter application. To ensure a smooth transition from concept to operation, Innovative Schools will be retained as the school's Charter Management Organization following charter approval and up to the first renewal. By the first charter renewal, the Board and its staff will have built adequate capacity and institutional history to manage a healthy, modern school design independently.

The **Early College High School at Delaware State University** Founding Board was brought together by members of the DSU Board of Trustees during the summer of 2011. The Board of Trustees identified key stakeholders with an interest in offering their communities new school options. These individuals included Delaware certified teachers, parents of prospective students, and representatives of the local non-profit, university, and business communities. Members of this group had the opportunity to attend a Board Development Program sponsored by Innovative Schools, which provided them with the opportunity to learn about the Delaware charter school movement and to learn about Innovative Schools as an organization and its Portfolio of Model Schools, which can serve as the foundation for the establishment of new charter schools, and to investigate the roles, responsibilities, and commitments of founding and operating charter school boards.

The Founding Board of the **Early College High School at Delaware State University** came together for the purpose of addressing the need for an early college high school in Delaware, specifically one that would partner with DSU in Dover, DE. Based on the community to be served, the current need to streamline the course of study between high school and college, and the strength of STEM initiatives currently present at DSU, members of the Board selected the early college high school model with a STEM focus for the school's academic and cultural frameworks.

As a public school support organization that provides a comprehensive suite of services that assist Delaware public schools with the development and operation of 21st century academic programs, Innovative Schools is uniquely positioned to support the development of the **Early College High School at Delaware State University** charter application and to later 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, it replicates 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, it provides **Innovative School Staffing,** a reliable source of high quality leaders and teachers trained to lead and inspire modern schooling
- Through back office support services, it implements **Innovative School Solutions** that streamline administrative services and allow more dollars to be directed to the classroom.

Throughout all phases of the application development, Founding Board members have been involved in working with Innovative Schools' qualified professional staff and its national school design partner, EdWorks, to research, develop, and prepare the application's numerous and complex components. To help the Founding Board develop a deeper understanding of the early college high school model, Innovative Schools and representatives from EdWorks hosted webinars to provide Founding Board members with an overview of the model and offered opportunities for them to attend model school tours of Akron Early College High School and Lorain Early College High School, both located in Ohio.

Through this collaboration, the knowledge of proven successful innovative school models, the broad range of professional skills, the energy generated to promote school excellence, and the passion for inspired teaching and learning have been shared among all those involved. It is anticipated that 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
Alton Thompson, Ph.D.	President	[redacted]	[redacted]	Provost & VP for Academic Affairs, DSU	Community Member
Judi L. Coffield, Ed.D.	Vice President	[redacted]	3[redacted]	Director of K-12 Services, Christina School District	DE Certified Teacher
Rebecca Fox-Lykens, Ed.D.	Secretary	[redacted]	[redacted]	DSU: Assoc Professor; Director, Cntr for Teaching & Learning	DE Certified Teacher
Amir Mohammadi, MBA	Treasurer	[redacted]	[redacted]	DSU: Exec VP Finance/University CFO	Community Member

Rayton R. Sianjina, Ph.D.	Assistant Secretary	[redacted]	[redacted]	Education Dept Interim Chair; Dir. Graduate Programs, Professor, DSU	Community Member
John N. Austin, Ph.D.		[redacted]	[redacted]	DSU: Interim Dean, College of Ed, Health & Public Policy	Community Member
Joan Engel		[redacted]	[redacted]	Central Middle School; Resource, partial inclusion and full inclusion teacher	Delaware Certified Teacher/Parent
Lois Hobbs		[redacted]	[redacted]	Independent Educational Consultant; Trustee DSU	Community Member
Charles S. McDowell, Esq.		[redacted]	[redacted]	Retired Potter Anderson & Corroon LLP; Trustee DSU	Community Member
Stephanie Wright, Ed.D.		[redacted]	[redacted]	CEO, DE AeroSpace Education Foundation	Community Member

d. Describe the plans for further recruitment of board members of the school, especially advisor**s 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 posted on **Early College High School at Delaware State University's** website 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. As the sole member of the school corporation, Delaware State University formally elects the Board members.

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. Should a seat on the board become vacant mid-term, the board will appoint a member to complete the year and then an election will be held for the remainder of the term.

Recruitment for **Early College High School at Delaware State University**'s Board and Citizen's Budget Oversight Committee seats will occur through Innovative Schools' ongoing Board Development recruiting efforts and solicitations for nominations of teachers and parents of students to be enrolled at the **Early College High School at Delaware State University**. Nominations will be collected by the Board's designated nominating committee and the results of the school board elections will be shared at a public Board meeting.

The Board will follow best practices for initiating new members 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 checks have been completed for all Founding Board members; results have been provided to the Charter School Office at DDOE. The makeup of this 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; experience with business planning and development; fundraising capacity; and support for teachers, students and parents.

During the application process, the Founding Board members have met on a monthly basis, each lending his or her valuable expertise to develop clarity around 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 early college high school academic program, these individuals have also participated in Innovative Schools' Board Development program and in webinars and model school tours.

In order to ensure the Board will maintain the knowledge, experience, and skills 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 (1) their roles and responsibilities, (2) how to effectively organize and operate, and (3) how to hold a school accountable for its 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 of the Board workshops may be found in Appendix D.

The following individuals reflect expertise in each of the highlighted areas:

1) **Research-based curriculum and instructional strategies, to particularly include the curriculum and instructional strategies of the proposed educational program.**

Dr. Alton Thompson: As Provost and VP for Academic Affairs at Delaware State University, Dr. Thompson has been involved in many aspects of curriculum and instruction. In his current capacity, he is responsible for oversight of curriculum and instruction at DSU and has been heavily involved in many of the STEM initiatives at the university. As such, Dr. Thompson will play a key role in the development and implementation of the STEM program at **Early College High School at Delaware State University**.

Dr. Rayton Sianjina: As a professor and Chairperson of the Department of Education at DSU, Dr. Sianjina is regularly involved with teaching and learning. The extensive listing of undergraduate and graduate courses he has taught covers a number of STEM academic areas, especially those related to technology. With this expertise, Dr. Sianjina will serve as an invaluable resource for the teachers at the school.

Dr. Judi Coffield: As a Delaware certified teacher, Dr. Coffield brings extensive knowledge and experience in the areas of mathematics and technology. She co-chaired the committee on Middle School Math Materials Adoption and has been active in middle-school math curriculum development. As a former IT Supervisor K-12 for Red Clay Consolidated School District, Dr. Coffield managed technology integration teams, supervised building-level IT coordinators, and was heavily involved in research and development of the K-12 technology curriculum in Delaware. Dr. Coffield's experience with technology

integration and math curriculum development will be an important resource as the school builds its curriculum.

Dr. Rebecca Fox-Lykens: Dr. Fox-Lykens is a Delaware certified teacher. In her current role as DSU's Director of the Center for Teaching and Learning: Linking Professional Development to University Improvement, Dr. Fox-Lykens has provided innovative, progressive and effective leadership to improve student learning in institutes of higher education. Through her efforts, teachers have been provided with professional development opportunities to strengthen their teaching through research-based methodologies. Her expertise extends to supervision of student teachers in local K-12 schools, and in this capacity, she supports the implementation of instructional best practices. Dr. Fox-Lykens' extensive experience in developing teachers will bring necessary resources to the development and ongoing growth of the educational program at **Early College High School at Delaware State University**.

Dr. Stephanie Wright: Dr. Wright serves as the K-12 Outreach Coordinator for both the University of Delaware's NASA Space Grant and Delaware State University's NASA University Research Center and Center for Applied Optics for Space Science, and she belongs to numerous professional organizations. Through grants from diverse organizations, she coordinates and runs standards-based Science, Technology, Engineering, and Technology (STEM) programs and events for K-12 student and workshops for teachers. Dr. Wright brings to **Early College High School at Delaware State University** a diverse array of experiences in the STEM disciplines and will be an integral resource in supporting the planning of the academic program.

Joan Engel: Ms. Engel is a Delaware Certified teacher and has dedicated her professional career to teaching students with disabilities. In this capacity, she is familiar with best instructional practice strategies to maximize teaching and learning for these students.

Lois Hobbs: As Senior Consultant with *Focus on Results*, Ms. Hobbs was most recently Superintendent of the Indian River School District in Delaware. In this capacity, she guided the school system improving student achievement in all of the schools under her supervision. Demonstrating success in closing the achievement gap in each of the District's schools, recognition was earned as five of her schools were identified as 'Blue Ribbon Schools;' a *No Child Left Behind* initiative. Ms. Hobbs' unique skills in administrative leadership, along with her extensive background in curriculum and instruction, have been instrumental in turning around under-performing schools – and will be a significant asset to supporting numerous aspects of the **Early College High School at Delaware State.**

2) Business management, including but not limited to accounting and finance.

Dr. Judi Coffield: During her tenure as an Education Associate for Middle/High School Support for the Delaware Department of Education (DDOE), Dr. Coffield was very involved in grant development and management. She also managed numerous projects for DDOE as well as various educational leadership committees and organizations. Dr. Coffield's organizational leadership and grant development and management experience will help to guide the school in planning effectively for its long-term needs.

Lois Hobbs: As Senior Consultant with *Focus on Results*, Ms. Hobbs was most recently Superintendent of the Indian River School District in Delaware. In this capacity, she guided the school system improving student achievement in all of the schools under her supervision. Demonstrating success in closing the achievement gap in each of the District's schools, recognition was earned as five of her schools were identified as 'Blue Ribbon Schools;' a *No Child Left Behind* initiative. Ms. Hobbs' unique skills in administrative leadership, along with her experiences with oversight of school district business management, will be a significant asset to supporting numerous aspects of the **Early College High School at Delaware State.**

Charles McDowell: As an attorney with Potter Anderson & Corroon LLP, Mr. McDowell's legal specialization was tax-exempt finance for governmental and 501(c)(3) entities, including educational organizations. In his current role as Trustee of Delaware State University, he serves on the Finance and Buildings & Grounds Committees and as Chair of the Committee on Trustees. Mr. McDowell has also served for five years as the Chairman of the Board of another Delaware charter school as well. Mr. McDowell will serve as an important advisor to the school in decision-making in the areas of budget management.

Dr. John Austin: Dr. Austin brings extensive expertise and experience with budgeting and finance, and securing and managing financial resources. Through his leadership roles at DSU, he supports the university's research initiatives and has increased their funding from $8 million to over $25 million since taking the position. Dr. Austin's significant experience with securing and managing financial resources will help to provide guidance and support to the school leader and in making recommendations to the board's finance committee.

Amir Mohammadi: Broadly skilled in education administration and finance, Mr. Mohammadi brings extensive experience in all facets of administration, finance, human resources, student affairs, auxiliaries, facilities and enrollment management. His demonstrated accomplishments in strategic/master planning, organizational development, and cross-functioning team development have been spread among New York, West Virginia and Delaware, and his prolific accomplishments with publications, presentations, and professional affiliations are extensive. Mr. Mohammadi's role at the university, as well as his role as treasurer of the **Early College High School at Delaware State University** Founding Board will help contribute to sound financial management across entities and in their partnership running the school.

3) Personnel Management.

Dr. Rayton Sianjina: As Chairperson of the Department of Education and as Director of Graduate Programs at DSU, Dr. Sianjina brings extensive experience in the area of personnel management. He is regularly involved with contract negotiations, employment, and other areas of personnel management. Dr. Sianjina has also been heavily involved with Alternative Routes to Teaching Certification (ARTC) and currently serves as its Director. In this role, Dr. Sianjina has been involved in multiple issues surrounding diversity. His work in this area with program development, training, certification, and student support is extensive. Dr. Sianjina's experience with contract negotiations and personnel management will be an important resource in supporting the school's human resources management.

Dr. Rebecca Fox-Lykens: Dr. Fox-Lykens' involvement with the Educational Testing Service (ETS) in Princeton, NJ as an evaluator and rater of PRAXIS III exams provides her with expertise and experience in recruiting and credentialing of professional staff. As a former Officer of Teacher Certification for the DDOE, she was deeply involved with the evaluation of credentials and applications for individuals seeking licensure in Delaware. Dr. Fox-Lykens will serve as an important advisor to the school in the area of teacher certification.

Lois Hobbs: As Senior Consultant with *Focus on Results*, Ms. Hobbs was most recently Superintendent of the Indian River School District in Delaware. In this capacity, she guided the school system improving student achievement in all of the schools under her supervision. Demonstrating success in closing the achievement gap in each of the District's schools, recognition was earned as five of her schools were identified as 'Blue Ribbon Schools;' a *No Child Left Behind* initiative. Ms. Hobbs' unique skills in administrative leadership, along with her experiences with oversight of school district personnel management, and will be a significant asset to supporting numerous aspects of the **Early College High School at Delaware State.**

Amir Mohammadi: see #2 above.

4) **Diversity issues, including but not limited to outreach, student recruitment, and instruction.**

Dr. Alton Thompson: Most of Dr. Thompson's professional engagements, including being a director of the Carolina Farm Credit Board, have been associated with addressing diversity issues as they relate to the agricultural sciences and economic development, including the impacts on the African American farmer, poverty, and rural sociology. His work is widely published, and he offers frequent lectures and workshops. Dr. Thompson's experience will help to guide the school's thinking in areas of diversity.

Dr. Rayton Sianjina: As Director of ARTC, Dr. Sianjina has been involved in multiple issues surrounding diversity. His work in this area with program development, training, certification, and student support is extensive. As such, Dr. Sianjina's work with ARTC teachers will help to expand diversity in the area teacher recruitment and instruction.

Charles McDowell: Mr. McDowell currently serves as Chairman of the Board of EastSide Charter School in Wilmington, Delaware, which serves over 400 inner-city students from Pre-K – 8th grade. As former chairperson of the DSBA Committee for Diversity in the Legal Profession, he also established the Louis Redding Fellowship for minority first-year law students, creating special summer clerkship opportunities for these students. This Committee also sponsors annual Minority Job Fairs for law students and a Supplemental Bar Review Program designed to assist law students in preparing for the Delaware Bar Exam. Mr. McDowell's commitment to working for issues of diversity in both K-12 education and in the legal profession will help to support the work of the school in expanding postsecondary options for minority students.

Dr. Rebecca Fox-Lykens: Dr. Fox-Lykens brings extensive experience in educational data and assessment analysis. As a Bias Review consultant for the Delaware State Testing Program, her role was to advise and guard against cultural or linguistic bias in all reading samples and questions for K-12 students. Her doctoral dissertation was entitled, A Descriptive Study of Minority and Non-Minority Teachers and Factors Influencing Their Selection in Delaware. Dr. Fox-Lyken's experience in the area of bias review will provide an important perspective in the area of assessment and data collection for the instructional planning of the school.

Dr. John Austin: As part of numerous professional roles, Dr. Austin has been involved in providing support for under-served populations. As a caseworker and coordinator of adolescent programs in Virginia, his involvement in the social work arena is extensive. His work in supporting health collaborations for minority communities, along with developing joint funding initiatives to benefit human services issues, has helped to develop important partnership that benefit at-risk populations. Dr. Austin's previous work will allow him to serve as a critical advisor to the school in areas related to health and social service issues among the school's student community.

5) **At-risk populations and children with disabilities, including but not limited to students eligible for special education and related services.**

Dr. Alton Thompson: Dr. Thompson's commitment to underserved populations, especially those in rural poverty, has provided a trajectory for his contributions to the economic, sociological and educational landscape for the agricultural sciences. His involvement has allowed for positive impact for higher education and high school students in Delaware.

Charles McDowell: As Chairman of the Board at EastSide Charter School, a Pre-K-8th grade school serving inner-city students, of which 23 % are identified as students with Individualized Education Plans, Mr. McDowell oversees the schools operations and strategic decision making in regards to the needs of this student population. For more information see #4 above.

Dr. John Austin: see #4 above.

Joan Engel: see #1 above.

6) School operations, including but not limited to facilities management.

Dr. Judi Coffield: As a former school administrator, Dr. Coffield brings extensive knowledge and experience in many areas of school operations. In her current role as Policy Analyst for the Delaware State Board of Education, she is involved with school oversight issues as they relate to administrative regulations. Dr. Coffield's experience in both school administration and operations will be an important resource for the school's principal and leadership team.

Lois Hobbs: As Senior Consultant with *Focus on Results*, Ms. Hobbs was most recently Superintendent of the Indian River School District in Delaware. In this capacity, she guided the school system improving student achievement in all of the schools under her supervision. Demonstrating success in closing the achievement gap in each of the District's schools, recognition was earned as five of her schools were identified as 'Blue Ribbon Schools;' a *No Child Left Behind* initiative. Ms. Hobbs' unique skills in administrative leadership, along with her experiences with oversight of school and school district operations and management, will be a significant asset to supporting numerous aspects of the **Early College High School at Delaware State.**

Amir Mohammadi: see #2 above.

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 advisors **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 **Early College High School at Delaware State University, Inc.** incorporated on December 7, 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:	Dr. Alton Thompson
Vice President:	Dr. Judi Coffield
Secretary:	Dr. Rebecca Fox-Lykens
Assistant Secretary:	Dr. Rayton Sianjina
Treasurer:	Amir Mohammadi

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

In partnership with Delaware State University (DSU), an Historically Black College and University in Dover, Delaware, **Early College High School at Delaware State University** will be a dynamic high school where students will be engaged, motivated, and supported by the unique learning environment that is created by the early college high school model. Innovation, curiosity, and intellectual risk-taking are at the heart of the **Early College High School at Delaware State University,** and each of these concepts aligns with the 21st century skills that students will need as future leaders in STEM professions. To meet these academic and cultural goals, the Board of **Early College High School at Delaware State University** has selected the early college model from Innovative Schools' Portfolio of Model Schools for its academic program.

Established on May 15, 1891 by the Delaware General Assembly under the provisions of the Morrill Act of 1890, Delaware State University (DSU) was originally named The State College for Colored Students, and was one of the land-grant colleges for Blacks that came into existence in states maintaining separate educational facilities. While DSU is known as a higher education institution, K-12 schools are not new to its campus. In the 1916-1917 school year, a school was established on the campus to serve young people of color, who were then excluded from Kent County's education system, and a high school diploma was granted upon completion of a four-year course of study. Over time, the program evolved into a high school division of the University. At the end of the 1951-1952 school year, when Kent County public schools opened to students of color, the High School Division was discontinued. As the first early college high school in Delaware, **Early College High School at Delaware State University** continues the tradition of innovation and excellence on the campus of Delaware State University.

The Founding Board is proud to partner with Innovative Schools and its subcontractor, EdWorks, to replicate the early college school design in Kent County. Its members believe that implementation of this non-traditional approach will provide students attending **Early College High School at Delaware State University** with a dramatically different learning environment that will result in increased student achievement, higher graduation rates, and more students attending four year colleges, results that have been shown by other early college high schools (Appendix A: *A Portrait in Numbers*).

In the tradition of early college high schools across the nation, students at the **Early College High School at Delaware State University** will have the opportunity to earn a high school diploma *and* up to 60 hours of college credit during their four-year high school career, and will develop the drive and focus necessary to succeed at all levels of education and in their chosen careers.

The **Early College High School at Delaware State University** will provide students with the opportunity to gain college credit in pathways (Agribusiness, Forensic Biology, and Community Health), which will lay the foundation for degrees and careers in: (1) Agriculture and Human Ecology, (2) Mathematics, Natural Sciences, and Technology, and (3) Health and Sport Sciences.

Agriculture and Human Ecology	Mathematics, Natural Sciences, and Technology	Health and Sport Sciences
• Animal and Poultry Science • Pre-Veterinary Medicine • Plant Science • Fisheries and Wildlife	• Engineering • Physics • Chemistry • Computer Science	• Nursing • Health Promotions • Movement Science

• Environmental Science • Agribusiness • Food Science • Nutrition	• Biology • Mathematics	

These pathways (Agribusiness, Forensic Biology and Community Health) were chosen based on both the strengths of the university and labor market needs within the local community. Students' participation in these pathways will allow them to participate in key areas of research within the university, have real-world experiences with local community organizations and business, and be prepared for viable career paths both locally and nationally.

Mission

The mission of **Early College High School at Delaware State University** is to provide highly motivated students with a curriculum concentrating on science, technology, engineering, and math that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits, preparing them for completion of a four-year college program. The school shall provide a safe, caring, and nurturing environment that develops the academic and social skills and personal character traits necessary for successful college completion, with a special focus on first-generation college attendees.

Vision

Early College High School at Delaware State University will be a nationally recognized early college, STEM-focused high school that increases access to higher education and produces students who have the expectations and skills to make a significant impact in the global community.

Goals and Educational Objectives

The goals and educational objectives of the **Early College High School at Delaware State University** are:

1. To provide each and every student with the necessary Habits of Mind[2] for approaching new learning challenges with the following mindsets, outlooks and intellectual processes:

- Open-minded, flexible thinking
- Listening with curiosity; seeking understanding
- Persistence in the face of challenges
- A focus on the long and broad view
- Seeking, listening to, and valuing diverse perspectives and approaches
- Intellectual risk-taking
- Seeking to understand how one thing connects to and intersects with another
- Artistic sensibility
- Considering the ethical implications of questions, problems, and novel situations
- Exhibiting a healthy skepticism
- Analyzing the critical assumptions behind any line of reasoning
- Applying past knowledge to new situations
- Humility; the ability to express joy at the success of others

[2] Throughout history, people have concerned themselves with the transmission of shared values, attitudes, and skills from one generation to the next. Similarly, there are certain thinking skills associated with science, mathematics, and technology that young people need to develop during their school years. Taken together, these values, attitudes, and skills can be thought of as "habits of mind," because they all relate to a person's outlook on knowledge, learning, and ways of thinking and acting. *Adapted from Chapter 12: Habits of Mind, www.project2061.org/publications/sfaa/online/chap.12.htm*

2. To develop students 21st century skills in order to survive and thrive in a complex connected world, which include:

- Possessing a deep, rich knowledge of core content areas and the ability to see connections among the disciplines
- Self-motivation and self-direction
- Exercising thoughtful social and cross-cultural skills
- Evaluating text and images for purpose and understanding
- Accessing, analyzing, evaluating, synthesizing and applying information
- Communicating (orally, in writing, digitally, and non-verbally) with clarity and precision in ways that are appropriate to the venue, audience and media
- Using creativity and innovation to solve problems
- Working effectively with others; being a contributing team member
- Employing effective time management and organizational skills
- Exhibiting strong ICT literacy (information, communications and technology)

Approach to Learning

A problem-based approach to teaching and learning is central to the **Early College High School at Delaware State University**. High school teachers and university faculty will introduce scientific concepts and processes, while students will work collaboratively, applying multiple methods of inquiry and principles of the arts and engineering to solve problems in the three pathways of Agribusiness, Forensic Biology and Community Health. Students will study and create models of complex systems and engage in analysis, prediction, debate and description of interactions among individuals, societies, and their environments.

