

U.S. Department of Education
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Charter Schools Program (CSP); Grants to Non-SEAs; Planning, Program Design, Implementation

CFDA # 84.282B

PR/Award # U282B160044

Grants.gov Tracking#: GRANT12011699

OMB No. , Expiration Date:

Closing Date: Oct 06, 2015

****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
<i>Attachment - 1 (1236-DE STEM-GEPA Statement)</i>	e10
5. Grants.gov Lobbying Form	e11
6. ED Abstract Narrative Form	e12
<i>Attachment - 1 (1235-DSA- Abstract-Final (002))</i>	e13
7. Project Narrative Form	e14
<i>Attachment - 1 (1247-DSA Project Narrative Non SEA grant 2015)</i>	e15
8. Other Narrative Form	e60
<i>Attachment - 1 (1237-Appendix A - CSP Assurances for DSA)</i>	e61
<i>Attachment - 2 (1238-Appendix B Key Personnel Resumes and Board and TAG Member List)</i>	e62
<i>Attachment - 3 (1239-Appendix E-1 Additional Information - Diversity Statement)</i>	e73
<i>Attachment - 4 (1240-Appendix E-2 Additional Information - Charter Application)</i>	e74
<i>Attachment - 5 (1241-Appendix E-3 Additional Information PBL Reference)</i>	e161
<i>Attachment - 6 (1242-Appendix E-4 Proof of Non Profit Status DSA and IS)</i>	e164
<i>Attachment - 7 (1243-Appendix E-5 Additional Information Cash Flow Statement)</i>	e173
<i>Attachment - 8 (1244-Appendix E-6 Additional Information - Charter Approval Letter)</i>	e179
<i>Attachment - 9 (1245-Appendix E-7 Additional Information - DDOE Charter Performance Framework)</i>	e180
<i>Attachment - 10 (1246-Appendix C DSA Letters of Support for Non SEA)</i>	e199
9. Budget Narrative Form	e211
<i>Attachment - 1 (1234-DSA Non SEA Budget Narrative)</i>	e212
10. Form ED_SF424_Supplement_1_3-V1.3.pdf	e223
11. Form ED_524_Budget_1_2-V1.2.pdf	e224

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: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="10/06/2015"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="55-0793336"/>	* c. Organizational DUNS: <input type="text" value="1363498130000"/>
--	---

d. Address:

* Street1:	<input type="text" value="100 West 10th Street"/>
Street2:	<input type="text" value="Suite 403"/>
* City:	<input type="text" value="Wilmington"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="DE: Delaware"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="19801-1643"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Teresa"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Gerchman"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="302-468-4570"/>	Fax Number: <input type="text"/>
---	----------------------------------

* Email:

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-082115-001

* Title:

CSP Grants to Non-SEA Eligible Applicants for Planning, Program Design, and Initial Implementation
CFDA Number 84.282B

13. Competition Identification Number:

84-282B2016-1

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 Implementation Activities for Delaware STEM Academy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="609,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="209,167.41"/>
* d. Local	<input type="text" value="121,032.59"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="939,200.00"/>

*** 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 .

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: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Lisa Lessner</p>	<p>TITLE</p> <p>Executive Chairman</p>
<p>APPLICANT ORGANIZATION</p> <p>Innovative Schools Development Corporation</p>	<p>DATE SUBMITTED</p> <p>10/06/2015</p>

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

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: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:
 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, Department 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: Lisa Lessner

* Name: Prefix [] * First Name Matthew Middle Name []
* Last Name Swanson Suffix []

Title: [] Telephone No.: [] Date: 10/06/2015

Federal Use Only:	Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)
--------------------------	--

PR/Award # U282B160044

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 03/31/2017

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.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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.

DE STEM-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPS Statement for Delaware STEM Academy

Innovative Schools proposes to carry out the design, planning and implementation for Delaware STEM Academy (DSA). 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 Wilmington, and the smaller city of New Castle, 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 Wilmington and New Castle city areas; 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 \$10,000 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 subject 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: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE:

* DATE:

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:

INNOVATIVE SCHOOLS: SUPPORTING START-UP ACTIVITIES FOR DELAWARE STEM ACADEMY – ABSTRACT

The **Delaware STEM Academy** (DSA) will be the first New Tech Network (NTN) STEM charter high school in Delaware. Centrally located in New Castle, Delaware, the school intends to serve a diverse student population; most from low-income families. As with other NTN schools nationally and internationally, DSA will focus on the development of college-ready students through a project-based learning environment that engages students with a dynamic, rigorous STEM curriculum. The primary goal of this project is to support the Board of DSA to fulfill their vision for the school - *to prepare students for the future economy through the teaching of science, technology, engineering and mathematics (STEM) using engineering, environmental science and biotechnology as a basis for learning...in an ethically driven educational environment emphasizing intellectual curiosity, individual responsibility and planetary stewardship.*

Innovative Schools (IS) successfully supported the charter application development for DSA; their charter was recently approved (4/17/2014) by the Delaware Department of Education. 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 the schools with which we partner to independently operate an organizationally healthy, high-achieving charter school by the time of their first charter renewal. Innovative Schools 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 project to support DSA through their initial planning year and the first two years of the school's operation. The contributions of this project are fully aligned with Innovative Schools' CMO best practices and its ability to provide meaningful support to other new charter schools in Delaware during their start-up years.

Project Director: Teresa Gerchman; Phone: [REDACTED]; Email: [REDACTED]
Innovative Schools; 100 W. Tenth Street, Suite 403; Wilmington, DE 19801-1643

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

**INNOVATIVE SCHOOLS: REQUESTING FUNDS TO SUPPORT
PLANNING, PROGRAM DESIGN, AND INITIAL IMPLEMENTATION FOR
DELAWARE STEM ACADEMY**

CFDA #84.282B

Table of Contents

ABSOLUTE PRIORITY: Supporting high-need students (students living in poverty) – projects that are designed to improve academic outcomes and learning environments of students who are living in poverty and are served by schools with high concentrations of students living in poverty: 2

COMPETITIVE PRIORITY 1: Supporting high-need students (students with disabilities, English learners) (3 points)..... 5

INVITATIONAL PRIORITY: Commitment to attracting and serving students from diverse backgrounds as reflected in mission, vision or charter. 8

Criteria 1: Quality of the proposed curriculum/instructional practices (15 points). 9

 How the program will enable all students to meet challenging State student academic achievement and content standards 9

 Grade level or ages of students to be served 11

 The curriculum and instructional practices to be used 11

Criteria 2: Extent to which proposed project will assist educationally disadvantaged students in meeting State academic content and achievement standards (5 points). 16

Criteria 3: Quality of strategy for assessing achievement of charter school’s objectives (15 points)..... 17

 Comprehensive Plan for Achieving Objectives (as defined in the school’s charter)..... 17

 Project Specific Performance Measures and Performance Targets 18

 Data Management: 18

Criteria (4): Extent of community support and parental and community involvement (10 points)..... 22

 Extent of community support for the application (5 points) 22

 How parents and other members of the community will be involved in the planning, program design, and implementation of the school (5 pts) 22

 How parents and other community members will be informed about the charter school and how students will be given an equal opportunity to attend the charter school..... 23

Criteria 5: Quality of project personnel (22 points)...... 25

Extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (2 pts)	25
Qualifications, Training and Experience of Key Project Personnel (20 pts)	26
Criteria 6: Quality of the management plan to achieve objectives of proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones (15 points).....	31
Criteria 7: Existence and quality of a charter/performance contract between the charter school and its authorized public chartering agency (15 points).	36
Criteria 8: The degree of flexibility afforded by the SEA and, if applicable, the LEA to the charter school (3 points).....	37
APPLICATION REQUIREMENTS	40
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.	40
Requirement (b): Describe how the charter school will be managed.	40
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.	40
Requirement (d): Describe the administrative relationship between the charter school and the authorizing public chartering agency.	40
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.	40
Requirement (g): If the charter school desires the Secretary to consider waivers.	41
Requirement (h): 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.....	41
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.	42
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).....	42
Requirement (k): If the eligible applicant desires to use grant funds for dissemination activities... ..	43

INTRODUCTION

Delaware STEM Academy (DSA) is a public charter high school scheduled to open in September 2016. Its mission is “to prepare students for the future economy through the teaching of science, technology, engineering and math (STEM) using engineering, environmental science and bioscience as a basis for learning... in an ethically driven educational environment emphasizing intellectual curiosity, individual responsibility and planetary stewardship.” DSA is an open enrollment high school. There are no prerequisites or entrance assessments for students. DSA intends to provide education to all students who have a desire to learn and for whom traditional approaches to a quality education have been less effective.

Through a partnership with Innovative Schools, a charter management organization in Delaware, DSA is scheduled to open for the 2016-17 school year, implementing the New Tech Network (NTN) STEM school design focusing on science, technology, engineering, and mathematics (STEM), utilizing a project-based system of learning. Student and teacher collaboration, experience and inquiry leads to a deeper learning experience. The ideal student graduating from DSA will not only gain knowledge of STEM concepts, but will learn how to collaborate with other professionals and will acquire the skills necessary to work in project-based work environments. Students will have the opportunity to experience all of the activities of a typical high school but with a particular focus on the rigor needed for STEM-related college majors and STEM-related careers. The school will be located in New Castle, Delaware. Its population is expected to be socio-economically diverse, drawing on both the urban core of Wilmington, Delaware and the surrounding New Castle County.

ABSOLUTE PRIORITY: Supporting high-need students (students living in poverty) – projects that are designed to improve academic outcomes and learning environments of students who are living in poverty and are served by schools with high concentrations of students living in poverty:

DSA's geographic focus is centered on the corridor between the City of Wilmington and Delaware City along Route 9 / Route 13 in the eastern portion of central New Castle County, Delaware. The region is characteristically residential and industrial with lower incomes and higher poverty rates than the state and county in general. The area encompasses portions of two school districts - Colonial and Christina- but expects to draw students from the four surrounding school districts: Brandywine, Red Clay, Colonial and Christina. Students are also expected to come from the state's largest urban core – the City of Wilmington, which historically was incorporated into four separate school districts, and as of 2015, consolidated into two districts. Both the City of Wilmington and the City of New Castle have higher rates of poverty than the remainder of the County (23.5% and 12.5% versus 10.7% respectively) and lower median income (\$39,761 and \$54,236 versus \$64,670 respectively). Colonial School District (the district with the highest number of estimated enrollment) has a total district enrollment at just under 10,000 students with 43.2% African American, 31.3% white, and 20.0% Latino/Hispanic.

The student population is expected to be 50% male and 50% female and will reflect the same amount of diversity seen in Wilmington and New Castle City communities. It is anticipated that the school will be a Title I Schoolwide program with about 60% of the student population qualifying for free or reduced price meals, and DSA will therefore qualify as a high-poverty high school, as defined in the Federal Register Notice for this funding opportunity. Public elementary

schools in these areas typically have on average 63% of their students eligible for free and reduced lunch programs.¹

Challenges for children living in 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 rate of abuse, neglect and crime; higher drop-out rates, and lower percentages of students graduating from high school.² It is anticipated that DSA will be drawing students from Wilmington's urban core and the corridor of eastern New Castle County.

NTN STEM schools across the nation speak to the success of this school design with graduation rates of 93%. For comparison purposes, in 2012, 88% of seniors graduated from NTN schools versus the national graduation rate of 81% (U.S. Dept. of Ed-2014). In 2014, the college enrollment rate for NTN graduates reached 83% and the college persistence rate (from freshman to sophomore year) was 84%. More importantly, the NTN project-based learning approach emphasizes student growth in higher order thinking skills. NTN measures these skills through a nationally-normed College and Work Readiness Assessment (CWRA), focusing on real-world and college-readiness skills. In the latest CWRA data, NTN students demonstrated 101% greater growth between their freshman and senior years of high school over a national comparison group of non-NTN schools.

A national deeper learning model, the NTN school design is based around project-based learning, technology, and individualized learning and resources.

¹ <http://elementaryschools.org/directory/de/cities/wilmington/>

² Kids Count 2014

Project-Based Learning (PBL) is at the heart of the instructional approach and is used across all disciplines and grade levels. In PBL – learning is contextual, creative, and shared. Students collaborate on projects that require critical-thinking and communication. For students living in poverty, differences in learning and progress in basic education are often limited due to social, economic and geographic factors. Learning may be delayed or incomplete for appropriate ages and expected grade levels. Utilizing the NTN-PBL format, instruction and content is scalable. Students working at different rates, with different aptitudes and learning approaches, and those with less experience with group work and content will be able to focus on more and / or less specific aspects of projects. Many of the courses will be taught by a certified teacher along with the support of a volunteer industry professional, allowing more time for teachers to assist students in the learning process. In addition, the PBL approach supports a deeper level of learning. Teachers use the project-based learning model to match the student’s readiness level and address the student’s interests and preferred ways of learning, while providing content that is appropriate to produce critical thinking skills. Teachers can address student needs through the level and intensity of content, using the product of the PBL exercise as a basis for re-learning, and through the group /peer process of assimilation of content through social interaction.

All students will have access to technology regardless of their ability to afford it. DSA will provide a 1:1 student to computer ratio (with concomitant training). More importantly, NTN schools use Echo, an online learning management system, to provide students, teachers, and parents with a “briefcase” of necessary information for the complete student experience, including content, schedules, project instructions and data and school-related information. Students will have access to a virtual repository of information at their fingertips, while parents and teachers can monitor the progress of the student’s success.

Additional resources will be offered to help ensure student success. First, all first-year students will attend an annual immersion program called Project Prep. This mandatory program, offered during July and August prior to entry, will introduce students to the PBL format, provide teachers with initial assessment data on student academic needs, and provide students with an opportunity to experience working in groups. Second, DSA will also utilize a pre-teaching program, in which students will spend short review time one-week prior to the introduction to new course content in order for students to preview the content and understand what to expect when the content is introduced. Third, DSA will utilize individualized advisement, individual learning plans and after school instruction to accelerate student learning.

COMPETITIVE PRIORITY 1: Supporting high-need students (students with disabilities, English learners) (3 points)

DSA will address two out of the three target areas listed in this grant notice under Competitive Priority 1 – Students with Disabilities and English Language Learners. NTN’s history of success with disadvantaged student populations provides for a culture in which students with special needs and English Language Learners (ELLs) expect to significantly achieve academically; therefore, improving the high school graduation and college enrollment rates among these underserved student groups. Across the NTN network, 11% of students are identified as special education students and 9% identify as ELL. Compared to non-NTN schools in the National Student Clearinghouse data (which is self-reported), NTN schools’ rates of graduation are 12 percentage points higher (93% vs. 81%) and college enrollment is 6 percentage points higher (72% vs. 66%). And among NTN High Needs schools (those with higher poverty and special education populations), graduation rates are 9 percentage points higher than the national average and college

enrollment rates are 11 percentage points higher (69% vs 58%). (New Tech Network. Student Outcomes Report. 2015).

As with other schools implementing the NTN model, DSA will provide students with an innovative and proven academic program that challenges them through deeper learning methods, such as scaffolding, in the PBL approach. This instructional strategy has demonstrated particular effectiveness for high-need subgroups, specifically students with disabilities, low-income students, and African-American, Latino and ELL students – student groups largely under-represented in the college-going population. Gibbons (2002) has demonstrated that scaffolding as a tool for teachers to use to support children to learn skills and how to apply them through the work they do and therefore to become independent learners.³

Students with Disabilities – Since DSA anticipates primarily serving students residing in the cities of Wilmington and New Castle, the student population is anticipated to be very diverse. In year one, DSA projects to have a 13.9% special education population (equal to statewide average 2014-2015), for a total of 34 students out of the 250 students enrolled in grades 9 and 10. Two Delaware certified Special Education teachers who each hold at least one highly qualified content area certification will be employed along with one special education teacher who will serve as the special education coordinator and/or provide push-in/pull-out services, if needed. As DSA grows and adds grades 11 and 12 in the two subsequent years, a similar projection for the number of special needs students is assumed. All related service providers and school psychologist(s) will be contracted to work with students in need of those services as documented in their IEP or

³ Gibbons, Pauline. (2015). Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom. Second Edition. Heineman Publishing. Portsmouth NH.

recommended in the Psychological Evaluation Report and agreed upon by the IEP team. 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).

For students who are being served under an IEP or 504 Plan, teachers and/or related school personnel will provide all necessary accommodations and modifications to course and project work, assisting students in achieving performance expectations. The approach for serving students with identified special needs will be through the Delaware Response to Intervention (RtI)⁴ process with blocks of intentional, intensive instruction at Tiers II and III for identified areas of struggling students' weakness that will assist those students in achieving the academic standards.

English Language Learners – In urban Wilmington, 8.0% of students are Hispanic and English Language Learners (ELL), so it is anticipated that DSA will have 8% ELL. As part of the enrollment process for all students at DSA, the Home Language Survey will be sent home for parents to complete. Instructions for these surveys will be available in various foreign languages. If a language other than English is marked, the school will evaluate any potential need for language instruction support. DSA will provide translators as needed to facilitate the evaluation process for parents and students. The student will be assessed based on WIDA- ACCESS (Assessing Comprehension and communication in English State-to-State) placement tests and baseline data gained will be used to set language acquisition goals and measure progress over the upcoming year.

ELL instruction will be delivered using the Sheltered Instruction Observation Protocol (SIOP) model. Teachers will promote English Language Proficiency Standards as well as content-

⁴ RTI Implementation Guide for Teachers. <http://www.doe.k12.de.us/domain/72>. 2015.

based standards within each of their lessons. For each content objective, students will also be responsible for a language objective.

All students, but especially those who are ELL or educationally disadvantaged 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, performance-based, and portfolio-based assessments can be used as multiple data points to ensure that students are performing as expected academically. Portfolio-based assessments are part of the NTN school design so students have a documented educational journey and goal-oriented mindset without language barriers.

INVITATIONAL PRIORITY: Commitment to attracting and serving students from diverse backgrounds as reflected in mission, vision or charter.

The DSA Board seeks to create opportunities for segments of the Delaware population who otherwise might never get the chance to use their talents, and welcomes the talent and perspective that comes from a diverse community. The Board's commitment to diversity is evidenced by the Diversity Statement adopted on June 30, 2014 (Diversity Statement, Appendix E-1). DSA is an open enrollment school with no prerequisites nor admission assessments. Marketing to students is targeted to underserved populations in the urban core and historically lower socio-economic region in the state. The goals for DSA are to achieve a 50/50 ratio of male/female student population and to have at least 60% of its population comprised of students from diverse ethnic and racial backgrounds.

SELECTION CRITERIA

Criteria 1: Quality of the proposed curriculum/instructional practices (15 points).

How the program will enable all students to meet challenging State student academic achievement and content standards

DSA is scheduled to open for the 2015-16 school year as Delaware’s first STEM-based NTN high school. As described in the Absolute and Competitive Priorities, student enrollment at DSA is expected to reflect a diverse student body with a majority of students qualifying as low-income. To address the unique needs of this student body, the DSA board selected the NTN school design for its proven track record of serving students “at risk” for academic failure, its increased graduation/college enrollment and persistence rates higher than the national average, and the ability of the NTN instructional design to facilitate STEM as the school’s core academic focus. Profile data of NTN STEM schools across the nation speak to the success of this school design with improving graduation rates (7% points greater than the national average of 81% (U.S. Dept. of Ed-2015) and increasing college enrollment (6% points greater than the national average of 66% (National Center for Education Statistics 2015), while serving students in poverty in urban, suburban and rural communities – up to 100% in some NTN schools. ⁵

Twenty-four schools in the NTN are STEM-focused. NTN’s emphasis on collaborative student engagement, integrated teaching, the unique use of assessment, and integration of 21st century skills maximizes the likelihood that students will graduate with the competencies needed in advanced STEM fields. Additionally, the NTN school design allows for the melding of STEM

⁵ <http://www.newtechnetwork.org/services/resources/2015-new-tech-network-student-outcomes-report>.

disciplines into courses such as history or English. By providing opportunities to integrate the arts and humanities into the sciences, it provides an appropriate platform for the application of Common Core Standards. Students are challenged to explore the possibilities of science and the implications for humanity. DSA will become the third NTN high school in Delaware, and join a national network of 172 schools in 28 states and Australia and China. Core practices may be found directly on the New Tech Network website.⁶

United States students typically rank lower than international students in industrialized nations in math and science. There is a strong belief among science, business, and education leaders that, in order for the United States to become more innovative and competitive, we must prepare more of our children through a STEM education. As part of the school culture, DSA students will be treated as business men and women in a professional environment where they are expected to work in groups to solve problems, complete intensive research, connect with experts in their community, and give public presentations of their learning.

Additionally, engineering education advances learning through student-centered project-based learning (PBL), which enhance student understanding of math and science concepts by making them relevant and more enjoyable. Engineering education bridges classroom lessons to real-world experiences and connects what is learned in school to the outside world.

The unique combination of the NTN model and a STEM academic focus positions DSA to be a forward-thinking and innovative school, preparing students to excel in the real world through the integration of rigorous content and 21st century learning skills.

⁶ www.newtechnetwork.org

Grade level or ages of students to be served

DSA will be enrolling 250 students for 9th and 10th grade in September 2016. We will be adding approximately 150 students each year for 9th grade thereafter. Total students for DSA will be between 625 and 650 students by year 4 (2020).

The curriculum and instructional practices to be used

A mapping of the coursework for DSA was approved as part of the charter application (Appendix E-2). The core focus is to develop integrated curriculum across disciplines (science, ELA, Social Studies, Math, Foreign Languages (specifically Spanish), Health and Physical Education, and the Visual and Performing Arts). This integration will include students from two different classes learning across the discipline in a collaborative and interactive project-based platform. The standards for these courses are in alignment with the State of Delaware's Curriculum Standards, Next Generation Science Standards, and the curricula and assessments developed by statewide coalitions, namely Delaware Science Coalition, Delaware Social Studies Coalition, and the Delaware Math Coalition. Other course content will be developed in cooperation with NTN and other model NTN STEM schools (e.g. The Academy, Santa Ana, CA).

Pathways Coursework:

Prior to their second year, DSA students will choose one of three pathways based on their interests: engineering, environmental science or biosciences. DSA's pathways focus both on college-readiness and career and technical training.

Explorations of STEM (Year 1): This full year course will introduce 9th grade students to STEM fields while providing a foundation for future STEM courses. The goal is to introduce students to engineering standards, research, analysis, global impacts, and technical documentation. The syllabus will include a basic introduction to the engineering fields which employ scientific

and mathematic principles to develop, produce, use, and assess products related to renewable energy and the environment. Activities will include hands-on, PBL opportunities that enhance problem-solving skills, teamwork and collaboration. Students will apply their knowledge of research and design to create solutions and communicate their findings to peers and members of the professional community.

Engineering STEM Pathway (Years 2-4): The content of the coursework in the Engineering STEM Pathway will introduce students to specialized areas of engineering, such as electrical and mechanical engineering, biotechnology, civil engineering, energy and electrical and manufacturing. More advanced classes in this pathway will focus on design, technology and support services, allowing students to discover areas where the application of principles are needed to support projects or job-related tasks. Students will spend time solving problems posed by local and regional engineers, completing internships in the field, collaborating with other STEM students from across the NTN, and working with engineering mentors. The advanced engineering courses, in partnership with the physics course, will be diversified and rigorous enough to prepare students to take the AP physics, electricity and magnetism, or mechanics exams.

Environmental Sciences STEM Pathway (Years 2-4): The content of the coursework in the Environmental Sciences STEM Pathway will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, identify and analyze environmental problems both natural and human-made, evaluate the relative risks associated with these problems, and examine alternative solutions for resolving or preventing them. Students will draw from a variety of disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography to solve problems posed by local and regional scientists and engineers. As juniors and/or seniors, students will complete internships in

the field, collaborate with other STEM students from across the NTN, and work with environmental science mentors from the region. To build the curriculum, teachers will integrate content from leading STEM resources such as Project Learning Tree and the National Institutes for Environmental Health with the AP Environmental Sciences syllabus, preparing students to take the AP Environmental Sciences exam at the end of their senior year.

BioSciences STEM Pathway (Years 2-4): DSA has received a grant from the DuPont Company to develop a biosciences career and technical pathway for students to develop skills necessary to work in STEM-related bioscience environments such as pharmaceutical, medical technology, laboratory and life science industries. The pathway will specialize in the laboratory protocols, technology, safety and testing, and students will benefit from placement in professional, external corporate environments to practice workplace skills. The Delaware Department of Education (DDOE) will review this pathway for potential adoption in DSA and adoption statewide after an initial year of testing.

Career and Technical Education: The STEM pathways will apply to technical training for students to gain skills as an option to enter the workforce after graduation. Working with the DDOE, Delaware Technical and Community College and local unions, students will participate in state-approved CTE credit courses in information technology, agricultural sciences (biology and chemistry-based coursework in areas such as horticulture) and engineering. Dual credit programs will also be offered through local colleges, such as Delaware Technical and Community College for students wishing to obtain college credit while studying on the high school level.

Instructional Approaches

Project-Based Learning (PBL): PBL is at the heart of the instructional approach used by all NTN schools and will provide a living laboratory of contextualized learning experiences for students. PBL provides a context and structure for integrating academic, technical, and career skills into holistic learning opportunities. Students will collaborate on meaningful projects that require critical-thinking, creativity, and effective communication in order to answer challenging questions or solve complex problems. Students will be assessed on their understanding of academic content and on their ability to successfully apply that content using 21st century skills. PBL will give students the opportunity to develop the real life skills required for success, and will lead to greater student engagement. Research shows this is associated with higher student achievement (Appendix E-3). Through its partnerships with area engineering firms and STEM industry professionals, projects at DSA will be contextualized with problems presented within the engineering, environmental science and bio-science fields. Students will develop solutions utilizing well-tested precepts and state-of-the-industry approaches. Mentors will work with students to apply concepts and knowledge. This approach will provide students with cooperative learning environments, encourage independent thinking, and test application of knowledge while meeting state and national standards.

Technology: Technology will support the school's innovative approach to instruction and culture. In conjunction with the 1:1 student to computer ratio, every student will become a self-directed learner. As an NTN school, DSA will also make use of Echo, an online learning management system, which will connect students, teachers, and parents to each other and to NTN student projects across the country.

During the planning year, the Chief Academic Officer will work with the Executive Director and CMO to request guidance from the Delaware Center for Educational Technology to develop policies and procedures to manage the 1:1 technology environment, and to outline the school's acceptable use policies. The policies and procedures for computer use will be included in the Student/Parent Handbook and communicated to parents at information sessions prior to enrollment and at the beginning of each school year. Additionally, during daily advisory periods, lessons from iSafe will be used at all grade levels to ensure that DSA is in compliance with the Children's Internet Protection Act. The incorporation of iSafe lessons will be more robust in 9th and 10th grades and gradually decrease as students demonstrate responsibility in appropriate online behavior.

Integrated Coursework: Integrated Coursework will demonstrate to students that knowledge is used most effectively and deeply when integrated across disciplines. At each grade level, there will be at least one integrated course, including CaGE (Civics, Geography, and English); Biolit (Biology and Literature), American Studies (American history and literature); and Mathematical Motion (Physics and Math). The integrated courses will be team-planned and team-taught, meeting standards for each content area through cross-curricular projects and the integration of themes and ideas across disciplines. Integrated courses will be supported with two teachers. To house the integrated courses, the facility will be organized with classrooms that are large enough to support team-teaching in a technology-rich environment, and equipped with furniture that allows for collaboration and flexibility.

Business and Community Partnerships: DSA students will have the opportunity to work with business and community organizations for internship and cooperative workplace placement in the

students' junior and senior years. In addition, students will be required to spend 40 hours of community service work geared toward their respective pathways.

College and Career Readiness: Rigorous core courses will meet state standards for college readiness and increase student eligibility for admission to four-year colleges and universities. To ensure that all standards for college readiness are met, all projects will be aligned to Common Core Standards for ELA and math, the Next Generation Science Standards for science, or to the Delaware Prioritized Standards through curriculum mapping, careful project development, and peer review in Professional Learning Communities (PLCs).

Professionalism and 21st Century Skills: NTN schools are designed to replicate a modern workplace. Teachers will instruct and evaluate students on their level of both 21st century skills and professionalism as students work in their project groups and exhibit their learning. Assessment strategies and tools used across content areas, such as rubrics and checklists, will reflect the student's application of 21st century skills.

Criteria 2: Extent to which proposed project will assist educationally disadvantaged students in meeting State academic content and achievement standards (5 points).

To address the needs of students who are determined to be educationally disadvantaged based on their prior school record including state assessment and nationally normed tests, DSA will have individualized learning plans developed that focuses on their strengths and challenges. The plan will utilize a mixture of extended school year through a summer immersion program (Project Prep, an annual eight week immersion program in July and August for all students entering 9th grade, with the exception of 2016 when both 9th and 10th grade students will participate in the program), pre-teaching programs for students to review content one week prior to the content being

introduced to the classroom, and supervised after school time for tutoring and projects. By its very design, PBL is intended to allow students to develop critical thinking skills more quickly than in traditional classroom settings. The collaborative nature of PBL will also allow students to interact with peers and develop soft skills to which they may not have had exposure. Students will be exposed to PBL during the summer immersion program so that they are adequately prepared for the experience once in school. Teachers will also be assisted by industry professionals on a regular basis to provide more opportunity for teachers to address students with lagging performance. Lastly, technology will be provided through 1:1 student to computer ratios along with concomitant in-class training in the use of basic software (Microsoft Word, Excel, Powerpoint) and technical software (CAD, spectral analysis, etc.). Those students with limited or no introduction to computing will have an opportunity to work on these introductory skills during the summer immersion program (Project Prep).

Criteria 3: Quality of strategy for assessing achievement of charter school's objectives (15 points).

Comprehensive Plan for Achieving Objectives (as defined in the school's charter)

In addition to the content standards articulated by Common Core Standards, Next Generation Science Standards, and Delaware Standards, students at DSA will be expected to meet 21st century learning standards. Specifically, assessments will be set in the following areas:

Project Specific Performance Measures and Performance Targets

Goal Area #1: Academic Achievement and Adequate Yearly Progress	Measurement	Target	School Year Introduced
Target 1.1: All students - Annual growth in reading, math, science and social studies	Smarter Balanced	Exceed State Average	2017-2018
Target 1.2: 10th grade - Science Standards	Science Assessment	Meets or exceed state standards	2016-2017
Target 1.3: 11th grade - Smarter Balanced Assessment	Smarter Balanced	Exceed State Average	2017-2018
Target 1.4: 12th grade - College and Workforce Readiness Assessment	CWRA	Growth of 77% or better between 9th and 10th grade	2016-2017
Target 1.5: All students - Annual growth in writing mechanics	Writing rubric	Growth between benchmark and final assessment	2016-2017
Goal Area #2: The Path to College and Career Readiness	Measurement	Target	
Target 2.1: Dropout rate of students	Dropout rate	Less than 3%	2016-2017
Target 2.2: SAT	SAT	1550	2018-2019
Target 2.3: Graduation Rate	Graduation Rate	90%	2018-2019
Target 2.4: College enrollment average at two and four year institutions	Enrollment	80%	2018-2019
Target 2.5: College persistence rates in postsecondary school	Persistence Rate	80%	2018-2019
Target 2.6: Community service and internship participation	Hours	40 hours	2016-2017
Target 2.7: College and Workforce Readiness Assessment	CWRA	Growth rate of 77% b/n 9th and 12th grade	2016-2017
Goal Area #3: Trust, Respect, and Responsibility	Measurement	Target	
Target 3.1: Average daily attendance at DSA will meet or exceed the state's average	Daily attendance	95%	2016-2017
Target 3.2: Number of suspensions school-wide	Suspensions	Less than 5%	2016-2017
Goal Area #4: School Satisfaction and Market Accountability	Measurement	Target	
Target 4.1: Parents/guardian satisfaction rate	Annual Survey	80% or better	2016-2017
Target 4.2: Annual enrollment target	Annual enrollment	80% or better of projected total	2016-2017
Target 4.3: School-wide student attrition rate	Student attrition	Less than 5%	2016-2017
Target 4.4: Teacher turnover rate.	Teacher turnover	Less than 10% annually	2016-2017
Goal Area #5: Leadership and Management Accountability	Measurement	Target	
Target 5.1: Board Selection and Training	Delaware Code	100% of Board trained by end of planning year	2016-2017
Target 5.2: Citizen Budget Oversight Board	Delaware Code	CBOC established by end of planning year	2016-2017
Target 5.3: Professional development	Training Plan	Professional development program for administrators and teachers in place by end of Year 2	2017-2018
Target 5.4: Audit and Financial Statements	GASB	No material findings or concerns	2016-2017

Data Management:

PerformancePLUS assessment and curriculum management software will give DSA the tools needed to make positive changes in the classroom. This powerful student assessment

software keeps administrators and teachers informed of what is working and what is not. PerformancePLUS enables data-driven decisions that enhance instruction and increase student achievement utilizing standards-based curriculum management, longitudinal performance tracking, and support for benchmark and formative assessments. The curriculum mapping software will be used by DSA to give teachers and staff the ability to create, manage, analyze, and update lessons, units, and the entire curriculum. They will also be able to analyze the exact strengths and weaknesses of their curriculum, so they can make improvements every day.

PerformancePLUS student assessment integrates with the rest of the SunGard eSchoolPLUS application that the school will be using to track student attendance and discipline. SunGuard's eSchoolPLUS software will be used by DSA as a comprehensive student information management tool. The SunGard K-12 student information management system will be utilized to assist with organizing and disseminating information including enrollment, smart notifications, classroom management, student information management and home access.

The overall management of data including both student results and parent involvement will be the responsibility of the school's Operations Manager who will create monthly and quarterly Board reports on progress toward goals.

Assessments

In math, teachers will use the interim assessments available through the Interactive Math Program (IMP). This program is aligned to Common Core State Standards, and assessment items will capture the instructional and cognitive shifts required by Common Core: deeper understanding, increased focus and coherence, and the application of mathematics to real world learning. The tasks within the IMP assessments are comparable to the performance-based items that have been released by the Smarter Balance Assessment Consortia.

In reading, teachers will use a variety of tools as interim assessments to monitor student growth and to signal improvement. Student's work in literacy will primarily be assessed through project work that is integrated across the content areas. This work will be assessed using teacher-developed rubrics that define which reading standards fall well below, approach, meet, or exceed reading standards. Teachers will plan formative assessment measures to monitor student progress and provide feedback. The project and oral communications rubrics will be developed for two clusters (9-10 and 11-12) in alignment to Common Core and will align with assessment rubrics provided through the Smarter Balanced Assessment Consortium to assess performance-based tasks.

DSA will be a member of the Delaware Social Studies Coalition and will use the formative and summative assessments, transfer tasks, and rubrics developed by the Coalition. In the integrated social studies courses (grades 9, 11, and 12), for the units in the curriculum map that are not developed by the Social Studies Coalition, the DSA teachers will use materials, assessments, and rubrics from the NTN Project Library, a resource of project outlines, instructional guides, assessments and rubrics developed by master teachers across the NTN.

For science, DSA will use the formative and summative assessments and rubrics defined in the curriculum materials developed and adopted by the Delaware Science Coalition. Now that Delaware has officially adopted the Next Generation Science Standards, the science teachers from DSA will work with the Science Coalition, as opportunities are available, to re-align instruction and interim assessments to these standards. For the science courses that have not been fully developed by the Science Coalition, teachers will use the instructional materials and interim assessments developed through NTN resources and modeled from other NTN STEM schools.

In Spanish, teachers will use teacher-created interim assessments that are aligned to the Delaware Prioritized World Language Standards, and the enduring understandings, essential questions, and learning targets reflected in the curriculum maps. Both formative and summative assessments will reflect the various modes of communication, including interpersonal, presentational, and interpretive tasks. The Spanish teacher will use rubrics from the DDOE World Language website to articulate expectations for the assessment, to guide the development of the students' products, and as the final assessment tool.

In the physical education program, the physical education teacher will use the model units available on the DDOE Physical Education webpage which are aligned to Delaware's Physical Education Standards. These model units provide performance assessments and rubrics to assess both the student's performance of the fitness concept and written responses which articulate understanding. For units of instruction for which there are no model units, the teacher will create assessments and rubrics similar to those found in the model units and ensure they are aligned to the Physical Education Standards. Students will also participate in the Fitness Gram assessment at the beginning and end of the physical education course.

In health, teachers will use the assessments defined by the model health units available on the DDOE website. Additional materials and assessments outside the DDOE model health units will come from www.Healthteacher.com or will be teacher-created and aligned to the Delaware Health Education Standards and the enduring understandings, essential questions, and learning targets reflected in the curriculum maps.

In the visual and performing arts, teachers will use teacher-created interim assessments and rubrics that are based on Delaware's Visual and Performing Arts Standards. The assessments will be largely performance based and will evaluate students' capacity to demonstrate their

understanding of theoretical concepts of the visual or performing arts and their ability to create artworks and musical interpretations and compositions.

Criteria (4): Extent of community support and parental and community involvement (10 points).

Extent of community support for the application (5 points)

DSA enjoys broad support from parents, local businesses, and the surrounding community, as evidenced by the letters of support that may be found in Appendix C. A Technical Advisory Group (TAG) consisting of, among others, engineering, environmental and bioscience industry professionals has also been instrumental in the planning of the school design and implementation (Appendix B). While not only being professionals in their fields, the members of this group are parents and community members who are committed to developing a school of excellence. Endorsements, financial support and technical advice and support have been provided by a number of community groups including Junior Achievement, Boys and Girls Club of Delaware, Latin American Community Center, Foundation for the Advancement of Minorities in Engineering, Canaan Baptist Church, the Longwood Foundation and the Gilliam Foundation.

How parents and other members of the community will be involved in the planning, program design, and implementation of the school (5 pts)

Since the beginning of the planning for DSA in 2013, leadership has met with many community groups, including the Latin American Community Center, the Delaware Indo-American Association and the various churches in the geographic area. In addition, we held community meetings to meet with prospective parents of students throughout 2014-2015, and received consistent feedback about the necessity of the PBL model for students who desire to learn

in a practical, hands-on way. As a result , we have developed a STEM curriculum geared toward career and college interests expressed by students and parents. For example, the biosciences pathway is a direct response to parents indicating the need for students to access training for future work in the life and health sciences professions.

Teachers and parents have been and will continue to be involved in the leadership and decision-making within the school. Per our bylaws, 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. Other efforts include the creation of a Parent / Teacher organization (PTO) and parent participation on the Technical Advisory Group. Once the school opens, parents and teachers will also be represented on the schools' Citizens Budget Oversight Committee (CBOC) and Advisory Board. It is anticipated that parents and teachers will assume leadership roles through their involvement with the Board, TAG, CBOC and PTO. Through all of these opportunities, parents and community members will continue to serve as critical resources for identifying needs, corralling resources, organizing and running events, and serving as primary ambassadors to promote the school.

How parents and other community members will be informed about the charter school and how students will be given an equal opportunity to attend the charter school

Parent and community communication will be facilitated through the TAG Communications and Outreach Committee and will include: 1) holding town hall meetings with civic associations, community groups and civic leaders, particularly in low-income neighborhoods, to provide information about DSA, answer questions, and gather feedback for possible modifications; 2) reaching out to various public schools and charter schools in Wilmington and New Castle that serve students in grades K-8 during “high school information”

events; 3) partnering with non-profit community groups supporting diverse student populations, such as Girls, Inc., Junior Achievement, Latin American Community Center, Forum to Advance Minorities in Engineering (FAME), and Boys and Girls Clubs to inform their constituencies about opportunities to attend the school; and 4) 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. During these events DSA will offer free child care and refreshments to make attendance at parent information sessions easier for families. The school has a media strategy for communicating with parents and the community which includes working with local press outlets to publish stories about the school's progress; 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; utilizing social media strategies; and publishing information about the school in both English and Spanish.

DSA will advertise during the state-required open application period from November 1st through the 2nd Wednesday in January (to align with Delaware's Choice Law) of the year preceding enrollment. This process is required for all public schools, both traditional and charter, if a child wishes to attend a school outside of their designated feeder pattern. All completed applications with signed letters of intent received prior to the deadline will be included in the lottery process, if one is needed. All applications for grade levels that are oversubscribed at the end of the open application period will be subject to a lottery.

DSA will publicize and hold a lottery in public, applying preferences as stated in the school's charter and in accordance with state law. When there are more applicants for grade level enrollment than 'seats available,' admissions preferences shall be applied: 1) Children with siblings concurrently enrolled at DSA; 2) Children of the school's founders; and, 3) Children of

staff members employed on a permanent basis by DSA for at least 30.0 hours per week during the school year. When a lottery is needed, it shall be public; the date and location will be advertised in advance. At that time, an objective community member having no ties to DSA, or a representative from the DDOE, along with members of the school's Board, shall be in attendance. DSA's enrollment policies may be found in the school's charter application. .

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.

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

Extent to which the applicant encourages applications for employment from persons who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (2 pts):

DSA values and celebrates diversity, as evidenced in their Statement on Diversity, and seeks to promote diversity in both their student population and staff. We recognize that having a diverse staff will be key to creating a culture which embraces a diverse student population. DSA and Innovative Schools are Equal Opportunity Employers. DSA has an aggressive recruiting campaign for teachers and staff beginning in November 2015, with screening of candidates in January 2016 and hiring in March 2016. DSA will utilize national, regional and local search models to seek candidates. National efforts will include working with NTN to recruit through their PBL certification programs and other NTN schools, publications and newsletters. Also, we will recruit through Teach.org and Quest job boards (of which 1/3 are candidates of color). Regional efforts will include attending recruitment open houses at colleges throughout Pennsylvania, New

Jersey, Delaware and Maryland, seeking graduates in education, engineering and science, for potential entry into certification. Locally, we are working with Wilmington University, Delaware Technical Community College, Delaware State University (a Historically Black College and University) and the University of Delaware education programs to seek teachers. Two of our most promising recruiting environments – Delaware State University and Wilmington University – have a greater number of minority representation among their students, which provides greater opportunities for minority teacher and staff selection. An Innovative Schools Human Resources Specialist will support DSA in the efforts to increase the number of diverse candidates.

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

The School leadership, NTN, and Innovative Schools teams will work together to ensure the successful startup of DSA. A more detailed description of these relationships is provided in Selection Criteria 6-Quality of Management Plan.

School Leadership Team:

J. Brett Taylor, Ed.D. is the Founder and Executive Director of DSA with responsibility for legal, financial, facility and governance aspects of the school. He will serve as the **Project Manager** for this grant. Dr. Taylor's professional experiences mirror much of the Delaware STEM Academy's philosophical and practical content, cutting across multiple disciplines, such as transportation, public finance, education and environmental science. His experience in local, regional and federal public policy helped shape the vision for DSA in order to address the critical need for students capable for entering the engineering, environmental science and bioscience industries. As Chief Financial Officer for the Red Clay Consolidated School District Dr. Taylor was a member of the

District Charter Authorization Committee, created the Red Clay Education Foundation, managed the district's \$88 million capital renovation program and was responsible for the fiscal and operational aspects of the district. He participated in capital, operational and curriculum planning for the newly formed Conrad Schools of Science. He is an adjunct professor in the MBA Environmental Stewardship program at Wilmington University. Dr. Taylor holds a doctorate in Educational Leadership from the University of Delaware, writing his dissertation on the efficacy of state capital funding for charter schools. He also holds a Bachelor of Arts in Political Science from West Chester University of Pennsylvania and a Master of Public Administration from the University of Rhode Island.