Partnerships

Local partnerships will form a living, learning laboratory for students from the **Early College High School at Delaware State University.** These partnerships will be critical to the development of both the school's students and its teachers as they investigate cross-disciplinary learning in the STEM fields. Educators and students will partner with members of the university, business, and local communities to:

- Design teaching and learning experiences
- Make global connections
- Contribute evidence-based analysis and explanations to conversations about economic, education, environmental, and other important civic issues
- Provide mentoring to younger members of the community
- Value and respect the wisdom of elders of the community

Mission, Goals and Educational Objectives are consistent w/ the Legislative Intent

The mission, goals and educational objectives of the **Early College High School at Delaware State University** are consistent with the intent of the charter school legislation in that the school will incorporate proven innovative practices such as the early college high school design components. These components combine challenging, personalized learning for students and align with the 21st century skills that students will need as future leaders in STEM professions. As a result, this non-traditional approach affords a dramatically different learning environment for high school students that have produced significant measurable improvement in school and student performance in other early college high schools (Appendix A: *Portrait in Numbers*).

Core Philosophy

In staying true to the early college model selected by the Board of Directors, the core philosophy of the **Early College High School at Delaware State University** is to provide first generation college going students with a rigorous academic environment in which they will have the 21st century tools and skills needed to be successful in their future coursework and careers.

In order to maintain fidelity to the early college high school philosophy, the essential components of the organizational and academic program design at the **Early College High School at Delaware State University** will be managed by the Charter Management Organization, Innovative Schools, and its subcontractor, EdWorks in partnership with the school's Board, leader, and operations manager. The intent of this contractual relationship is to build the capacity of the **Early College High School at Delaware State University** Board and staff to be able to implement the STEM program at the **Early College High School at Delaware State University** with fidelity to the early college model and sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should its Board desire, **Early College High School at Delaware State University** can contract with Innovative Schools after its 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 intended CMO contractual relationship between the Board of **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional experts familiar with Delaware's education system. Supports from Innovative Schools will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis. Over time, Innovative Schools' Project Manager, along with its subcontractor, EdWorks, 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 early college methodology, and to manage the school's administrative operations. Should there be a change in principal at **Early College High School at Delaware State University** Innovative Schools will again become involved more directly at the school.

As Innovative Schools' subcontractor, EdWorks will provide the school leader with intensive training on the early college model through immersion, and around EdWorks' early college principal leadership criteria. Teachers will also receive concentrated training in early college pedagogy and practices. Regular professional development for the school leader, teachers, and staff at the **Early College High School at Delaware State University** will be ongoing at the school and within the national early college network. These opportunities will help maintain consistent application of the school philosophy and essential schools elements and will ensure fidelity to this unique modern educational program.

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 **Early College High School at Delaware State University** 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 intended CMO agreement in Appendix P, **Early College High School at Delaware State University** will authorize Innovative Schools to manage the business and academic services of the school for the first four years of the school's existence. The accountability of Innovative Schools is an essential foundation of the CMO-Board relationship. It is understood by both parties that at all times, Innovative Schools remains accountable and subject to the oversight of **Early College High School at Delaware State University** Operating Board, the Authorizer and State authorities.

Among the Board's duties will be to ensure the school is in compliance with all aspects of the school's charter and Performance Agreement, including a commitment to high standards for 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; experience with 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 area of governance with workshops designed to support understanding in areas of accountability including financial, legal and academic oversight. In addition, the board members will gain capacity in best practices for school leadership and operations. 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 governance practices, with an eye toward continuous improvement.

As part of its CMO responsibilities, Innovative Schools will also work regularly with the Board of the **Early College High School at Delaware State University**, using both formal and informal evaluative measures to ensure the school is staying 'on target' with 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 will work with the Board and staff to develop a plan to fill those gaps by setting goals and achievement targets and including those identified needs as part of the following year's Consolidated Grant process. 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 addition, the Board will also oversee school operations and monitor fiscal viability and sustainability. In accordance with the Charter Performance Agreement, these other performance benchmarks will be monitored and reviewed quarterly, and financial reports will be reviewed monthly. The Board will develop plans and goals relative to academic performance, school operations, and finances on an annual basis, 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, progress toward graduation, family engagement, and progress with college credits. Monthly financial reports shall also be presented to the Board and 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. In collaboration 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 school design. Twice annually, the Board, Advisory Board, and Citizens Budget Oversight Committee will also meet to review the school's progress.

c. Describe the procedures the school will use to ensure compliance with the requirements of 14 Delaware Code, Section 506, related to enrollment.

The **Early College High School at Delaware State University** will clearly communicate information about the application process, the selection and preference criteria, and the registration and admissions procedures.

In accordance with the requirements of 14 Del. C., §506, **Early College High School at Delaware State University** will ensure that it has enrolled at least 80% of its authorized enrollment by April 1 of each year by conducting an application process within the timeframes established in ***Section 9: Administrative and Financial Operations*** of this charter application. The following activities will be conducted:

- November and December 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 and to commit to the minimum participation requirements of supporting the student's Personalized Growth Plan and attending their child's yearly learning presentations. The letter will also stipulate the requirements for continuing enrollment at the school, as defined in 14 Del. C., §506(c).
- If necessary a lottery will be held in January, following the application deadline. An objective community member having no ties to the **Early College High School at Delaware State University** 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 in a timely manner 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), a roster of those students enrolled at the **Early College High School at Delaware State University**, including each student's home address and district of residence, will be sent to DDOE and to the superintendents of the districts in which the **Early College High School at Delaware State University** students reside. The Principal 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 will be verified by both district and the charter school officials using the IMS.
- On or before May 1, **Early College High School at Delaware State University** will verify data from the April 1 report, make corrections as necessary, and 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?

Early college high schools are based on an innovative approach that takes into account the principle that academic rigor and access to higher education opportunities when combined with the dual benefit of saving time and money, is a powerful motivator for students to work hard and meet serious intellectual challenges. Through blending high school and college in a challenging, yet supportive program, the early college model compresses the time that it takes for a student to complete high school and two years' worth of college coursework in a coherent course of study. **Early College High School at Delaware State University** will combine the early college model with a focused approach that immerses students in an integrated Science, Technology, Engineering, and Mathematics (STEM) learning experience.

Innovation, curiosity, and intellectual risk-taking are at the heart of the **Early College High School at Delaware State University,** and each of these concepts aligns with the 21st century skills that students will need as future leaders in STEM professions. With this in mind, the school's goals focus on academic performance, but they are also are guided by a collective vision for learning in the 21st century.[3] In the goals set forth by the **Early College High School at Delaware State University** Board, mastery of core subjects and 21st century themes is seen as essential to student success. These goals are designed to ensure

[3] 21st century Skills are defined by the Partnership for 21st Century Skills as Creativity and Innovation, Critical Thinking and Problem Solving, Communication and Collaboration, Information Literacy, Media Literacy, ICT Literacy, and Life and Career Skills. See http://www.p21.org/index.php.

that all students are able to thrive in a complex, connected world while also being able to meet or exceed the State's baseline standards of achievement, and they serve to guide teachers in supporting the growth and development of their students in the unique blended environment of high school and college.

Student Performance Goal #1

Students will apply **critical thinking and problem solving** skills to forge real-world solutions and will exercise sound reasoning and understanding in the subject of mathematics. The goal is for students to think critically about the use and application of math in different situations and challenges, while deepening their knowledge of fundamental areas of mathematics (aligned most closely to Common Core State Standards for Mathematics).

> **Critical Thinking and Problem Solving Target 1.1:** By the end of the second year of operation and for each year thereafter, students at the **Early College High School at Delaware State University**, on average, will meet or exceed the Common Core State Standards in math for grades 9 and 10 as measured by meeting or exceeding the state's average performance on the Delaware Comprehensive Assessment System (DCAS) for each disaggregated cell.
>
> **Critical Thinking and Problem Solving Target 1.2:** By the end of the second year of operation and for each year thereafter, students currently enrolled in Algebra I, on average, will meet or exceed the state's average performance on the Algebra I End of Course Assessment for each disaggregated cell.
>
> **Critical Thinking and Problem Solving Target 1.3:** By the end of the third year of operation and for each year thereafter, students currently enrolled in Algebra II, on average, will meet or exceed the state's average performance on the Algebra II End of Course Assessment for each disaggregated cell.
>
> **Critical Thinking and Problem Solving Target 1.4:** By the end of the second year of operation and for each year thereafter, students, on average, will demonstrate measureable growth on the Measures of Academic Progress assessment for math between the fall and spring of the academic year.
>
> **Critical Thinking and Problem Solving Target 1.5:** Students will demonstrate their knowledge of the application of math in their chosen pathway as presented in their year 3 (grade 11) Action Research Presentation and year 4 (grade 12) Capstone Exhibition.[4]

Student Performance Goal #2:

Students will be able to **think and communicate with clarity and precision**, learning to understand their audience, to write, read, speak, and listen well, to use various forms of technology and artistic expression to convey thought and feeling, and to be exposed to another language and culture (aligned most closely with Common Core State Standards for English Language Arts, performing and fine arts standards, and technology standards).

> **Communication Target 2.1:** By the end of the second year of operation and for each year thereafter, students at the **Early College High School at Delaware State University**, on average, will meet or exceed the Common Core State Standards in reading in year 1 (grade 9) and 2 (grade 10) as measured by meeting or exceeding the state's average performance on the DCAS for each disaggregated cell.

[4] Students will participate in an end-of-year learning presentation each of the four years they are enrolled at the Early College High School at Delaware State University. During years 1 (grade 9) and 2 (grade 10) students will complete service learning projects, during year 3 (grade 11) students will complete a collaborative Action Research project, and in year 4 (grade 12) students will complete a culminating Capstone project. A more detailed description of each of these projects can be found in Section 6 of this application.

Communication Target 2.2: By the end of the second year of operation and for each year thereafter, students in year 2 (grade 10), on average, will meet or exceed the state's average performance on the English II End of Course Assessment for each disaggregated cell.

Communication Target 2.3: By the end of the second year of operation and for each year thereafter, students, on average, will demonstrate growth on the Measures of Academic Progress Assessment for reading between fall and spring of the academic year.

Communication Target 2.4: Students, on average, will demonstrate growth in writing achievement through an analytically scored writing sample given in the fall and spring each year and scored by teachers, undergraduate students, and professors trained in scoring writing assessments.

Communication Target 2.5: Students will successfully present their learning through multimedia presentations using technology during end-of-year learning presentations in each grade.

Communication Target 2.6: Students will utilize the fine arts (visual and/or performing arts) to communicate their learning as part of their signature courses in years 1 (grade 9), 2(grade 10) and 3(grade 11).

Communication Target 2.7: Students will complete three years of a world language.

Student Performance Goal #3

Students will be able to apply **scientific inquiry and systems thinking** skills whenever a situation demands. Students are asked to see a web of relationships rather than focusing only on single details, equipping them with a more effective way of interpreting the complexities of the world in which they live—a world that is increasingly dynamic, global, and multifaceted.. In taking this perspective, students will be able to employ various methods, such as observation, posing scientific questions, examining various sources of information to discover what is already known, planning investigations, and using tools to gather, analyze, and interpret evidence (aligned most closely with the Delaware Prioritized Standards for Science in the sequence defined by the Delaware Science Coalition).

Scientific Inquiry and Systems Thinking Target 3.1: By the end of the second year of operation and for each year thereafter, students in year 2 (grade 10), on average, will meet or exceed Delaware Prioritized Science Standards as measured by meeting or exceeding the state's average performance on the science DCAS for each disaggregated cell.

Scientific Inquiry and Systems Thinking Target 3.2: By the end of the second year of operation and for each year thereafter, students in year 2 (grade 10), on average, will meet or exceed the state's average performance on the Biology End of Course Assessment for each disaggregated cell.

Scientific Inquiry and Systems Thinking Target 3.3: Students will meaningfully integrate scientific content from their chosen pathway into their year 3 (grade 11) Action Research Presentation and year 4 (grade 12) Capstone Exhibition.

Student Performance Goal #4:

Students will possess **global awareness** and be able to decipher the world around them, skillfully employing knowledge of world regions and cultures, demonstrating respect and concern for other cultures, and using information from both local and national sources to think about and analyze issues in the world (aligned most closely with the Delaware Prioritized Standards for Social Studies).

Global Awareness Target 4.1: By the end of the third year of operation and for each year thereafter, students currently enrolled in United States History, on average, will meet or exceed the state's average performance on the United State History End of Course Assessment for each disaggregated cell.

Global Awareness Target 4.2: Students will meaningfully integrate knowledge of local and national issues into the content of their year 1 (grade 9) and 2 (grade 10) service learning projects (see footnote 4 above).

Student Performance Goal #5:

Students will exhibit **personal and social responsibility,** which includes leadership, productivity, self-direction, and teamwork**.** Measured by growth in these areas, students will set and pursue personal, academic, family, and civic goals. They will demonstrate the knowledge and skills needed to make good ethical decisions; to become informed, thoughtful, and responsible citizens; and to participate in the life of their school, community, and the wider world through service and volunteer opportunities.

Personal and Social Responsibility Target 5.1: Each year, every student will participate in a service learning project or Action Research project that contributes to the local community.

Personal and Social Responsibility Target 5.2: Each year, every student will complete one activity or project that builds his or her capacity as a leader in the school and/or community.

School Performance Goal #1:

The **Early College High School at Delaware State University** will demonstrate a **positive and safe school culture and climate.**

School Culture Target 1.1: Each year, average daily attendance at the **Early College High School at Delaware State University** will meet or exceed the state daily attendance average for the 9-12 grade cluster.

School Culture Target 1.2: Each year, the number of students who complete the school year at the **Early College High School at Delaware State University** will meet or exceed the state completion average for the 9-12 grade cluster.

School Culture Target 1.3: Each year, the number of suspensions from school will be lower than the state average for suspensions for the 9-12 grade cluster.

School Culture Target 1.4: Each year the **Early College High School at Delaware State University** will have fewer reportable incidents pursuant to Delaware Code, Title 14, Section 41123, than the average for public high schools in Kent County.

School Performance Goal #2:

The **Early College High School at Delaware State University** will demonstrate strong **parental involvement and satisfaction**.

Parental Involvement Target 2.1: At least 85% of the students will have a Parent, guardian, or adult family member present at each student learning presentation, student growth plan conference, and Summer Bridge Program parent sessions.

Parental Involvement Target 2.2: Surveys measuring parent satisfaction will have at least a 75% return rate.

Parental Involvement Target 2.3: Parent satisfaction as measured by responses to the survey will indicate that at least 90% of parents are satisfied with the school.

School Performance Goal #3:

The **Early College High School at Delaware State University** will demonstrate **market accountability** and commitment from the community.

Market Accountability Target 3.1: Each year, the **Early College High School at Delaware State University** will achieve target enrollment of at least 90% of its authorized enrollment annually.

Market Accountability Target 3.2: Each year, the **Early College High School at Delaware State University** will re-enroll at least 80% of students who have not moved from the area.

Market Accountability Target 3.3: Each year the **Early College High School at Delaware State University** will meet or exceed state averages for high school graduation rates.

Market Accountability Target 3.4: Each year after the third year of operation, the **Early College High School at Delaware State University** will see at least 80% of its students graduate with one semester of transferrable college credit.

Market Accountability Target 3.5: Each year, **Early College High School at Delaware State University** will have fewer than the state average of students who drop out of high school.

Market Accountability Target 3.6: Each year after the third year of operation, 95% of year 4 (grade 12) students at the **Early College High School at Delaware State University** will apply to a four-year college.

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 student and school 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 use.

Month:	Assessment:	Rationale:
August/September	Accuplacer Assessment in year 1 (grade 9) and 2 (grade 10) for math, English and reading	Provides baseline information about academic skills in math, English, and reading for placement in college-level coursework; the results of the assessment, in conjunction with academic background, goals, and interests, are used by academic advisors and counselors to determine student course selection
	College and Work Readiness Assessment in year 1(grade 9)	Provides information on how well the student is learning to think critically, reason analytically, solve problems and write well
	DCAS assessment in grades 9 and 10 for reading and math	Provides baseline data, grade levels and some prescriptive data to guide instruction for students Contributes to Response to Intervention (RTI) composite as a screening tool DDOE Requirement
	MAP assessments in reading and math	Provides baseline data, prescriptive data, and lexile reading levels to guide instruction and Student Learning Plans Contributes to RTI composite as a screening tool
	School-wide Writing Prompt	Provides baseline data to guide writing instruction and progress toward writing benchmarks
	Diagnostic Assessment of Reading (DAR)/Individual Reading Inventory (IRI)	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs

October/November/ December	Ongoing, teacher-created formative and summative assessments in math, reading, and writing Ongoing formative assessments in science and social studies as defined in curriculum materials	Measure student achievement in the core content areas to inform instruction, goal setting, and project support
	Curriculum Based Measures (CBM's) aligned to the DAR assessment and Trial Teaching Strategies	For students in Tiers II and III for reading RTI to monitor progress
January	DCAS assessment in grades 9 and 10 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
	MAP assessments in reading and math	Provides mid-year data on student growth, prescriptive data, and reading lexiles to guide instruction and Student Learning Plans Contributes to RTI composite as a screening tool
	School-wide Writing Prompt	Provides mid-year data to guide writing instruction and to assess student progression toward writing benchmarks
	Diagnostic Assessment of Reading	For students in Tiers II and III for reading RTI who need additional assessments to identify specific needs
February/ March/ April	Ongoing, teacher-created formative and summative assessments in math, reading, and writing Ongoing formative assessments in science and social studies as defined in curriculum materials	Measure student achievement in the core content areas to inform instruction and goal setting
May/ June	Accuplacer Assessment in year 1 (grade 9) and 2 (grade 10) for math, English and reading	Provides baseline information about academic skills in math, English, and reading for placement in college-level coursework. The results of the assessment, in conjunction with academic background, goals, and interests, are used by academic advisors and counselors to determine student course selection.
	College and Work Readiness Assessment for year 4 (grade 12)	Provides information on how well the student is learning to think critically, reason analytically, solve problems, and write well.
	SAT/ACT	Assesses students' readiness for college; is required for entrance to many postsecondary institutions.
	DCAS assessment in grades 9 and 10 for reading and math	Provides end-of-year growth data, grade levels Contributes to RTI composite DDOE Requirement
	MAP assessments in reading and math	Provides end-of-year growth data and lexile reading level to guide instruction and Student Summer Learning Plans Contributes to RTI composite as a screening tool

	School-wide Writing Prompt	Provides end-of-year data to guide writing instruction to assess student work toward writing benchmarks
	Service Learning Projects (for all students completing year 1 (grade 9) and year 2 (grade 10)	Service Learning Projects demonstrate students' mastery of using their learned knowledge and skills in real-world settings.
	Action Research Project (for all students completing year 3 (grade 11)	The Action Research project expands upon the Service Learning Project and demonstrates students' mastery of collaborative research practices in solving a real-world problem or challenge.
	Capstone Exhibition (for all students completing year 4) (grade 12)	The Capstone demonstrates mastery of student learning outcomes, including creative, innovative and design thinking.

In appropriate circumstances, the School may substitute equivalent assessment instruments.

5. Evaluating Student Performance

a. Describe the process of how student evaluation information will be used to improve student performance.

Success in today's global economy increasingly requires some form of postsecondary education or training. Yet too many students, particularly those who are deemed at risk, leave the K-12 system without the knowledge and skills requisite for success after high school. Therefore, schools are faced with a dual challenge of raising expectations while also improving the education system's capacity to meet those expectations. The **Early College High School at Delaware State University's** focus to prepare their students to be both career and college ready in the 21st century believes that assessment and the data that they provide can be vital tools in addressing this dual challenge.[5] With this in mind, the **Early College High School at Delaware State University** sees assessments and data as having the ability to:

- Both clarify expectations and measure progress towards meeting them
- Play a meaningful role in the delivery of education
- Help inform educators' classroom instruction on a daily basis
- Help inform systematic improvement efforts at the school
- Help inform professional development

At the **Early College High School at Delaware State University**, assessment data will be used as a critical source of information for understanding the strengths and needs of the students and included in their Student Personalized Development Plan, as well as for planning necessary programs and designing professional development for both the high school and postsecondary faculty working with students. The selected assessment tools include both summative and formative measures, some which are legally required as well and some of which meet the unique goals of the school and are in alignment with the early college model, learning methods, and instructional approaches.

The school will use multiple forms of assessment, including standardized tests, mastery assessments, and learning presentations, to evaluate student progress and to target instruction. Students will also have the opportunity to assess their own learning and that of their peers using both self- and peer assessment rubrics.

[5] Information adapted from the Alliance for Excellent Education's, *Meaningful Measurement: The Role of Assessments in Improving High School Education in the 21st Century*

With the incorporation of a combined learning environment (blending both high school and college into one coherent course of study), communication will be a critical component of the successful use of assessment data as a means of informing instruction and student success. While it is recognized that the use of data in this way is a paradigm shift for many university professors, the collaborative nature of the relationship between **Early College High School at Delaware State University** and DSU will serve to promote the creation of data-use processes for both high school and university classes. Regularly scheduled meetings will be held for both high school and postsecondary faculty to collaborate and review student data to determine student growth and areas of need.

The **Early College High School at Delaware State University** will adhere to all assessment requirements set by the Delaware Education Regulations. These assessments will be used to monitor the progress of students towards meeting the standards for humanities (English Language Arts and Social Studies), math, and science.

- **Delaware Comprehensive Assessment System: Early College High School at Delaware State University** will give the Delaware Comprehensive Assessment System (DCAS) to every student in years 1 (grade 9) and 2 (grade 10) in the fall and spring in order to get a skill-based snapshot of student achievement in reading and math. The science DCAS will also be administered to students in year 2 (grade 10). DCAS is also used as a growth measure to document students' achievement in reading and math. 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.

- **Measures of Academic Progress (MAP):** Students and their advisors at the school will rely on data collected from assessments to personalize and monitor student learning. Students will take the Measures of Academic Progress assessment for reading and math assessment three times per year. These data, combined with scores from the Delaware Comprehensive Assessment System, will be used in to direct each student's Personalized Growth Plan to provide targeted assistance or acceleration in reading and math. Students who score basic, below or far below basic on the reading and math assessments will be placed in support groups to build their skills in reading and math. This will be done in concert with Response to Intervention (RTI) regulations and interventions.

- **Diagnostic Assessment of Reading (DAR)/Individual Reading Inventory.** When students fall below the grade level benchmark for RTI, they will be given the DAR and an IRI. These data will be used by their advisor and the school's instructional specialist to further define the intervention required by the student in reading.

- **Mastery Assessments:** Students at the **Early College High School at Delaware State University** will complete a culminating mastery assessment at the conclusion of every unit. This final, summative assessment, which can take the form of either a project or an exam, serves as an opportunity for the students to synthesize and apply the knowledge they have learned throughout the unit/course. In the event that a project is used, students are graded through the use of rubrics. While the expectations for students' academic work on the mastery assignments are high, it is understood that individual students may need more time or support, depending on the course. Attention to deep learning and to building a foundation for future learning is a core component of this approach and is essential to student success, both at **Early College High School at Delaware State University** and in postsecondary coursework.

- **End-of-Year Learning Presentations:**
  At the end of each year, all students will be required to complete end-of-year learning presentations. These presentations will incorporate student learning from across disciplines to demonstrate application and understanding of course content in real-world situations. In years 1 (grade 9) and 2 (grade 10), students will complete service learning projects that will demonstrate their skills through active participation in the community, providing them with opportunities to use their learned knowledge in real-life situations and extend learning beyond the classroom, while fostering a sense of care and concern for others. In year 3 (grade 11) students will expand upon their service learning experiences and demonstrate their learning through a collaborative Action Research project. Focusing on a real-world problem, students will be asked to display critical thinking and problem-solving strategies through the use of collaborative research, analysis, documentation, and prototyping in collaboration with a college or industry partner in their chosen STEM pathway. As a culmination of their learning at the **Early College High School at Delaware State University**, in year 4, students present at a Capstone Exhibition. This presentation focuses on an innovation created by the student and requires him/her to use the design thinking process[6] and demonstrate mastery of learning from throughout the four-year early college experience.

b. Describe the corrective action that will be taken when students do not meet performance expectations.

When a student is not meeting performance expectations, the student will attend a conference with his/her advisor to discuss the gaps that are currently present. Guided by the student's Personalized Growth Plan, (for more detail, see section 6) the advisor, in collaboration with the student and parents, will determine whether this is an area of identified weakness or a new area of challenge. The advisor will make the student aware of the concerns, as well as the data that highlights those concerns. The student, parent, and advisor will work together to create a plan based on the data, setting goals and designing a system for supporting the student as s/he works to meet those goals. Supporting the student might include offering that student extra assistance through small-group instruction during "check and connect" (student advisory), attending the Summer Bridge program, peer tutoring, one-on-one conferences, or online instruction and tutoring. After the advisor, student, and parent have all had a hand in the development of the plan, all will sign it as a commitment. Once the plan is put into place, it will be monitored on a weekly basis by the advisor and the student, and the student's success with the plan will be communicated to parents.

If these initial efforts are not successful in correcting the student's academic performance issues and s/he continues to struggle in the core curriculum, the student's case will be presented to the Instructional Support Team (IST). The IST will meet biweekly to discuss students who have been referred by their advisors as needing extra support. The IST will include advisors, special education teachers, the university liaison (for more detail, see section 6), the school principal, and the CMO Project Manager. After an initial presentation from the student's advisor, the IST will invite the student and his/her family to join in reviewing the data and making an action plan for addressing the student's needs based on the data. As needed, the IST will also have access to services from the on-site instructional specialists, as well as the special education specialists (speech therapist, occupational therapist, and 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 assistance necessary to become proficient in the general curriculum. Data will be collected weekly and the student will be monitored regularly, with achievement being very closely watched by the advisor, principal, parents, and IST. Students in Tier II will also be required to attend

[6] The design thinking process is a mindset, which guides the way you approach the world and how you think about identifying solutions for the future and the role that you play in those solutions. For a more detailed description see Section 6.

academic enrichment for one period each day. This includes those students who are fully immersed in college coursework during year 3 (grade 11) or 4 (grade 12) of school operations. See Appendix O 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 time in Tier II. If the student has not shown significant 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 of 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.

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 the **Early College High School at Delaware State University** anticipates serving children who are considered at risk, the school will not be using these characteristics as a preference for accepting 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
English Language Arts	Appendix G
Math	Appendix H
Physical Education	Appendix I
Health	Appendix I
World Language – Spanish/Chinese	Appendix J
Visual Arts	Appendix K
Performing Arts	Appendix L

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).

English Language Arts:	Holt McDougal *Literature* Reader's Workshop with Extensive Classroom Libraries
Mathematics	Traditional sequence of Algebra I, Geometry, Algebra II, Pre-Calculus, Trigonometry, Calculus
Science	Science Coalition
Social Studies	Social Studies Coalition

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.

The **Early College High School at Delaware State University** will participate in the Science Coalition. A memorandum of understanding certifying the school's participation is included in Appendix E.

The **Early College High School at Delaware State University** has also included a statement of intent (below) to participate in the Social Studies pilot, as well as a signed Memorandum of Understanding, which can be found in Appendix E.

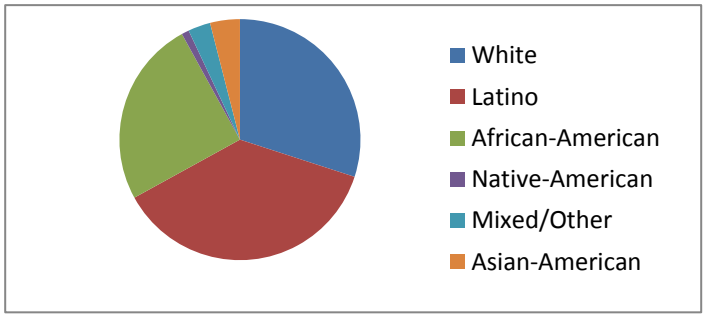
*The **Early College High School at Delaware State University** will implement the Delaware Recommended Curriculum scope and sequence and the approved instructional units and embedded assessments, currently available online at www.doe.k12.de.us/ss. The **Early College High School at Delaware State University**, upon approval of its charter, will be a member of the Delaware Social Studies Coalition. The instructed curriculum used in the **Early College High School at Delaware State University** will be the curriculum approved for Delaware Recommended Curriculum. This curriculum is aligned to the Delaware Social Studies Content Standards, includes summative assessments that target the content enduring understandings and guide instruction, and lessons aligned with the goals and assessment. The summative assessments that have been developed by the Social Studies Coalition are used by all teachers in the above mentioned grade cluster(s) as a means of assessing student progress towards the standards.*

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.

One of the core principles of the early college model is the commitment to serve students who have traditionally been underrepresented in higher education, a group that overlaps significantly with the population of students deemed at risk. Early college high schools have traditionally been designed so that low-income youth, first-generation college-attendees, English language learners, students of color, and other young people underrepresented in higher education can earn a high school diploma and college credit simultaneously. Table 1 shows the population traditionally served by early college high schools.

Table 1

Who do Early College High Schools Serve?



- 70% of early college students are students of color
- 59% of early college students are eligible for free or reduced lunch
- Nearly one-third of early college schools receive Title 1 funding because of the high percentage of low-income students served
- 32 early college schools serve students who previously dropped out of traditional schools or were at risk of dropping out

In seeking to serve these groups and propel them into college, the Board does anticipate serving at-risk learners. Despite the well-known troubling data regarding similar student populations, the culture of success and support that is established at early college high schools has been successful in changing the odds for these students.

- On average, daily attendance rates for early college students in 2009 was 94%, and even higher for those students in the early college high schools located on college campuses.
- The average grade-to-grade promotion rate in early college schools is 85%.
- The average proficiency rate on state assessments in 2007-08 was 74% in English Language Arts and 67% in mathematics. Overall, early college schools scored 7 percentage points higher in both subject areas relative to high schools in their local districts (Appendix F: Portrait *in Numbers*).

The successes that early college high schools have had with at-risk students are dependent on the schools' intense focus on purposeful design and the implementation of key model elements. Early college high schools emphasize academic preparation, ongoing support, and success in higher education, offering a research-based alternative to traditional high school programs and promoting success for even the most struggling students.

With the use of these elements as necessary components of the school design, the **Early College High School at Delaware State University** will take into account not only the academic needs of its students, but also the importance of their social and intellectual development as students on a college campus. Within the model, the following elements provide additional support for at-risk students within the model:

<u>Strong Advisory System:</u> A major component of the early college model is the school-wide advisory program, which is combined with the students' yearly signature course. This course, called College Connections provides a time and place for each student to check in and connect with a caring adult and a small group of peers who will support him/her as s/he transitions from one grade to the next and on to

college. Each group, which consists of approximately 15 students, allows for personal contact and individualized academic guidance. This program provides consistent support and enables students to develop strong relationships with the members of their advisories. These small student-adult ratios are achieved by having nearly every staff member in the school take responsibility for an advisory group. In many cases, teachers advise students they also teach in class, thus increasing the amount of time they spend together during the week. Students stay with the same advisor for at least two years – building on existing relationships over extended periods of time. Eventually, the senior-level students will help lead the advisory communities.

Personalized Growth Plans:
As a key part of the College Connections, advisors work with student's to design and plan their Personalized Growth Plan, which serves as a student's personal guide to success as a student. With this plan, students learn to set goals based on academic and career interests, as well as their current academic performance as they navigate through their high school and college coursework. The use of a Personalized Growth Plan helps students to learn to focus their coursework and individual goals as they prepare for postsecondary studies and careers, while also serving as a roadmap for student's success.

While advisors help to maintain the student's Personalized Growth Plan, students are intimately involved in the process including helping to create the plan, establish goals and revising them based on their progress, tracking and reflecting on their learning experiences, work experiences, and extracurricular activities. As students advance through the early college program, student's Personalized Growth Plan will outline their pathway courses, steps needed to apply and enter college post high school and helping them to realize the goals they have set for themselves. Parents are also involved in the development of the student's Personalized Growth Plan, both providing insight and committing to supporting their child in achieving the goals outlined in the plan.

Summer Bridge Program: Upon enrollment at the **Early College High School at Delaware State University**, students will participate in a Summer Bridge program to help them prepare for the transition to a rigorous, combined learning environment (high school and college coursework aligned in a coherent course of study) located on a college campus. Students will take part in the Summer Bridge Program prior to both year 1(grade 9) and year 2 (grade 10), familiarizing themselves with the expectations for which they will be held accountable to as students at an early college high school and going through an enculturation process as members of a college-going community.

The Summer Bridge Program will include academic and social experiences that are intended to expose students to college life and the rigors of academia and to build structures of support to ensure student success. These experiences will include discussions with current students at DSU, and eventually, alumni of the early college high school about what it takes to be successful at **Early College High School at Delaware State University**; service projects completed with their Check and Connect advisory to connect students to the campus and surrounding community and to build their relationships with their advisory; tours of the campus; and conversations with professors and an evening session with both parents and students intended to give students and parents a realistic account of what it takes to succeed in college courses. During the Summer Bridge program, students will take one or two college course with their classmates, experiencing college coursework for the first time in a supportive environment. Additionally, students will complete the Accuplacer College Placement practice test, review the results with faculty and staff, and begin to discuss how to capitalize on individual areas of strength and bolster areas of weakness through the academic program. The Accuplacer, in partnership with DCAS and MAP scores and ongoing guidance and counseling, will help to plan the student's academic journey through high school and the first two years of college as a single, coherent course of study.

Small-School Environment and Personalization: **Early College High School at Delaware State University** will follow the early college model of providing students with a small school environment, enrolling approximately 100 students per grade. In this small school environment, students are well

known by both the faculty and their peers and are therefore supported in all areas of their academic achievement and social development. Working in tandem with the small-school design, personalization of the academic program has been recognized as particularly effective for at-risk students, capitalizing on the relationships with teachers and faculty members that are strong and supportive. These relationships are critical to ensuring that students get the support that they need and develop a sense of belonging at the school. With a focus on creating a culture that is student-centered, the school identifies and addresses individual student needs with the specific supports and resources that are needed for students to develop both academically and socially.

Transfer and Articulation Plans: In partnership with postsecondary faculty and other important stakeholders, the **Early College High School at Delaware State University** will provide students with a smooth transition from high school to college coursework. For any student this transition can be complex and the process alone can serve as a barrier to entering postsecondary education. For students with no family history of college attendance, whose families may have little knowledge of the application process or necessary testing requirements and limited ability to obtain financial support, postsecondary education is often seen as unattainable. The early college model recognizes that this is a critically important factor for at-risk students who have traditionally trailed their peers in achievement in core subject areas such as math and reading and who may also be first-generation college attendees. In order to address these concerns for both parents and students, the early college environment creates self-efficacy around a student's ability to be successful in the college setting by teaching them how to navigate their own learning, in addition to the barriers that are often present in entering college. In order to achieve this smooth transition, the school and postsecondary partner work collaboratively to adjust and refine individual students plans based on quantitative and qualitative data and students' individual academic and social needs. The inclusion of a university liaison, who works closely with the high school and the university faculty, provides consistent communication and alignment between the high school and university, while serving as an additional staff member who knows the students and their needs.

Power of Place: The early college model focuses on the "power of place" and the power of possibilities. The strategic placement on a college campus helps to demystify the concept of college for students and provides students with a vision and access to an academic future beyond high school. The "power of place" builds self-efficacy in students who have traditionally been underrepresented in higher education. Studying on the Delaware State University campus, students will gain place-based learning experiences, exposing them to leading research and development in the STEM fields. Additionally, students will have the opportunity to learn what it is like to be a college student as they attend college classes, engage in campus activities, and become a part of campus life.

High School as the Student's Home Base: While it is the school's goal to prepare students to confidently enter the college setting, the high school serves as the home base for all students enrolled at the **Early College High School at Delaware State University**. Upon entering college coursework at DSU, students in the early college high school will still have the opportunity to return to the high school building for tutoring support and advisement, between college classes, and to develop leadership skills mentoring younger peers. While students will be encouraged to take classes in the college space, during each of the student's four years they will return to the high school on a daily basis to participate in the signature course/advisory time, collaborate and problem solve with their peers and check-in with their advisor.

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.

See the Course Selection Handbook in Appendix M for a complete listing of courses.

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 student teacher ratio for **Early College High School at Delaware State University** will be 1:25.

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.

The Early College High School Movement

The design of the **Early College High School at Delaware State University** will be based on the national early college model launched by the Bill and Melinda Gates Foundation and expanded from the Middle College concept first articulated in 1972. Although the early college and Middle College models are not the same, the design of the early college high school is strongly influenced by 30 years of experience with Middle College, and the lessons of that experience have informed the new initiative and helped to demonstrate the necessary elements for student success.

Early college high schools are based on an innovative approach that is fueled by the idea that when academic rigor and increased access to higher education opportunities are combined with the opportunity to save time and money, students will be motivated to work hard and meet serious intellectual challenges. Through blending high school and college in a challenging, yet supportive program, the early college model compresses the time that it takes for a student to complete high school and up to two years' worth of college coursework through a coherent course of study.

Implemented in partnership with the national design partner EdWorks and located on the campus of Delaware State University, the **Early College High School at Delaware State University** will provide students traditionally underrepresented in higher education with a rigorous academic environment and a seamless transition from high school to college. Through an aligned partnership with the postsecondary institution and community partners, teachers and leaders are able to guide and mentor students to successfully enter postsecondary education. While each early college high school provides its students with a personalized and unique experience, all early college schools adhere to five, inter-related Core Principles, which define the fundamental beliefs of the model:[7]

Core Principle 1: Early college schools are committed to serving students underrepresented in higher education.

Core Principle 2: Early college schools are created and sustained by a local education agency, a higher education institution, and the community, all of whom are jointly accountable for student success.

Core Principle 3: Early college schools and their higher education partners and community jointly develop an integrated academic program so all students earn one to two years of transferable college credit leading to college completion.

Core Principle 4: Early college schools engage all students in a comprehensive support system that develops academic and social skills as well as the behaviors and conditions necessary for college completion.

[7] www.earlycolleges.org

Core Principle 5: Early college schools and their higher education and community partners work with intermediaries to create conditions and advocate for supportive policies that advance the early college movement.

Science, Technology, Engineering, Math – STEM

In addition to using the Early College High School design as the framework for the school's structure and culture, the **Early College High School at Delaware State University** will be guided by an academic focus on Science, Technology, Engineering, and Mathematics (STEM). There is a strong belief among scientific, business, and education leaders that in order for America to innovate and compete, we must prepare all of our children through a STEM education. Unfortunately, the United States typically scores toward the middle of the pack in international comparisons of math and science understanding among students in industrialized nations. At the same time, results from current National Assessment of Educational Progress demonstrate severe achievement shortcomings for students, especially among 12th graders within the populations typically underrepresented in post-secondary institutions.[8] Building the **Early College High School at Delaware State University** in alignment with STEM is consonant with a report put out by the National Governors Association that argues that in order for the United States to build a STEM agenda, it must focus on, among other priorities, aligning K-12 STEM expectations with readiness for all postsecondary pathways to the knowledge-based economy.[9] The he choice of STEM as a focus for the Early College High School at Delaware State University will also:

- Prepare all students to excel in an information-based, technologically advanced society
- Emphasize "hands-on" inquiry and experiential learning
- Integrate science and mathematics with the arts, humanities, and social sciences
- Be student-centered and open to all students

To accomplish these goals, at the **Early College High School at Delaware State University**, a STEM focus will address both content – advanced study in science and mathematics – and pedagogy – project/problem based learning and a heightened integration across disciplines. STEM literacy will refer to an individual's ability to apply his or her understanding of how the world works within and across four interrelated domains: science, technology, engineering, and mathematics. This approach will prepare students to be successful in post-secondary education opportunities and workplaces that emphasize information and collaboration.

Furthermore, as a school emphasizing the STEM disciplines, The **Early College High School at Delaware State University** will have a dual purpose that will propel students forward academically into college and into the workplace and beyond. The school will both expand access to the STEM disciplines for its students, while also making the connection between the high school experience and postsecondary education and training, supporting them as they move from one level of the education system to the next. Students will make their selection of STEM pathway prior to their Bridge Year (year 3) – Agribusiness, Forensic Biology or Community Health. While these three pathways are specific and have a defined sequence of courses, they will prepare students to continue their studies in any of the career fields of Agriculture and Human Ecology, Mathematics, Natural Sciences and Technology, or Health and Sport Sciences, which are listed in *Figure 1*. Guidance on this choice will begin during the second year (grade 10) as part of the student's advisory in the College Connections program. Once students choose their pathways and begin their Bridge Year, students will join new advisories composed of students that have all chosen a similar pathway. This group of students will work collaboratively during their College Connections time on their group Action Research Project and will serve as a support system for one another as they go through their college and pathway courses.

[8] www.edweek.org/go/tc08/str

[9] Innovation America— *Building a Science, Technology, Engineering and Math Agenda*, from the National Governors Association

Figure 1		
Agriculture and Human Ecology	**Mathematics, Natural Sciences and Technology**	**Health and Sport Sciences**
• Animal and Poultry Science • Pre-Veterinary Medicine • Fisheries and Wildlife • Environmental Science • Agribusiness • Food Science • Nutrition	• Engineering • Physics • Chemistry • Computer Science • Biology • Mathematics	• Nursing • Health Promotions • Movement Science

Purposeful Design for the Early College High School Model at Delaware State University

The Early College High School at Delaware State University will be purposefully designed to provide students with a personalized, blended, and supportive program that introduces college-level skills and coursework within the STEM disciplines. Students will be provided with a series of support structures designed to help them succeed, including counseling, mentoring, and tutoring. Based on its experience launching more than eighty schools, as well as research by educators and scientists, EdWorks, a national design partner for Early College High Schools, has found that the launch of a successful high school must be guided by five key strategies:[10]

1. Begin with the individual student.
2. Drive instructional practice with data.
3. Conduct teaching and learning through the tightly woven fabric of standards, assessments, curricula, student supports, and instructional practices.
4. Connect teaching and learning to students' prior knowledge and understanding.
5. Make connections across content areas and with the real world; don't teach isolated facts in artificial silos in a sterile classroom environment.

In order to meet these large goals and adhere to the known strategies for success, the process must begin with developing the foundational elements of the Four Year Learning Plan (Appendix F), which serves as the guiding vision for the school and for each individual student. Key elements of this plan include:

- The school's *Portrait of a Graduate* (Appendix F)
- The integration of 21st century skills and habits of mind as core elements of the school's instructional and cultural model
- Defined approaches to teaching and learning
- The school's central message
- A strong advisory system to guide student success
- Service learning and internships as key means for students to demonstrate their learning

With its innovative design and principles, the Early College model contains various distinctive elements that will set **Early College High School at Delaware State University** apart from other high schools in the state of Delaware:

Power of Place: The early college model focuses on the "power of place." The strategic placement on a college campus helps to demystify the concept of college for students, specifically those who have traditionally been underrepresented in higher education. Additionally, being on a college campus transports students into an environment and culture that is focused on high expectations and preparing for a successful future. Studying on the Delaware State University campus, students will gain place-based learning experiences that go beyond exposing them to leading research and development in the STEM

[10] EdWork's Overview: Rigorous Curriculum and Instruction, 2009

fields. Students will see the possibilities that a college degree can provide and will have the support to pursue their goals. , As students have the opportunity to learn what it is like to be a college student, they will attend college classes, engage in campus activities, and become a part of campus life. In traditional school settings, students find it difficult to think about and plan for their future education after high school graduation. This is especially true for students who come from homes where parents and family members are not able to take students to visit colleges and universities. On a college campus, the possibility of a college education becomes an attainable reality. Most powerfully students come to see themselves as college students, developing a self-efficacy and resilience that will drive them forward to their goals.

High Expectations: The culture of the **Early College High School at Delaware State University** will set the expectation that *every* student in the school will be successful. Being on a college campus, the goal of matriculating into college is all around the students and woven into the mission and culture of the school. The model does not advocate that college professors "water down" their coursework for the high school students. In fact in most cases college professors will not be told that high school students have been placed in their classes. Instead, the **Early College High School at Delaware State University** will provide the resources needed to scaffold the students to success through the College Connections course, tutoring, study skills courses, online support, and extra time. Realistically, many of the students who enter the school will be several years below grade level. Their needs will be addressed through the Four Year Growth Plan which charts their progress through the academic program, always returning them to the goal of entering college. Research consistently shows that students rise to the level of expectation that is set forth for them. Because the culture and the academic program of the school is built around high expectations, and because students will know that they are expected to be successful in their rigorous classes, and they will work hard. Likewise, the school will hold high expectations for its faculty and staff. The school's primary goal is to propel first generation students into college. This goal will not be realized unless the adults in the building embrace this goal and align all work to this expectation, constantly seeking new and innovative ways to increase student knowledge and skills at the fast pace necessary in this environment.