Laura Jennice: Ms. Jennice is the Chief Academic Officer, responsible for all aspects of both the student and parent experience at the school. Ms. Jennice has demonstrated experience in the areas of school administration, classroom instruction and project-based learning. She is a graduate of the Delaware Leadership Project and a certified school leader. Her past experiences include teaching ELA at the middle and high school levels in Kentucky and Indiana, while serving as class advisor, student government advisor and SAT/ACT coordinator. In Delaware, Ms. Jennice served as a facilitator and principal-in-residence at the Delaware New Tech Academy, which is the state's first comprehensive academic program featuring project-based learning and daily use of technology in the classroom. In 2015, she also served as Project Manager for the opening of First State Military Academy, an NTN school in Clayton, Delaware. Ms. Jennice holds a Bachelor of Education in Secondary Education with a major in English and Master of Education in Secondary Education from Indiana University.

Innovative Schools Leadership Team:

As CMO for DSA, Innovative Schools' (IS) Leadership Team will serve in key roles for the planning, program design and initial implementation activities of the school. Led by Matt Swanson, Executive Chairman, and Riccardo Stoekicht, Chief Operating Officer, team members will serve to ensure the successful launch of the DSA, assist with the development of NTN's innovative school design elements, provide leadership and organizational management to executing all project tasks, build the Board's capacity for effective school governance through the IS Board Development Program, support effective curriculum development and implementation, and ensure strong fiscal management.

Non SEA Grant Project Director: Teresa Gerchman is the Chief Schools Officer for Innovative Schools with responsibility for supporting the implementation and management of the schools being serviced by Innovative Schools as a CMO. Prior to joining Innovative Schools in 2014, Ms. Gerchman worked for EdisonLearning Inc. for 11 years, serving as Vice President of Educational Services, supporting charter schools in leadership, pedagogy & curriculum, student and family support, assessment for learning, and learning environment. She also worked with the Alliance Division to turn around restructuring schools in Hawaii, Pennsylvania and Delaware, increasing academic performance and also building leadership capacity at each school to ensure ongoing success. Prior to joining EdisonLearning, Ms. Gerchman served as an administrator in two EdisonLearning K-8 charter schools in upstate New York where she was responsible for teacher supervision, student discipline, and management of the special education departments. Ms. Gerchman served as a classroom teacher for 17 years before she became an administrator. During her career, she has worked in partnerships with local BOCES with numerous school districts to develop district-wide curriculum. Ms. Gerchman worked for the New York State Education

Department as a part of the NYS Regents exam test development team and also served as a professional development consultant for various districts in New York, Pennsylvania and Maryland. Ms. Gerchman received a Bachelor of Science in Chemistry from University of Buffalo, a Master of Science in Science Education from SUNY Cortland as well as a Certificate of Advanced Study in Educational Administration from SUNY Brockport.

IS Program Manager: Cassandra McKay serves as the Program Manager for a number of the schools that Innovative Schools manages, including DSA. Ms. McKay is responsible for coordinating and managing all support services provided by Innovative Schools and its partners. She is also responsible for assisting with student recruitment, managing the state's data systems, and monitoring the workplan to ensure successful delivery of services and compliance with charter requirements. Ms. McKay's most recent past positions were Systems Administrator, School Operations Manager, and Enrollment and Marketing Coordinator at the Red Clay Consolidated School District and MJM Charter School. Ms. McKay earned her Bachelor of Arts in Communications and Sociology from Caldwell University and has worked in a variety of positions in public relations, communications, and promotions in addition to working as a news producer, director and anchor.

Sean Gallagher, Executive Director of the Leadership Division for Innovative Schools with responsibility for the Delaware Leadership Project and Advancing School Leaders program. He will be supporting Dr. Taylor on the professional development of the teacher/leadership cadre. His professional experiences include leading the 2013/2014 turnaround work for EdLabs, the Education Innovation Laboratory at Harvard University; leading the turnaround of low performing charter schools for Democracy Prep Public Schools in New York and Camden; as well as serving as founder and executive director of Akili Academy of New Orleans and vice principal of

Independence Charter School in Philadelphia. Most recently as the Deputy Superintendent of New Jersey's Camden City School District, Mr. Gallagher led an overhaul of the culture of leadership and instruction for the district with a focus on school leader coaching and instructing them in giving regular feedback to teachers.

IS Financial Advisor: Karen Thorpe is a fiscal trainer and policy advisor for Innovative Schools. She will manage the financial aspects of this non-SEA grant. Ms. Thorpe spent 38 years working in the public and private sectors in finance and accounting. From 2002 until 2013, she served as the Director of Business of the Colonial School District. Prior to working at Colonial, Ms. Thorpe was the Business Manager of the Christina School District. She was twice awarded the Delaware School District Business Manager of the year. Ms. Thorpe was instrumental in the implementation of the Delaware statewide payroll and finance systems.

New Tech Network:

NTN representation will also be central to the Leadership Team for this project. NTN are contracted to continue to support the school's implementation for the next four years in order to ensure the NTN model is implemented with fidelity.

NTN Director, School Development: Nick Kappelhof is responsible for engaging the DSA board in the exploration, planning, and implementation process of the NTN model at DSA will continue to support DSA throughout the first three years of implementation. Prior to joining NTN in 2013, Mr. Kappelhof served as Principal of a project-based high school in San Francisco with Envision Education, and as Assistant Principal at lead a new, project-based high school in New York City supported by the Bill and Melinda Gates Foundation. Before working as a school leader, he taught English Language Arts at every grade level from 7 through 12.

NTN School Development Coach: Jeff de Varona is responsible for coaching, training, and consulting services in order to support the implementation of the NTN design principles and achieve improved student learning outcomes. Prior to joining NTN in 2014, Mr. de Varona was a founding facilitator at Niles New Tech in Michigan. Mr. de Varona began working with NTN in 2012 to develop math curriculum and pilot the creation of performance tasks that are now known as College Ready Assessments.

Criteria 6: Quality of the management plan to achieve objectives of proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones (15 points).

Innovative Schools' Chief Schools Officer Teresa Gerchman, as Project Director, 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 Non-SEA grant, the school's Executive Director, J. Brett Taylor, Ed.D. will serve as Project Manager with specific responsibilities directly tied to the successful implementation of the project activities on time and within budget. Effective and successful implementation of the grant will also require extensive coordination and collaboration with parents and our community partners. The resumes of the Project Director, Executive Director and Chief Academic Officer are included in Appendix B.

The strategic development and management of DSA will be a function of the collaborative and complementary relationship between the Board of Directors, senior leadership of DSA, and the leadership of the CMO, Innovative Schools. The CMO will provide guidance and accountability for the launch of the NTN platform and compliance with all State laws, regulations and academic standards as well as being a thought partner on facility development and the student

experience. The DSA Board has fiduciary, legal and management oversight responsibility for the operation of the school. The DSA senior leadership, who will operate the school, is accountable to the Board.

DSA has developed a dual leadership team consisting of an Executive Director, responsible for the operational aspects of the school, and a Chief Academic Officer (Principal), responsible for the academic rigor and student experience. This arrangement is based on research that the lack of adequate experience and time on task by principals is a major contributor to failing schools. A dual leadership arrangement will allow the Chief Academic Officer to focus on the most important aspect of the school – student success – while the Executive Director manages the administrative and financial aspects.

The DSA Board consists of 13 members (of which two seats are vacant) who represent a broad cross section of management leaders in various industries. (Appendix B). Members include chief executive officers of local and regional companies including engineering, environmental consultants, commercial and residential developers, the science community and legal counsel. The Board also has parent and educator representation (as prescribed by the Delaware Code). The Board has taken an active role in the development of the school, particularly in financial oversight, fundraising, and capital planning. In addition, as per 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 DSA, 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). CBOC training will be

provided by DDOE to ensure the committee has been adequately prepared to assume their responsibilities.

DSA has contracted with Barbacane Thornton, a leading accounting firm for charter schools in Delaware and Pennsylvania, and Saul Ewing, LLP, the leading legal counsel for charter schools in Delaware.

The DSA Board has a 5 year contract with Innovative Schools (IS) to serve as the Charter Management Organization (CMO) to:

1. Serve as main partner with NTN and support full implementation of the NTN STEM academic program;
2. Build the capacity of the DSA 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 2018.
3. Provide accounting and financial services, including accounts receivable, accounts payable, payroll, budget development, pension accounting, capital spending and personnel recordation through First State Financial and the Payroll Human Resource Statewide Technology (PHRST) system;
4. Assist in the establishment of a Citizens Budget Oversight Committee (CBOC) and development of DSA's annual budget;
5. Monitor all state-required financial Internal controls including approval of the 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; and

6. Work with DSA's independent auditing firm to prepare the school's annual financial statements, Single Audit, IRS 990 reports.

DSA will follow the Delaware State Budget and Accounting Policy Manual as it relates to all transaction regulations, guidelines and filing procedures and will use the First State Financials (FSF) system for all financial, accounting, and purchasing transactions.

Projected Financial Outlook: 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.

DSA has developed a five year financial plan for the school, which includes revenue estimates for state appropriations and local school district cost-share based on student enrollment, and private contributions as well as expenditure projections. A combination of these funds will provide for continued operation and sustainability following the expiration of Federal Charter School Program non-SEA funds. This five year plan is included in Appendix E-5.

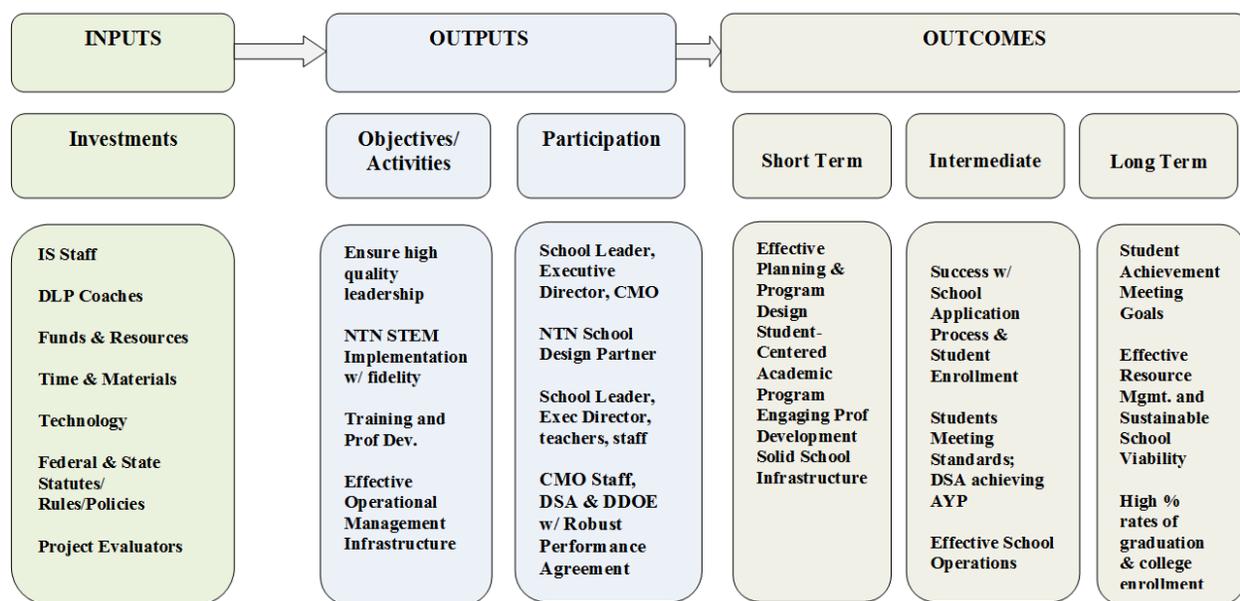
Management Plan to Achieve the Objective of the Project: The following page outlines the general plan for achieving the project objectives on time and within budget.

Major Milestone Timeline - Management Plan				
Planning Year				
Year 1	Year 2	Year 3	Major Objective	Activity
Sep-15			Facility	Finalize Lease Arrangement with Facility
Sep-15			Curriculum Development	Prepare Student Recruitment / Marketing Materials
Sep-15			Governance	Board Training - Financial Accountability
Sep-15			Facility	Begin Design for Fit out, collaborative spaces and Labs
Oct-15			Funding	Apply for Non-SEA Federal Start Up Grant
Oct-15	Oct-16	Oct-17	Funding	Begin Fundraising Campaign for Corporate and Individual
Oct-15	Oct-16	Oct-17	Student Recruitment	In-School Open House
Oct-15	Oct-16	Oct-17	Student Recruitment	Community Open House
Oct-15	Oct-16	Oct-17	Funding	On-going Grant Preparation and Submission
Oct-15	Oct-16	Oct-17	Student Recruitment	In-School Open House
Oct-15	Oct-16	Oct-17	Student Recruitment	Community Open House - LACC/ West End
Oct-15			Curriculum Development	Begin BioScience Pathway Development
Nov-15			Curriculum Development	Finalized Course Schedule and Begin Development Process
Nov-15	Nov-16	Nov-17	Funding	On-going Grant Preparation and Submission
Nov-15	Nov-16	Nov-17	Human Resources	Begin teacher/staff recruitment process
Nov-15	Nov-16	Nov-17	Student Recruitment	Begin official student choice enrollment period
Nov-15	Nov-16	Nov-17	Student Recruitment	In-School Open House
Nov-15	Nov-16	Nov-17	Student Recruitment	Community Open House - Canaan Baptist Church
Dec-15			Curriculum Development	Engage NTN in Curriculum Development
Dec-15	Dec-16	Dec-17	Student Recruitment	In-School Open House
Dec-15			Facility Development	Begin Technology Planning, Procurement and Fit Out
Jan-16			Funding	Inaugural Citizen Oversight Board Meeting
Jan-16	Jan-17	Jan-18	Human Resources	Begin Teacher/Staff Screening Process
Jan-16	Jan-17	Jan-18	Student Recruitment	End of Choice Period for District Schools
Jan-16			Operations	Food Services Contracts Finalized
Jan-16			Curriculum Development	Partner Programming Finalized (JA, B&G clubs)
Jan-16			Curriculum Development	Develop/approve/submit charter performance agreement to DOE
Jan-16			Curriculum Development	Finalize Delaware Science and Math Coalition Agreements
Feb-16	Feb-17	Feb-18	Student Recruitment	Begin E-School Data Entry
Feb-16			Facility Development	Initiate facility fit out design and procurement
Feb-16	Feb-17	Feb-18	Human Resources	Completion of Teacher Hiring
Feb-16			Operations	Transportation Contracts Finalized
Mar-16	Mar-17	Mar-18	Human Resources	New Tech Training for Teachers
Mar-16	Mar-17	Mar-18	Curriculum Development	Content and Project Integration Process begins
Mar-16			Curriculum Development	Develop RTI Plans and Structures
Apr-16			Student Recruitment	Deadline for 80% of Student Enrollment Target
Apr-16	Apr-17	Apr-18	Student Recruitment	Review and exchange files and IEPs for incoming students
May-16			Facility	Delaware DOE Inspection of Facility
May-16	May-17	May-18	Curriculum Development	Materials ordering
May-16	May-17	May-18	Curriculum Development	Submission of Consolidation Grant Application
Jun-16			Facility	Certificate of Occupancy Required
Jun-16			Curriculum Development	ESL Development Finalized
Jun-16			Curriculum Development	Special Education Development Finalized
Jun-16			Curriculum Development	CTE Development Finalized
Jun-16			Curriculum Development	Gifted / Advanced Placement Finalized
Jun-16			Curriculum Development	Arts Programming Finalized
Jun-16	Jun-17	Jun-18	Curriculum Development	Accept Delivery of Curricular Materials
Jun-16	Jun-17	Jun-18	Curriculum Development	Accept Delivery of Instructional Technology
Jul-16	Jul-17	Jul-18	Facility	Clean School
Jul-16			Facility	Dedication Ceremony
Aug-16	Aug-17	Aug-18		School Opening

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

PROJECT GOAL: To support the successful planning, program design, and initial implementation activities for Delaware STEM Academy, 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.



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 Delaware STEM Academy (DSA); the school’s charter was approved by the State Board on

Education on April 17, 2014 (Approval Letter- Appendix E-6). DSA's approved charter application (Appendix E-2) serves as the basis for the Performance Agreement and will function as an enforceable contract between the school and DDOE, once that is developed in the next months. The term of this agreement is consistent with the charter's approval term and is prescribed by law. For new charter schools, the term expires at the end of the fifth fiscal year following the charter's initial approval.

The Performance Agreement is currently in development and will fully describe how student and school performance will be measured relative to the academic, financial and organizational performance frameworks. The Performance Framework sets the academic, fiscal, and organizational standards by which Delaware's public charter schools will be evaluated, informing the authorizer and charter school about each school's performance and sustainability. More information about the Charter Performance Agreement and the Annual Report may be found in Appendix E-7. 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.

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 Delaware Code § 501.

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 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.

APPLICATION REQUIREMENTS

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 Criteria (1).

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

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

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 Criteria (3 & 6).

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

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

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 Criteria (4).

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 Criteria (6).

Requirement (g): If the charter school desires the Secretary to consider waivers.

Innovative Schools will not be seeking a waiver.

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

Innovative Schools is seeking \$600,000 in financial assistance through this project to support the planning, program design, and initial implementation of Delaware STEM Academy (DSA). Funds received through this grant will be to fund the school’s start-up activities over 3 years – the planning year, and the first 2 years of operations. The use of these funds can be categorized into 3 key areas – Academic Program Design, Charter School Management and Grant Implementation. In each case, these activities are critical to the successful opening of the school. Additional grant implementation activities are noted in the budget pages and the Budget Narrative.

Budget Request: *Please see Budget Narrative for full description for proposed Use of Funds*

Academic Program Design: New Tech Network (NTN) Fees	\$330,000
CMO Management Fees	\$247,500
Grant Implementation	\$22,500

New Tech Network Fees (Planning Year - \$130,000, Operating Yearss 1 & 2 -- \$100,000 /year). These fees will be paid directly to NTN. The NTN academic program is mentioned throughout this application. The contract with NTN will provide for on-site visits by the School Coach, Professional Development for the School Leader and Teachers, and access to the vast on-line library and resources, and the entire NTN school network.

CMO Management Fees – (Planning Year - \$147,500, Operating Years 1 & 2 - \$50,000/year).

These funds will be used to pay for the support and services provided by Innovative Schools. During the start-up year, Innovative Schools will work with the Board, Chief Academic Officer and Executive Director to identify and prepare the facility, set-up all of the necessary systems for the proper operation of the school, and support the enrollment process. During the first three years of operations, Innovative Schools will provide the equivalent of 1.5 FTE staff to ensure the successful implementation of the instructional program and back-office operations.

Grant Implementation (\$7,500 per each of 3-year project period).

While most of the grant funds will be disbursed 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 NTN 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 state and local funds generated once the school is open.

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.

The application requirement has been addressed in Selection Criteria (4).

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 Criteria (8) and (2).

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

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

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

CHARTER SCHOOLS PROGRAM ASSURANCES – NON-STATE EDUCATIONAL AGENCIES

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

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

- 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.

[Redacted Name]

NAME OF AUTHORIZED OFFICIAL

Executive Chairman

TITLE

[Redacted Signature]

SIGNATURE OF AUTHORIZED OFFICIAL

10-1-15

DATE

Innovative Schools Development Corp -

APPLICANT ORGANIZATION

10/5/15

DATE SUBMITTED

Delaware STEM Academy

James Brett Taylor, Ed.D.