Personalization: The personalization of the academic program for each student at the **Early College High School at Delaware State University** helps to achieve the goal of every student being college-and career-ready. Students will be engaged, motivated and supported by the personalized learning environment that is created in an early college high school Faculty members will know their students academically, and will employ this specific knowledge—the skills, achievement levels, and challenges of each individual student—in the development and maintenance of each student's Personalized Growth Plan (Appendix F) While the Four Year Leaning Plan outlines the optimal educational program which will allow students to accumulate the maximum number of credits, the Personalized Growth Plan shows how the Four Year Learning Plan (Appendix F) will be contextualized and personalized for each student. Students will not leave the high school space until they are prepared academically and socially to take college courses. As such, the Personalized Growth Plan takes both academic and social benchmarks into consideration before allowing high school students to take college courses. Using this tool, advisors assist the student in using data to chart out their academic program and pathway and will monitor students as they venture into the college space to ensure their success. Additionally, research has shown that schools that are successful at meeting the needs of all of their students enroll no more than five hundred students. The relationships that are built in this small environment also help to achieve this goal of personalization. The strategies used for creating this personalized learning environment at **Early College High School at Delaware State University** include:

a. Customized academic support and advising for all students throughout their time at the school
b. One-on-one adult support and attention as part of the advisory system
c. Academic plans that are individualized to the students' needs
d. Pathways chosen based on student interest

Additionally, the **Early College High School at Delaware State University** will also use technology to offer all students what they need. If the needs of the students are not being met with the current structures and programs, teachers and faculty members can reach out to online resources to create learning opportunities that blend classroom instruction with on-line tutoring and practice. This will further customize the academic program for students and meet their specific needs. Since all students learn differently, through personalization, teaches will know their students well and will be able to craft learning experiences that draw on the resources of the high school, the college, and online spaces to ensure student success.

Schedule: The **Early College High School at Delaware State University**'s schedule serves as an important component of the high school design. The most successful early college high schools use scheduling in a very different way, seeing the integration and collaboration between subject areas as important to helping students understand the interconnectedness of disciplines and grounding abstract concepts in real-life applications.[11] Learning is not constrained within a traditional schedule, isolating content and limiting time. Instead, the cross-curricular focus of a STEM curriculum in the early college model allows students to have a more integrated and flexible schedule. Furthermore, as student progress through the Four Year Learning Plan, select a pathway, and begin to take college courses, student schedules will diversify, making the advisement time during College Connections a critical component of the academic program. The **Early College High School at Delaware State University** will extend it's school calendar beyond the weeks that the University is in session. These additional weeks before and after each semester will allow the high school to provide additional support for students through developing independent study skills, providing enhanced orientation opportunities, providing reading and math tutorials, teaching and reinforcing library and research skills, planning action research, coordinating internships, and building school culture. These intermediary weeks when the University is not in session will be especially helpful for meeting the needs of the year 3 and 4 students as they transition into college coursework and have less time during the semester for academic support in the high school space.

In the high school coursework, teachers will use project-based learning and will collaborate across disciplines to integrate knowledge. Time will be scheduled to fit the needs of the work. Over the course of a semester, all disciplines will have equal instructional time, but from week to week, as projects necessitate, certain disciplines may be at the forefront of learning. In years 1 (grade 9) and 2 (grade 10), students will spend most of their time in the high school space taking classes to fulfill state credit requirements and becoming acclimated to the college campus. Classes will be on a 4x4 block to mirror the schedule of the college campus and students will have an extended day to meet all of the state requirements for high school graduation. In the second semester of year 1 (grade 9), all students will take the same elective college course, Survey of Computing. This course will be taught by a college professor using the college level materials and maintaining college level expectations. A major component of the College Connections course second semester will be shepherding students through this course and scaffolding the learning so that students reach the high expectations of college coursework.

In year 2 (grade 10), in addition to the high school courses listed in the Four Year Learning Plan, all students will take a fitness and wellness course together in semester one, following the model of using the College Connections course to provide academic supports to ensure success and attainment of standards. However, in semester two, students will select between four different visual or performing arts college courses. Some students who are ready may also take college level trigonometry. For these spring semester courses, students will be scheduled across several sections so that there are several high school students in one section together, but they are also interacting with college students. Again, the College Connections course will serve as the support mechanism around developing both academic and social skills. Additionally the advisor will monitor the students' progress and support it with interventions and tutoring, if needed, to ensure the students' success.

[11] EdWorks, Overview: Rigorous Curriculum and Instruction, 2009

As students begin to transition into the college space during the Bridge Year (year 3/grade 11), they will choose a specific STEM pathway (Agribusiness, Forensic Biology and Community Health) to guide their academic course of study. The high school courses will be organized into morning or afternoon blocks. In the alternate time from the high school coursework, students will take college courses in their STEM pathways (see *Figure 2* below – dual enrollment courses identified in purple are part of the pathway and required). In year 3, students will be reorganized into College Connections groups that match their selected academic pathway so that alignment and scheduling between the high school courses and the college courses will be easier to accomplish. The College Connections course will be tied to the high school course block, but will support the college coursework as well as help students develop their action research project. In years 3 and 4 (grade 12), the College Connections course will continue to tether them to the high school and allow each student's advisor an opportunity to check in with the students and monitor their experiences and learning and to coordinate additional support, if needed, to ensure their college success.

Figure 2

	Agribusiness Path	**Forensic Biology Path**	**Community Health Path**
Year 3 (Grade 11)	AGRI 102 Agriculture and Natural Resources Sciences	BIOL 194 Introduction to Biological Professions	CMHE 108 Personal and Community Health
	AGRI 206 Intro to Animal Science	BIOL 225 Survey of Forensic Science	CMHE 232 Principles of Health Education
	MTSC 121 College Algebra	BIOL 101 General Biology I and Lab I (Required – SEM 1)	BIOL 207 Anatomy and Physiology I
	BIOL 101 General Biology I and Lab I	BIOL 102 General Biology II and Lab II (Required – SEM 2)	MTSC 121 College Algebra
Year 4 (Grade 12)	AGRI 207 Intro to Animal Nutrition	BIOL210 Genetics	CMHE 234 Public/Community Health Services
	BIOL 205 Ecology	BIOL 255 Forensic/Investigative Biol. Lab	CMHE 200 Measurement and Evaluation in Health Promotion
	BIOL 102 General Biology II and Lab I	CHEM 101 General and Analytical Chem I	HMEC 215 Introduction to Nutrition
	CHEM 101 Gen. and Analytical Chem. I	CHEM 102 General and Analytical Chem II	BIOL 208 Anatomy and Physiology II
	CHEM 102 Gen. and Analytical Chem. II	MTSC 261 Calculus for Life Sciences	MTSC 241 Elementary Statistics
	ACCT 201 Accounting I	BIOL 215 Cell Biology	PSYC 201 General Psychology
	ACCT 203 Acct. for Decision Makers	PSYC 201 General Psychology	SCCJ 101 Introduction to Sociology
	MGMT 205 Management Processes	SCCJ Introduction to Criminal Justice	ENGL 200 Speech
	AGRI 208 Soil Science		

The final year (grade 12) is the culminating year of an early college student's course of study. During this year students will spend most of their academic time taking college courses in their chosen pathway; however, they will continue to return to the high school space to participate in College Connections in pathway specific advisories and prepare for their year 4 (grade 12) Capstone Exhibition. Additionally, this period of the day provides students with a support system to investigate their options for the following

year, whether it be advancing to complete a four-year degree, achieving a two-year degree, or embarking on a career. Additionally, as students return to the high school for College Connections, there will be an opportunity for them to check in with year 1 or 2 students who are being mentored by the year 4 students. Through this blended approach to academic coursework, students will complete a coherent course of study over the course of four years and allow them to achieve both a high school diploma and up to 60 college credit hours.

Stakeholder Partnership and Alignment: One of the core tenets articulated in the early college high school approach is the involvement of all stakeholders in developing a culture of respect and responsibility. Educators and students at **Early College High School at Delaware State University** will partner with university, business, and community organizations to design teaching and learning experiences, inquiry-based learning experiences, and performance assessments that engage students in real-world learning around the STEM disciplines. These local partnerships will form a living, learning laboratory for students from **Early College High School at Delaware State University**, contributing to the learning community in a variety of ways through developing project ideas, design, and assessment; providing community-based action research ideas and sites; creating community service opportunities; coming to the school as guest speakers sharing expertise; providing internship sites; and participating in other ways as needs and opportunities arise. Administrators and faculty from the University will participate in the life of the early college high school both formally and informally. Their involvement includes participation in: school planning processes and governing boards; curriculum committees; syllabus planning activities; co-delivery of courses with high school faculty; providing tutors, mentors and student teachers; and the creation of scaffolded learning experiences such as transition courses to ease the move into college-level work; and presenting mini-seminars for year 1 (grade 9) and year 2 (grade 10) students. In addition, the early college high school and the University will jointly share a college liaison. This person will be a faculty member of the University, but will serve as a dedicated connection between the high school and the University, collaborating between both entities to create a cohesive program for the early college high school students.

College Credit: One of the unique components of the early college model is the way in which students earn credits over the course of their high school career. In contrast to dual enrollment programs (See *Figure 3* above), students at **Early College High School at Delaware State University** will earn the requisite number of high school credits necessary to meet the Delaware high school standards while also receiving dual enrollment credit for some of their courses, and additionally achieve up to two years of college credit while still in high school. This model aligns with leading research that argues that two years

Figure 3

	Early College High School	**Dual Enrollment**
Cost of Credit to Students	Free	Variable: regular per credit cost, discounted, or free
Number of Credits	Up to 2 years or 60 hours of transferable credits	Variable
School/Program Structure	Autonomous small school with all students taking college courses when ready and with academic and social supports from high school and college faculty; classes are sequenced between college/high school; students engaged in a formal system of tutoring and advising to achieve high standards.	Students arrange classes as available; no designed courses or sequences
Target Population	Low income; first generation; underrepresented in higher education	Any student meeting eligibility requirements; usually in 11th and 12th grade
Student Supports	Supports integrated into academic program; college support services are also available; scaffolding is necessary	Not in high school; students may access college support services
College Connection	High school on college campus; partnership codified in MOU – high school and college have joint responsibility for students; college liaison works between high school and college	College does not have responsibility for work with high school students

of college is the minimum required to put young people on the road to a middle-class income, and that the high school-to-college transition is a point at which the education system loses many young people. To ease this transition, the early college high school model consciously integrates the high school and college experiences into one seamless course of study. The curriculum is designed as a coherent unit, with high school and college-level work blended into a single academic program. Utilizing this model, the **Early College High School at Delaware State University** will allow students to maintain their focus on academic studies in their last years of high school, while guiding them through the daunting maze of college and financial aid applications that will be required once students graduate from the high school and move permanently into the college space at Delaware State University or another four-year institution. Just as important, the Early College High School makes college far more affordable for students and their families, who could potentially save up to two years' worth of college tuition. By the time students have graduated from an early college high school, they have gone well past the 20-credit threshold that is a key breaking point between students who complete a college degree and those who never finish college.[12] Moreover, the college credit received by students at the **Early College High School at Delaware State University** will transfer to other local universities. Informed by the 1999 articulation agreement made between the University of Delaware, Delaware Technical and Community College, and Delaware State University, students will be able to transfer their college coursework to other institutions (Appendix F: *Course Articulation*).

Academic Program at Early College High School at Delaware State University

Early College High School at Delaware State University students enter as ninth graders and quickly become part of the intimate community of learners, with specific and consistently reinforced expectations about what excellent learning looks like, how schoolwork relates to real-world questions and concerns, and how effective learners engage in school and life. During the first two years at **Early College High School at Delaware State University**, core high school academics are presented at an accelerated pace using a block schedule, with deliberate, cross-disciplinary attention placed in three areas:

- Mastery Learning: Students will be required to demonstrate mastery in core high school academic content before transitioning into college courses.
- Authentic Tasks: The curriculum will emphasize connections to real-world work and concerns through project-based learning that is contextualized in the local community
- Habits of Mind: The development of these key habits will be central to **Early College High School at Delaware State University** approach for challenging students and supporting their work. Students must demonstrate growth in these habits in addition to academic achievement in order to take college courses in the college space.

Habits of Mind

Early College High School at DSU:

- Open-minded, flexible thinking
- Listening with curiosity; seeking understanding
- Persistence in the face of challenges
- A focus on the long and broad view
- Seeking, listening to, and valuing diverse perspectives and approaches
- Intellectual risk-taking
- Seeking to understand how one thing connects to and intersects with another
- Artistic sensibility
- Considering the ethical implications of questions, problems, and novel situations
- Exhibiting a healthy skepticism
- Analyzing the critical assumptions behind any line of reasoning
- Applying past knowledge to new situations
- Humility; the ability to express joy at the success of others

The construction and sequence of core high school academics at the **Early College High School at Delaware State University** is shown in the Four Year Learning Plan (Appendix F) and provides a foundation for success in college general education courses and the STEM fields. Coursework integrates real-world connections through curricular choices and expanded outside opportunities in the form of service learning, action research and interdisciplinary projects.

[12] Clifford Adelman, 2006. *The Toolbox Revisited: Paths to Degree Completion from High School Through College.* Washington, DC: U.S. Department of Education

School-Wide Approaches to Teaching and Learning:

A problem-based approach to teaching and learning is central to **Early College High School at Delaware State University**. High school teachers and university faculty will introduce scientific concepts and processes, while students will work collaboratively, applying multiple methods of inquiry and principles of the arts and engineering to solve problems in the agriculture and human ecology; the natural sciences, mathematics and technology; and health and sports sciences. Students will study and create models of complex systems, engage in analysis, prediction, and debate, and craft descriptions of interactions among individuals, societies, and their environments. **Early College High School at Delaware State University** will ground its work in results of an analysis of twenty years of research, entitled *How People Learn.* The key findings include:[13]

1. Students come to the classroom with preconceptions about how the world works. If their initial understanding is not engaged, they may fail to grasp the new concepts and information that are being taught or they may memorize them for purposes of a test but revert to their preconceptions when they are outside the classroom context.
2. To develop competence in a discipline, students must (a) have a deep foundation of usable knowledge, (b) understand facts and ideas in a conceptual framework, and (c) organize knowledge in ways that facilitate retrieval and application.
3. A "meta-cognitive" approach to instruction can help students to take control of their own learning by defining learning goals and monitoring their progress in achieving them.

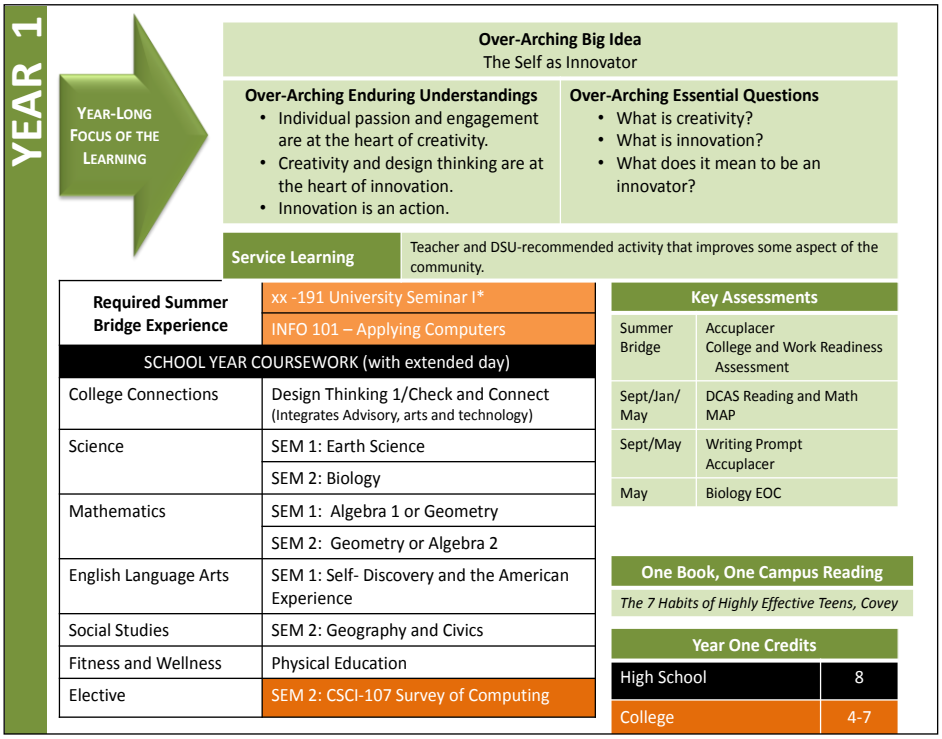
These overarching research findings will guide the teaching and learning experiences at the **Early College High School at Delaware State University** as it uses time, materials, and personnel resources in creative ways to provide unique opportunities that deepen and expand learning for students. **Early College High School at Delaware State University** will provide focused, rigorous, relevant, coherent, cross-curricular learning experiences that emphasize a deep understanding of core concepts and provide continuous opportunities for students to apply knowledge as they seek to solve real-world problems. These learning experiences will be characterized by the following shift away from a traditional pedagogical approach.

Early College High School at Delaware State University will:	
Increase	***Decrease***
Understanding material within a conceptual framework	Disconnected facts and information
Learning and understanding subject matter disciplines in the context of inquiry, technology, and history from personal and social perspectives	Studying isolated concepts
Deepening students' understanding and use of knowledge, ideas, and inquiry processes	Student acquisition of unrelated bits of information
Implementing inquiry as instructional strategies, abilities, and understanding to be learning	Implementing inquiry as a set of processes
Providing opportunities for reasoning, discussion, and debate among students	Recitation of acquired knowledge
Assessing all facets of essential knowledge processes and skills	Assessing what can be readily measured
Investigations conducted over extended periods of time	Investigations confined to one class period
Using evidence and strategies to develop or revise a nuanced explanation	Reaching a single answer

[13] Adapted from the Tri-Cities STEM School *School-Wide Approaches to Teaching and Learning*

Just as pedagogy needs to shift to accommodate greater inquiry and project-based learning, learning will be better connected if all disciplines are looking at content through a similar lens. Therefore, each year of the academic program at the **Early College High School at Delaware State University** will be guided by a yearlong focus. The overarching focus or big idea of each year, will take into account the school's initiatives towards innovation and leadership, and includes a Big Idea for the year along with overarching enduring understandings and overarching essential questions. Across disciplines, teachers will design learning experiences that guide the student's understanding of content, skill mastery and relevant applications while developing and deepening students' understanding of these themes. These components for each year of the curriculum are listed in the ***Four Year Learning Plan*** (Figures 4-7) and provide the focus for instruction that is designed to stimulate inquiry and debate around the enduring understandings and rich ideas.

Figure 4 **Four Year Learning Plan – Year 1**



The academic program at **Early College High School at Delaware State University** will focus on the individual needs of each student. While all students will be required to complete the requisite number of courses to receive a high school diploma, students' academic journeys will be defined by their chosen pathways, their entry dates into college coursework, and their *Personalized Student Growth Plans*. The ***Four Year Learning Plan***, which outlines a student's academic framework for success, is organized to meet the academic requirements for graduation from a Delaware High School, while also allowing students to gain up to two years of college credit during their high school careers. The ***Four Year Learning Plan*** outlines how high school coursework, dual enrollment coursework, and college coursework are blended into a coherent course of study. A larger view of this plan may be found in Appendix F. Below is a description of the components of the student's plan that explains how each will contribute to the student's success.

The academic program at **Early College High School at Delaware State University** will focus on the individual needs of each student. While all students will be required to complete the requisite number of courses to receive a high school diploma, students' academic journeys will be defined by their chosen pathways, their entry dates into college coursework, and their *Personalized Student Growth Plans*. The ***Four Year Learning Plan,*** which outlines a student's academic framework for success, is organized to meet academic requirements for graduation from a Delaware High School, while also allowing students to gain up to two years of college credit during their high school careers. A larger view of this plan may be found in Appendix F. Below is a description of the components of the student's plan that explains how each will contribute to the student's success.

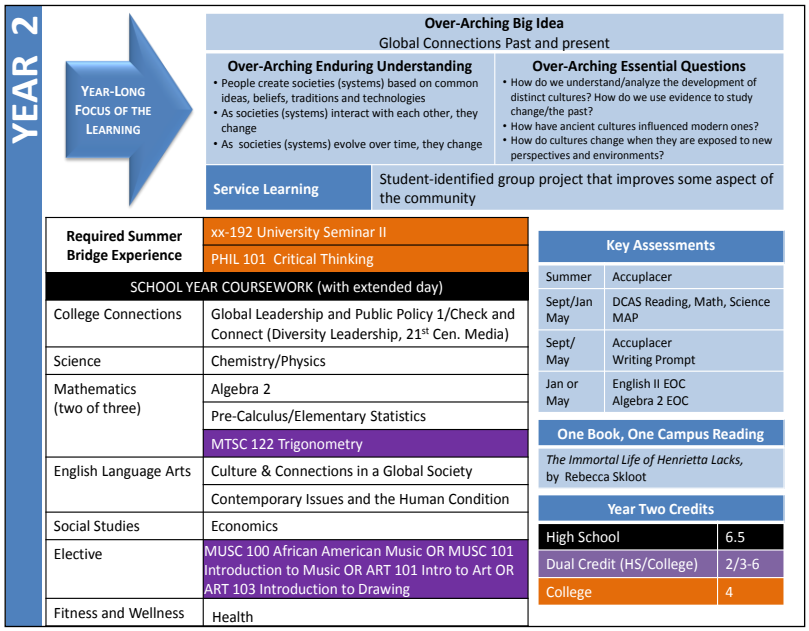
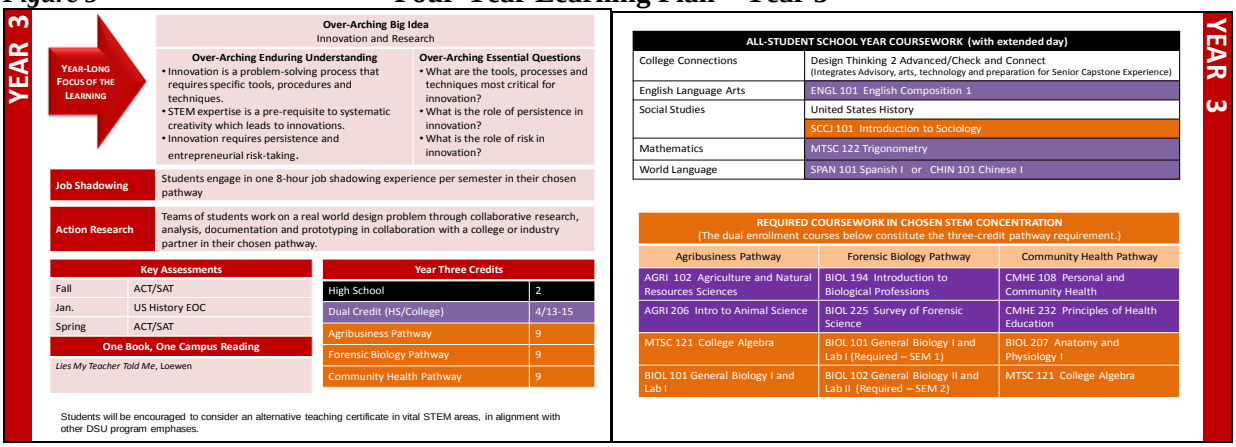


Figure 5 **Four-Year Learning Plan – Year 2**

College Connections: Each year, students at the **Early College High School at Delaware State University** will take a College Connections course that integrates various facets of the early college experience. One day a week, the College Connections course will be used for advisors to "check and connect" with their students and a small group of peers who will support him/her as s/he transitions from one grade to the next and on to college. Each group, which consists of approximately 15 students, allows for personal contact and individualized academic guidance. This program provides consistent support and enables students to develop strong relationships with the members of their advisories. These small student-adult ratios are achieved by having nearly every staff member in the school take responsibility for an advisory group. In many cases, teachers advise students they also teach in class, thus increasing the amount of time they spend together during the week. Students stay with the same advisor for at least two years – building on existing relationships over extended periods of time. Eventually, the senior-level students will help lead the advisory communities.

Figure 5 **Four-Year Learning Plan – Year 3**



During this time, the advisor will make sure that all students are progressing in their college and high school coursework and arrange for extra help, tutoring, or mentoring, if needed. The advisor can also connect with students around other issues such as scheduling, course selection, registration, and other logistical issues. The other four days of the week, the College Connections class will be engaged in Design Thinking (a more detailed description can be found in the section entitled, *Additional Components of the Academic Program* below), pulling the overarching enduring understandings and essential questions into projects that incorporate disciplines and use the arts and technology to express their thinking. During this time, students will be taught that various phenomenon can be observed through the lenses of innovation and leadership. In years 2 and 3 of operation, the College Connection class will work together in service learning, going into the community to learn about their needs and designing a project that is both academically focused and benefits the community in a real, tangible way. In year 3, students will work collaboratively during College Connections to complete their action research project and job shadowing. In year 4, students will prepare for their capstone exhibition, which will occur at the end of year 4 and which will showcase what they have learned and how they have grown as innovators and leaders throughout their time at **Early College High School at Delaware State University.**

Figure 6 **Four-Year Learning Plan – Year 4**

YEAR 4

YEAR-LONG FOCUS OF THE LEARNING

Over-Arching Big Idea
Innovation for the Future (Verification Stage*)

Over-Arching Enduring Understanding
- Innovation is a force that moves civilization.
- Every person has the capacity to innovate.

Over-Arching Essential Questions
- What drives innovation?
- What are the ethical dimensions of innovation?
- What kind of innovator am I?

Capstone Exhibition
Presentation of an innovation created by the student using the design thinking process over the course of Year 4. Capstone demonstrates mastery of student learning outcomes, including creative, innovative and design thinking. Integrated with Design Thinking and Advisory coursework.

Key Assessments	
Fall	ACT/SAT
Spring	ACT/SAT
Spring	College and Work Readiness Assessment

One Book, One Campus Reading
A Certain Ambiguity, Suri and Bal

Year Four Credits	
High School	1
Dual Credit (HS/College)	4/12
Agribusiness Pathway	16
Forensic Biology Pathway	16
Community Health Pathway	16

Students will be encouraged to consider an alternative teaching certificate in vital STEM areas, in alignment with other DSU program emphases.

ALL-STUDENT SCHOOL YEAR COURSEWORK (with extended day)	
College Connections	Design Thinking 3/Check and Connect (Integrates Advisory and the Capstone Seminar)
English Language Arts	ENGL 102 English Composition 2
World Languages	SPAN 102 Spanish 2 OR CHIN 102 Chinese 2
	SPAN 201 Intermediate Spanish OR CHIN 201 Intermediate Chinese
Elective	Visual or Performing Arts

COURSE WORK PERSONALIZED FOR EACH STUDENT BY CHOSEN STEM CONCENTRATION
(Dual enrollment courses are part of the pathway and are required.)

Agribusiness Pathway	Forensic Biology Pathway	Community Health Pathway
AGRI 207 Intro to Animal Nutrition	BIOL 210 Genetics	CMHE 234 Public/Community Health Services
BIOL 205 Ecology	BIOL 255 Forensic/Investigative Biol. Lab	CMHE 200 Measurement and Evaluation in Health Promotion
BIOL 102 General Biology II and Lab I	CHEM 101 General and Analytical Chem. I	HMEC 215 Introduction to Nutrition
CHEM 101 Gen. and Analytical Chem. I	CHEM 102 Gen. and Analytical Chem. II	BIOL 208 Anatomy and Physiology II
CHEM 102 Gen. and Analytical Chem. II	MTSC 261 Calculus for Life Sciences	MTSC 241 Elementary Statistics
ACCT 201 Accounting I	BIOL 215 Cell Biology	PSYC 201 General Psychology
ACCT 203 Acct. for Decision Makers	PSYC 201 General Psychology	SCCJ 101 Introduction to Sociology
MGMT 205 Management Processes	SCCJ Introduction to Criminal Justice	ENGL 200 Speech
AGRI 208 Soil Science		

YEAR 4

Humanities: The vision for humanities at the **Early College High School at Delaware State University** is to build a program of study that provides a source for understanding and appreciating the complexity of human actions and events through an integrated study of social studies, literature, language and communication, philosophy, and the arts. In the curriculum maps included as Appendix G, English is defined as a course separate from social studies. However, it was purposefully developed around social studies concepts and emphasizes the relationship that literature has to culture and the historical period during which it was written or produced. Additionally, as teachers learn about the curriculum provided by the Social Studies Coalition, they will collaborate to find ways to integrate that curriculum into the English classroom. As teachers are hired and begin to define and develop the English and social studies units of study, they will work collaboratively to build a single humanities program that includes opportunities for teachers to teach independently and to co-teach in a project-based environment. The desire is to provide students with a humanities program of study that fosters an understanding of the connectedness of all content areas. The curriculum maps for English Language Arts are found in Appendix G.

Science: Students will take science all four years during their time at the **Early College High School at Delaware State University**, obtaining the required credits for graduation and choosing a concentrated STEM pathway in years 3 and 4 as part of their college coursework. The overarching goal of the science program of study is for each student to experience the richness and excitement of exploring and understanding the natural world. Through the use of the curriculum created by the Science Coalition, the science program will enable students to develop interdisciplinary thinking skills, an understanding of science in society, environmental literacy, and the ability to think like a scientist. Throughout the

program, the emphasis will be on the distinctive characteristics of scientific inquiry. The MOU for the Science Coalition is found in Appendix E.

Math: Students will take math each of their four years at the **Early College High School at Delaware State University.** Driving the math curriculum is the perspective that mathematical literacy is necessary to successfully develop intellectual capability in all students. Math courses are designed to help students understand how mathematics is an integral part of all disciplines. Students will engage in purposeful cross-curricular experiences while attaining a high level of mathematics fluency. In years one and two of the mathematics program, students will develop conceptual foundations and skills through an integrated framework of study (in geometry, algebra and/or pre-calculus) and their application to meaningful problems. Years 3 (grade 11) and 4 (grade 12) will allow students to take advanced mathematics courses, continuing to incorporate the sub-disciplines of mathematics and their applications. The curriculum maps for math are found in Appendix H.

Spanish and Chinese: Students at the **Early College High School at Delaware State University** will have the opportunity to choose to take Spanish or Chinese to obtain their required language credits. Spanish or Chinese will be taken during years 3 (grade 11) and 4 (grade 12) as a three-course, dual-credit sequence. While this goes beyond the credit requirements for high school language instruction, it positions students well for admission to four-year colleges, many of whom require at least three years of the same world language. The curriculum maps for Spanish and Chinese are found in Appendix J.

Physical Education: The physical education program at the **Early College High School at Delaware State University** will be taught in year 1 as a high school course. Classes will use the facilities at Delaware State University, but students will be taught by a certified physical education teacher. The curriculum maps for physical education are found in Appendix I.

Health: Students will study health in year 1 or year 2 by taking a fitness and wellness course. By taking this course, students will earn the required half-credit needed for graduation. For more detail, see the health curriculum maps in Appendix I.

Visual and Performing Arts: Students will have the opportunity to participate in the visual and performing arts during years 2 and 4 through a dual-credit courses offered by the university. Opportunities will be provided to students to participate in courses such as Introduction to African Music or Introduction to Art. In years 3 and 4, students will be permitted to participate in university productions based on their talents and abilities. For more detail, see the performing arts/music curriculum maps in Appendix L and the visual arts curriculum maps in Appendix K.

Technology: The **Early College High School at Delaware State University** values technology and encourages its use in creative ways to support student learning in a safe and secure learning environment. As a core component of the **Early College High School at Delaware State University** program for teachers and students, each student will receive a laptop computer upon entrance into the school for use within his/her high school and college courses. This will allow teachers to incorporate technology into instruction, learning, and assessment and allow students access to postsecondary online instructional tools such as Blackboard. With this tool, students will be able to advance and demonstrate their learning through non-traditional assignments and assessments such as making a video documentary, blogging from the point of view of a character in a novel, creating a public service announcement on a current social issue, or exploring curricular content through 'webquests' and other technology-based activities. Students will understand that the laptop computer is an academic learning tool and a resource for obtaining and presenting knowledge, and while technologies provide powerful learning opportunities, they must be used responsibly. Therefore, the **Early College High School at Delaware State University** will take time to create a culture in which technology is used consciously and effectively as a part of the instructional program. In compliance with regulations, the **Early College High School at Delaware State University**

will have an *Acceptable Use Policy* signed by each student enrolled at the school. For more information about the technology plan, please see Appendix S.

Additional Components of the Academic Program:

One Book, One Campus Reading: This concept, which brings together the entire grade level community, is modeled after the One Book, One Campus effort seen on many college campuses across the country and seeks to encourage students, staff and faculty to read and discuss a selected book as a community. Each year students at **Early College High School at Delaware State University** will be assigned a selected summer reading book that they will be expected to complete for the fall semester of the following year. Upon reading the selected book, students will participate in small, seminar-structured sessions to discuss the book with their peers, advisor and postsecondary faculty members. Books might include selections such as:

- Steven Covey's *The 7 Habits of Highly Effective Teens,*
- Rebecca Skloot's *The Immortal Life of Henrietta Lacks*
- James Loewen's *Lies My Teacher Told Me*
- Guarav Suri and Hartosh Singh Bal's *A Certain Ambiguity*.

End of Year Learning Presentations:

Each year, while at the **Early College High School at Delaware State University**, students will be required to complete an end-of-year learning presentation. These presentations, which include service learning (in years 1 and 2), action research (year 3) and a final capstone project (year 4), represent each student's learning and application of learning in real-world settings, while also taking into account what is known as Design Thinking (Appendix F). This process, which is taught as part of the students' signature courses in the College Connections program teaches students to look at and approach the world in a new way. Students learn to focus on being aware of the world around them and believing that they play a role in shaping the world. The design process, which puts Design Thinking into action outlines five phases that help students to navigate identifying a design challenge and then finding and building-out a solution. These five phases include:

The Five Phases of the Design Process		
1. Discovery	I have a challenge.	How do I approach it?
2. Interpretation	I learned something	How do I interpret it?
3. Ideation	I see an opportunity	What do I create?
4. Experimentation	I have an idea.	How do I build it?
5. Evolution	I tried something new.	How do I evolve it?

In addition to the phases used to navigate the process, Design Thinking incorporates various methods to be used in approaching each design challenge. These methods include: 1) Defining the Challenge; 2) Prepare Research; 3) Gather Inspiration; 4) Tell Stories; 5)Search for Meaning; 6) Frame Opportunities; 7) Generate Ideas; 8) Refine Ideas; 9) Make Prototypes; 10) Get Feedback; 11) Evaluate Leanings; and, 12) Build the Experience. For additional information on Design Thinking and the design process, see Appendix F. Each end of year learning presentation incorporates this process, as students work in real-world settings and solve real-world design problems.

Service Learning: Along with an intent focus on academic achievement and rigor, the early college high school model also recognizes the impact and importance of real-world experiences for its students in meeting the challenge of being both college- and career-ready. Based on a national study of Learn and Serve programs, it is suggested that effective service learning programs 1) improve grades, 2) increase attendance in school, and 3) develop students' senses of personal and social responsibility. Therefore, students at **Early College High School at Delaware State University** will participate in service learning experiences during years 1 and 2 of operation, which will promote learning through active participation in

the community, providing opportunities for students to use skills and knowledge in real-life situations and extend learning beyond the classroom while fostering a sense of care and concern for others.

Action Research: Expanding upon the service learning experiences that **Early College High School at Delaware State University** students will have during years 1 and 2, during year 3 of operation, students will work in teams on a real-world design problem through collaborative research, analysis, documentation, and prototyping in collaboration with a college or industry partner in their chosen pathway.

Capstone Project: At the end of year 4 of operation, students will each present their Capstone Exhibition. This 30 minute presentation is a demonstration of how the student has grown during their four years at **Early College High School at Delaware State University.** The student will spend a considerable amount of time during the *College Connections* class preparing for the exhibition, reflecting on each year's enduring understandings and essential questions and articulating how their academic program and personal understanding of the world reflects those themes. They will share their projects, and how their service learning, action research, job shadowing, and internships have informed their learning in the STEM disciplines. Students will also present evidence of how they have developed their own capacity as innovators and leaders. They will end the exhibition with their own "I believe…" statement, sharing what they believe about themselves as learners and leaders, their community, and the world they live in.

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 ensuring that they are able to fully implement the early college high school model and STEM academic program that have been selected by the Board. It will be important that a culture of reflective practice is cultivated in order to create an environment where there is collaboration, use of meaningful data, and thoughtful, collaborative discussion regarding instruction, as well as an emphasis on continuous improvement— key components of a culture of active and ongoing learning. In addition to staff retreats and conferences designed to delve deeply into core topics, professional development opportunities will be a part of the weekly schedule at the **Early College High School at Delaware State University** and will provide teachers and professors time to inquire about practice, study individual and group student data, develop best practices, and ensure accountability for school-wide goals.

Professional development activities for teachers at the **Early College High School at Delaware State University** will be guided by the school's national partner, EdWorks, the school leader, and Innovative Schools as CMO. Professional development will be designed to provide a school-wide focus on areas such as:

- High-payoff instructional strategies
- 21st century literacy development
- Courses and units aligned with state and college-ready standards
- Lesson plans that reflect the latest brain research
- Strategies for delivering both rigor and relevance in the classroom
- Technology integration

In order to facilitate professional learning at the **Early College High School at Delaware State University**, consistent structures will be put into place and monitored by the CMO to facilitate the professional growth of the teachers and school leader. These structures include:

Peer Observation	Periodic observation of one teacher by another to observe and debrief on best practices in the classroom

Common Planning Time	Grade-level and subject-level teams will collaborate around instructional planning and cross-curricular integration of the STEM areas
Weekly Staff Development	Time will be provided weekly for teachers to meet for 90 minutes for data analysis and monitoring student progress
Full-Day PD Days	Teachers will receive ten full days of professional development to plan for the year, reflect on best practices and analyze data
One-on-One Coaching and Modeling	Up to two monthly on-site meetings with EdWorks instructional coach and the EdWorks leadership coach
Mid-Year Retreat	A two-day retreat for school staff during which they will evaluate their current progress, reflect, and adjust the school's plan for the second half of the year
New Teacher Orientation	A full week of professional development will be held for all new early college teachers each summer
Network-Wide Staff Development	Once a year, a team of teachers and the school leader attend the EdWorks National Leadership institute to network with other schools across the country and attend conference sessions
Educators Knowledge Network	An online, collaborative, social learning space focused solely on teaching, learning and leadership in high school for schools in the EdWorks network
Alliance of Model Schools	The **Early College at Delaware State University** will participate in two annual meetings, organized by Innovative Schools, with other district and charter school models that were founded based on Innovative Schools' Portfolio of Model Schools. Through this network, the staff of **Early College at Delaware State University** will also have access to authentic/project-based learning project ideas developed by others in the Alliance and access to unique PD opportunities common to each of their models, and will participate in critical friends groups.

The following table outlines the first three years of professional development for the school leader, teachers, and professors at the **Early College High School at Delaware State University**. For a more detailed description of EdWorks' specific areas of professional development focus see Appendix N:

Month:	Event:	Participants:
Spring 2013 Weekend Retreat	Welcome to the **Early College High School at Delaware State University** Retreat	All staff members, supported by CMO
April 2013 Three days	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2013 Two weekends	Planning the Summer Bridge Program	All staff members, professors, supported by CMO
June 2013 One week	Introduction to the early college model and STEM instruction	All staff members, supported by CMO and EdWorks
August 2013 One week	PD prior to school opening and instructional planning: An Introduction to Rigor and Relevance	All staff members, supported by school leader, CMO and EdWorks
September-June Weekly	• Weekly Professional Learning Communities—9th grade teachers will meet for 60 minutes to collaborate on cross-curricular planning and data review • Weekly call from EdWorks leadership coach to school leader for	All teachers, supported by school leader, CMO, and EdWorks

	leadership coaching • Weekly instructional coach support call (EdWorks) • Weekly network news from Educators Knowledge Network from EdWorks with school culture and teaching tips	
September-June Monthly	• Monthly whole school late start/early release time for whole school PD and data sessions • 5 days of on-site coaching from EdWorks	All staff members, professors, supported by school leader, CMO and EdWorks
October 2013	Site visit to another early college high school	School and team leaders and select professors, supported by CMO and EdWorks
January 2014	Whole-staff retreat to reflect on current school culture and instruction and plan for spring	All staff members and professors supported by CMO and EdWorks
February 2014	Site visit to another early college high school	School and team leaders and select professors, supported by CMO and EdWorks
April 2014	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2014	• On-site peer review from network principals • Planning for Summer Bridge Program • Planning for summer professional development	All staff members, supported by CMO and EdWorks
June 2014	End-of-year whole-school reflection process	All staff members and professors, supported by CMO
July 2014 One week	Introduction to the early college model and STEM instruction	All new staff members/professors, supported by school leader, CMO and EdWorks
August 2014 One week	PD prior to school opening and instructional planning: Instructional Design for Rigor and Relevance	All staff members and professors, supported by school leader, CMO and EdWorks
September-June Weekly	• Weekly Professional Learning Communities—Grade level teachers will meet for 60 minutes to collaborate on cross-curricular planning and data review • Weekly call from EdWorks leadership coach to school leader for leadership coaching • Weekly instructional coach support call (EdWorks) • Weekly network news from Educators Knowledge Network from EdWorks with school culture and teaching tips	All teachers, supported by school leader, CMO, and EdWorks
September-June Monthly	• Monthly whole-school late start/early release time for whole school PD and data sessions • 5 days of on-site coaching from EdWorks	All staff members, professors, supported by school leader, CMO and EdWorks

October 2014	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
January 2015	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	All staff members and professors, supported by CMO and EdWorks
February 2015	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
April 2015	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2015	• On-site peer review from network principals • Planning for Summer Bridge Program • Planning for summer professional development	All staff members, supported by CMO and EdWorks
June 2015	End-of-year whole-school reflection process	School and team leaders, supported by CMO
July 2015 One week	Introduction to early college model and STEM instruction	All new staff members and professors, supported by School leader, CMO and EdWorks
August 2015 One week	PD prior to school opening and instructional planning: Beyond Rigor and Relevance	All staff members and professors, supported by school leader, CMO and EdWorks
September-June Weekly	• Weekly Professional Learning Communities—Grade level teachers will meet for 60 minutes to collaborate on cross-curricular planning and data review • Weekly call from EdWorks leadership coach to school leader for leadership coaching • Weekly instructional coach support call (EdWorks) • Weekly network news from Educators Knowledge Network from EdWorks with school culture and teaching tips	All teachers, supported by school leader, CMO, and EdWorks
September-June Monthly	• Monthly whole school late start/early release time for whole school PD and data sessions • 5 days of on-site coaching from EdWorks	All staff members, professors, supported by school leader, CMO and EdWorks
October 2015	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
January 2016	Whole-staff retreat to reflect on current school culture and instruction and plan for the spring	All staff members and professors, supported by CMO and EdWorks
February 2016	Site visit to another early college high school	School leader and select teachers and professors, supported by EdWorks
April 2016	EdWorks National Leadership Institute	School and team leaders, supported by EdWorks
May 2016	• On-site peer review from network principals	All staff members, supported by CMO and EdWorks

	• Planning for Summer Bridge Program • Planning for summer professional development	
June 2016	End-of-year whole-school reflection process	School and team leaders, supported by CMO

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 **Early College High School at Delaware State University**.

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 **Early College High School at Delaware State University**.

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 **Early College High School at Delaware State University**.

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 **Early College High School at Delaware State University**.

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 **Early College High School at Delaware State University**.

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 **Early College High School at Delaware State University**.

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'

Early College High School at Delaware State University will not be applying for any CTE pathway courses from the Department of Education.

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.

The **Early College High School at Delaware State University** will comply with all state and federal statutes and regulations in 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 (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Early College High School at Delaware State University 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 for Special Education Services under the regulations of IDEA. The **Early College High School at Delaware State University** 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.

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 and the academic enrichment programs offered within the school. Student achievement goals will continue to be modified to correlate with progress monitoring data.

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.

For any student who enters the **Early College High School at Delaware State University** already being serviced through an IEP created by his/her former educational institution, the IEP team will convene to discuss and amend the existing IEP to indicate new team members and the continuation of services that will be provided to the student during the course of the year until it is time for the annual creation of the

new IEP. Students aged 14 and older will be attendees of and participants in their own IEP meetings, advocating for their transition goals and post-high school plan.

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. The **Early College High School at Delaware State University** 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.

Early College High School at Delaware State University 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 data does not improve, the student's teacher will present the data to the **Early College High School at Delaware State University** 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.

Students themselves will be involved in the discussion surrounding their assessment performance and will have the opportunity to speak with their teachers and/or team regarding their struggles and offer suggestions for supports that they feel would be helpful in increasing their opportunities for success. Transparency of this process is vital to the student's ultimate success in this model. Working through the process of analyzing data, identifying trends, and offering suggestions elements of their own support plans will increase students' ability not only to understand their own needs, but also to effectively advocate for those needs.

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.

The **Early College High School at Delaware State University** 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 his/her team at every level of instruction. All students will have a support system with participants who are vested in the student's success and have the desire to assist the student in academic and social growth, including, but not limited to, the student's advisor, his/her parents/guardians, and the University Liaison.

If a student experiences difficulty with the general curriculum, the teachers of the student 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 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 the **Early College High School at Delaware State University,** 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 the student's chances for success?" Looking at each student on an individual basis, resources, strategies, and supports will be determined, approved, and implemented in efforts to increase student success within the general education classroom.

Members of the IST will include, but not be limited to, the student's teacher(s), the Director, the student's parent/guardian, Special Educator, University Liaison and others who may be able to speak to the identified needs of the student, such as the school nurse, guidance counselor, reading specialist, and/or math specialist.

d. Describe the continuum of educational placements available to students with disabilities.

The **Early College High School at Delaware State University** 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 IDEA and state and federal timelines and regulations. (See question "a" above.)

Through the RTI process, the goal is for the majority of services in Tiers II and III to be delivered in the general education classroom whenever possible. For students who move beyond the RTI process and are served through an Individual Education Plan, the IEP team will have conversation to determine what placement constitutes the Least Restrictive Environment for each 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.

The **Early College High School at Delaware State University** 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 the delivery of high-quality, student-driven instruction that demonstrates fidelity to proven best practices. 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 time. 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.