Education: Doctorate in Educational Leadership (Ed.D.)
University of Delaware, Newark, DE. (2011)

Masters in Public Administration (M.P.A.)
University of Rhode Island, Kingston, RI (1986)

Bachelor of Arts, Political Science/Public Administration
West Chester University, West Chester, PA (1984)

Professional
Experience:

Founder and Executive Director, Delaware STEM Academy, Wilmington DE (2013 to present)

- Founded the Delaware STEM Academy, a public charter high school focusing on project-based learning in an engineering and environmental science context (Proposed opening in September 2016)
- Responsible for the management of all legal, financial, operational and facility activities of the school
- Coordinates all fundraising and community and government affairs activities
- Serves as ex-officio to the Board of Directors

Special Assistant for Legislation, Budget and Policy, Delaware Department of Transportation. Dover, DE (2007- 2015)

- Advised the Secretary of Transportation on federal, state and local policy issues
- Coordinated transportation policy with Delaware Congressional offices, Governor's office and national and regional organizations
- Key contact with State agencies on environmental, public safety and financial policy issues
- Reviewed and recommended financial alternatives for capital infrastructure in preparation for legislative action and grant submissions
- Facilitated educational leadership programs for DelDOT and the Northeast Association for State Transportation Officials
- Co-chair of the Transportation and Climate Initiative, a Northeast regional consortium of state agencies recommending transportation and environmental policy initiatives

Adjunct Professor/ Masters in Business Administration / Environmental Stewardship.
Wilmington College, Wilmington, DE (1990- Present)

- Currently teaching Financial Analysis for Environmental Policy and Environmental Regulations and Ethics in the Masters in Business Administration program
- Taught Business Management courses at the University for over 20 years

Adjunct Professor / Masters in Mental Health Counseling / Economics.
Springfield College, Wilmington, DE (2009-Present)

- Currently teaching Economics and Social Justice to Masters in Mental Health Counseling students

Chief Financial Officer. Red Clay Consolidated School District. Wilmington, DE (2003-2007)

- Responsible for all financial and accounting activities for a 15,000 student district, including budget development, accounting, payroll, debt management and revenue collection
- Responsible for the \$195 million major capital improvement program for 26 schools

Resume – James Brett Taylor, Ed.D (cont'd)

- Director to the Red Clay Education Foundation, a non-profit educational supporting organization to the Red Clay Consolidated School District
- Primary district liaison with State, legislative and other district personnel on financial matters concerning education in Delaware

Director of Bond Finance, Delaware Department of Finance. Wilmington DE (2001-2003)

- Responsible for all aspects of debt management for the State of Delaware
- Performed financial analyses for sizing and timing of debt issuances
- Served as liaison with bond rating agencies, institutional investors and public on state debt
- Coordinated all legal, tax and financial disclosure activities
- Provided technical assistance to State issuing authorities, including housing and transportation

Assistant Director, Financial Management and Budget, Transportation Trust Fund, Delaware Department of Transportation. Dover, DE (1998-2001)

- Responsible for all aspects of accounting and audit coordination for the Trust Fund
- Responsible for cash management, including placement of investments, arbitrage analyses, cash maximization and bond financing activities
- Monitoring of revenue collection and reporting to Delaware Economic and Financial Advisory Committee (DEFAC)
- Sought alternative forms of revenue, including federal and private funds to leverage public projects

Executive Assistant/Chief of Staff, Delaware Department of Public Safety (1993-1997)

- Served as Department's chief of staff with general oversight for fiscal, personnel and technology operations
- Directed the creation of the departmental strategic plan and development of annual operating budget, with appropriations of \$70 million
- Reorganized departmental operations and instituted performance-based management and quality initiatives, including Business Process Engineering and Total Quality Management
- Represented the State of Delaware in the Japanese Overseas Human Network Program in Miyagi, Japan, an international professional exchange program

Additional Experience:

Director, Department of Real Estate and Housing, City of Wilmington, DE (1992-1993)

Deputy Director, Department of Real Estate and Housing, City of Wilmington, (1991-1992)

Budget Manager, Office of Management and Budget, City of Wilmington, DE (1989-1991)

Director, Program Development, Government Systems, Sedona Corporation (1987-1998)

Staff Analyst, Legislative Budget and Finance Committee, Pennsylvania General Assembly. Harrisburg, PA (1986-1987)

Graduate Intern, Office of Technology Assessment, U.S. Congress. Washington, DC (1986)

Continuing Education:

Strategic Leadership for State Executives, Duke University (1995)
Professional Certification, Instructional Technology
Delaware Technical and Community College, Stanton, DE (2005)

Skills:

Proficiency in Microsoft Frontpage, Microsoft Publisher, Micrografx Simply 3D, Adobe Photoshop, Microsoft Office Applications (Word, Excel, Powerpoint, Access), SAS statistical packages

Instructional Experience

Wilmington University (1991-2010) – School of Business Management

Introduction to Public Administration

This course is an introductory evaluation of public administration in multi-disciplinary terms as a policy process, management vehicle, and bureaucratic structure. The scope of the course is necessarily broad, with the clear expectation that students develop rigorous conceptual strength as a foundation for the analysis of both theories and issues.

Principles of Management

This course introduces students to major concepts and principles of the business organization, including authority and responsibility span of control, hierarchy, delegation, and functionality. The management process (planning, organizing, staffing, directing, and controlling) is presented with particular attention to behavioral dimensions.

Organizational Behavior

The dimensions of organizational behavior are examined with particular emphasis on formal organizations, individual and group processes. Tools and methods available to a manager for integrating individuals and groups in business are reviewed.

Supervisory Management

The supervisor's relationship to the total management environment is analyzed. The supervisor's management efforts are discussed, as well as the relationship between supervisor and individual employee. This contemporary course is helpful to any student interested in the principles and practices of effective supervision.

Business Ethics

This course begins with a consideration of the meaning of ethics. Several philosophical approaches to ethics are reviewed. Ethical decisions are examined regarding consumers, employees, and relations with the rest of society. Every effort is made to define ethical conduct in the theoretical and pragmatic sense so that students are aware of the concept of ethics and its importance.

Global Business Management

This course presents an analysis of areas involved in managing business in an international environment. Areas of concentration include: political, legal, economic, cultural, and financial factors which influence doing business in a foreign country. Additional factors of human resource management and strategic planning will be addressed. To operate effectively, businesses must understand the differences between managing solely in a domestic environment compared to an international one.

Operations and Systems Management

The course reviews the design, operation, control, and monitoring of the operations system in a variety of organizations. Topics include forecasting, operations planning and scheduling, materials requirements, purchasing, process design, and quality management. Additional analysis of major problems faced by operations managers at different levels of management is included.

Labor Relations and Collective Bargaining

Bargaining relationships, collective bargaining content, and the use of mediation are discussed in this course. Arbitration and other approaches to resolve conflicts are considered.

Resume – James Brett Taylor, Ed.D (cont'd)

Organizational Development

This course studies the structures and dynamics of organizations as complex systems. Students examine theories and concepts which explain organizational behavior and productivity. Organizational norms, cultural design, and structure are explored

Project Management

This course focuses on the various functions associated with managing a project. Topics covered in the course include: the project manager role, relating the statement of work (SOW), scheduling processes, estimating methodologies and budgeting, quality, risk management, communications, procurement, team structures/practices, and understanding the importance of establishing variance and change thresholds for scope and control. Students will gain knowledge in starting, controlling, managing, and completing diverse projects in addition to solving problems associated with these projects.

Wilmington University - Masters in Business Administration

Economics and Financial Analysis for Environmental

This course teaches analytical approaches to determining benefits for companies in achieving environmental sustainable practices. Information on the economy, government, financial markets, academia and environmental industries will be used to analyze opportunities for companies to determine the best cost/benefit ratio for changing to the new economy of environmental sustainability.

Environmental Regulations and Ethical Issues

This course explores legislative, regulatory and ethical frameworks for businesses and government activities in environmental planning and project development. Students become knowledgeable in major federal and state laws and regulations, such as the National Environmental Protection Act, Clean Water Act and the Clean Air Act. The regulatory process is also explored.

Springfield College (2009-2010) – Masters in Mental Health Counseling

Research and Evaluation

This course provides experience with a sequential framework of the research process, including groundwork, measurement, design, analysis, and interpretation. Included are types of research, basic statistics, research report development, and implementation. Program evaluation and needs assessment are also discussed. Legal and ethical issues of research and evaluation are considered.

Economics and Social Justice

This course examines the history of and current thinking about the causes and consequences of economic inequities in the United States and around the globe, including an analysis of the ideologies and moral justifications for support of the existing economic system. Participants also have the opportunity to formulate their own ideas about what a just economic system might look like, to offer informed opinions about the changes that would be needed to create it and whether development of such a system is actually possible.

PROFESSIONAL STATEMENT

As a 21st century school leader, I strive to create a positive school community through teamwork and collaboration with teachers, students, families and community members. I am committed as an instructional leader to supporting innovative learning environments where education is not limited by the walls of a classroom and allows all students to excel academically, socially and emotionally through deeper learning.

EDUCATION AND CERTIFICATION

Delaware Leadership Project, Delaware Principal Certification 1-12

State of Delaware, July 2013

Career Based Intervention Certification, Vocational Education

Wright State University, Dayton, OH 2005

Master of Science, Secondary Education

Indiana University, New Albany, IN, 2000

Bachelor of Science, Secondary Education

Indiana University, New Albany, IN, 1992

SELECTED SKILLS AND ACCOMPLISHMENTS

Leadership:

- Graduate of the Delaware Leadership Project, Cohort 2
- Successfully performed administrative duties as Principal in Residence at Shue-Medill Middle School, Christina School District.
- Participated in training for DPAS II training and classroom observation process.
- Effectively managed a district intervention program across multiple buildings k-12.
- Led a team of peers in researching and presenting a model for a district alternative school program.
- Experience supervising a school climate team that enforced Shue-Medill Middle School's discipline plan and district code of conduct.
- Established and effectively distributed leadership through a professional learning community for improving instruction and intervention services.
- Developed a school crisis plan and established a committee to implement and sustain facilitation of the plan.
- Created and implemented a building schedule for high school credit recovery program, grades 9-12.
- Established and facilitated professional development for district computer based intervention program.
- Developed and coordinated a Career Based Intervention Program for grades 11-12 that included a work study component.

- Established a Personal Learning Network with other school leaders and educators across the world and participating in weekly sessions related to school leadership, technology integration and reform.

Curriculum Development:

- Developed STEM curriculum maps for proposed charter school, DE STEM Academy.
- Developed and implemented age-appropriate lessons for students across grade levels using current standards and transitioning to Common Core State Standards.
- Collaborated as part of Instructional Leadership Team to make school wide decisions at Mad River Local Schools
- Developed, facilitated and implemented Professional Development training for teachers with computer based intervention program in Mad River Local Schools.
- Participated in district and building level curriculum mapping for Language Arts with Common Core State Standards
- Collaborated with co-teachers to develop Project Based Learning units that were cross-curricular and multi-grade level at Delaware New Tech Academy.
- Created quarterly common assessments as part of a district curriculum team in Mad River Local Schools.
- Participated in monthly meetings as a member of the RTI committee to implement a building wide initiative.

Student/Parent/Community Relations:

- Serving on the founding board as a community/educational representative for proposed charter school, DE STEM Academy.
- Created a Community Partnership committee to work with Career Based Intervention Program and hosted monthly meetings.
- Cultivated parent involvement in the classroom and school activities through written and verbal communication
- Planned, organized and participated in community nights for parents and students at Delaware New Tech Academy.
- Designed and created a student commons area and re-designed the parent resource center at Shue-Medill Middle School.
- Effectively communicated with students and parents through homework hotline and parent link.
- Maintained the school website for the Delaware New Tech Academy.
- Established correspondence with students through an electronic newsletter.

EDUCATIONAL EXPERIENCE:

Educational Consultant Innovative Schools, Wilmington, DE	2013-Present
Principal in Residence Delaware Leadership Project, Innovative Schools, Wilmington, DE	2012-2013
Facilitator, ELA Delaware New Tech Academy, Seaford High School, Seaford, DE	2011-2012
District Intervention Program Coordinator and ELA Teacher Mad River Local Schools, Riverside, OH	2004-2011
Career Based Intervention Coordinator Butler Tech, Middletown, OH	2003-2004
Great Oaks Institute of Technology, Cincinnati, OH	2000-2003
English Language Arts Teacher New Albany-Floyd County Schools, Floyds Knobs, IN	1995-2000
Jefferson County Public Schools, Louisville, KY	1992-1995

Teresa Maura Gerchman



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:

Innovative Schools, 100 West 10th Street, Wilmington, DE 19801 April 2014-Current;
Chief Schools Officer

- Supported Charter Schools with the implementation of their Charter, giving technical assistance as well as educational support

EdisonLearning Inc: Harborside Financial Center, 2901 Plaza 5, Jersey City, NJ 07311
2003-2014: Director of Achievement, July 2006 – April 2014

- 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, administering, 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 1100 students, grades K-8
- 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-8 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]
[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

Members of the Board of Directors
 Delaware STEM Academy
 30-Sep-15

Last Name	Title	Company	Note
Ted Williams, P.E.	President	Landmark Science and Engineering	President of BOD
Carolann Wicks, P.E.	Partner	Rummel, Klepper and Kahl, Inc.	Vice-President of BOD
June Griffiths-Stepp	Business Manager	Bancroft Construction	Treasurer of BOD
Charles Driggs, M.B.A.	Manager, Strategic Initiatives	PEPCO Holdings	Secretary
Joe Corrado	President	Corrado Construction	Board Member
Jerry Heisler	President and CEO	Reybold Group	Board Member
Anthony Ragone, Ph.D.	Principal Research Investigator	DuPont Company	Board Member
Richard Mulski, Ph.D.	Chair, Mechanical Engineering	Delaware Technical and Community College	Board Member
Debbie DiStefano	Parent		Board Member
Marian Young	President	Brightfields Inc.	Board Member
Timothy Frey, Esq.	Partner	Saul Ewing LLP	Board Member
Laura Jennice	Educator	Innovative Schools	Certified Teacher

Membership List - Technical Advisory Group
 Delaware STEM Academy
 9/1/2015

Name	Title	Company
Anthony Ragone, Ph.D.	Principal Research Investigator	DuPont Company
Nicholas Piane	Environmental Analyst	Brightfields Environmental Inc.
Maggie Atterbury	Environmental Analyst	Brightfields Environmental Inc.
Karen Thorpe	Educational Consultant	Innovative Schools
Jill Gessler	Parent	Background in Post-Secondary Recruitment
Alan Marteney, P.E.	Vice President	Century Engineering
Wilson Tam, Ph.D.	Scientist	DuPont Company
Mike Angelo, P.E.	Engineer	McCormick and Taylor
Eric Starrett	Engineer	Cherokee Nation Construction
Rae- Ann Covington	Professional Development	Ashland Corporation
Nello Paoli	VP Business Development	Preferred Electric
Nancy Paist Riches	Counselor	State Bureau of Corrections
Greg Pawlowski	Senior Project Engineer	Delaware River and Bay Authority
Joseph Arminio	Retired English Teacher	



Diversity Statement

At the Delaware STEM Academy, it is our intention to build a learning organization that seeks to attract bright people from every culture, from the brightest to those who lack education yet have remarkable skills. Our school effort intends to create opportunity for segments of the Delaware population who might never get the chance to use their talents. We welcome the talent and perspective that comes from a diverse community.

According to the President's Advisory Council on Science and Technology, the United States will need to increase the number of students who receive undergraduate STEM degrees by about 34% annually over current rates (PCAST, 2012). According to the Alliance for Science & Technology Research in America data for Delaware, skilled employees will be needed for 31,000 new STEM jobs by 2018. DSA was conceived to help address this demand and to develop future workers who can help invent creative solutions to changes in the global environment and evolving energy needs. Additionally, longitudinal studies indicate that a student's pursuit of STEM coursework while in high school is a stronger indicator of college completion than factors like grade point average (GPA) and SAT scores (Delaware STEM Council Annual Report, 2012). Furthermore, current demographics in the STEM fields indicate that the sector is not diverse and that women and minorities are severely under-represented.

Recently the number of women, African Americans and Latinos entering college engineering degree programs is significantly lower than other majors among their cohorts. In addition, according to ACT, Inc., minorities and women express less interest in math and science than their white and male counterparts. The Delaware STEM Board believes that by embracing diversity the school will serve a dual purpose to both provide a rich and robust educational experience for young people; and, to increase gender, ethnicity, and economic diversity among those attracted to STEM fields.

The Board of the Delaware STEM Academy values diversity and recognizes that children who are placed in diverse learning environments will flourish at greater levels and be more prepared to enter society as culturally literate and knowledgeable beings. Although Delaware legislation does not currently allow for preferences that identify percentages of minority, non-white, low-income, non-low

Delaware STEM Enrollment Targets	
60%	Minority
40%	Non-Minority
60%	Low income
40%	Non-Low Income

income or multiple lotteries to achieve these priorities, the Delaware STEM Academy will seek to achieve diversity through strategic recruitment of under-represented and under-resourced students and the placement of the school near communities where these children live. Through this work, the Board believes it will be able to achieve diversity, and will monitor student enrollment to ensure the following percentages are maintained.

School Proposal Overview

Provide information for the primary point of contact for your team. This individual will serve as the contact for all communications, interviews, and notices regarding the submitted application. **Note!** Names and contact information may be shared with external groups by the Delaware Department of Education. The information in this section is not included in narrative page limit.

Name of proposed school Delaware STEM Academy

Primary contact person Ted C. Williams, P.E.

Mailing address 8 Cardew Court
Wilmington, DE 19808

Phone Day ██████████ Evening _____

E-mail address ████████████████████ Fax _____

Name of applicant group or entity applying Board of Directors for Delaware STEM Academy

Provide the names and roles in the applicant team and current employer of all persons on the Applicant team.

Name	Role	Current Employment
Ted C. Williams, P.E.	School Development; Governance	Landmark Science and Engineering; President
Carolann Wicks, P.E.	School Development; Governance	Rummel, Klepper and Kahl, Inc.; Partner
June Griffiths-Stepp	School Development; Governance	Bancroft Construction; Manager of Business Development
Judy McKinney-Cherry, C.Ec.D.	School Development; Governance	New Growth Strategies; President
Charles Driggs, M.B.A.	School Development; Governance	PEPCO Holdings; Manager, Strategic Initiatives
Timothy Frey, Esq.	School Development; Governance	Saul Ewing LLP; Partner
Laura Jennice	School Development; Governance	Innovative Schools, Consultant; Delaware Certified Teacher
Stephane McClellann, Ph.D.	School Development; Governance	University of DE, Director; Offshore Wind Initiative
Brian McGlinchey	School Development; Governance	Laborers-Employers Cooperative Educational Trust; Director of Gov't
Richard Mulski, Ph.D.	School Development; Governance	Delaware Technical and Community College, Chair; Mechanical Engineering

Delaware STEM High School

Anthony Ragone, Ph.D.	School Development; Governance	DuPont Company; Principle Research Director
Marian Young	School Development; Governance	Brightfields Environmental, Inc.; President
Innovative Schools	Management	School Support Organization

Provide the name and planned opening year for the proposed school.

Proposed School Name	Opening Year	Geographic Community †
Delaware STEM Academy	2015-2016	Geographic corridor from the City of Wilmington to Delaware City, and West to Route 13/40.

† Identification of geographic community may be as specific as a neighborhood or as general as the city/town identified for the school location.

What is the model or focus of the proposed school (e.g., Arts, College Preparatory, Dual-Language, etc.)?

New Tech Network High School with emphasis on STEM

Does the school expect to contract or partner with a Charter Management Company or other organization for school management/operation?

Yes

No

If yes, provide the name of the Charter Management Company or other partner organization if known.

Innovative Schools

Proposed Principal/School Leader Information (if known)

Name of proposed Principal/School Leader Candidate:

Unknown at this time

School Enrollment Projection

Grades	Number of Students				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
9	175	150	150	150	150
10	75	175	150	150	150
11		75	175	150	150
12			75	175	150
Total Students	250	400	550	625	600
Classes per grade	Gr. 9: 7 sections Gr. 10: 3 sections	Gr. 9: 6 sections Gr. 10: 7 sections Gr. 11: 3 sections	Gr. 9: 6 sections Gr. 10: 6sections Gr. 11: 7sections Gr. 12: 3sections	Gr. 9: 6sections Gr. 10: 6sections Gr. 11: 6sections Gr. 12: 7sections	Gr. 9: 6 sections Gr. 10: 6 sections Gr. 11: 6 sections Gr. 12: 6 sections
Average number of students per class	25	25	25	25	25

1.1 Executive Summary

14 Del. C. §§ 512 (1), (2), (3), (5) and (6)

1. Mission and Vision Statements

Vision Statement

The Delaware STEM Academy (DSA) prepares students for the future economy through the teaching of science, technology, engineering and mathematics (STEM) using engineering, environmental science and energy service as a basis for learning. It is an ethically driven educational environment emphasizing intellectual curiosity, individual responsibility and planetary stewardship.

Mission Statement

The Delaware STEM Academy provides students with the opportunity to learn a STEM-based curriculum using engineering, environmental science and energy concept within a project-based living laboratory. Students are given the opportunity to work in a hands-on learning environment and become self-reliant, logical thinkers who can carry these skills into the real world. Lastly, the Academy has a unique ethics-based social consciousness focusing on environmental sustainability and care for the planet.

2. Educational Need and Target Population

a. Identify the target population, grade levels, and school districts(s) that the school will serve...

DSA will serve 9th through 12th grade students who reside in Delaware and have an interest in science, technology, engineering and mathematics (STEM). Recruitment will be focused on the corridor from and including the City of Wilmington, the Route 40/Route 13 through New Castle into Delaware City, serving students from the Brandywine, Colonial, Red Clay, and Christina School Districts. DSA's total enrollment by year 5 of school operations will be 600 students, equal to about 5% of students who currently attend high school in these school districts.

Target Population:

b. Explain how the proposed charter school, including the grade levels chosen, will clearly

According to the President's Advisory Council on Science and Technology, the United States will need to increase the number of students who receive undergraduate STEM degrees by about 34% annually over current rates. DSA was conceived to help address this demand and to develop future workers who can help invent creative solutions to changes in the global environment and evolving energy needs. The demand for professionals in STEM fields is projected to outpace the supply of trained workers and professionals. Additionally, STEM competencies are increasingly required for workers both within and outside specific STEM occupations. A recent report by the President's Council of Advisors on Science and Technology (PCAST) estimates there will be one million fewer STEM graduates over the next decade than U.S. industries will need (PCAST, 2012). In addition, according to the Delaware STEM Council, there are currently 3.8 times more STEM jobs available than unemployed individuals to fill them. Longitudinal studies indicate that students who pursue a STEM degree while in high school is a better predictor of degree completion in college than factors like grade point average (GPA) and SAT scores (Delaware STEM Council Annual Report, 2012). A typical student

graduating from DSA will demonstrate readiness for college-level coursework or work-related skills in the STEM disciplines. Students will graduate with the capability to work in demanding and rigorous specialized environments while possessing the key 21st century skills that facilitate problem-solving, collaboration, and critical-thinking.

c. Identify any admissions preferences and how they will be implemented pursuant...

Admissions preferences at DSA will be limited to: 1) children with siblings concurrently enrolled at DSA; 2) children of the School's Founders (no more than 5% of the school's total student enrollment); and, 3) children of staff members employed on a permanent basis at DSA for at least 30.0 hours per week during the school year. These preferences will be implemented consistent with 14 Del. C. § 506(b) by ensuring students falling into the preference categories are excluded from any required admission's lotteries.

3. Community Engagement

a. Describe how the Applicant has assessed demand and/or solicited support for the school...

To create an industry-driven educational experience for students, the Board of the DSA was organized to include leaders in the STEM industries. As part of the development process of this application, the leadership of the DSA reached out to other industry organizations, professional engineering and environmental management firms and the scientific community to gauge interest in the concept of a STEM high school and found overwhelming support for the application and operation of the school. Letters of support letters for DSA from the STEM industry professionals, and other influential members of the community are included as Attachment 12.

DSA has made a strong effort to reach out to parents, educators, local community members and businesses about their proposed school. Data from the survey provides a strong indication that those who learn about DSA would consider enrolling their child in this type of academic program, as evidenced by 92% of respondents stating they would consider enrolling their child in a school that uses the New Tech Network school design and 81% stating that they would consider enrolling their child in a school with a STEM curriculum. STEM and engineering related businesses have also shown strong support for the school. Enrollment trends in local public high schools and private schools indicates that the number of students that DSA hopes to serve is also realistic and would have a minimal impact on enrollment at other high school options (district, charter or vo-tech) - just 3% - and perhaps less than 3% in light of projected population growth. Furthermore, in 2013, the Delaware Charter Schools Network shared data that 4,000 students across the state are on charter school waitlists. DSA could serve as a viable school option for some of the high school aged children on charter school wait lists who are living close enough in proximity. Please see the full Feasibility Study in Appendix A-1

4. Education Plan

a. Briefly describe the most important characteristics of the educational program.....

DSA will focus on interdisciplinary, project-based learning centered on science, technology, engineering, and mathematics. The engineering design process will provide the over-arching theme of the school. According to the American Society of Engineering Education (ASEE),

“Engineering design, by its very nature, is a pedagogical strategy that promotes learning across disciplines. A K-12 engineering curricula(sic) introduces young students to relevant and fulfilling science, technology, engineering, and mathematics (STEM) content in an integrated fashion through exploration of the built world around them.” This approach will utilize the New Tech Network project-based learning concept as its platform for learning (Appendix A-2).

There are currently 134 NTN schools in 23 states across the country, and their record of success is strong (Appendix A-3). In this network, DSA will be one of 24 schools which have chosen STEM as their curricular focus. NTN STEM schools value the emphasis on teaching, assessment, and grading of 21st century skills. DSA recognizes that the NTN model maximizes the likelihood that students will exit high school with the skills needed to excel in collaborative workplaces such as those found in advanced STEM fields. The NTN school design also allows for the melding of STEM disciplines into courses such as history or English, which traditionally do not include STEM topics. By providing the opportunity to include the arts and humanities into the sciences, students are challenged to explore the possibilities of science and the implications for humanity.

The NTN school model has three key elements of school design: 1) Project-based learning (PBL) is at the heart of the instructional approach and is used across all disciplines and grade levels; 2) A 1:1 student to computer ratio to facilitates an innovative approach to instruction and culture through the use of technology; and, 3) The NTN model promotes a culture that promotes trust, respect, and responsibility. NTN schools demonstrate high levels of student engagement and continued growth along several measures of academic progress. Evidence of the effectiveness of the NTN is included in Appendix A-3.

b. Briefly describe the learning environment.

As part of an NTN school, students and teachers will have ownership of their learning experiences and their school environment. Working on projects and in teams, students will be accountable to their peers and will acquire a level of responsibility similar to what they would experience in a professional setting. This culture will extend to the teachers and other adults in the building who will model trust, respect, and responsibility in their interactions with each other. The positive school culture will be built using an advisory system where students build confidence in themselves and in their peers.

c. Briefly describe the plan to improve student learning for *all* students, including.....

At DSA, all students will have equitable access to the curriculum. The school will implement a full inclusion model and all students will be part of the regular classroom unless their Individualized Education Plan (IEP) defines a different learning setting. Curriculum and instruction will be grounded in the belief that all students are capable of achieving excellence in learning, and that high-quality instructional planning is critical to accommodate all students. Through instructional differentiation within the classroom, the Response to Intervention (RtI) process, IEP instructional accommodations and curricular accommodations, teachers will be able to address the unique needs of specific students while ensuring the content that students

learn is derived from a set of curriculum documents that articulate the common expectations for all students, including those with special needs.

d. Briefly describe how the school will use assessment to improve student learning.

The staff will use a variety of assessment tools to monitor student growth during team meetings, in Professional Learning Communities, and individually as the classroom teacher. The leadership team will review overall school data to track school progress and review individual student data to identify students who may need interventions to ensure their success as part of the Response to Intervention (RtI) process. Teachers will use data to purposefully place students in project groups to capitalize on their strengths, build confidence, and have opportunities for growth. With PBL and NTN serving as the academic framework for DSA, students will be assessed continuously during their project work using appropriate formative measures. Teachers will work with students individually and in small, flexible groups based on their assessed needs and growth areas.

Assessments will reflect the natural STEM influence and 21st century skills characteristics of NTN schools as students will be assessed on the school-wide, 21st century learning outcomes selected by the school leaders and teachers. The combination of academic measures and 21st century skills will maximize the likelihood that students will exit high school with the skills needed to excel in collaborative workplaces such as those found in advanced STEM fields.

5. Leadership and Governance

a. Provide an overview of the school's governance and management structure and leadership...

The Board will be responsible for the oversight and governance of the school, its operations, and its administration. The Board will enact policies which will guide the school to operate in an open and transparent way to ensure that parents, teachers, and stakeholders have a clear understanding of the school's financial health and academic standing, and have regular access to all information and governance functions. The school leader, executive director, teachers, and support staff will be employed by the Board.

When the school opens in 2015, the school will have a dual-leadership structure. The school leader will be the instructional administrator of the school – focusing his or her time on implementing the academic program, leading the teachers and instructional teams, and replicating the NTN model with fidelity. The executive director will manage the operational aspects of the school – focusing his time on managing the day-to-day operations, including business, operational and fundraising activities.

DSA intends to contract with Innovative Schools as its Charter Management Organization (CMO). The Board will directly oversee the CMO as part of its reporting structure. The CMO will assist in the NTN integration, teacher recruitment and curriculum development.

b. Highlight the strengths of the leadership team and the proposed governing board.

DSA will be administered by a diverse board which consists of industry-recognized professionals in engineering, environmental science, energy services, finance, construction and management

consulting as well as educators, parents, and community members. The Board will serve as the governing body for DSA; determine school policy; oversee financial and personnel matters; approve curricula; and, reach out to stakeholders, parents, funders and the industry on behalf of the school.

Following the planning year, the leadership team will be comprised of the school leader, executive director, the Board, Innovative Schools (IS) as the CMO, and IS' subcontractor, NTN. In this structure, the school leader and executive director will work closely with the CMO to develop a deep understanding of the NTN model within the Delaware context.

c. Explain how the governance and management structures will provide for stable.....

The Board intends to contract with Innovative Schools to serve as the Charter Management Organization (CMO) for the first five years of the school's existence. The intent of this contractual relationship is twofold:

1. As CMO, Innovative Schools will build the capacity of the DSA Board and staff to be able to sustain the administrative and academic functions of their charter school independent of a CMO by the time of the school's first charter renewal. Should the Board desire, DSA 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.
2. As CMO, Innovative Schools will support full implementation of the NTN academic program, and will serve as the main partner with NTN as its subcontractor.

6. Business Plan

a. Provide a brief overview of the business plan that includes facilities, financial management....

At the time of this application, the Board is assessing appropriate sites for the location of the school. The Board has identified several geographic areas in New Castle County which represent a diverse socio-economic population and potentially underserved students. This geographic "corridor" is located from the City of Wilmington to Delaware City, as far west as I-95 and surrounding the Route 13/40 corridor. This corridor provides a reasonable distance of travel for students and includes several underserved populations, including the City of Wilmington, some communities along Route 13/40, and Delaware City.

The school will utilize operating funds provided by the Delaware Department of Education (DDOE) and annual local revenues, per formula calculations, to pay the occupancy costs and maintain the facility. To ensure that fiscal viability is maintained, the DSA will regularly analyze enrollment, expenditures, and financial management practices; and, report on this information to the Board on a monthly basis. To ensure financial solvency, particularly during the planning year and first four years of operation, the Board intends to aggressively implement a fundraising plan, and to apply for operating and capital loans (see Appendix F-2) to supplement available resources for school operations.

1.2 Founding Group and School Leadership

14 Del. C. § 512 (1)

Founding Group Membership [14 Del. C. § 512 (1)]

1. Identify the key members of the Founding Group for the proposed school. ...

See Attachment 1-B & C for full resumes and professional biographies for the Founding Board. Summary information for the key members of the Founding Board for the Delaware STEM Academy (DSA) may be found below. These members have had, or will have, a substantial ongoing role in the development, governance, and/or management of the school. A comprehensive list of current board members, their intended roles, and the constituencies they represent may be found in Attachment 1-D.

J. Brett Taylor, Ed.D., Executive Director: Dr. Taylor's professional experiences mirror much of the Delaware STEM Academy's philosophical and practical content, cutting across multiple disciplines, such as transportation, education and environmental science. In his current position as Special Assistant for Legislation, Budget and Policy for the Delaware Department of Transportation, he has experienced first-hand the need to develop young people to meet the demands for the engineering, environmental and energy industries. He has also served as the Chief Financial Officer for the Red Clay Consolidated School District, a member of the District Charter Authorization Committee, and played a key role in the start-up of the Conrad Schools of Science. He is an adjunct instructor in the MBA Environmental Stewardship program at Wilmington University. (Community Member; K-12 Education; Charter School Design; Business Management in DE Schools; School Operations; Financial Management; STEM Content)

Ted Williams, President: As a founding member of the Board for The Delaware STEM Academy, Mr. Williams will bring an enthusiastic level of dedication, commitment and professionalism to starting Delaware's first STEM charter school based upon an engineering and environmental sciences curriculum. As a civil engineer for over 36 years, he serves as president of a local, successful, civil/site engineering, surveying and environmental services consulting firm. His expertise in the planning and site design of Pre-K to 12 and higher education projects, including numerous athletic facilities, is unparalleled in the state of Delaware. Elected to the College of Fellows of American Council of Engineering Companies (ACEC) in 2011, he completed his services as national Chairman of ACEC in 2013. He serves on many local and national boards and committees, including the Construction Committee for the Delaware Department of Education (DOE), Advisory Panels for the Delaware Council on Transportation and the Delaware Bicycle Council, 3rd Vice President and Chairman of the Transportation Committee of Committee of 100, member of the New Castle County Chamber of Commerce Government Affairs Committee and is past Vice Chairman of the Delaware Interscholastic Athletic Association (DIAA). (Community Member; Fundraising; Organizational Management; Facilities; Real Estate, Project Management; STEM Expertise)

Carolann Wicks, Vice-President: With over 30 years of experience in the transportation industry, Ms. Wicks is a certified civil engineer and has been responsible for strategic planning, client management, business development and managing the financial resources for RK&K Engineers. She is a former Secretary for the Delaware Department of Transportation, with deep experience in the design management of key highway transportation projects in Delaware that required leading multi-disciplined teams, working with community groups, and interacting with state and federal elected officials. (Community Member; Fundraising; Organizational Management; Facilities, Real Estate, Project Management, STEM Content)

June Griffiths-Stepp, Treasurer: Ms. Griffith-Stepp is a business development professional with over 20 years' experience and success in customer and business acquisition in the construction, architecture and business industries. She has worked with several organizations in both the public and private sector with proven results and success. (Community Member; Diverse Populations; At-Risk Learners; Program Development and Strategic Planning; STEM Expertise)

Judy McKinney-Cherry, Secretary: Ms. McKinney-Cherry is one of 1,400 board-certified economic development professionals worldwide with demonstrated expertise in every aspect of economic development. She operates a consulting firm which assists business and government organizations realize their unmet growth and performance goals. She consults with the University of Delaware and serves as a guest panelist. Prior to establishing her consulting business, Ms. McKinney-Cherry spent six years as the Cabinet official under Governor Ruth Ann Minner, responsible for the Delaware Economic Development Office and was the first female to be confirmed in that position by the Delaware Senate. (Community Member; Diverse Populations; At-Risk Learners; Parent/Community Engagement; Investment/Banking; Marketing; Project Management)

Charlie Driggs, Board Member: Mr. Driggs is a certified mechanical engineer and the Strategic Initiatives Manager for energy efficiency, load management and renewable energy within Pepco Holdings, Inc (PHI). He is responsible for engaging in regulatory activities and strategic and operational planning that supports the transition to a new electric utility business model for PHI, integrating traditional energy sources with energy efficiency, load management and renewable energy. (Community Member; Parent/Community Engagement; Facilities; Strategic Planning; STEM Content)

Tim Frey, Board Member: Mr. Frey is a partner in Saul Ewing's Public Finance Practice. He is bond counsel to the State of Delaware and other governmental agencies, cities, and counties in Delaware. His practice includes a wide range of financing activities involving housing, transportation, general municipal and industrial development projects. He has worked on transactions at the Port of Wilmington, and negotiations for a P3 project. He has experience with various forms of credit enhancements and derivative products related to public finance bond issues. (Community Member; Charter School Law; Strategic Planning; Project Management)

Marian Young, Board Member: Ms. Young, President of BrightFields, Inc, has 33 years of environmental consulting experience, providing municipal and private clients with services to investigate, manage and remediate contaminated soil and groundwater during the construction of roads, utilities and commercial and residential developments. She is experienced in presenting scientific information in public meetings and forums and in supporting clients and attorneys during complex brownfield real estate transactions. (Community Member; Organizational Management; Facilities; Project Management; STEM Content)

Brian McGlinchey, Board Member: Brian is a government relations and public policy professional with experience in education and training, labor relations, community affairs and fundraising. He is the Director of Governmental Relations, Eastern Region, Delaware for the Laborers-Employers Cooperation and Education Trust, advocacy group for the laborers union and associated contractors at the federal, state and local levels of government. He also served as Projects Director for then-U.S. Senator Joseph R. Biden in which he managed federal grants and appropriations, and communications and policy development. Other experience included serving as Associate Director for Diocese of Wilmington, managing the City of Wilmington Employment Corps and a Senior Legislative Assistant for the Delaware Senate. He is a graduate of the University of Notre Dame. (Community Member; Fundraising; Investment/Banking; Strategic Planning; Project Management; STEM Content)

Stephanie McClellan, Board Member: Stephanie is the Director of the Special Initiative on Offshore Wind, at the College of Earth, Ocean and Environment, University of Delaware. She has expertise in cutting-edge state/federal offshore wind issues, policy and advocacy, gained from her professional experience in state/local government and private industry. She previously served as the Director of Strategic Initiatives and Outreach for the Atlantic Wind Connection (AWC), a proposed 350-mile subsea transmission system to serve offshore wind farms. Stephanie joined AWC after returning from Denmark, the world's leader in offshore wind production, where she worked with Vestas their strategy to enter the US market. (Organizational Management; Strategic Planning; Communications; Government Affairs; Project Management; STEM Content; Policy and Advocacy)

Richard Mulski, Board Member: Mr. Mulski has served as the Department Chair for the Mechanical Engineering Technology, Environmental Engineering Technology and Machinist Training Departments at Delaware Technical Community College (DTCC) – Stanton campus since 2011. He has taught many mechanical engineering technology classes over the past six years at DTCC. Rich has also worked in a vocational high school in Delaware for four years, teaching pre-engineering classes. He also has taught technical courses in the private sector. Mr. Mulski has over 20 years of industry experience working for large aerospace and software engineering companies with a manufacturing, design and engineering focus. Rich is a senior member of the Society of Manufacturing Engineers and is an advocate for the advancement of student skills in the local community. He has also served on the advisory boards of local high schools with a technology focus. Mr. Mulski has received his Bachelor of Science in 1982 and his Master's in Business Administration with honors in 2000. He became an Accredited Application Engineer in Mechanical Design and Aerospace Manufacturing in 1998 and 1999

respectively. (School Leadership and Administration; Business Management in DE Schools; Personnel Management; Parent/Community Engagement; Fundraising/Program Development)

Andy Ragone, Board Member: Andy Ragone is a principal research investigator in Dupont’s Engineering Technologies group (DUET). His primary responsibility is as lead scientist in development of novel analyzers for agriculture biotechnology including plant physiology biosensors, and food safety instrumentation. He is a coauthor or contributing author on 4 science books and chapters, ten research papers and holds eight patents. He holds a PhD in 1982 from the University of Chicago in Chemical Physics and a bachelor’s of science degree from Boston University in 1974. He joined Dupont in 1982 in the Fibers Department doing research in fiber and polymer characterization, laser based measurement technologies and process sensors. (Fundraising; Financial Management; Facilities; Strategic Planning; Project Management; STEM Content)

Laura Jennice, Board Member, Laura is a recent graduate of the Delaware Leadership Project and a certified school leader. She holds a Bachelor’s Degree in Secondary Education with a major in English and a Master’s Degree in Secondary Education from Indiana University. Her past experiences include teaching ELA at the middle school and high school levels for several years in Kentucky and Indiana, while also serving as class advisor, student government advisor, varsity coach and SAT/ACT program coordinator. In Delaware, Laura served as a facilitator at the Delaware New Tech Academy, which is the state’s first comprehensive academic program featuring project-based learning and the daily use of computers and technology in the classroom. As a principal and educational advocate, Laura is committed to providing opportunities for students through deeper learning models and innovative learning environments. (School Development; Governance; DE Certified Teacher; Parent& Community Engagement, New Tech)

In addition to the key members of the Founding Board listed above, DSA will also be supported by a Technical Advisory Group (TAG). This group (below) has also met monthly to provide critical guidance to the executive director and the Founding Board on issues related to both academic programing and school operations. A number of these individuals have worked in Delaware school districts and have extensive experiences in leadership roles.

Karen Thorpe	Educational Consultant, former school district CFO
Jill Gessler	Post-secondary recruiter
Ann Murphy	Membership Coordinator, Brandywine Conservancy
Ted Thomson	P.E., Pennoni Associates
Wilson Tam	PhD, Chemistry, retired DuPont
Alan Marteney	P.E., Century Engineering
Kim Ilardi	Industry Specialist, LEED, A.P. Whiting Turner Construction
Mike Angelo	P.E., McCormick Taylor
Jeffrey Flores	P.E., Boeing

2. Explain the Founding Group's collective qualifications for establishing a high-quality charter ...

The Founding Board's collective qualifications provide an excellent foundation for establishing a high-quality charter high school in Delaware and assuming the stewardship of public funds. In addition to the summary provided in question 1, 'Founding Board Membership' above, the Board Qualification Matrix along with an analysis of the bulleted categories of information above is included as Attachment 1-A, just prior to the resumes and professional biographies for the Founding Board, which are found in Attachment B & C, respectively. These descriptions provide evidence of the experiences, qualifications, and affiliations that each board member contributes to the development, governance, and operations of DSA. The board members, and members of the TAG, have been selected for their professional experiences and skills related to the development, governance, and management of DSA; along with their passions for and ongoing commitment to the mission and vision of the school, and their abilities to ensure a superior educational opportunity for all students attending the school.

Innovative Schools is a local, non-profit public school support organization. The organization has served as an essential partner to the Founding Group by providing model school tours so that they can see the New Tech Network (NTN) model in action, providing board training, and supporting the development of DSA charter application to ensure the proposed charter school offers a superior 21st century education for students in Delaware.

NTN is a national nonprofit network of schools committed to ensuring that all students have the skills, knowledge and attributes they need to thrive in postsecondary education, career and civic life. Beginning with one school in 1996, NTN has grown to 134 schools in 23 states and Australia, including two other NTN schools in Delaware. Student achievement results for NTN schools over the last 17 years shows consistent and convincing evidence of success across demographic groups. NTN students (Appendices A-3):

- Graduate at a rate 6% greater than the national average.
- Enroll in college at a rate 9% greater than the national average.
- Persist in 4-year colleges at a rate 17% greater than the national average and in 2-year colleges at a rate 46% greater than the national average.
- Grow 75% more in higher order thinking skills between freshmen and senior years than comparison groups.

3. Describe the Founding Group's ties to and knowledge of the proposed school community....

DSA's Founding Board was established in 2012 and includes a diverse complement of leaders in business, engineering, energy, physical science and finance as well as parents, and educators—most of whom are residents of or are employed in New Castle County. The diversity of the Founding Board exemplifies the principles of the charter school movement—community-founded, talent-powered, and outcomes-driven. In the Board Disclosure Forms, Attachment 12, each board member articulates his or her ties to the school and proposed community along with a summary of his or her experience, qualifications, and affiliations. Additionally, the Board Qualification Matrix, Attachment 1-A, reviews each member's contributions to the collective expertise of the board to govern DSA.

4. Provide, as Attachment 1 (Founding Group Résumés and Biographies).

Included as Attachments 1-A, B, and C, respectively, are the Board Qualification Matrix, full resumes and professional biographies for the members of the Founding Board.

Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]**Background [14 Del. C. § 512 (1)]****Explain the circumstances and motivations that brought the Founding Group together...**

DSA was formed to develop the next generation of leaders in the engineering, environmental sciences and energy industries. Recognizing that national projections predict a shortage of employees in these fields in the future, the executive director, Brett Taylor, gathered influential decision-makers in the science, technology, engineering and mathematics (STEM) fields, who have also become concerned that students graduating from Delaware high schools are not learning the full skill set needed to work in scientific and technical environments. This broad skill set includes content knowledge in math, science, engineering, and technology, along with the 21st century skills required in professional engineering and scientific contexts. These 21st century skills include collaboration, problem-solving, critical-thinking, communication, creativity, and goal setting. The Founding Board is also committed to helping students develop a strong value system which balances the need for a robust economy and sustainability of our planet.

Principal/Founding Group School Leader and Leadership Team [14 Del. C. § 512 (1)]**1. Name the Principal/School Leader candidate, if identified, and explain why this.....**

When the school opens in 2015, the school will have a dual leadership structure. The school leader will be the instructional administrator of the school – focusing his or her time on implementing the academic program, leading the teachers and instructional teams, and replicating the NTN model with fidelity. The executive director will manage the operational aspects of the school – focusing his time on managing the day-to-day operations and the ensuring adherence to the business plan. During the application and planning year, the executive director, Brett Taylor, will volunteer his time to launch a successful school, specifically the school's administrative functions. During the first year of operation, the Board will engage in additional start-up fundraising to support this dual leadership structure.