The **Early College High School at Delaware State University** will provide necessary related services to all students with disabilities. Reputable, high-performing agencies for any and all related services that are deemed necessary for the success of each child will be sought and retained for delivery of services. Related services may include, but are not limited to, hearing education services, occupational therapy, physical therapy, Speech and Language therapy, counseling, and vision education services.

Any student requiring related services will have the time of these services, their frequency, their duration, 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 the student's needs.

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.

The **Early College High School at Delaware State University** will avidly recruit and hire teachers who hold Delaware teaching certification in both content-specific Secondary Education and Special Education and/or Highly Qualified certification in at least one content area.

In addition to working specifically with students who have an identified disability to support participation in the general education classroom, the Special Educators at the **Early College High School at Delaware State University** 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.

Certified, related service providers from reputable agencies will be sought and retained to work with students who have specific, identified needs beyond academics. Potential needs within the school that will be filled by outside service providers include, but are not limited to: School Psychologist, Occupational Therapist, Physical Therapist, Vision Therapist, counselors, and Speech and Language Therapists.

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 the IEP process, students with defined disabilities or medical conditions 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.

The **Early College High School at Delaware State University** will establish a non-discrimination policy specifying that no person shall be subjected to discrimination in the 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 teacher(s) providing services for students with disabilities.

The **Early College High School at Delaware State University** will employ certified special education teachers for students with disabilities; the school principal will assure compliance.

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 CMO, the **Early College High School at Delaware State University** will be managed by a core team of CMO and school staff. During the planning year prior to the school's opening, that staff will include the CMO Project Manager and the **Early College High School at Delaware State University** school leader. During year two, an Operations Manager will be hired and will become an additional member of the core team. Teachers, a school nurse, and an office administrator will also be hired a few months prior to the opening of the school in the fall of 2013. Additional teachers will be hired in subsequent years as the student population grows.

Innovative Schools' Project Manager will be located at the school site on a part-time basis and will coordinate resources provided by Innovative Schools and its subcontractor, EdWorks. Working directly with the School Leader and the Operations Manager, the 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 transferring knowledge and building the capacity of the school-based team over time to manage the school independently after the first four 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 and cultural program in a way that remains faithful to the early college high school practices and philosophies. This core group will report directly to the **Early College High School at Delaware State University** 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	1	1	2	2
Teachers	0	6	12	19.8	25.8
Nurse	0	1	1	1	1
Clerical	0	0	1	1	2
Students	0	125	225	325	425

Below are job descriptions 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 intended CMO contract, see Appendix P.

STAFF POSITION DESCRIPTIONS:

SCHOOL PRINCIPAL
JOB CODE: P89138

Primary Role and Responsibilities

The person hired for this position will be responsible for the administration and management of the **Early College High School at Delaware State University.** This individual will oversee the instructional program, oversee school operations, and select and evaluate personnel. He or she will demonstrate leadership to ensure high standards of instruction, compliance with all State and federal policies, full implementation of the charter, fidelity to the early college high school model, and success of the instructional programs and school operations.

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 senior administrative position 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 early college model and of the **Early College High School at Delaware State University**
- 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
- Comprehensive understanding of the early college model and the **Early College High School at Delaware State University** curriculum and instructional approaches
- 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 early college high school 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 pre-defined parent engagement strategies that support student performance

Operations

- Establish a strong school culture based on the vision, mission, and philosophy of the school and its selected academic program
- 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 Board of Directors and charter authorizer
- Ensure proper budgeting, accounting, auditing, and financial planning
- Establish and support a Citizen's Budget 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 and DSU to coordinate 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 (preferably 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 financial modeling and cost analysis techniques.
- 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 advisors.
- 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
P50500 Secondary ELA English;
P51100 Secondary Math;
P51301 Secondary Science;
P51500 Secondary Social Studies;
P52000 Drivers' Education
P61800 Secondary Special Education

Primary Role and Responsibilities:
Teachers are responsible for implementing the curriculum and instructional program, providing for a cross-disciplinary experience focused in the STEM fields, 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.

Qualifications:
- Delaware state teaching certification in age-appropriate levels for assigned instruction responsibilities
- Delaware state teaching certificate in age appropriate levels for special education, preferred
- Prefer 2 – 6 years teaching experience in a middle or high school
- Bachelor's Degree or higher
- Excellent verbal and written communication skills
- Excellent organizational and interpersonal skills
- Understanding of curriculum and methods of instruction
- Experience in test evaluation and measurements of achievement
- 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
- Ability to network in the community
- 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
- Possession of a Class D (or equivalent) driver's license.

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 imply 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.

- Coordinate and monitor each student's Personalized Growth Plan
- Provide direct instruction and academic support to support students' work
- Conduct long and short-term planning to address the individual needs of students
- 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
- Co-plan and co-teach with other teachers to reinforce student knowledge
- Prepare students adequately for all required assessments and learning presentations
- Evaluate students' progress and prepare student achievement reports for parents as required
- Provide an inviting, exciting, and innovative learning environment
- Engage in effective and appropriate classroom management
- Work collaboratively with other staff
- 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

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, advisors and community agencies
- Work with administrators, advisors, 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

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 the **Early College High School at Delaware State University**. 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

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
- Orders 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, school psychologist, food service providers, and transportation providers. Copies of the CMO Project Manager Job Description and the intended CMO contract are included in Appendix P. It is anticipated that the additional positions mentioned will also be secured through contracted services agreements.

Non-contract personnel that will be required to effectively operate the school in alignment with the early college model will include a University liaison, who will be an employee of DSU but will support the **Early College High School at Delaware State University** and facilitate the collaboration between the school and the university. Additionally, while the board of directors will not employ the university professors that will teach early college high school students, those professors will play a critical role in the implementation of the academic program.

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	Year 3	Year 4	Year 5
Facility Lease	[redacted]	[redacted]	[redacted]	[redacted]
Utilities	[redacted]	[redacted]	[redacted]	[redacted]
Insurance	[redacted]	[redacted]	[redacted]	[redacted]

The **Early College High School at Delaware State University** has budgeted rent and other occupancy costs at approximately $215,255 in year 1 to $565,774 in year 5, allowing for growth in the student population.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay the rent and maintain the facility. In order to ensure fiscal viability is maintained, the CMO will work with the school leader and Operations Manager to regularly analyze enrollment, expenditures and financial management practices, and will report on this information to the Board and Citizens Budget Oversight Committee. While it is anticipated state and local funds will be adequate to maintain financial solvency, the board intends to aggressively implement a fundraising plan (see Appendix U) to supplement resources available for school operations.

All fundraising activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

The school will be located on the campus of Delaware State University. The actual site has not yet been secured by way of a fully executed lease agreement, and the CMO will await final approval of the school's charter before proceeding to bring closure to a lease agreement. The **Early College High School at Delaware State University** will identify, negotiate, and lease the site prior to December 15, 2012 and will ensure that the facility will be in full compliance with all applicable codes and regulations prior to the opening of the school. Renovations to the leased facility will be completed no later than late spring of 2013 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2013, 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 university owns and will maintain the land; the rented modular will be returned to the lessor and the equipment purchased with state funds will be returned to the state.

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 Lease	December 2012
Facility Maintenance	April 2013
Insurance/Audit	April 2013
Transportation	April 2013
Vehicle Leases	April 2013
Food Services	April 2013
Technology	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.

Innovative Schools (CMO) $125,000

See CMO Agreement in Appendix P for specific start-up costs.

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.

Early College High School at Delaware State University 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 to fund the start-up costs of the school, as identified in the budget spreadsheets (Appendix R).

The **Early College High School at Delaware State University** has also drafted 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.

All fundraising activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

Revenues raised through fundraising activities will be collected by a Fundraising Committee of the Board 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 Citizens Budget Oversight Committee, and will be part of the annual all-funds (single) audit of the school.

The Citizens Budget Oversight Committee 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 2 members with formal educational or vocational backgrounds amenable to oversight of school district financial statements.

The Citizens Budget Oversight Committee 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 the **Early College High School at Delaware State University,** if enrollment falls below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. The **Early College High School at Delaware State University** has demonstrated in this application that it can operate financially in year 1 at any student level between 100 and 125 students. The minimum number of students the school can enroll each year to remain economically viable in year 2 is 200 students; in year 3, 300 students; and in year 4, 400 students. In summary, the **Early College High School at Delaware State University** can be opened and maintained within the funds provided by state and local authorities.

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 the **Early College High School at Delaware State University** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is two-fold:

1. As CMO, Innovative Schools will support full implementation of the early college high school model and STEM academic program, which was selected by the Board of the **Early College High School at Delaware State University** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and EdWorks will serve as its subcontractor.

2. As CMO, Innovative Schools will build the capacity of the **Early College High School at Delaware State University** board and staff to be able to sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should they desire, the **Early College High School at Delaware State University** 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 contractual relationship between the Board of the **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of the **Early College High School at Delaware State University'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' 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 four 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 as a School Support Organization to Delaware Charter Schools for several years. A full listing of Innovative Schools' past and current clients, along with services rendered, may be found in Appendix Q.

As CMO, Innovative Schools' on-site Project Manager will assign all budgeting and finance related activities to Innovative Schools' charter school finance specialists. During the first five years of operation, the charter school finance specialists from Innovative Schools will work directly with the **Early College High School at Delaware State University's**, Principal, Operations Manager (hired in 2014) 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, once hired, on financial management software selected by Innovative Schools and will work closely with the Operations Manager to address the following items, the specific deliverables of which are described in further detail in the CMO contract included in Appendix P:

(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 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

Following the hire of the Operations Manger in 2014, the **Early College High School at Delaware State University's** Operations Manager 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) transfer to Innovative Schools all relevant financial information;
(d) coding of all vendor invoices and deposits before sending the information to Innovative Schools;
(e) delivery of all vendor invoices and contract and grant information to Innovative Schools in a timely fashion;
(f) availability for consultation with Innovative Schools' Project Manager and finance specialists during normal business hours.

The **Early College High School at Delaware State University** 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. The **Early College High School at Delaware State University'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 assure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

The **Early College High School at Delaware State University** 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.

The **Early College High School at Delaware State University** 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 – the Board's Finance Committee, serving as 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 that consist of at least one educator from the **Early College High School at Delaware State University**, one Board member, and one parent who is not a school employee, 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 employ 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, school principal, Operations Manager (hired in 2014), the school's Board of Directors, and the 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, in addition to 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 the **Early College High School at Delaware State University** will transition to an Operating Board and will be responsible for oversight and governance of the school, its operations, and its administration. Per the anticipated contractual relationship outlined in the CMO agreement in Appendix P, The **Early College High School at Delaware State University** has authorized Innovative Schools to undertake the business and academic services 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 and subject to the oversight of the **Early College High School at Delaware State University** Operating Board, the Authorizer and State authorities.

Among the Board's duties will be to ensure 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 the **Early College High School at Delaware State University** 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 early college high school 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 (hired in 2014), school principal, and Citizens Budget Oversight Committee
- Adopting procedures for the 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' permitted executive session 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; and,
- Appraisal of student performance indicators and measurements of academic achievement.

As an important component to seeking and maintaining best practices for Operating Board functions, the Board of the **Early College High School at Delaware State University** 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 regularly work with the Board of the **Early College High School at Delaware State University** with both formal and informal evaluative measures to ensure the school is staying 'on target' with 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 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 reviewed monthly. The Board will develop annual plans and goals relative to academic performance, school operations, and finances; or, more often, as 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 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 progress with college credits. 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, Advisory 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 and to ensure smooth transitions and stability of knowledge and expertise with board roles and responsibilities, 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 the **Early College High School at Delaware State University** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is two-fold:

1. As CMO, Innovative Schools will support full implementation of the early college high school program, which was selected by the Board of the **Early College High School at Delaware State University** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and EdWorks will serve as its subcontractor.

2. As CMO, Innovative Schools will build the capacity of the **Early College High School at Delaware State University** board and staff to be able to sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should they desire, the **Early College High School at Delaware State University** 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 anticipated CMO contractual relationship between the Board of the **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of the **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public school system. Supports from Innovative Schools and its subcontractor EdWorks will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis.

Because the accountability of Innovative Schools to the **Early College High School at Delaware State University** is an essential foundation of this relationship, and because the responsibility of the school principal is critical to its success, the **Early College High School at Delaware State University** delegates to Innovative Schools the authority and responsibility, consistent with State law, to recruit, hire, supervise, and fire the principal – subject to the approval of the Board. (For detailed terms and conditions of this arrangement, see intended CMO contract in Appendix P) The principal will be an employee of the

school, but will work closely with Innovative Schools Project Manager to coordinate the management of the **Early College High School at Delaware State University**. 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 ECHS model. The **Early College High School at Delaware State University** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations, subject to Board oversight, so that the early college model may be properly implemented.

Over time, Innovative Schools Project Manager and its subcontractor EdWorks will assist the school principal in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of the Early College High School methodology, and to manage the schools administrative operations. Should there be a change in principal at the **Early College High School at Delaware State University**, Innovative Schools and EdWorks 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 P for more detail) Innovative Schools will provide the **Early College High School at Delaware State University** with the following professional services:

(a) Supporting the **Early College High School at Delaware State University**'s start-up process;
(b) Providing a comprehensive academic program design based on the early college model through a subcontract with EdWorks. 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) Supporting recruitment of the principal, teachers, and administrators;
(d) Training, supporting and evaluating the principal;
(e) Training and supporting the Operations Manager (hired in 2014)
(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 (in collaboration with/approval of DSU) and advocacy for the school; and
(q) Conducting a school accountability inspection through a Gap Analysis every year.

In collaboration with the CMO, all internal forms of management at the **Early College High School at Delaware State University** 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 (hired in 2014), 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; and,
(l) Take other such actions, as necessary, to properly and efficiently operate a public charter school.

d. Describe how teachers and parents will 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. Parents and teachers will also be represented on the schools' Citizens Budget Oversight Committee. It is anticipated that parents and teachers will assume leadership roles through their involvement with the Board and Citizen's Budget Oversight Committee along with their participation on school committees. To manage these functions, the Family Engagement Committee of the Board 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.

In the academic program, parents and advisors will play a critical role in the development of each student's Personalized Development Plan. On a quarterly basis, students will work with their advisor to update their Personalized Development Plan. Parents will be required to review the plan with their child. If the student is successful and reaching the goals described in the Personalized Development Plan, then the parent will sign off in approval of that quarter. However, if the student is not able to meet his/her goals, parents will be required to meet with the advisor and use the data collected in the Personalized Development Plan to make decisions with the student and advisor about the student's path forward through the academic program.

In a broader context, parent surveys will be a tool used on an annual basis to gauge parent satisfaction with many aspects of student learning and school operations. In addition, parent feedback will be sought following learning presentations and other school events. 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 school leadership in making decisions about needed changes in order to ensure that the Early College High School at Delaware State University 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.

The **Early College High School at Delaware State University** Board and Innovative Schools are committed to the success of the early college high school academic program and the administrative functions of the school. As such, Innovative Schools will begin making recommendations to the Board concerning personnel immediately following the approval of the **Early College High School at Delaware State University's** charter.

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 to the Operating Board, including the principal's compensation. The Board will 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 to evaluate and discipline personnel, and, through its subcontractor EdWorks, providing training in the early college model. The principal shall have the final authority to hire such teachers and other personnel, determine compensation, and terminate employees. Innovative Schools may also recommend termination.

Over time, Innovative Schools Project Manager and its subcontractor EdWorks will assist the school principal in developing the internal capacity to deliver the basics of the early college methodology and manage the school's administrative operations independently. Should there be a change in principal at the **Early College High School at Delaware State University**, Innovative Schools and its subcontractor EdWorks will again become involved more directly at the school.

The process for hiring the principal, teachers and other school staff will include: recruitment and screening; review of credentials, background, experience and references; sample lesson, writing sample, and interviews with the school principal and/or Board; recommendations and contract approvals by the Board.

The timeline for hiring:

When *(no later than)*	**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 Office Administrator (Clerical)	Principal and CMO
Jan-March 2013	Recruiting activities for teachers	Principal and CMO
April-June 2013	Hiring advisors 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 advisors for 2014-15 SY	Principal and CMO

It is anticipated 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.

Innovative Schools' on-site Project Manager will aid the school's recruitment efforts by working with its subcontractor, EdWorks to recruit teachers already in the early college high school 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 provides guidance on the management techniques that lead to better retention and student outcomes. The Teacher Pipeline component of DTM includes a national recruitment campaign and 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 **Early College High School at Delaware State University** principal with training on how to access candidates in a timely way.

In addition to accessing the EdWorks and early college high school national network and participating in DTM, **the Early College High School at Delaware State University** 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

Utilization of the PRAXIS II test will also be offered to uncertified teachers. The **Early College High School at Delaware State University** will not exceed the state maximum of 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 assure and verify 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.

The **Early College High School at Delaware State University** 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 T. 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.

The **Early College High School at Delaware State University** will require the participation of all professional staff in the Delaware Education Data System (DEEDS) to assure and verify accurate credentialing. In accordance with the appraisal standards for teachers, administrators and specialists, the Delaware Performance Appraisal System (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 early college high school academic program, Innovative Schools and its subcontractor EdWorks will encourage all professional staff to grow in a way that maintains consistency with the school's vision and mission, along with its innovative academic design, climate and culture. Each staff member will have a Personalized Development Plan, developed in partnership by Innovative Schools Project Manager, the School Principal, and the teacher. The Personalized Development Plan will include the DPAS II components, but will also require teachers to be reflective on practice and make additional goals for their professional growth that may go beyond the DPAS II. The staff Personalized Development Plans will be monitored by the school principal.

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 Innovative Schools as 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 the **Early College High School at Delaware State University** have an influence and a path of recourse on matters of importance or concern. Parent representative 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 also regularly work with the Board of the **Early College High School at Delaware State University** with both formal and informal evaluative measures to ensure the school is staying 'on target' with 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 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 the school-wide goals established in the Consolidated Grant will be communicated to the entire school community, including parents of 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 progress with college credits. 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, and parents on the 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 the **Early College High School at Delaware State University** intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first four years of the school's existence. The intent of this contractual relationship is two-fold:

1. As CMO, Innovative Schools will support full implementation of the early college high school academic program, which was selected by the Board of the **Early College High School at Delaware State University** from Innovative Schools' Portfolio of Model Schools. As CMO, Innovative Schools will serve as the main partner and EdWorks will serve as its subcontractor.

2. As CMO, Innovative Schools will build the capacity of the **Early College High School at Delaware State University** board and staff to be able to sustain the administrative and academic functions of their charter school independently of a CMO by the time of the school's first charter renewal. Should they desire, the **Early College High School at Delaware State University** 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 the **Early College High School at Delaware State University** and Innovative Schools will optimize implementation of **Early College High School at Delaware State University's** academic program and school operations with support from a range of professional education experts with experience in Delaware's public schools. Supports from Innovative Schools and its subcontractor EdWorks will be coordinated by Innovative Schools' Project Manager, who will be located at the school site on a part-time basis.

While the **Early College High School at Delaware State University** Board of Directors expects to authorize Innovative Schools to undertake the business and academic services of the school for the first four years of the school's existence, it is understood by both parties that at all times, Innovative Schools remains accountable and subject to the oversight of the **Early College High School at Delaware State University** Board of Directors, the Authorizer and State authorities.

Because the accountability of Innovative Schools to the **Early College High School at Delaware State University** Board of Directors is an essential foundation of the school's relationship, and because the responsibility of the school principal is critical to its success, the **Early College High School at Delaware State University** delegates to Innovative Schools the authority and responsibility, consistent with State law, to recruit, hire, supervise, and fire the principal, subject to Board approval. The principal will be an employee of the school, but will work closely with Innovative Schools Project Manager to coordinate the management of the **Early College High School at Delaware State University**. 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 early college high school model. The **Early College High School at Delaware State University** principal shall exercise good faith in considering and adopting Innovative Schools' recommendations, subject to Board oversight, so that the early college high school model may be properly implemented.

Over time, Innovative Schools Project Manager and its subcontractor EdWorks will assist the school principal in developing the internal capacity to deliver teacher training, especially the initial teacher training covering the basics of EdWorks' Early College High School methodology, and to manage the schools administrative operations. Should there be a change in principal at the **Early College High School at Delaware State University**, Innovative Schools and its subcontractor EdWorks will again become involved more directly at the school.

More specifically, through its CMO contract (see Appendix P) Innovative Schools will provide the **Early College High School at Delaware State University** with the following professional services related to school operations:

(a) Supporting the **Early College High School at Delaware State University's** start-up process;
(b) Providing a comprehensive academic program design based on the early college high school model through a subcontract with EdWorks. 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 (in collaborations with/approval of DSU) and advocacy for the school; and

(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 Q for a copy of their Delaware Business License, more information about their 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.

Plan for Recruiting Students

To ensure that the enrollment target of 125 freshmen is met, Year 1 recruitment strategies for **Early College High School at Delaware State University** will focus on two key Kent County audiences: (1) rising high-school-aged students who are first generation college-goers (specifically teenagers aged 12-15) and (2) parents of rising high-school-aged students who do not yet have a Bachelor's Degree. The goal of recruitment will be to produce a diverse student population that has a 50/50 male-to-female ratio. Based upon national experience with early college high schools, it is anticipated that 60% of the student population will qualify as low income students. To execute its marketing plan, the **Early College High School at Delaware State University's** school principal will work with the CMO Project Manager to access Innovative Schools' marketing and community engagement resources.

All marketing activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

For Year 1 recruitment, materials would be developed in May and June 2012, following the approval of the school's charter. The bulk of community outreach and student recruitment would begin in July 2012 and conclude in January 2013 if enough student applications have been received. Should the school have an excess of applications for open seats, 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 rising high school aged students, Innovative Schools conducted research to determine outstanding characteristics of today's teenage market and their preferred communications style (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 will incorporate interactive, engaging, and experiential components. Examples of how strategies will incorporate these elements are outlined below.

- **Interactive -** Online strategies such as a website, Facebook, Twitter and YouTube will create a campaign that students can visit and send their friends to. Online strategies will incorporate humor and contests to help promote repeat visits. Messaging will educate students and parents on the unique qualities of the school and the ways in which it will prepare them for their future.
- **Engaging-** Community or informational meetings at middle schools will provide students with an overview of what a day at **Early College High School at Delaware State University** would look like through interactive presentations. Skype sessions will be incorporated so that prospective students can communicate with peers attending Early College High Schools in another state. Presentations will also incorporate role play strategies.
- **Experiential -** All communications tools will help point to the unique value that **Early College High School at Delaware State University** will provide to students. In Year 1-messaging will highlight the balance of high school and college work, the progression to college credits, and the unique opportunities available to students and their parents as a student on the Delaware State University campus.

All marketing activities of the **Early College High School at Delaware State University** must be coordinated with and approved by Delaware State University's Vice President for Advancement.