The school leader, who will oversee the instructional program, has not yet been identified. It is the intention of the Board to recruit and hire a school leader by July 2014 so that he or she can be involved in all aspects of the school's planning year including teacher hiring, curriculum planning, and developing the culture of the school. Recruitment for the school leader will take place through postings, online job forums, as well as outreach through education professional associations, school-leadership graduate programs, and relevant nonprofit associations. The publicized job description will list the required and preferred candidate qualifications, which will include administrator or school leader certification; a master's degree in a relevant field; at least five years of school-based instructional experience; school leadership experience, and experience at the high school level, among other characteristics.

The process for hiring the school leader will involve an initial application, written responses to scenario questions, an initial interview by videoconference, and an in-person interview for select candidates that will involve demonstrations of school leadership capacity. A full selection timeline, list of online and offline recruitment venues, criteria, sample job description and selection process can be found in Attachment Section 2.

2. If the Principal/School Leader candidate has been identified, provide specific data.....

The school leader for DSA has not yet been identified. The dual leadership structure, however, will allow for the executive director, Brett Taylor, to support the school through start-up and regular school operations. In his previous roles as Chief Financial Officer for the Red Clay Consolidated School District, a member of the District Charter Authorization Committee and key player in the start-up of the Conrad Schools of Science, Brett brings extensive evidence of effective leadership and is well-suited to serve the school's target population and perform the responsibilities of a school leader until one is hired early in the planning year.

3. Who will work on a full-time or nearly full-time basis immediately after approval to lead...

During the planning year and until the school's first charter renewal, Innovative Schools will serve as the Charter Management Organization (CMO) for DSA, and will provide consistent and immediate support in the development of the school. During the planning year, the leadership team will be comprised of the school's Board of Directors, the executive director, the CMO staff, and, once hired, the school leader.

During the planning year, the leadership team will work together through a series of regular check-in meetings with the Board's four committees: (1) Academic, (2) Personnel, (3) Finance and Facilities, and (4) Marketing and Student Recruitment. Each committee will be co-led by Innovative Schools' staff members with expertise on that particular school start-up topic, and by the school leader and/or the executive director. Board members will be asked to serve on the committees based on their areas of professional expertise. Collectively, the leadership team will ensure the development and start-up operations of the school.

The executive director will remain a volunteer position during the planning year or until sufficient private donor funds are found. Leadership and management services provided by the CMO, along with funding for the school leader's compensation, will be provided through a combination of grant funding and private donations that the Board intends to pursue immediately upon the approval of the charter. During the first three years of operations, until the school reaches full enrollment, the Board will engage in significant fundraising to support the dual leadership structure of the executive director and the school leader.

4. Describe the responsibilities and qualifications of the school's leadership/management.....

Following the planning year, the leadership team will be comprised of the Board of Directors, the executive director, the school leader, and the CMO and its subcontractor, NTN. In this structure, the school leader will work closely with the CMO to develop a deep understanding of

the NTN learning model, and to ensure alignment of the NTN instructional design with the STEM disciplines.

Working closely with the CMO, the executive director will focus on the operational and policy-making aspects of the school. As previously noted, Brett Taylor will serve as the executive director once the school opens, and volunteer his time to launch a successful school. The Board intends to hire a school leader by July 2014.

The CMO will primarily focus on the establishing a strong academic program and culture at the school. During the first year of operations, the CMO will also provide technical assistance and support to the executive director as he established operating policies and procedures for the school. Please see Attachment Section 3 for biographies and resumes of the individuals on Innovative Schools' CMO team, along with a timeline for hiring the school leader, and sample job descriptions for the administrative team. The resumes and biographies for the members of the Board can be found in Attachment Section 1.

1.3 Education Plan

14 Del. C. §§ 512 (4), (5), (6), (7), (8) and (11)

Curriculum and Instructional Design [14 Del. C. § 512 (6)]

1. Provide a synopsis of the proposed educational program, including key components of the.....

The Delaware STEM Academy (DSA) will replicate the New Tech Network (NTN) model of school design, focusing on science, technology, engineering, and mathematics (STEM). Twenty-four schools in the NTN have chosen STEM as their curricular focus due to the natural integration of STEM with the NTN model. NTN's emphasis on the teaching, assessment, and grading of 21st century skills maximizes the likelihood that students will graduate with the competencies needed in advanced STEM fields. Additionally, the NTN school design allows for the melding of STEM disciplines into courses such as history or English. By providing opportunities to integrate the arts and humanities into the sciences, it provides an appropriate platform for the application of Common Core Standards. Students are challenged to explore the possibilities of science and the implications for humanity. Pending the approval of the school's charter, the DSA Board will begin NTN's readiness process to become the third NTN high school in Delaware, and join a national network of 134 schools in 23 states and Australia. More information about the NTN design elements and core practices may be found in Appendix A-2.

As a national deeper learning model, NTN is based around three key elements of school design:

1. Project-Based Learning (PBL) is at the heart of the instructional approach and is used across all disciplines and grade levels. In PBL – learning is contextual, creative, and shared. Students collaborate on projects that require critical-thinking and communication. Project-based learning also provides opportunities for our private and public sector partners, such as those represented on the Board of Directors and the Technical Advisory Group (TAG) to contribute real-world project sets for students to explore. Research around the core elements and effectiveness of PBL may be found in Appendix B-1.
2. The smart use of technology supports an innovative approach to instruction and culture. There will be a 1:1 student to computer ratio. NTN schools use Echo, an online learning management system, to create a vibrant network which helps students, teachers, and parents connect to each other and to NTN students across the country and allows students to become self-directed learners.
3. Finally, NTN schools maintain a culture that promotes trust, respect, and responsibility. Students and teachers have exceptional ownership of the learning experience and their school environment. Working on projects and in teams, students are accountable to their peers and acquire a level of responsibility similar to what they would experience in a professional work environment.

NTN schools demonstrate high levels of student engagement and continued growth along several measures of academic progress. Evidence of the effectiveness of the NTN is included in Appendix A-3.

In addition to using the NTN as the framework for the school's structure and culture, DSA will be guided by an academic focus on STEM, using engineering to provide the context for other content areas. According to the American Society of Engineering Education (ASEE), "Engineering design, by its very nature, is a pedagogical strategy that promotes learning across disciplines. A K-12 engineering curricula (sic) introduces young students to relevant and fulfilling science, technology, engineering, and mathematics (STEM) content in an integrated fashion through exploration of the built world around them."

United States students typically rank toward the middle of the pack when compared to international students in industrialized nations in math and science. There is a strong belief among science, business, and education leaders that, in order for the United States to become more innovative and competitive, we must prepare more of our children through a STEM education.¹ DSA will prepare all students to excel in an information-based, technologically-advanced society. Through a focus on engineering and design,² students will learn that

- Engineering is Academic Glue – it binds complex math and science concepts to real-world experiences and leads to learning that sticks with students.
- Engineering is Creativity – the need for problem-solving and innovation brings out the best ideas from every student.
- Engineering is Group Work – students learn to communicate and work together while they learn math and science by applying engineering principles.
- Engineering is Everywhere – students learn that engineers have designed, created, or modified nearly everything they touch, wear, eat, see, and hear in their daily lives.
- Engineering is FUN!

Additionally, engineering education advances learning through

- Project-Based Learning, which has been shown to enhance student understanding of math and science concepts by making them relevant and more enjoyable.
- Engineering education bridges classroom lessons to real-world experiences
- Concrete and applied engineering concepts connect what is learned in school with what goes on in the outside world.

The unique combination of the NTN model and a STEM academic focus positions DSA to be a forward-thinking and innovative school, preparing students to excel in the real world through the integration of rigorous content and 21st century learning skills.

2. Provide a synopsis of the proposed instructional design that reflects the needs of the school...

DSA anticipates that it will serve a diverse student population that includes children of different races, socio-economic backgrounds, and learning abilities. As such, the selection of the NTN was intentional as it has a proven track record of propelling students across all demographic groups to academic success. During the 2012-2013 school year, NTN schools demonstrated

¹ From the Federal STEM Strategic Plan, accessed 12/13/13 from http://www.whitehouse.gov/sites/default/files/microsites/ostp/stem_stratplan_2013.pdf

² Bullet points from *Why K-12 Engineering?*, accessed 10/24/13 from http://www.teachengineering.org/documents/Why_K12_Engineering.pdf

high levels of student engagement and continued growth along several measures of academic progress. Results on college acceptance rates, graduation rates and behavioral indicators point to strong performance levels among many NTN schools on college and career readiness. For a full report on the effectiveness of the NTN school design across demographic groups, see Appendix A-3.

DSA staffing will be configured to accommodate 25 students per class except for the integrated courses, which are described below and are structured for two teachers to instruct no more than 55 students. The average student-teacher ratio when including all teaching units is 1:17.

Instructional Design

Project-Based Learning (PBL): PBL is at the heart of the instructional approach used by all NTN schools and will provide a living laboratory of contextualized learning experiences for students. PBL provides a context and structure for integrating academic, technical, and career skills into holistic learning opportunities. Students will collaborate on meaningful projects that require critical-thinking, creativity, and effective communication in order to answer challenging questions or solve complex problems. Students will be assessed on their understanding of academic content and on their ability to successfully apply that content using 21st century skills. Through this process, PBL will give students the opportunity to develop the real life skills required for success, and will lead to greater student engagement. Research shows this is associated with higher student achievement (see Appendix B-1). Through its partnerships with area engineering firms and STEM industries, projects at DSA will be contextualized with problems presented within the engineering, environmental science and energy fields. Students will develop solutions utilizing well-tested precepts and state-of-the-industry approaches. Mentors will work with students to apply concepts and knowledge. This approach will provide students with cooperative learning environments, encourage independent thinking, and test application of knowledge while meeting state and national standards.

Technology: Technology will support the school's innovative approach to instruction and culture. There will be a 1:1 student to computer ratio. Every student will become a self-directed learner. For research on the effectiveness of the 1:1 computing environment, see Appendix B-2. As a NTN school, DSA will also make use of Echo, an online learning management system, which provides a vibrant network to connect students, teachers, and parents to each other and to NTN student projects across the country. The technology required for a NTN model school to support the 1:1 computing environment and a sample cost structure from a NTN school similar to DSA are included in Appendix B-3 & 4, respectively.

The Board recognizes that a 1:1 computing environment presents a unique set of challenges regarding the protection of students in a virtual space, the protection of hardware, and the logistics of tracking student computers. During the planning year, the school leader will work with the executive director and CMO to request guidance from the Delaware Center for Educational Technology to develop policies and procedures to manage the 1:1 technology environment, and to outline the school's acceptable use policies. The policies and procedures

for computer use will be included in the Student/Parent Handbook and communicated to parents at the school's information sessions prior to enrollment and at the beginning of each school year.

Additionally, during daily advisory periods, lessons from iSafe will be used at all grade levels to ensure that DSA is in compliance with the Children's Internet Protection Act. The incorporation of iSafe lessons will be more robust in 9th and 10th grades and gradually decrease over the remaining years as students demonstrate responsibility in appropriate online behavior, including during interactions with other individuals on social networking sites, blogging, and chat rooms, as well as cyber-bullying awareness and response.

Integrated Coursework: Integrated Coursework will demonstrate to students that learning is not isolated and that knowledge is used most effectively and deeply when integrated across disciplines. (Research on the effectiveness of teaching integrated courses is included as Appendix B-5) At each grade level, there will be at least one integrated course, including CaGE (Civics, Geography, and English); Biolit (Biology and Literature), American Studies (American history and literature); and Mathematical Motion (Physics and Math). The integrated courses will be team-planned and team-taught, meeting standards for each content area through cross-curricular projects and the integration of themes and ideas across disciplines. Integrated courses will not have more than 55 students, and will be supported with two teachers. To house the integrated courses, the facility will be organized with classrooms that are large enough to support team-teaching in a technology-rich environment, and equipped with furniture that allows for collaboration and flexibility.

Business and Community Partnerships: Partnerships with local businesses and community members will be developed to link the projects that students work on to real challenges faced in their community and in STEM industries. Opportunities will also be explored for internships, and for local businesses or scientific organizations to develop, support and evaluate student projects. This community involvement will help to establish the school as a high quality resource in the community and will provide opportunities for students to engage in the kind of work that they would be expected to perform when they graduate. This is one area where the Technical Advisory Group (TAG), which is comprised of local and regional leaders from the fields of engineering and science, will be a key resource in advising the board and school leader on potential partnerships and serving as ambassadors for the school.

College and Career Readiness: Rigorous core courses will meet state standards for college readiness and increase student eligibility for admission to four-year colleges and universities. To ensure that all standards for college readiness are met, all projects will be aligned to Common Core Standards for ELA and math, the Next Generation Science Standards for science, or to the Delaware Prioritized Standards through curriculum mapping, careful project development, and peer review in Professional Learning Communities (PLCs). NTN's emphasis on 21st century skills, project management, and communications will prepare students to be successful in the less structured environment of college. DSA will develop key partnerships with local colleges and universities to provide courses to high school students through dual

enrollment and with dual credit. For results of college persistence data for NTN alums, as well as NTN alumni self-reports of how the school design prepared them for college (Appendix B-6).

Professionalism and 21st Century Skills: NTN schools are designed to replicate a modern workplace. In line with this design, teachers will instruct and evaluate students on their level of both 21st century skills and professionalism as students work in their project groups and as part of the learning exhibitions. Assessment strategies and tools used across content areas, such as rubrics and checklists, will reflect the student's application of 21st century skills as he or she works in his or her project groups and as part of the learning exhibitions.

3. Provide an overview of the planned curriculum, including, as Attachment 4, a course scope.....
Please see the course scope and sequence documents in Attachment Section 4.

Science

In grade 9, teachers will use the units of instruction available through the Science Coalition, which are based on research-supported instructional practices. Teachers will attend training to ensure that they are able to implement the curriculum with fidelity. In grade 10, teachers will use the units available through the Science Coalition to guide instruction, but when needed, teachers will be able to supplement the Coalition units with *Science and Global Issues* from the Science Education Program for Public Understanding Program. In grade 11, teachers will use the *Natural Approach to Chemistry* from Lab Aids. These materials emphasize that chemistry is all around us as a complex choreography of atoms and molecules that sustains life. For Physics in grade 12, teachers will use the science kits available from Lab Aids. The rigorous coursework in the sciences will prepare students to take the Biology or Chemistry AP exams. The Memorandum of Agreement to join the Science Coalition is included as Attachment 4-A.

Social Studies

DSA will join the Social Studies Coalition and use the published units and lessons that are based on research and best practices in social studies. To supplement the Social Studies Coalition units, when needed, teachers will use *History Alive!* from the Teacher's Curriculum Institute (TCI). *History Alive!* transforms Social Studies class into a multi-faceted learning experience that places the Student at the center of the learning. The letter of intent to join the Social Studies Coalition, a signed copy of the Memorandum of Understanding, and the Social Studies curriculum maps are included as Attachment 4-B.

Integrated English Language Arts

DSA will not use a specific textbook for ELA, but will integrate the Common Core State Standards into the integrated projects (speaking, listening, and research) and reading in the content areas (nonfiction reading strategies/content area literacy standards). Students will read, write, speak, and research topics related to projects across the curriculum. To address the literary standards, students will read novels, short stories, literary nonfiction, and poetry related thematically to the social studies units as a humanities approach to social studies/ELA integration. ELA curriculum maps are included as integrated maps with the content area and are included as Attachment 4-C.

Mathematics

DSA will use the Interactive Mathematics Program (IMP) for grades 9-12. IMP is a comprehensive program of problem-based mathematics that integrates traditional material, such as algebra, geometry, and trigonometry, with coverage of important topics, such as statistics and probability that have been underemphasized in many traditional programs. The IMP four-year core curriculum meets college entrance requirements and prepares Students to use problem-solving skills in higher education and in the workforce. In the fourth year of IMP, the math content will be integrated with physics so that students can connect forces, motion, and advanced mathematics.³ Mathematics curriculum maps are included as Attachment 4-D.

Physical Education and Health

Both of these content areas will use the extensive instructional resources found on the DDOE website. Physical Education curriculum maps are included as Attachment 4-E. Health curriculum maps are included as Attachment 4-F.

Spanish

Teachers will use *¡Avancemos!* in Spanish class when needed to supplement the content from the curriculum map. This program includes instruction in the cultures of Spanish-speaking countries the Spanish culture as well as language instruction. Spanish curriculum maps are included in Attachment 4-G.

Visual and Performing Arts

Visual and performing arts teachers will use various teacher developed resources. Visual and Performing Arts curriculum maps are included as part of Attachment 4-H and I, respectively.

Pathways Coursework: STEM

The STEM Pathways at DSA will include four years of engineering and design coursework (one year beyond state requirements). After taking Explorations of STEM as an introductory course, rising 10th grade students will select to enter one of two different STEM pathways, Engineering or Environmental Sciences, to complete the remaining three pathway credits required by DSA.

Explorations of STEM (Year 1)

This full year course will introduce 9th grade students to STEM fields while providing students with a foundation for future STEM courses. The major focus of the course is to introduce students to engineering standards, research, analysis, global impacts, and technical documentation. The syllabus will include a basic introduction to the engineering fields which employ scientific and mathematic principles to develop, produce, use, and assess products related to renewable energy and the environment. Activities will include hands-on, project-based learning opportunities that enhance problem-solving skills, teamwork and collaboration. Students will apply their knowledge of research and design to create solutions to various challenges, documenting their work and communicating solutions to peers and members of the professional community.

³ As the 4th science credit is not currently required by regulation, the curriculum map that integrates IMP 4 and physics will be developed in the summer prior to the 3rd year of operations.

Engineering STEM Pathway (Years 2-4)

Potential Courses: Biotechnology, Aerospace, Civil Engineering, Electrical and Mechanical Engineering, Civil Engineering, and Energy and Electrical Manufacturing

The content of the coursework in the Engineering STEM Pathway will introduce students to specialized areas of engineering, such as electrical and mechanical engineering, biotechnology, civil engineering, energy and electrical and manufacturing. More advanced studies in this pathway will focus on design, technology and support services, which will allow students to discover areas where the application of principles are needed to support projects or job-related tasks. Students will spend time solving problems posed by local engineers and leaders in the engineering industry, completing internships in the field, collaborating with other STEM students from across the New Tech Network, and working with engineering mentors. It is important for students pursuing either college or careers to learn together for both the application of specific engineering knowledge and the professional experience of working together in all levels of an organization. Based on student interest, these advanced engineering courses, in partnership with their physics course, will be diversified and rigorous enough to prepare students to take the AP physics, electricity and magnetism, or mechanics AP exams.

Environmental Sciences STEM Pathway (Years 2-4)

Potential Courses: Life Sciences, Material Sciences, Water Resources, Environmental Health, Earth Systems, Energy, and Conservation

The content of the coursework in the Environmental Sciences STEM Pathway is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them.⁴ Students will draw from a variety of disciplines, including geology, biology, environmental studies, environmental science, chemistry, and geography to solve problems posed by local and regional scientists and engineers. As juniors and/or seniors students will complete internships in the field, collaborate with other STEM students from across the New Tech Network, and work with engineering mentors from the region. To build the curriculum, teachers will integrate content from leading STEM resources such as Project Learning Tree⁵ and the National Institutes for Environmental Health⁶ with the AP Environmental Sciences syllabus, preparing students to take the AP Environmental Sciences exam at the end of their senior year.

4. Provide, as Attachment 5, three units of instruction with corresponding summative assessments...

Please see the units of instruction for all required content areas in Attachment Section 5.

5. Describe how the school will ensure that all students have equitable access to the curriculum.

DSA will implement a full inclusion model and all students will be part of the regular classroom in all content areas unless their Individualized Education Plan (IEP) defines a different setting.

⁴ From <http://apcentral.collegeboard.com/apc/public/repository/ap-environmental-science-course-description.pdf>

⁵ <https://www.plt.org/environmental-education-for-secondary-students>

⁶ <http://www.niehs.nih.gov/>

The curriculum is designed and will be delivered using a performance-based, continuous growth approach that is grounded in the belief that all students are capable of achieving excellence in learning, and that high-quality instructional planning to accommodate all students is integral to improving learning. Through instructional differentiation within the classroom, the Response to Intervention (RtI) process, IEP instructional accommodations and curricular modifications, teachers will be able to address the unique needs of specific students while ensuring the content that students learn is derived from a set of curriculum documents that articulate the common expectations for all students.

6. Describe the methods and systems that teachers will use to provide differentiated instruction....

Because of the high degree of student ownership in the instructional framework of the NTN school design, there are multiple opportunities throughout an instructional block for teachers to dedicate time to purposeful, data-driven instruction, flexible grouping, and targeted interventions to both enhance and advance student learning. Teachers will use assessment data from formative assessments to place students in project groups so that they have the opportunity to capitalize on their strengths, build confidence and access opportunities for growth.

Teachers will work with gifted students individually and in small, flexible groups to challenge them. While all students work through the same rigorous projects, 'project challenges' are required for those students who are gifted and talented and who are receiving a weighted grade for the course. 'Project challenges' allow students to extend their learning by exploring an interesting complexity of the problem, conducting additional research, or answering a "What if" question that changes the parameters of the project design. Students participating in cooperative programs and community service programs with partnered companies will also have an opportunity for project challenges with increasing exposure to concepts and projects in these companies. DSA will structure the grading and credit weighting to reflect the intensified work situation experienced by the students.

NTN offers blended learning and distance learning opportunities across their network for gifted students to accelerate their learning. The flexible schedule of a NTN school will allow gifted students to attend college courses and internships in the local community. The DSA, in conjunction with programs such as Wilmington University's *College While in High School Initiative*, will provides opportunities to obtain college credit while in high school through co-credit coursework.

7. Provide a synopsis of plans for additional academic support for at-risk students, including...

DSA will work to ensure that at-risk students are provided a variety of opportunities for academic support. All teachers will participate in professional development relating to the delivery of differentiated course content and to the building of a tool-kit of multiple learning supplements (such as Khan Academy, HomeworkSpot.com, and differentiated readings) to support students. Departments will also develop a rotating after-school tutoring schedule that will provide subject-based tutoring to students in need. The school will also create a student tutoring core. Students who volunteer their time as peer tutors for this program will receive

credit toward community service hours. This first level of support will be for students who are struggling with a defined area of a particular course, not with the general content or aptitude in content areas.

For students in need of deeper intervention who demonstrate risk for academic failure, the RtI process will be initiated as described in the 'Special Populations' section below. The Instructional Support Team (IST) will actively monitor and address students who are at-risk academically in a tiered support system, including testing for special education services if necessary. Supports will be outlined in IEP/504 plans and will be implemented in a timely manner either with existing staff or through contracted related services.

At-risk students who do not have identified disabilities and are not performing academically will be asked to sign and complete an academic contract that outlines the plan to address academic deficits and documents the partners who will support the student in addressing deficits. The student, parents/guardians, teachers, and school leader all sign the contract and commit to supporting the student to improve his/her academic performance. This plan will be monitored on a weekly basis by the student's advisor who will report to the IST, the student's parents or guardians, and the school leader on the student's academic progress.

8. Explain how the graduation requirements will ensure student readiness for college or.....
See the High School Graduation Requirements section below.

Student Performance Goals [14 Del. C. § 512 (4) and (6)]

1. Describe the student performance standards for the school as a whole.

In addition to the content standards articulated by Common Core Standards, Next Generation Science Standards, and Delaware Standards, students at DSA will be expected to meet 21st century learning standards. They will demonstrate competency in using information and technology as well as the life skills required to be successful. It is the goal of DSA to prepare students for a successful future that requires adaptability and the flexible application of skills across fields and sectors. Specifically, the Board and school leader will set annual benchmarks in the following areas:

Goal Area #1: Academic Achievement and Adequate Yearly Progress

At DSA, students will grow academically in reading, math, science, and social studies as measured by their performance on the Delaware Comprehensive Assessment System (DCAS) and the attainment of yearly AYP goals. By the time of renewal, in grades 9 and 10, the percentage of students meeting or exceeding standards in math and reading, as measured by DCAS will exceed state averages. In grade 10, a higher percentage of DSA students will meet or exceed standards on the science DCAS than across the state. In 11th grade, the same will be true for Integrated Mathematics III and American History, where higher percentages of students at DSA will pass the End of Course Assessments in these two content areas. All students will demonstrate growth in writing achievement as measured by an analytically scored writing sample, scored using the DDOE endorsed writing rubric and benchmarked papers from the Common Core.

Goal Area #2: The Path to College and Career Readiness

When students enter DSA they are on a path to graduation. Dropout rates from DSA will be lower than the state average, and as a school average, students will demonstrate college and career readiness by earning SAT scores of 1550, which demonstrate readiness for college. All DSA students will have the option to apply to college, and a large percentage will be qualified to attend rigorous four year colleges. Some students will be accepted into smaller community colleges, or choose career entry after high school. However, DSA's goal is to provide students with a post-secondary education option after graduation. While still at DSA, students will be encouraged to complete college courses during their junior and/or senior year and graduate with the knowledge that they can be successful at the college level. Upon graduation, all DSA seniors will have spent some time in the community at an internship or cooperative workplace site, connecting what they are learning in school to career-readiness and the real world.

Goal Area #3: Trust, Respect, and Responsibility

Following the lead of the New Tech Network and supporting the academic program, the culture of DSA will emphasize leadership, trust, respect, and responsibility. The average daily attendance at DSA will meet or exceed the state's average high school daily attendance. Because of the alignment of culture and academic programming, the need to discipline students for severe infractions and suspensions from school will be lower than the state average.

Goal Area #4: School Satisfaction and Market Accountability

The DSA community will demonstrate strong involvement and satisfaction from parents, staff, and the community. Parents, guardians, or adult family members will attend school events throughout the year, report their satisfaction with the school on annual surveys, and re-enroll their children each year. Teachers will show high rates of average daily attendance and low levels of teacher turn-over from year to year. In the community, businesses will continue to partner with the school to contribute project ideas, partner on exhibition panels, and host student interns. Desire to attend the school will be exemplified in re-enrollment numbers and applications for enrollment for all seats available. Demonstrated academic success and the quality of the students who have graduated will be reflected in company and college recruitment.

2. In addition to the mandatory Delaware Comprehensive Assessment System, identify the...

In math, teachers will use the interim assessments available through the Interactive Math Program (IMP). This program is aligned to Common Core State Standards and assessment items will capture the instructional and cognitive shifts required by Common Core: deeper understanding, increased focus and coherence, and the application of mathematics to real world learning. The tasks within the IMP assessments are comparable to the performance-based items that have been released by the Smarter Balance Assessment Consortia.

In reading, teachers will use a variety of tools as interim assessments to monitor student growth and to signal improvement. Student's work in literacy will primarily be assessed through project work that is integrated across the content areas. This work will be assessed

using teacher-developed rubrics that define which reading standards a particular project is addressing and articulate what performance looks like as students fall well below, approach, meet, or exceed reading standards. As part of the project development, the teacher will plan formative assessment measures to monitor student progress and provide feedback. Teachers will use oral communications rubrics to assess students' comprehension abilities when they talk with other students in a collaborative context as they work on projects. All of the rubrics will be developed in alignment to Common Core and will align with assessment rubrics provided through the Smarter Balanced Assessment Consortium to assess performance-based tasks. The project rubrics and oral communications rubrics will be developed for the 9-10 cluster and the 11-12 cluster to reflect the two grade clusters in the Common Core Standards and the increased complexity of reading for grades 9-12.

DSA will be a member of the Social Studies Coalition and will use the formative and summative assessments, transfer tasks, and rubrics developed by the Coalition. In the integrated social studies courses (grades 9, 11, and 12), for the units in the curriculum map that are not developed by the Social Studies Coalition, the DSA teachers will use materials, assessments, and rubrics from the NTN Project Library. The project library is a resource of project outlines, instructional guides, assessments and rubrics developed by master teachers across the NTN. Although developed in other states, the projects selected by DSA to augment the Delaware Social Studies Coalition units in each integrated map are aligned to Delaware's Prioritized Social Studies Standards. In the stand-alone Enhanced Economics course, teachers will use the Social Studies Coalition units and interim assessments. For the units defined in the Enhanced Economics curriculum map that are not from the Coalition, teachers will use the instructional materials and interim assessments from Economics: Concepts and Choices from Holt McDougal. In developing the interim assessments for non-Social Studies Coalition units, teachers will critically evaluate the project library's or publisher's suggested assessments and revise based on the Delaware Social Studies Standards identified for that unit and the enduring understandings, essential questions, and learning targets identified for that unit.

For science, DSA will be a member of the Science Coalition and will use the formative and summative assessments and rubrics defined in the curriculum materials developed and/or adopted by the Coalition. For the science courses that have not been fully developed by the Science Coalition, teachers will use the instructional materials and interim assessments from the following materials:

- Grade 10: Science and Global Issues – Biology from Science Education for Public Understanding
- Grade 11: The Natural Approach to Chemistry from Lab-Aids
- Grade 12: Physics Instructional Modules from Lab-Aids

Now that Delaware has officially adopted the Next Generation Science Standards, the science teachers from DSA will work with the Science Coalition, as opportunities are available, to re-align instruction and interim assessments to these standards.

In Spanish, teachers will use teacher-created interim assessments that are aligned to the Delaware Prioritized World Language Standards, and the enduring understandings, essential questions, and learning targets reflected in the curriculum maps. Both formative and summative assessments will reflect the various modes of communication, including interpersonal, presentational, and interpretive tasks. The Spanish teacher will use rubrics from the DDOE World Language website to articulate expectations for the assessment, to guide the development of the students' products, and as the final assessment tool.

In the physical education program, the physical education teacher will use the model units available on the DDOE Physical Education webpage which are aligned to Delaware's Physical Education Standards. These model units provide performance assessments and rubrics to assess both the student's performance of the fitness concept and written responses which articulate understanding. For units of instruction for which there are not model units, the teacher will create assessments and rubrics similar to those found in the model units and ensure they are aligned to the Physical Education Standards. Students will also participate in the Fitness Gram assessment at the beginning and end of the physical education course.

In health, teachers will use the assessments defined by the model health units available on the DDOE website. Additional materials and assessments outside the DDOE model health units will come from Healthteacher.com or will be teacher-created and aligned to the Delaware Health Education Standards and the enduring understandings, essential questions, and learning targets reflected in the curriculum maps.

In the visual and performing arts, teachers will use teacher-created interim assessments and rubrics that are based on Delaware's Visual and Performing Arts Standards. The assessments will be largely performance based and will evaluate students' capacity to demonstrate their understanding of theoretical concepts of the visual or performing arts and their ability to create artworks and musical interpretations and compositions. For example, as students are learning about a style of art or genre of music, they will be asked to articulate their understanding of the characters of artistic style or genre, how the elements of art or music manifest themselves in that style, comparisons to other styles or genres, and describe how and why they have applied their understanding of that art style or musical genre to the piece they are currently developing or practicing.

3. If the school plans to adopt or develop additional academic performance goals or assessments.....
DSA will not use any additional standards, performance goals, or assessments beyond what has been articulated.

4. How will the school's policies and standards for promoting students' from one grade to the next.
DSA will meet and exceed the credit requirements of the State Board of Education in awarding credits for promotion and graduation, including Algebra II, Integrated Math III, Biology, English II and U.S. History. Students will also complete at least four credits of STEM coursework, community service hours related to the STEM disciplines, field work such as internships, STEM-focused competitions, and/or mentoring elementary or middle school STEM students. All DSA

students will complete a Senior Capstone Project and take one college course. For the exit standards and promotion criteria for Students in grades 9-12, see Appendix B-7. Students will not be promoted into the next grade until all of the requirements at each grade level have been met.

The criteria for promotion will be communicated to parents through the Student/Parent Handbook, at Back-to-School Night, and during the Parent Information Night when students register to attend the school. Additionally, in their advisories, students and their advisors will update and monitor the Student Success Plans and promotion criteria and share that information with parents.

5. Explain the process for ensuring that all students in grades 8-12 have a complete student....

At DSA, students will be placed into advisories to build school culture and as a way to facilitate college readiness. Unlike traditional homerooms that are convened for administrative purposes, advisories are based on relationships, coaching, and an agenda driven by the needs of the students. The teacher who leads each advisory will be one of the teachers for that student group's current grade level, promoting cohesion between academic programming and the advisory structure. Advisories play a critical role in Student Success Planning (SSP) and stay with the student throughout the student's tenure at the school. Students will create their post-DSA plan and update their profile on Career Cruising at least twice per year. Although students may update their profile and SSP on Career Cruising anytime, advisors will specifically schedule time for students to update their profiles at the end of each semester. To monitor each student's SSP, advisors will confer with each student about the student's SSP and his or her goals for the year, noting how well the student is progressing through benchmarks to meet those goals. For some students, more frequent conferences will be required due to indicators (such as inconsistent attendance, low scores on DCAS, missed due dates, low formative assessment scores, etc.) which suggest they may struggle to stay on course.

High School Graduation Requirements (High Schools Only) [14 Del. C. §§ 512 (4), (5), (6) and (7)]

1. Explain how the school will meet these requirements and monitor them through the use of....

Students will earn an additional seven credits above the 24 required by the DDOE, including advanced Science, Social Studies, World Language, and Leadership Pathways credits. Additional required credits in science and social studies during grade 12 and an additional year of World Language in grade 11 will be required of all students so that they meet the minimum "Commitment to Delawareans" admission criteria from the University of Delaware, as well as similar course requirements at other four-year colleges and universities. Elective courses will be offered in technology, advanced STEM the arts, and engineering.

The schedule for DSA will include four 90-minute blocks each day for 182 days, totaling 136.5 hours in each course. Courses will rotate on an A/B block schedule. Sample schedules are included as Attachments 6-B-1 through 6-B-4.

Grades for individual courses will be calculated using assessments of both content and 21st century learning. For example, in chemistry, a student's grade might be computed as 70%

acquisition of the chemistry standards, 10% collaboration, 10% oral and written communications, 5% creativity, and 5% professional work ethic. The specific percentages will be determined by the school leader and teachers based on their development of the School-wide Learning Outcomes during the summer prior to opening.

DSA will use A+/- grading scale as follows:

Grading Scale				
A+ 98-100	B+ 90-92	C+ 82-84	D+ 75-76	F 60-69
A 95-97	B 87-89	C 79-81	D 72-74	
A- 93-94	B- 85-86	C- 77-78	D- 70-73	

Grade point averages will be computed by assigning the following point equivalency to each letter grade.

Grade Point Equivalency				
A+ 4.33	B+ 3.33	C+ 2.33	D+ 1.33	F 0.00
A 4.0	B 3.00	C 2.0	D 1.00	
A- 3.67	B- 2.67	C- 1.67	D- 0.67	

College courses that are taken for dual credit and AP/Advanced coursework will be weighted as the grade point equivalent listed in the table plus 1.0. Therefore, an A- in an AP or college course would equal 4.67.

Transcripts for the students from DSA will reflect the course titles listed in the course sequence above and the letter grade that the students earned in the course. Transcripts will also include information about how each letter grade was calculated and Grade Point Average.

2. If applicable, also explain how the school will meet the requirements for any and all Career....
DSA will not offer CTE coursework at this time.

School Calendar and Schedule [14 DE. C. § 512 (6)]

1. Provide, in Attachment 6, the school's proposed calendar for the first year of operation....

The school calendar and instructional schedule is included in Attachment 6-A. The sample daily and weekly schedule of classes is included in Attachment 6-B-1 through 6-B-4. The schedule for DSA will include four 90-minute blocks each day for 182 days, totaling 136.5 hours in each content area and elective. DSA will use an A/B day alternating block schedule so that all classes have the instructional time required for PBL. Unlike direct instruction and lecture-based methods, PBL requires time for students to collaborate, problem-solve, and construct knowledge. The process of completing the work and developing the project becomes a critical learning opportunity that takes longer than the typical 45-minute period. Additionally, in the A/B schedule, students will take eight classes at a time on alternating days all year long, so there is an unbroken development of skills, unlike when courses are taken on a semester basis. The proposed calendar includes professional development opportunities for teachers to begin planning projects prior to the start of the school year as well as opportunities throughout the

year to work with colleagues to plan joint projects. The calendar also notes the new students' 'Gear Up to STEM' summer induction program and the summer school program. Both of these summer programs are contingent on fundraising.

School Culture [14 Del. C. § 512 (6), (7) and 14 Del. C. §4112D]

1. Describe the culture or ethos of the proposed school and how this culture or ethos will promote....

The culture of NTN schools is built on trust, respect, and responsibility. When the school leadership and teachers attend trainings, they learn strategies and tools to build a positive school culture. As the NTN coach meets with the leaders and teachers in the summer prior to the school opening, he or she will work with them to put structures and routines in place that have been effective across the NTN at building the school culture. Given the unique school design, a positive school culture is essential to the academic program. As part of a NTN school, students and teachers will have ownership of their learning experience and their school environment. Working on projects and in teams, students will be accountable to their peers and will acquire a level of responsibility similar to what they would experience in a professional setting.

Integral to the school culture will be a program of learning around environmental sustainability as a way of creating a harmonizing and values-based approach to ethical, professional, and personal behavior. Students will have the opportunity to learn about the environment through class and extracurricular projects focused on the environment, such as reforestation projects, recycling, alternative energy, water stewardship and conservation projects. Students can use these opportunities for community service credit, club projects, internships and project content as part of their graduation requirements. Partners will include environmental firms and other related corporations. The DSA will contract with various organizations to develop and adapt the content for these projects. Students will ultimately learn the value of their collective actions in making positive change.

The development of the school culture will extend to the teachers and other adults in the building, who will model trust, respect, and responsibility in their interactions with each other. The positive school culture will be built using an advisory system which creates a "home base" for all students each year where students build confidence in themselves and in their peers.

2. Describe the school's bullying prevention and anti-hazing policies....

DSA will employ a number of strategies to prevent bullying, cyber-bullying and anti-hazing. One key strategy will be the use of Restorative Justice Practices as teaching and learning tools to support the school's culture of trust, respect, and responsibility. Through these strategies, teachers and students learn appropriate ways to deal with unacceptable conduct, respond to bullying behaviors, and consider alternate approaches to resolving disagreements. Information targeting the school's culture and Restorative Justice will be provided to staff, students and parents through various orientation venues, such as parent/student orientation sessions, staff training, and the Student/Parent Handbook. Research on the effectiveness of Restorative Justice Practices is included as Appendices B-8 and 9.

A Bullying Prevention Committee will be established as part of a broader team that addresses school safety, school culture, and behavioral and academic expectations that align with the school's mission and vision. Development of these pieces will become part of planning year activities. DSA will use the model Bullying/Cyber-Bullying/Anti-Hazing Policy that is available on the DDOE website as the foundation for its own policy (see sample policy Appendix B-10).

3. Explain how the school culture will serve and support students with special needs...

DSA will promote equity among all students, regardless of the special needs of any individual student. The school culture is based on building trust, respect, and responsibility—three components that are critical to the success of a model that relies on team work and collaboration. As an inclusive school, students will be taught that diversity on a team is a valuable asset, and that all students will be able to participate in the academic and engineering pathway classes. Accommodations will be made for any learning or physical disabilities according to a student's IEP or 504 Plan. The use of PBL will promote teamwork and the inclusion of all teammates in the development and completion of the project. Skillful group composition challenges students to capitalize on their own strengths and learn from the strengths of others while collaborating on projects. Advisories will engage all students in character education that includes promoting sensitivity and diversity. Through the combination of a strong, research-based academic program from the NTN as well as an intentional focus on building a school culture focused on valuing differences, the school culture will be one in which all students are able to find a place to shine.

Supplemental Programming [14 Del. C. § 512 (6)]

1. Will the applicant offer summer school? If so, describe the program(s) to be offered....

DSA will offer a summer school program to those students requiring an extended school year (ESY) or needing additional time in the summer to complete an academic contract. Teachers in each of the core content areas will be hired to work with students for five weeks, Monday through Thursday, from 8:00 am – 11:00 am. The time will be used to provide small-group instruction, individualized tutoring, and independent work time, based on each student's contract or the goals outlined in the ESY section of the IEP.

The school will provide ESY services for all eligible students. ESY services are based on the unique needs of each child as well as the team-developed goals and objectives contained within his or her Individualized Education Plan (IEP). Any students, who will not receive a Free and Appropriate Public Education (FAPE) during the regular school year, as determined by the IEP team, will be eligible for ESY services. The decision, rationale, and description of the setting and goals for the program will be outlined in the IEP under "Considerations of Eligibility for Extended School Year Services (ESY)."

2. Describe the extra- or co-curricular activities or programming the school will offer....

DSA will offer extracurricular activities, sports, and clubs based on the STEM program and the interests of the students, and the availability of staff members to sponsor the groups. Sports teams will be funded through the development of a Sports Booster program and sports participation fees. Clubs and activities will be self-supported through activities fees and fundraising. If students are not able to pay the activities fees, donations will be sought from

other sources and/or fees will be waived so that all students have access to all programs. Sports teams will be introduced after Year 3 of operation to allow a critical mass of students to be available and as to not detract from the startup of the academic portion of the school. Clubs will be encouraged at the start of the school, particularly those complimenting the academic goals of the Academy and encouraging participation in competitions outside the school (e.g. science bowls, robotics competitions, etc.)

High School competitions such as the First Robotics, Marine Advanced Technology Education (MATE), SeaPerch and Future City are examples of engaging students in mentor-based programs that build science, engineering and technology skills, inspire innovation, and foster self-confidence, communication, and leadership. Students learn to apply math and science concepts to real-world issues, develop writing, public speaking, problem solving, and time management skills, research and propose solutions to engineering challenges, discover different types of engineering and explore career options, learn how their communities work and become better citizens, and develop strong teamwork skills. These activities can be incorporated into the curriculum or as an after school project. Funding for competitions will depend primarily on sponsorships or donations from corporate, private and public partners.

Lastly, students will be encouraged to participate in extra-curricular programs involving environmental and energy sustainability. These activities can be used for both course credit, community service or after-school programming and involve the development of Eco-friendly life sciences and environmental projects. Students may also use these activities as content toward their capstone projects. Programs such as ESCOAtlantic's Green Education Courses will provide primers for sustainability for students and integrate them into green projects, such as bioremediation, greenhouse growing, aquaponics, hydroponics and alternative energy development. This program will be funded through sponsorship funding and sales of goods as part of the production output of the program (food to stores).

3. Describe the school's programs or strategies to address student mental, emotional, and....

DSA teachers will be trained by a contracted psychologist and will draw on the expertise of special education staff to recognize signs of appropriate mental, emotional, and social development for the grades they are teaching. Through the advisory system, adults in the building will be well-connected to each student and able to recognize concerning changes in behavior. If issues arise, the school nurse will be notified. Concerns will then be reported to the appropriate state or social service agency.

4. If applicable, describe any other student-focused activities and programs that are integral...

Students at DSA will complete 25 hours of community service each school year. Advisors will supervise students in securing appropriate community service opportunities and will document their service with the signature of their supervisor. In addition, students will be asked to complete a leadership activity in the community. This could be leading a team of students to pick up litter, for example, or raising money for a particular cause. These volunteer and leadership opportunities will be coordinated through the advisory period and entered into each Student's Success Plan.

In their junior and senior years, students will work on their Senior Capstone Projects, which are built around the students' interests and career goals. This project will involve significant research into a topic that is meaningful to the student, focused community service and leadership hours, internships in the community, and a presentation at the end of the senior year. During their senior year, time in ELA class will be spent preparing for the senior project. Progress will be monitored during advisory.