Messaging for the **Early College High School at Delaware State University** will be targeted specifically towards first generation college bound families and the unique opportunity presented through the early college program. This messaging will highlight the number of college credits that will be completed and the support network in place to help students progress from high school to college. Wherever possible, the school design will be explained through the students' eyes. Pictures of students and student testimonials attending other EdWorks early college high schools will build a basis for the **Early College High School at Delaware State University** story in Year 1 and provide an authentic picture of what this school will have to offer Delaware's students using peer-to-peer communications strategies.

For example, print and website materials will include a "road map" of a student that has graduated from an early college high school, by focusing on their initial interests as a freshmen, sit in with them during college classes as they interact with college students in academic topics, a college counseling session as they select colleges, and look into their first official year at college, highlighting the fact that most of the students are entering as college sophomores because of the credits they have acquired in high school.

In Year 2, testimonials from students at other EdWorks early college high schools will be replaced with testimonials from students attending **Early College High School at Delaware State University**. Students will be asked to contribute to the **Early College High School at Delaware State University** marketing plan, and serve as "school ambassadors" to aid in the recruitment of the incoming 9th grade class.

Parents of **Early College High School at Delaware State University** students will be an important audience in marketing the Early College model. Messaging will be designed to engage parents who have not completed a 4-year degree and to ask them to consider the barriers that prevented their attendance in

or completion of a college program and how they can help remove some of those barriers for their children.

Marketing materials will highlight the unique components of the E**arly College High School at Delaware State University's** academic program, the model's record with academic success, and the strong network of other EdWorks early college high schools. In addition, the **Early College High School at Delaware State University** website will include a "Parent Resource Center" that will incorporate testimonials from other parents that have enrolled their child in an Early College high school, information about community meetings or webinars they can attend to learn more about the school and have their questions answered in person, and information on the "Buddy Program," to provide a parent-to-parent support system for parents that choose to complete an application to enroll their child in the school.

Parents that complete an application will also receive a home visit from the **Early College High School at Delaware State University** principal or teachers to help build trust and respect. A monthly newsletter and regular emails prior to the opening of the school will help to continually engage parents and keep them informed of the school's progress.

Existing materials include early college brochures, promotional videos, Power Point presentations, and more. In addition to these resources which are already in place, Innovative Schools will develop the following unique materials about the school with input from the **Early College High School at Delaware State University** governing board and school staff: school logo, website, recruitment brochure, flyers, and an e-newsletter. To review a full list of marketing strategies, see Appendix V.

Student Demand for Early College High School at Delaware State University

Early College High School at Delaware State University will primarily serve students currently attending middle school in Kent County. Using 2010-2011 enrollments in high schools as a conservative estimate[14] of the pool of potential attendees of **Early College High School at Delaware State University**, we find the following data[15]:

High School	HS Enrollment (2011)	9th (2011)	2010 AYP	College Enrollment
Caesar Rodney	2,043	698	Below	63.2%
Campus Community	227	66	Below	71.4%
Central Academy[16]	286	286	n/a	n/a
Dover High	1,489	480	Below	56.4%
Lake Forest	889	299	Below	48.3%
Milford	896	45	Below	58.2%
Smyrna High	1,420	436	Below	57.0%
Positive Outcomes	84	27	Below	28.6%
Total	**17,019**	**2,337**	**100%**	

In considering other high school options, every high school in Kent County was below AYP in 2010, and with the exception of Campus Community (and to some extent Caesar Rodney), has very low college enrollment rates—below the state average of 59%[17] and significantly below the national college enrollment rate of 70%.[18] To meet the initial target enrollment of 125 9th grade students, just 5% of 9th graders (per data above) would have to choose **Early College High School at Delaware State**

[14] General trends indicate the population enrolling in 9th grade will not change very significantly in the next two years, and if it does it will grow rather than shrink.
[15] Data compiled from DDOE: http://profiles.doe.k12.de.us/SchoolProfiles/State/Default.aspx
[16] Central Academy opened in 2010. While initial indications are that the school is not low-performing, it is an 8-9th grade school and as such its students generally attend Milford High (Central Academy is part of Milford School District). Milford HIgh was below AYP and has a low college enrollment rate, fitting the pattern of the rest of Kent County's high schools.
[17] As reported in DE's Race to the Top application: http://www.doe.k12.de.us/rttt/
[18] As reported by the National Center for Education Statistics: http://nces.ed.gov/fastfacts/display.asp?id=51

University. Given the option of a high school model that has a strong track record of high-quality instruction and will provide students with college experience, it is expected that not only will these scarce seats fill quickly, but there will be an extensive waiting list.

Survey/Focus Group Results

In addition to examining population and enrollment data in Kent County high schools, the founding board of Early College High School at Delaware State University conducted a focus group at MOT Charter School to further investigate possible student interest and demand for a school such as this. The focus group consisted of a racially diverse group of 8th grade students who were searching for a high school. All students considered themselves average or above-average students, and about half were potential 1st generation college goers who had never been on a college campus. Students were asked about the criteria they used in determining the high school that best fit their needs.

Common responses to the question of what students were looking for in a high school included:

- Strong math and science programs
- Rigorous coursework (AP, IB, and dual enrollment courses)
- Career-focused programs
- Technology and "hands-on" project-based assignments
- "Real world" instruction relevant to students and their interests

In addition, students were given a description of the Early College High School at Delaware State University model and asked to watch a short, five-minute video about the concept. After watching the video, students agreed that the model was something they would be interested in, citing the rigor of the courses, strong STEM program, and the idea of a cost effective college experience. Ultimately, over half of the students said they would consider enrolling in the school, while others said they wanted more information on the program.

These responses match the design of the Early College High School model, confirming that not only is there a demand for a high-quality, college-preparatory high school in Kent County, but that the unique features of the model align with what students are looking for in determining their high school of choice.

Importance of a school targeting 1st generation college students[19]

The **Early College High School at Delaware State University** will focus its recruiting efforts on 1st generation college students (students whose parents do not have undergraduate degrees). This matches the national philosophy of EdWorks' Early College High School model (the one Early College High School at Delaware State University uses). The reasoning behind this is to support the students who need the most support entering postsecondary education. 1st generation college students not only enroll in college at lower rates than their non-1st generation peers, but they also persist and complete their degrees at lower rates, performing more poorly in their college classes.

Numerous studies (and general observation) have found that 1st generation college students differ from their peers in many ways that reduce the chances they will pursue a college degree and be successful. First-generation students are more likely than their non-1st generation peers to be female, older, African-American or Hispanic, have dependent children, and come from low-income families—all characteristics that have historically been associated with lower rates of college enrollment. Furthermore, even controlling for all of these factors, 1st generation college students are still less likely to enroll in college than their non-1st generation peers simply as a result of their 1st generation status, whether it is due to the lack of a college-focused culture at home, lack of degreed role models, or other reasons. Various studies

[19] Data and statistics from this section pulled from various research and reports including http://www.aft.org/pdfs/highered/academic/january07/Engle.pdf and http://nces.ed.gov/pubs98/98082.pdf.

have put the comparative proportions of students enrolling in college as a 1st generation student versus a non-1st generation student as almost half—47% vs. 85%, respectively.

When these students do enroll, they are less likely to enter college immediately after high school and more likely to choose a 2-year institution, commute to campus, take classes part-time and take time off during their pursuit of a degree, work full-time while taking classes, and need remedial coursework—all factors associated with a higher likelihood of failing or dropping out of college. Altogether, studies have estimated the likelihood of a 1st generation college student leaving without a degree is more than double that of a non-1st generation college student. These figures fall even further when considering graduate degree pursuit and completion.

Nationally, 1st generation college students represent the population most in need of assistance in pursuing postsecondary education (especially given that this population intersects so many other disadvantaged populations) and their success during this pursuit. It is because of this fact that EdWorks has chosen to focus its efforts on supporting these students, and why the founding board of Early College High School at Delaware State University has chosen to open this school using this model. Currently there is no other school in Delaware that serves this need, while EdWorks has had incredible success with this population specifically (Appendix A: *Portrait in Numbers*). This fact alone will serve as a strong pull for parents and students who are seeking a college-preparatory high school.

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, if one is needed. 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.

Four groups of students will be afforded preference for admissions to the School. 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 order of priority (admitting all from the first level of priority before admitting any from the second level etc.):

1. Students who have a specific interest in the School's educational philosophy and focus
2. Students with siblings concurrently enrolled at the School
3. Children of staff members employed by the School for at least 30 hours per week during the school year
4. Children of the school's founders

Students Who Have a Specific Interest in the School's Educational Philosophy and Focus
The School's educational philosophy and focus will be the early college high school model with a focus on science, technology, engineering and math (STEM).

Students with Siblings Concurrently Enrolled
The School shall recognize these relationships as valid under the sibling preference**:**

1. Any individual having the same parent or parents, either natural or adoptive, or legal guardian.
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.

Children of Staff Members
Children of staff members include natural and adopted children, stepchildren and legal dependents or wards of employees of the School (employed by the School at least 30.0 hours per week).

Children of the School's Founders
The School's Founders include the members of the Founding Board plus such other persons identified by the Board prior to March 1 of the first year of the School's operation who contribute meaningfully to the start-up of the School. Children of the School's Founders shall include natural and adopted children, stepchildren and legal dependents.

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 School's Founders include the members of the Founding Board plus such other persons identified by the Board prior to March 1 of the first year of the School's operation who contribute meaningfully to the start-up of the School. Children of the School's Founders shall include natural and adopted children, stepchildren and legal dependents.

The **Early College High School at Delaware State University Founders:**

Dr. Alton Thompson	Dr. Rayton Sianjina
Dr. Judi Coffield	Charles McDowell, Esq
Lois Hobbs	Dr. Rebecca Fox-Lykens
Dr. John Austin	Joan Engel
Dr. Stephanie Wright	Amir Mohammadi

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 School 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, 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 a complete application will be placed in a lottery, described below (subject to the application of the admission preferences named above).

- 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.
- Applications received after the open enrollment period will be added to the bottom of the waiting list (without regard to admission preferences). In the event that the grade is not oversubscribed, applications will be accepted on a first come, first served basis.

Lottery

The School will advertise the open application period for all grades in November of the year preceding enrollment. Only 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 oversubscribed at the end of the open application period will be subject to a lottery (subject to application of admission preferences). The School 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, the School will 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.

When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, a community member having no ties to the School, 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 relative to registration and attendance in the Summer Bridge Program, 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 school options.

The **Early College High School at Delaware State University's** open enrollment period is anticipated to operate annually in the months of November through January. A lottery, if needed, will held in January. After the lottery, parents will be notified within a timely fashion of their child's acceptance or non-acceptance. Parents will have until the last business day in February (2013 during opening year) to effectively enroll their child(ren). 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 child(ren).

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 and its subcontractor, EdWorks	Board/CMO	Finalize/execute contractual agreement
April 2012 – July 2012	Hire school principal	CMO/Board	Recruit through Delaware leadership project (DLP), postings, outreach
July – August 2012	Hire Office Administrator (Clerical)	CMO/Board/School/ Principal	Recruit through postings
April 2012 – March 2013	Secure modular buildings and prepare for necessary modifications for health and safety regulations; facility leasing agreement; design, contract, and execute renovations; procure occupancy permits; secure appropriate insurance coverage	Board/CMO w/ assistance from principal	Work with DDOE, construction manager, contractors, etc.
July 2012 – August 2012	Principal Training w/ EdWorks	CMO/Principal	Principal to attend required training through EdWorks
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	Principal, CMO, EdWorks 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	According to DDOE process
July 2012-Feburary 2013	Finalize Marketing Plan; conduct marketing and recruitment campaign	CMO/principal; Innovative Schools marketing team; DSU VP for Advancement	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
January 2013	Hold lottery if enough applications are received or	CMO/Principal	Marketing activities (Appendix V)

	continue recruiting until all seats are filled or until September 30th Unit count.		
March 2013 – July 2013	Review certification requirements; recruit/hire teachers	CMO/principal	Recruit staff through Delaware Talent Management (DTM),, postings and outreach
	Negotiate transportation and food service contracts	Board , CMO, principal	Work with potential contractors.
	Purchase curriculum materials, technology, furniture, and other supplies for the school	CMO/Principal	Purchase Materials
	Finalize technology plan and implement (Appendix S)	CMO/Principal	Purchase technology
	Provide enrollment data to DDOE and resident school districts	CMO/Principal	Complete enrollment reporting requirements
	Plan professional development plan for teachers including welcome staff retreat and school opening PD	CMO/Principal/EdWorks	Collaborate and develop structures to build the professional culture of the school and train teachers.
May 2013	Conduct Welcome to **Early College High School at Delaware State University** staff retreat	All teachers/CMO/Principal; EdWorks	Build culture of the staff
May – June 2013	Plan Summer Bridge Program for incoming students	All teachers/Principals/CMO	Outline plan for building school culture and introducing students to unique learning program.
May 2013 – July 2013	Complete Student Success Plan and Consolidated Grant Application	CMO/Principal	Develop SSP; complete grant application
June 15, 2013	Finalize building for inspections, certificate of occupancy	CMO/Principal and construction manager	Insure inspections, certificate of occupancy complete
June 2013	Conduct Introductory PD on early college model and STEM instruction	CMO/Principal/EdWorks	Time to learn about PBL and do instructional planning
June 2013 – August 2013	Finalize contracts for transportation, food and related services.	Board/CMO/Principal	Sign agreements
July 2013	1st Summer Bridge Program for all students enrolled at the school	Principal/Teachers/CMO	Bring students to the **Early College High School at Delaware State University** for three weeks in the summer
July 2013 –August 2013	Conduct Open Houses, welcome activities for students and parents	Board/CMO/Principal	

	Conduct professional development workshops	CMO/Principal	
	Conduct student scheduling	CMO/Principal	Finalize schedule & classroom assignments
August 1, 2013	Finalize & develop Student Personalized Growth Plans	CMO/Principal	Finalize planning tools, meet w/ students & parents, develop Personalized Growth Plans
August 2013	Orientation for all bus drivers and van drivers	Principal/CMO	One session to give information; practice bus runs
August 2013	Additional PD and collaborative planning time prior to school opening	Advisors/Principal/ EdWorks/CMO/	Final preparations for the start of the school year

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.	[redacted]
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	[redacted]
Coverage for $100,000 in Electronic Data Equipment, $50,000 of Software and $10,000 of Extra Expense	[redacted]
$1,000,000 Limit of Liability for Hired and Non-Owned Auto Liability coverage.	[redacted]
$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	[redacted]
Workers Compensation Employer's Liability	[redacted]
$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.	[redacted]
Estimated Total	[redacted]

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.

As with other schools implementing the early college model, the **Early College High School at Delaware State University's** focus will be defined by its commitment to personalize each student's learning to their individual needs in a combined setting of high school and college coursework. Occurring within an educational environment that combines high school and postsecondary education, student responsibility and behavior as a community member within two communities will be critical to the success of the school's educational and cultural program.

With this in mind, student behavior, discipline, and attendance expectations are incorporated into each student's Personalized Growth Plan, along with the *Commitment To Excellence* Agreement (Appendix X). The school culture will be one of collaboration and communication, fostering engagement in school activities and operations, personal responsibility, trust, and respect. These qualities will be reinforced through the advisory system at the school. In the early college model, students are well known by their advisor and the principal due to the small-school size and focus, the advisory system, and the focus on individual student learning. Students are assigned to an advisor and stay with them for at least two years, working collaboratively with the same group of 15 students, as they are guided and challenged through rigorous high school and college coursework. Since students will be well-known through this system, it is anticipated that students' misbehavior will be addressed quickly before it escalates. Furthermore, teachers and the school principal will work to develop a strong culture of respect at the school.

The discipline policy at the **Early College High School at Delaware State University** outlines three basic expectations: 1) Respect Others, 2) Respect Community, and 3) Respect Yourself. As an additional component, parents, students, teachers, and the school enter into a collaborative commitment to excellence that clarifies expectations for attendance and behavior. Additionally, all stakeholders commit to being active members of the creation, maintenance and support of the student's ***Personalized Growth Plan***. In addition, the *Commitment To Excellence* Agreement in Appendix X is another example of behavior obligations and expectations.

If a student fails to meet expectations for conduct, the situation will be resolved through methods of restorative justice, such as mediation, reflection, and reparation of the misdeed. Meeting with the advisor, the principal, parents, peers, the university liaison, and professors, depending upon the individual circumstances, will identify the root problem of the misbehavior and address it. Consistent and unexplained misbehavior at the **Early College High School at Delaware State University** will be considered a breach of trust that must be addressed for the learning to move forward.

Expectations for conduct are clearly discussed during enrollment interviews with students and families, and continue to be referenced during conferences regarding student's Personalized Learning Plan once s/he is a member of the school community. Opportunities for continued discussions occur on a regular basis (and additionally as needed) as students plans are monitored, reviewed, and discussed among students, their advisors, their families, and the principal.

In order to comply with state requirements and regulations, the school will also maintain a ***Student Rights and Responsibilities Manual*** *(SRRM)*. The manual for the **Early College High School at Delaware State University** will be modeled after the one developed by the Appoquinimink School District. The manual for the **Early College High School at Delaware State University** will be tailored to the early

college model following approval of the school's charter. Once finalized, the manual will be distributed to students and their parents and published on the school's website.

As part of the application process, parents will be directed to review the SRRM either by way of an online download and review, or by hard copy provided by the school. As part of the application process, parents will be required to sign a statement verifying they have reviewed the SRRM. A sample SRRM (from Appoquinimink) is included in Appendix X.

In accordance with DDOE regulations, students will be required to 'sign off' that the SRRM was reviewed and discussed with their advisor, acknowledging these commitments.

In the unlikely event behavior violations of a serious nature (Level III) occur, state and DDOE regulations relating to the reporting of crimes to the appropriate authorities will be followed.

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 **Early College High School at Delaware State University's** implementation of the early college high school model, each student with an identified disability enrolled at the **Early College High School at Delaware State University** will have an Individualized Education Plan (IEP) that addresses the student's individual needs and encourages his/her active participation in the learning process. The IEP will include the expectations for responsible behavior as a school and community member.

Through regular monitoring, review, and discussion of each student's IEP with his/her advisor and certified special education advisor, ongoing support will be provided as needed to assist with meeting behavior expectations.

Behavioral concerns requiring more support will be handled in accordance with the policies found in the DDOE Administrative Manual for Services for Exceptional Students (AMSES). The student's IEP team will be involved in reviewing the requirements of the IEP and, as appropriate, conducting a Behavioral Manifestation Determination and executing a Behavioral Assessment while establishing a Positive Behavior Support Plan. Procedural Safeguards will be followed, and the appropriate reports to agencies including law enforcement will be completed as 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.

The **Early College High School at Delaware State University** will be proactive in the training and professional development of all teachers, administrators, and staff, specifically in assuring that all state and federal laws are followed with full compliance 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 will attend all required Professional Development sessions around the issue of Special Education.

At the **Early College High School at Delaware State University**, steps will be taken to ensure that all administrators, advisors and staff will be trained and practiced in Restorative Justice. This will allow advisors and staff to teach the students conflict resolution skills and builder stronger relationships by providing alternative approaches to discipline.

In the case that a student is in violation of the **Early College High School at Delaware State University's** 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 students with disabilities will be handled on a case-by case-basis, with careful attention paid to being sure that at no point is the student's right to a Free and Appropriate Public Education (FAPE) jeopardized.

All due processes will be followed in order to ensure that the students' rights under the Individual with Disabilities Education Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act are fully respected.

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 principal will advise the Board of such incidents. Annual summary data will be presented at the Yearly Board Program Evaluation Meeting, along with required reports 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 the **Early College High School at Delaware State University** can be found in the sample (from Appoquinimink) ***Student Rights and Responsibilities Manual*** Appendix X. These policies will be distributed and reviewed with students each year as part of regular discussions related to Student Personalized Growth Plans.

The policy requires students to attend school every day in accordance with 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 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. The **Early College High School at Delaware State University** 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).

The **Early College High School at Delaware State University** will 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 required, 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 make every effort to employ best practices in managing the health and safety of students, staff, and guests.

As an additional safety component, the school will collaborate with the CMO (Innovative Schools) and DSU staff to build upon the University's 'Campus Safety Program,' and offer high school age-appropriate education to students in this important area. It is recognized special instruction and guidance will be necessary to support the health and safety of high school students located on a college campus.

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, all employees and CMO-related staff will be required to have completed a criminal background check. In addition, the child abuse registry will be checked through the Department of Services for Children, Youth and Their Families (DSCYF). Results will be maintained in a secure file, separate from personnel files and 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 any volunteers who have regular contact with students.

The school principal will be directly responsible for ensuring that criminal background and child abuse registry 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 student recruitment beginning 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 a 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 maintained 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 the **Early College High School at Delaware State University**. His/her 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 regulation 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 provide medical information during evaluation processes.

6. **Screening for health problems (vision, hearing, orthopedic, etc.).**
   The **Early College High School at Delaware State University's** nurse will conduct an active screening program for vision, hearing, orthopedics, etc. 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; and emergency responses including appropriate "first responder" training or its equivalent. The school will be housed in facilities that have received state Fire Marshal approval and will have been evaluated by a qualified structural engineer who has determined the facilities present no substantial seismic safety hazard. Policies will be established defining the school as a drug, alcohol, and tobacco-free workplace.

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.

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.

The school will be located on the grounds of Delaware State University. During the first four years of operation the main high school classrooms will be housed in modular buildings. Students will also attend their college courses in various buildings on the campus. As part of the university's long-term facility plan, the school will obtain space in a to-be-built section of the campus.

In the interest of safety for students, staff and visitors, 'controlled access' to the school facility will be maintained at all times. The school will be included in Delaware State University's security system to that encompasses campus police patrol services, as well as all other security measures. 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.

The **Early College High School at Delaware State University** will lease modular buildings pending approval of the school's charter. The modular buildings used during the first four years 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-retardant doors and walls, and ADA-compliant bathrooms in buildings are just a few examples of the efforts that will be made to meet established regulations. The school facility will maintain compliance with all county and city code requirements and will work with personnel from DDOE 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 the **Early College High School at Delaware State University** will occupy and manage the future 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, the **Early College High School at Delaware State University** will establish annual maintenance and cleaning contracts for its operations. This formal approach to engaging reputable and insured firms in support of the school will provide accountability and assurance that the **Early College High School at Delaware State University** 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?

The Physical Education class at the Early College High School at Delaware State University will use the athletic facilities at DSU for PE instruction. The agreement to use the facilities and fields is articulated in the MOU between the high school and the University which is in Appendix F. In year one, students will use the Health and Wellness Center facilities and fields with the PE teacher so that they are properly instructed on how to use the equipment and classes and so that the teacher can overlay the application of PE (i.e. actually playing the sport or engaging with an existing athletic class) with appropriate instruction. This blended approach to using the existing DSU facility and classes will provide an excellent instructional model to ensure that students are properly taught by a certified PE teacher while also exposing them to the athletic facilities, services, and classes they can access after they complete the PE credit. In years two through four, after students have completed the PE credit and when they are ready to move into the college space, students will be able to access the Health and Wellness Center on campus to engage in physical activities such as swimming, aerobics, karate, weightlifting, etc.

This blended approach does not present any additional safety concerns, but will provide an excellent opportunity for students to learn how to use public facilities and health clubs in a responsible manner and facilitate them becoming fit for life.

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.

The **Early College High School at Delaware State University** will contract with a highly reputable and insured firm that specializes in the student bus transportation business to provide bus transportation services to get students to and from school.

i. Describe how students residing outside of the district in which the school will be located will be transported to the school.

The Early College High School at Delaware State University 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 school 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 defined in their IEPs 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's campus location.

The CMO will also coordinate mandatory orientation for bus drivers to establish communication protocols and to clarify procedures related to all aspects of student transportation. Any school bus discipline issues which may arise will 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.

The **Early College High School at Delaware State University** 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 five days each week to all students.

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 DDOE regulations.

The estimated annual cost per student for food services is $743.75

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.

The **Early College High School at Delaware State University** 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.

As part of a general information package, special emphasis will be placed on explaining various elements of the program, including the provisions for breakfast and 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).

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.

The **Early College High School at Delaware State University** 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 and published in the Student and Parent Handbook.

Professional development will occur prior to start of school on FERPA as it relates to the following areas: instruction, health (HIPPA), child nutrition (free & reduced lunch), and 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. CMO employees, subcontractors, and staff of the **Early College High School at Delaware State University** will sign confidentiality oaths prior to access to systems with student data; confidentiality will apply to paper as well as electronic records.

b. Describe the plan for the timely transfers of student and school data to the Department of Education.

The **Early College High School at Delaware State University** 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 on the system. The **Early College High School at Delaware State University** will remain current with 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 Directors for the **Early College High School at Delaware State University** 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 Company, 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 P.

All required documentation will be provided, as requested by the Department.

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, and 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 advisors 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 advisor 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 advisor(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 advisor 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.

Early College High School at Delaware State University — **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

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Signature, Member of the Charter School Board of Directors

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Signature, Member of the Charter School Board of Directors

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

December 14, 2012

Dr. Alton Thompson
Board Chair
Early College High School at Delaware State University
1200 N. DuPont Highway, Ste. 407
Dover, DE 19901-2227

Dear Dr. Thompson:

Your charter modification request to delay the opening of Early College High School at Delaware State University to August 2014 has been approved. As a result of this delay, the deadlines for existing conditions have been extended by one year. Attached is a list of the conditions that were imposed on the charter when it was approved with new dates where applicable.

Pursuant to Title 14, § 511(a): "If an approved charter is modified to delay the initial opening of the school, then the expiration date of the initial term of the charter shall be adjusted accordingly." Therefore, the expiration of the charter will be June 30, 2018.

If your school needs technical assistance, please contact Dr. Patricia Bigelow at 302-735-4020. We look forward to working with you.

Sincerely,

Mark T. Murphy
Secretary of Education

Cc: Mary Kate McLaughlin, Chief of Staff
David Blowman, Deputy Secretary of Education
John H. Carwell, Jr., Director, Charter Schools Office

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, MARITAL STATUS, DISABILITY, AGE OR VIETNAM ERA VETERAN'S STATUS IN EMPLOYMENT, OR ITS PROGRAMS AND ACTIVITIES.

Early College High School at DSU
General Conditions

1. Each month the charter school financial reports shall be posted monthly on the charter school website and shall be provided in writing upon request pursuant to 14 Del. C. § 122(11).

2. The Board of Directors shall have adequate liability insurance in force prior to hiring any school employee. The board of directors shall submit evidence of adequate liability insurance to the Department upon hiring the first employee.

3. The Board of Directors shall ensure that the school is in full compliance at all times with the requirements for background checks as stated in 11 Delaware Code, Chapter 85, Subchapter VI.

4. Prior to the school opening for instruction, the Board of Directors shall submit written verification to the Department that it has hired a Delaware Registered Nurse and verification that the nurse has attended the summer school nurse orientation program provided by the Department and that the nurse will be part of any IEP team as necessary.

5. By September 15, 2013, the Board of Directors shall submit to the Department for review a list of timelines for meetings with state central service agencies related to the understanding of state business practices including the Office of the State Auditor, PHRST, and DTI. (The Charter School Office *strongly* recommends the inclusion of meeting dates with FSF [First State Financials] and Statewide Benefits.)

6. By December 15, 2013, the Board of Directors shall submit to the Department a copy of the signed lease or purchase agreement, description of the facilities, and description of the budget revisions required by the acquisition of the facilities and preparation of the facilities for school opening. Further, the Board of Directors shall submit to the Department for review and approval the construction/ renovation plan for the school facilities. The plan shall provide satisfactory details on the tasks to be completed to prepare the facilities for school opening on schedule including projected dates of completion and assignment of responsibilities. The school will be required to demonstrate satisfactory progress in completing projected construction/renovation tasks until the submission of the Certificate of Occupancy.

7. By December 15, 2013, the Board of Directors will submit a sample parent enrollment letter detailing a thorough understanding of the requirements of the one year enrollment policy including good cause grounds.

8. By December 15, 2013, the Board of Directors shall submit to the Department for review and approval a revised copy of the school's Student Rights and Responsibilities Manual that reflects their student population and describes student rights and responsibilities and the school's discipline codes. The manual shall be distributed to parents of students before or during the enrollment process.

9. By February 15, 2014, the Board of Directors shall submit to the Department for approval proposed Performance Agreement specifying measurable objectives with annual targets

that is acceptable to the Secretary. In the event that further revisions are needed, the Board of Directors shall make such revisions and resubmit the Performance Agreement within ten days of receiving notification of the needed revisions.

10. By June 15, 2014, the Board of Directors shall submit a Certificate of Occupancy that verifies the premises to be occupied by staff and students.

11. By September 1, 2014, and annually thereafter, the Board of Directors shall submit to the Department in a form satisfactory to the Department a listing of its members including addresses and phone numbers, and indicating the names of the members representing the teachers employed at the school and the parents of students enrolled at the school. Anytime a new director is elected to the school's Board of Directors, the board shall provide written notice to the Department within ten days of such election. The notice shall include name, address and telephone number of the new director. Within ten days of any change in the address or phone number of any existing member of the board, the board shall provide written notice of the same to the Department including the new address and/or phone number of such board member.

12. By February 15, 2014, the Board of Directors will submit documentation that appropriate staff has been trained on data reporting.

13. By November 1, 2015, and annually thereafter, the Board of Directors shall submit to the Department a copy of their most recent audit. If the audit reveals findings the Board of Directors shall keep the Department advised of any audit findings and shall submit to the Department a plan to correct the concerns described in further audit findings within sixty days of the school's Board of Directors being notified of any additional audit findings.

14. By August 1, 2014, and by August 1 each year thereafter, the Board of Directors shall submit to the Department copies of signed contracts for student transportation, food services, related services for students with special needs, or any organization or entity providing other services.

Additional Conditions (see Final Report of Charter School Accountability Committee)

15. On or before September 30, 2013, the school is to submit instructional units aligned with the approved Scope and Sequence for all approved grade spans/clusters and content areas. Three instructional units of instruction for each grade cluster are to be submitted for each of these content areas: mathematics, English language arts, science, social studies, visual and performing arts (three units each for visual arts and for music), health education, and physical education. If adapting model units from the DOE website, a detailed description of how the units were adapted/modified must accompany the response.

16. If the school does not meet the 80% enrollment requirement by the April 1, 2014 unit count as required by Delaware Code, the DOE shall initiate formal review procedures that could lead to a delay in opening or revocation of the charter.

17. By December 15, 2013 the school shall secure a facility location that meets with the approval of the Department of Education. The school shall provide updated budget documents reflecting any changes due to facility costs. If there are renovations or construction to be done as a part of the facility agreement, a construction schedule

and timeline, along with cost details, shall be provided by the school at this time. If there are loan negotiations, the school shall submit all loan documentation to include payment schedules that should reconcile with the submitted budget. If the facility arrangements significantly alter the charter by way of location, cost, or program, the school must immediately file a modification with the Department of Education. If the school does not comply, the Department of Education will initiate the formal review process which could lead to a delay or revocation of the charter [***Note: this condition replaces General Condition #6 above***].

18. If the school is advised by either the Delaware Department of Education or the United States Department of Education that it will not receive some or all of the Federal start-up funding contemplated in the application, then by December 15, 2013, the school shall provide revised budgets, on an approved form, to the Delaware Department of Education documenting satisfactory alternative sources of income to address any budget shortfall.

19. By July 1, 2013, the school will submit updated budget information addressing the concerns of the Committee regarding the unusually high classroom size in year 4 and the 2% contingency in year 2.

20. By July 1, 2013, submit details on the process of how a parent/guardian will be informed of any inappropriate student behavior.

21. By July 1, 2013, submit a description of actions that will help students meet attendance requirements.

22. Health and Safety: On or before July 1, 2013, the charter school is to submit a detailed response relative to the following:

    a. That DSU peer counselors not be provided as a resource to ECHS students unless the counselors receive training which includes ethical standards and legal review regarding sexual conduct with clients, specifically minors.

    b. A plan for orientating enrolled DSU students regarding the age of legal consent for sexual activity and the laws and consequences regarding illegal sexual contact with minors.

    c. A plan to specifically orientate parents/guardians of ECHS students regarding their responsibility to facilitate their child's adherence to the code of conduct guidelines regarding entering public spaces on DSU campus and interacting with DSU students.

    d. A plan for the provision of student counseling services beyond peer counselors.

23. Facilities: On or before July 1, 2013, the charter school is to submit a detailed response relative to the following:

    a. A description of the programmatic logistics between the high school and college (such as events, sports, auditoriums, etc.).

b. A plan for the common use of general facilities by students of the charter school that ensures that all contacts with DSU students are appropriately supervised.

24. Transportation: On or before July 1, 2013, the charter school is to submit a detailed response relative to the conditions for Criterion 12 specified at the Final Meeting of the Charter School Accountability Committee:

    a. The head of school or designated representative in the charter school must be knowledgeable about and responsible for directly overseeing all daily charter school transportation operations per DOE Regulation 1105.

    b. The qualifications and responsibilities of the person who will manage transportation must be clearly stated and compliant with Section 2.0 of DOE Regulation 1105 (Responsibilities of School District Superintendents/Charter Charter school Heads of School).

    c. The charter school must clarify the role of the charter school staff and the CMO relative to transportation.

    d. A written plan for how charter school transportation will be managed and overseen would provide helpful clarification. DOE will provide a list of duties and responsibilities that will serve as a helpful guide in the development of the plan.

25. The charter school shall comply with all applicable public procurement laws.

Note: Documents related to these conditions must be submitted through the Charter schools Office at the Department of Education, which will be responsible for distribution within the Department.

Send all documents to Dr. Patricia Bigelow, Department of Education, Charter school Office, 401 Federal Street, Suite #2, Dover, DE 19901-3639 or by e-mail: pbigelow@doe.k12.de.us

DELAWARE DEPARTMENT OF EDUCATION
CHARTER SCHOOL PERFORMANCE AGREEMENT – New Charter School
Early College High School at Delaware State University

This Performance Agreement ("Agreement" is entered into this _24th _ day of ___October_, 2013 by and between the Delaware Department of Education (hereinafter referred to as "DDOE") and _The Early College High School at Delaware State University, a public charter school of the State of Delaware (hereinafter referred to as "School"), authorized by the Department of Education with the assent of the Delaware State Board of Education (hereinafter referred to as "DSBE").

1. **Effective Date**. Notwithstanding the date set forth above this Agreement shall become effective on the date upon which the DSBE shall assent to the terms and conditions of this Agreement.

2. **Term of the Agreement**. This agreement shall continue in full force and effect during the term of the school's charter and any subsequent renewal term thereof; provided, nevertheless, that in the sole discretion of the DDOE, with the assent of the DSBE, this agreement may be amended at such time as the school's charter may be renewed under the provisions of 14 *Del. C.* §515 (b) or subjected to review under 14 *Del. C.* §515 (c). This agreement may also be amended to comply with subsequent changes in state or federal law and/or regulations relating to charter schools or the Performance Framework ("Framework") as deemed necessary by the DDOE with the assent of the DSBE. This Agreement may also be modified:

(a) At anytime by mutual consent of the DDOE and the School, provided, nevertheless that the DSBE shall assent to such modification; or

(b) If the DDOE shall determine, with the assent of the DSBE, that it is necessary or appropriate to modify this Agreement to reflect subsequent changes in the Performance Framework.

3. **Obligations of School.** While this agreement remains in effect, the School shall:

(a) Comply with all state and federal laws and regulations imposed on Delaware public charter schools, and otherwise comply with the terms of the School's charter, including any conditions now or subsequently imposed upon its charter by the DDOE with the assent of the DSBE; and

(b) Make satisfactory annual progress toward the indicators and performance targets in the Academic, Financial and Organizational Expectations set forth in this Agreement as measured by the Framework. An annual performance review will be conducted by the Department of Education Charter School Office using the Framework to evaluate such progress. The Framework is incorporated into and made a part of this agreement. If the DDOE finds that the school is not making satisfactory progress toward its performance targets the DDOE, with the assent of the DSBE, may place the school's charter on formal review pursuant to 14 *Del. C.* §515 (c).

Background Information *(Characteristics of school, current location, summary of student population and grades served by the school, etc.)*

The **Early College High School at Delaware State University**, Inc., established in partnership with Delaware State University (DSU) will be a public charter high school located on the campus of DSU in Dover and will have a curriculum focused on Science, Technology, Engineering and Math (STEM). The school will replicate a nationally recognized early college high school model and will seek to serve particularly first generation college attendees in grades 9-12. Students will have the opportunity to earn a high school diploma and up to 60 hours of college credit during their four-year high school career. They will develop the drive and focus necessary to succeed at all levels of education and in their chosen careers.

Beginning with 125 students in grade 9 during year one and adding one grade level of students in each of the following three years, the Early College High School at DSU will expand to include 425 students in grades 9-12 in its fourth year of operation, and then settling at a level of 100 students in each grade for a total enrollment of 400 students in year five and going forward.

Mission Statement

The mission of **the Early College High School at DSU** is to provide highly motivated students with a curriculum concentration on science, technology, engineering, and math that is integrated with the relevant curriculum at Delaware State University such that all students graduate with one to two years of college credits, preparing them for completion of a four-year college program. The school shall provide a safe, caring and nurturing environment that develops the academic and social skills and personal character traits necessary for successful college completion, with a special focus on first-generation college attendees.

Vision Statement

The **Early College High School at DSU** will be a nationally recognized early college, STEM-focused high school that increases access to higher education and produces students who have the expectations and skills to make a significant impact in the global community.

Academic Performance Expectations

*By **September 2017,** 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):

Financial Performance Expectations

*By **September 2017,** 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 Expectations

*By **September 2017,** 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.*

IN WITNESS WHEREOF, the parties have hereunto set their Hand and Seals the day and year first above-written.

EARLY COLLEGE HIGH SCHOOL AT DSU

BY: [redacted]
Dr. Alton Thompson, ECHS/President

DELAWARE DEPARTMENT OF EDUCATION

BY: _____
Secretary of Education

Assented to by resolution of the Delaware State Board of Education on the _____ day of _____, 20__.

BY: _____
Executive Secretary to the Board

STATE BOARD OF EDUCATION

_____
DR. TERI QUINN GRAY, President

_____
JORGE L. MELENDEZ, Vice-President

_____
GREGORY B. COVERDALE, JR.

_____
G. PATRICK HEFFERNAN

_____
RANDALL L. HUGHES II

_____
BARBARA B. RUTT

_____
DR. TERRY M. WHITTAKER

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** ECHS-Budget Narrative-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:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

Budget Narrative

The Early College High School at Delaware State University (ECHS@DSU) targets under-resourced students who will be the first in their families to attend college. Therefore, it is critical that the school be able to offer students a program built around the acceleration of learning, a demystification of the college experience, and the building of students' self-efficacy to complete college credits. To ensure that the academic program, school culture, and operational structures are built to deliver on these promises, the CSP grant request of $600,000 will be used to fund the school's start-up activities, and can be categorized into 3 strategic areas: 1) school design and replication of EDWorks' highly effective Early College High School model; 2) acceleration of learning and student readiness for the academic program through a Summer Bridge; and, 3) project implementation and oversight. Each of these activities are critical to the successfully creation of a school that is focused on academic rigor and achievement.

Budget Request

EDWorks Early College Fees	$165,000
Summer Bridge Program	$412,500
Grant Implementation	$22,500

EDWorks Fast Track Early College Fees

EDWorks' Fast Track Early College ($55,000 per year/Total $165,000) - The ECHS at DSU will replicate the highly successful EDWorks' Fast Track Early College model. Through Fast Track, students will have a four-year academic roadmap that accelerates them through a rigorous high school course of study and up to 60 hours of college credit before graduation. Fast Track high schools offer personalized plans for each student, reaching underserved student populations including students from families without college experience, low-income, English language learners and students of color.

The EDWorks' Fast Track Early College model is described in detail throughout this application. Specifically, however, the contract with EdWorks will provide on-site technical assistance coaching visits from effective early college high school leaders to plan and problem solve the challenges of implementation, professional development for the school director and

teachers, and access to resources from across the EDWorks' Fast Track Early College High School network. Each year the school director, EDWorks, Innovative Schools will meet during the summer to plan the school development work for the upcoming year. The plan will be based on EDWorks' and Innovative Schools' school start-up work plans, but will be customized for the ECHS@DSU based on the school's academic and operational progress, the needs of the school director and staff, and the degree of fidelity to the EDWorks early college high school model. It is anticipated that work will be more intensive in years one and two of the grant period as the school is opening, but will support will scaffold away over year three so that the ECHS@DSU is able to replicate with high fidelity and demonstrate strong student achievement.

Each year, the EDWorks coaches will work several days each month on-site with the school director to ensure that the operational structures are firmly established. Recruitment, induction of staff, orientation of students, and planning will move forward according to systems and structures developed by the school. The focus of professional development each year will be based on the needs of the teachers and designed to increase the rigor of the instructional program and supports for students, moving the instructional program into tighter alignment with the EDWorks school design. The Innovative Schools team will join the school director when appropriate to monitor and provide input for the work.

Beyond the first year of operations, structures and systems at the school will be in place and firmly established. The focus of the work will continue to increase the rigor of the instructional program and supports for students, but will also bring in acceleration strategies. The EDWorks operations and instructional coaches continue to work with the school director and Innovative Schools to establish specific dates and times for meetings and teaching training and discussion as outlined in the plan that was developed during the summer prior to the school year beginning. The EDWorks coaches will develop the capacity of teachers through conducting differentiated professional development, based on teacher's needs and provide coaching to the teachers and school director several days per month. The table below describes how EDWorks will stay connected throughout the program to the specific needs of the ECHS@DSU and will monitor program implementation and fidelity to the model to ensure the academic success of all students.

EDWorks' Structures for Support and Coaching		
	The Work	How Accomplished
WEEKLY	DSU ECHS School Director and EDWorks coaches meet weekly to discuss progress and solve academic and operational problems/challenges as they arise. They will review chosen data points at all meetings. Meetings will be a combination of in-person and distance conversations.	The EDWorks operations coach will arrange a conference call bridge or video session for meetings. Meetings will involve the School Director, operations coach, instructional coach and others, as deemed appropriate by the School Director. At least one discussion per month will be in-person.
MONTHLY	Conduct ECHS/University Directorship conversations: about challenges, barriers, and problem-solving.	The EDWorks operations or instructional coach will facilitate the in-person meeting, using lessons learned from other ECHS sites to help solve challenges.
APRIL	Conduct the Annual ECHS Site Assessment	An EDWorks site assessment team conducts the review, using EDWorks Fast Track ECHS rubrics, processes and tools. A report of findings is delivered to the School Director and DSU ECHS Board who, in turn, share with staff and the community.
JUNE - AUGUST	Create and deliver to the DSU ECHS Board the year-end progress report.	The EDWorks Director of Evaluation, Data and Accountability will collaborate with the School Director and coaches to gather all pertinent operations and academic data into a single end-of-year report and analysis of progress.
	Make adjustments to the five-year strategic plan.	The ECHS School Director and staff make the adjustments and share with the Board. EDWorks coaches are available, as needed, to assist with adjustments.

Summer Bridge Program ($137,500 per year/Total $412,500) - An intensive five-week summer bridge program will be provided for all rising 9th graders and 10th graders and is designed to accelerate learning while building a school culture of success. During the program, students will take college courses *and* earn college credit. These courses will be focused on building college readiness skills so students are better prepared to succeed in high school and college. Other activities are focused on establishing baseline performance on assessments, identifying academic strengths, interests, and gaps. This time will also be used to establish a culture of learning, high

expectations, student empowerment, and self-efficacy. Students will be explicitly taught how to navigate high school and college systems. Mandatory participation in this program for all freshmen and sophomores in year two is an integral part of the EDWorks Fast Track school model and includes a scaffolded, gradual-release model that enables students to build capacity and self-confidence over time with support from the high school staff. Students will begin development of the ECHS@DSU Habits of Mind, practice communication skills, and grow in their critical thinking and problem solving skills to enable a smooth and successful transition into college. The grant funds will be used to provide the following resources:

- Salaries and benefits for teachers to facilitate the program, and develop the STEM units of instruction for this program, including one design challenge that is driven by a local problem and context;
- Stipends for the university professors to assist with course development and vertical articulation into college STEM courses; and,
- Supplies and materials, including STEM projects kits involving solar energy, forensics, environmental conservation, and robotics.

Grant Implementation ($7,500 per year/Total $22,500)

While most of the grant funds will be dispersed to support program implementation, a small portion of the grant funds will be retained by Innovative Schools to pay for grant administration, record keeping, monthly data collection, quarterly and annual report preparation, and travel to the Annual Project Director's Meeting.

Total Project Request ($200,000 per year/Total 3-year Amount $600,000)

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	93,400.00	93,400.00	93,400.00			280,200.00
2. Fringe Benefits	25,813.00	25,813.00	25,813.00			77,439.00
3. Travel	2,500.00	2,500.00	2,500.00			7,500.00
4. Equipment						
5. Supplies	18,287.00	18,287.00	18,287.00			54,861.00
6. Contractual	55,000.00	55,000.00	55,000.00			165,000.00
7. Construction						
8. Other	5,000.00	5,000.00	5,000.00			15,000.00
9. Total Direct Costs (lines 1-8)	200,000.00	200,000.00	200,000.00			600,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	200,000.00	200,000.00	200,000.00			600,000.00

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:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00

OMB Number: 1894-0007
Expiration Date: 07/31/2014

U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mrs.	Teresa	M.	Gerchman	

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): [redacted]
Fax Number (give area code): 302-358-2645

Email Address: [redacted]

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:GRANT11700455 Funding Opportunity Number:ED-GRANTS-052714-001 Received Date:2014-07-10T10:20:04-04:00