Special Populations and At-Risk Students [14 Del. C. § 512 (4), (5), (6) and (7)]

1. Identify the special populations and at-risk groups that the school expects to serve....

Students may come to DSA for different reasons, but the one characteristic that all students will share will be that they are all looking for an education that is focused on science, technology, engineering, and math. DSA expects to serve a diverse population of students across demographics and socio-economic levels and will provide the services required by DDOE regulations. Based on statistics from the school districts serving students in Wilmington (where the school may be located), DSA will serve a small population of English Language Learners, migrant, refugee, and gifted students. Given that poverty is an indicator of at-risk populations, DSA anticipates that free and reduced lunch (FRL) and at-risk learners will be approximately 50% of the student population. Although local special education averages are around 10.6%, DSA is planning instruction based on the state average of 12.5% special education students. DSA welcomes all students, and will educate each student to be an exceptional learner through rigorous content and 21st century skills. For more details on the various populations mentioned above, see responses below.

Based on the current percentage of special education students in Delaware, in Year 1 of school operations DSA expects to have a 12.5% special education population, for a total of 25 students out of the 200 who will be enrolled in grades nine and ten. Two Delaware-certified Special Education teachers, who also hold at least one Highly Qualified content area certification, will be employed in Year 1 along with the Special Education Coordinator (SEC). As DSA grows and adds grades 11 and 12 in the two subsequent years, the school anticipates a similar proportion of special-needs students. By Year 4 of operation, when the school is at capacity, DSA will have two full-time, Delaware-certified special educators who serve as Special Education Coordinators, and at least four dually-certified special education/content area teachers.

DSA, with its unique approach to learning, will allow students with diverse needs (such a migrant, homeless, refugee, gifted, ELL, etc) and abilities to reach their full potential. The approach for serving students with identified special needs or those who are deemed at-risk will be community-based. Through the RtI process, blocks of intentional, intensive instruction at Tiers II and III for identified areas of struggling students' weakness will assist all students in achieving the academic standards.

The student schedule will include research and hands-on, PBL approaches which will provide the structure and flexibility necessary for an array of student needs. Teachers will work closely with those students who require additional support in terms of advocacy, educational planning

and mapping, and college or career planning, ensuring that they are meeting their success plan benchmarks. For students who are at risk or are being served under an IEP or 504 Plan, teachers and/or related school personnel will provide all necessary accommodations and modifications to course and project work, assisting students in achieving performance expectations.

2. Describe the school's plan for ensuring compliance with state and federal statutes and regs ...

a. A description of how the school will implement response to intervention procedures....

DSA will implement all Response to Intervention (RtI) with fidelity. All students will be educated at Tier I, in the general education curriculum, with research-based instruction. Once a student is identified as having difficulty succeeding in the general curriculum, the student's team of teachers will review relevant data and implement appropriate interventions. If the student improves, he or she will continue in the general education program with those supports in place.

If the student's performance data does not improve and the student is not meeting benchmarks, DSA's Instructional Support Team (IST) will review the data and design interventions for the student. This will move the student into Tier II of the RtI process, with a minimum of 90 minutes per week of targeted, research-based intervention instruction. Progress monitoring of student performance and achievement in targeted skill(s) will be done in six week cycles. If student performance increases and goals are met, the IST will decide if the student has made enough progress to transition back to Tier I and if any of the interventions should remain in place.

If the student does not make adequate progress in Tier II, as reflected by the progress monitoring assessment data, the student will transition into Tier III services. In Tier III, the student will receive a minimum of 120 minutes per week of targeted, research-based intervention instruction. Student progress is monitored on a six-week cycle by the teacher and the IST. Instructional intensity at both levels of additional intervention instruction is addressed through duration, frequency and time of interventions, and group size.

b. A description of the evaluation process to determine eligibility for special education....

DSA will use the RtI process with all students (see above). This will allow teachers and parents a carefully documented record of the student's strengths and weaknesses as well as documentation of strategies and accommodations that were implemented in an effort to improve learning outcomes. Once a student reaches Tier III of the RtI process and has not shown adequate growth, a student can be referred for a psycho-educational evaluation. Once parental permission is received, the evaluation will be conducted by a certified school psychologist to determine whether or not there are any identifiable disabilities hindering the student's academic success.

At any time, DSA parents or guardians who have specific concerns about the academic progress of their child may submit a written request for a psychological evaluation of their child to determine eligibility for special education services. In addition, teachers at DSA who suspect that a child has a disability may bring these concerns, along with data gleaned from

assessments and research-based intervention practices, to the IST for their review and evaluation referral.

Once results of the evaluation are made available, the teachers, parents, school administrator, psychologist, and student will meet to discuss the results of the evaluation and determine whether or not, based on the recommendations of the psychologist and collected data from the IST, the student is eligible for an IEP. This same team will meet to craft that plan, taking into account Evaluation Summary recommendations, student performance data against grade level expectations and outcomes, as well as student college and career aspirations for appropriate transition planning.

c. A description of how the school will regularly evaluate and monitor the progress and

Each student's IEP will include measurable annual goals based on collected student data and current academic performance in identified areas of weakness. Annual goals will be broken down into measurable benchmarks that will allow for progress monitoring. Every two weeks, data pertaining to student goals will be tested and collected. Each quarter, parents will receive student goal sheets with updates on progress toward achieving annual goals. Having these multiple entry points and checks for student growth will allow educators to be formative in their decision-making and allow for conversations regarding the efficacy of each student's educational plan.

d. A description of how the school will provide a continuum of educational placements for...

All students will be educated in their Least Restrictive Environment (LRE). As such, DSA will hold fast to the following IDEA principles:

- Special education is a service, not a place;
- All students with disabilities will have access to the general education curriculum;
- A broad range of services will be provided, addressing the needs of all students with disabilities;
- IEP teams will first consider providing each student with services in the general education classroom, with supplementary aids and services appropriate to that student's needs;
- A continuum of options will be provided that vary in the extent to which they provide education for a student with a disability alongside his or her non-disabled peers; and,
- Parents will have full access to a system of procedural and substantive rights and assurances that they are informed participants in educational decision-making—concerning both the services provided and the setting they are provided in—for their children.

Following these principles, for those students with disabilities who are likely to succeed with the help of well-designed, carefully implemented and rigorously assessed general education interventions, special education services will be delivered in the general education classroom through a full inclusion model. Where services delivered in the general education classroom are *not likely* to result in student success, a continuum of alternative options will be provided for all students with disabilities. At all times, DSA will comply with DE code 14

Del.C. §3110 for definitions of least restrictive environments⁷. Educational placement options shall include, but not be limited to, the following:

Services in the General Education Classroom

27.1.1 Inside Regular Education Class ≥ 80 percent of the day: Children with disabilities receiving special education and related services outside the regular classroom less than 21 percent of the day. This may include children with disabilities placed in: regular class with special education related service provided within regular classes; regular class with special education related services provided outside regular classes; or regular class with special education services provided in resource rooms.

At DSA, general education services with supplementary aids and services, when needed, will be conducted in conjunction with related services, special education teacher support services, and collaborative team teaching, which is an element of the NTN model within the integrated courses. Based on the needs of the student and his or her IEP, the continuum of services within the regular classroom could include any of the following:

1. Instructional Adaptations:
 - Changing the manner in which information is presented, paced, or sequenced
 - Structuring support through a co-teaching model
 - Incorporating flexible grouping and instructional practices such as cross-age tutoring, heterogeneous grouping, and/or peer partnerships
2. Curriculum Accommodations:
 - Changing how a student accesses information and demonstrates learning without substantially changing the instructional level, content or the performance criteria.
 - Using assistive technology, such as audio tapes instead of books, large print books, Braille materials, calculators, and/or word processors.
 - Providing individualized supports, such as the rephrasing of questions and instructions, testing modifications, and providing curricular aids such as highlighted reading materials, main idea summaries, organizational aids, pre-written notes, and/or study guides
 - Allowing additional time to move between classes; special seating arrangements; testing modifications
3. Curriculum Modifications:
 - Changing what a student is expected to learn and demonstrate when participating in the general education curriculum
 - Changing the instructional level, the content and the performance criteria. While the student works on a modified course content, the subject area remains the same as the rest of the class
 - Redesigning the size, breadth or focus of the assignment
4. Behavior Intervention/Support Plans

⁷ Note that the listed codes and definitions were identified in consultation with Mary Ann Mieczkowski.

- Addressing behaviors that impede learning through structured feedback loops that are appropriately timed based on the needs of the student

Part-time or Full-time Special Education Classes/Services

27.1.2 Inside Regular Class \leq 79 percent of the day and \geq than 40 percent of the day: Children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent of the day and no more than 60 percent of the day. This may include children placed in: resource rooms with special education related service provided within the resource room; or resource rooms with part time instruction in a regular class.

At DSA, students who have an IEP indicated placement of inside the regular education classroom between 40% and 79% of the day will receive necessary classroom accommodations and modifications as mandated within their IEP when they are in their general education classroom(s). Part time or full time special education classes/services will also be delineated within the student's IEP as to which environment/setting will allow students the appropriate access to the general curriculum when the needs of the student are of an intensity that cannot be met within the regular education classroom. This can include part-time resource support, or resource room with part time instruction within a student's general education class.

27.1.3 Inside Regular Class $<$ 40 percent of the Day: Children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the day. This may include children placed in: self-contained special classrooms with part time instruction in a regular class; or self-contained special classrooms with full time education instruction on a regular school campus.

For those students who are in need of a specialized setting, full-time classes in specialized school settings will be provided when it is deemed by the IEP team that it is educationally justifiable and/or medically relevant.

Supplemental or Out of School Special Services

27.1.6 Homebound and Hospital: Receives education programs in homebound hospital placement. Includes children with disabilities placed in and receiving special education and related services in: hospital programs, or homebound programs.

At DSA, homebound instruction could occur for multiple reasons. When a student is not able to attend school for an extended period, he or she will receive his or her education at home until it is determined that he or she are able to attend the regular educational program.

This range of services is broad but will not be static for any individual student. As student progress is assessed, attention will be paid to the needed services, ensuring that services are provided in the least restrictive environment. Each time an IEP is developed for a student (e.g., as part of the initial evaluation, at annual reviews, and/or at other re-evaluations), general education with needed supplementary aids and services must be considered as an option.

e. A description of how the school will organize and use instructional support teams to engage...
At DSA, there will be a strong blended culture of discipline and academic excellence, with many people invested in the success of each student. With smaller class sizes, co-taught integrated content areas, and a student inquiry-driven, hands-on, project-based approach to learning, there will be many opportunities for every student to receive increased levels of academic and behavioral support to promote growth. If a teacher believes a student is in need of additional strategy instruction within the classroom to meet his or her specific needs, the teacher will bring those concerns, as well as data evidencing specific concerns, to the IST. 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. For students who do not respond to supports and strategy interventions put in place at Tier I of RtI, the team will work with the teacher to develop increased, specific strategy support using a research-based intervention to assist in promoting adequate growth.

f. For students who are age 14 or entering the eighth grade or older, explain how the school...
Students who are served under an IEP will already have elements of transition planning for college and career goals built into their IEP's. These transition elements will be revisited each year at the annual IEP review to ensure that they continue to align with the student's goals for postsecondary success. For any student who becomes eligible for an IEP based on collected data and lack of achievement through the RtI process, transition and identification of postsecondary goals will become a part of the student's IEP. These measurable, post-secondary goals will be based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The transition services and activities goals will be included in the IEP as well.

Because the build-out of post-secondary plans is individualized and student goals can differ, the appropriate people required at transition IEP meetings will vary depending on the needs of the student. However, the following people will be mandatory participants: the student, a parent/guardian, a regular education teacher, a special education teacher, and an administrator who will serve as the Local Education Agency (LEA) leader and assume responsibility for compliance with the IEP and executing the plan with fidelity.

g. A description of how the school will employ qualified special education staff, including....
The school leader will be assisted by the Innovative Schools' (CMO) Project Manager to recruit and employ special education teachers who are highly-qualified and certified in Delaware. The leadership team will use Innovative Schools' staffing services to access a national recruitment campaign and a rigorous screening process that makes available a large pool of certified teacher candidates based on the specific hiring needs of the school. Additionally, DSA will recruit Delaware certified teachers through multiple advertising venues, professional networking sites, and outreach with Delaware's institutions of higher education.

The special education staffing model for DSA includes a Special Education Coordinator (SEC) from the first day of the school's operation. This position is critical as there will be significant

work to be done to organize special education records prior to the September 30th count. The school will recruit a certified and highly-qualified special education teacher who has experience in other public schools. This person will be responsible for coordinating the special education program, scheduling and facilitating IEP meetings, and monitoring and ensuring that the school is in compliance with all special education legislation.

In addition to the SEC, DSA will recruit dually-certified teachers in each content area to facilitate the inclusion model at the school. These teachers will serve as lead teachers and provide professional development and instructional models on teaching special education students in the regular classroom.

As the school expands grade levels, the special education staff will grow in correlation to the special education population and identified needs of the students. Given the state special education average of 12.5%, when built to full enrollment, the school will include 63 special education students who will be serviced by two special education coordinators and a minimum of four dually-certified special education teachers.

Other special education staff will be employed on a contractual basis and will provide evidence of their certification. All related service providers and school psychologist(s) will be contracted to work with students in need of those services as documented in their IEP or recommended in the Psychological Evaluation Report and agreed upon by the IEP team.

h. A description of how the school will ensure that staff are adequately trained and properly....
DSA teachers will engage in trainings led by the SEC and special education teaching staff at the school so all teachers are knowledgeable of the IDEA regulations and the specific accommodations and modifications that are to be provided to students with special needs. These professional development sessions will ensure that all DSA teachers and administrators are knowledgeable in their roles and responsibilities in providing each student with a FAPE.

Each year, prior to the opening of school, professional development time will be devoted to a special education team-led session on the roles of each person involved in the IEP process. Additional information will be provided in delivering high quality, scientifically and research-based instructional strategies and practices to all students at DSA. Teachers will be led through the process outlining their duties to locate, evaluate and identify students with disabilities through the defined RtI process, as well as through recommendations to the IST. Teachers will also be trained in the Procedural Safeguards so that they have a firm understanding of the rights of special education students and their parents.

The special education team will create an "IEP at a Glance" sheet for each student who has an IEP. This will allow teachers to become familiar with the expectations for delivering high quality instruction that specifically imbed appropriate accommodations and curricular modifications for students as required. This promotes thoughtful communication and collaboration between special and general educators.

One meeting per month will be dedicated to special education topics as determined by staff needs. These meetings will allow for the special education team to review "IEP at a Glance"

sheets for any newly identified or newly enrolled students. This will also be time for the special education team to share information from external professional development.

In Years 1 and 2 of operations, the school leader and SEC will have the responsibility of monitoring teacher compliance with accurate and timely data collection as well as ensuring that the needs of all students are being met through IEP delineated accommodations and modifications. By Year 4 of operations and beyond, DSA expects to hire an assistant principal who will assume responsibility and oversight for the special education services and regulations.

i. Explain how the school will ensure parent participation in the IEP process in accordance....

DSA will take steps to ensure that one or both of the parents of a child with a disability are present at each IEP Team meeting or are afforded the opportunity to participate. Parents will be notified of the IEP meeting no less than ten (10) school days prior to the IEP meeting, and the meetings will be scheduled at a mutually agreed upon time and place.

The notice sent to parents and the student about the meeting will include the purpose, time, and location of the meeting and who will be in attendance from the school or other agencies. Parents will be invited to extend the meeting invitation to other individuals who have knowledge or special expertise about the child. When appropriate, the meeting invitation will also indicate that a purpose of the meeting will include the consideration of the post-secondary goals and transition services for the child.

If the parent is not able to attend the IEP meeting, then the SEC will talk with the parent via phone calls or conference telephone calls. In the event that the parent(s) refuse to attend the IEP meeting, the SEC will keep a record of the attempts to arrange a mutually agreed on time and place. The SEC will arrange for an interpreter for parents with deafness or whose native language is other than English. At the IEP meeting and whenever requested, the SEC will give the parent a copy of the child's IEP at no cost to the parent.

j. A description of how the school will meet the needs of students with disabilities who....

The IEP team will make a determination as to whether or not a student is eligible to take the DCAS – Alt1 on the basis of the criteria set by the *Participation Guidelines* found in the *Guidelines for Inclusion of Students with Disabilities and English Language Learners*. It is not an individual's unilateral decision but one that comes after a careful review of the criteria described in the Guide and existing documentation that supports the IEP team's decision.

In the event that a student from DSA is eligible to take the DCAS – Alt1, the student's teacher, who will be a Delaware-certified instructor, will attend the DDOE-sponsored training so that he or she can administer and score the assessment. If the student's teacher is not a Delaware-certified teacher, then the teacher will be accompanied to the DDOE DCAS – Alt1 training by the school's SEC, who is Delaware-certified, and the team will administer the DCAS-Alt1 together to meet the administrative requirements of administering the assessment in the presence of a

Delaware-certified teacher or administrator, being familiar with the student’s support needs and communication mode, and having attended one of the DDOE-sponsored trainings⁸.

k. A description of how the school will ensure that IEP or 504 testing accommodations are....

Students with disabilities may receive accommodations on the DCAS only if they:

- Are eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504; and
- Have an Individualized Education Program (IEP) or 504 plan and instructional program that include accommodations and/or assistive devices in the instructional process.

Students are eligible for the test accommodations allowable on the DCAS that are also in their IEP or 504 Plan. Students who have been formally identified through the IEP or 504 process but do not have accommodations or assistive devices documented in their plans are not eligible for any accommodations during the DCAS.

The SEC will attend any DDOE training offered on administering the DCAS to students with IEP or 504 accommodations to ensure that he/she is current on all new or updated accommodations, regulations, policies, and procedures. At the beginning of each school year, the SEC will review the IEP and 504 plans of students and complete the DCAS Students with Disabilities Form. To ensure that students receive their testing accommodations, one month prior to the testing window opening the SEC will meet with the Assessment Coordinator to review the accommodations documented on students’ IEP or 504 plans and the subsequent Student with Disabilities Form. Using these documents as a guideline, the Coordinators will work with school administration to plan the test administration for those students, including making arrangements for special space arrangements, alternative testing times, appropriate staffing, and communications with the test administrators about testing accommodations. One week prior to the DCAS administration, the SEC will ensure that all accommodations are entered into the DCAS Accommodations database⁹.

3. Explain how the school will meet the needs of English Language Learners (ELL), immigrant...

a. Explain the school’s process of identification of ELL students and the subsequent provision...

- Home Language Survey

All incoming students will be given the Home Language Survey as part of the enrollment process at DSA. The Home Language Survey that will be included in enrollment packet is in Appendix B-11.

- Initial diagnostic test for English language proficiency

If any questions from the Home Language Survey indicate that a student’s home language is something “other than English,” DSA will give the WIDA-ACCESS Placement Test (W-APT) to the student¹⁰ to determine if the student should receive services as an English Language Learner. Even if a student’s performance on the W-APT is above a 4.0, ELL placement may be indicated based on information from family members and school personnel.

⁸ <http://de.portal.airast.org/wp-content/uploads/2013/06/DCAS-Alt1-Fall-2013-SAC-Manual2.pdf>

⁹ http://de.portal.airast.org/wp-content/uploads/2013/06/Guidelines_for_Inclusion_2013-14_V2.pdf

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

- Parent notification

After a student is identified as an ELL, DSA will send a notification home to parents in the home language, stating that their student is eligible for English language development services. Parents/guardians have the right to refuse placement of their student in the ELL programs and also have the right to withdraw their student from the program, but must do so in writing. In compliance with 14 DE.C, Chapter 31, parents of students who have been identified as English Language Learners will be provided notice that their student is eligible for services in a language the parent can understand. If needed, the school will contract with a translation company to translate documents. At the beginning of the school year, identification, screening and parental notification of eligible students will be given within 25 days of the start of school or enrollment, whichever timeframe is greatest.

b. Describe the research-based English language instructional program and list the type of....

All programs of instruction for ELLs will include formal instruction in English language development and instruction in academic subjects so that ELLs have access to the regular curriculum that is provided for all students. Programs will be in consistent pursuit of the goal of acquisition of English proficiency.

In order for the necessary accommodations to be made so that teachers can teach the diverse learners that may exist in their classrooms at their current level of content and language acquisition, teachers will be trained in how to deliver multiple assessments whose data will provide information that can be used in planning for interventions and strategy instruction. Based on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners) and the English Language Development (ELD) Standards (debuted by WIDA in 2012), teachers will use the assessment data to plan lessons which assist and assess students' abilities to achieve English language acquisition. Using resources from the World-Class Instructional Design and Assessment (WIDA) and the Sheltered Instruction Observation Protocol (SIOP) teachers will be trained to provide students with appropriate opportunities and differentiation to access both the content and language objectives. The teachers at DSA will be diligent in their strategy choices, being sure to provide content and strategy instruction at the level of a students' comprehensible input in order to challenge, but not frustrate, English language learners.

c. Explain the process for ensuring that ELL students receive the appropriate annual...

After their initial identification as an ELL student, all ELL students will be assessed annually on the ACCESS for ELLs (Assessing Comprehension and Communication in English State-to-State for English Language Learners). The assessment will be coordinated though the school leader and teachers administering the assessment will attend the DDOE training.

d. Explain the school's exit criteria and process for transitioning ELL students from the program.

All ELLs will be provided 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.

e. Describe the ELL parent involvement program and/or activities that lead to the

Parents of ELL students will play a critical role in their child's cultural assimilation to DSA and must become active members of the school community. The goal of assimilation is not to strip the child of his or her native culture, but to create a school culture that embraces diversity and

allows differences to enrich the whole school community. The school leader, teachers, and staff must work in conjunction with parents to ensure that ELL students are successful members of the school community.

The Parent's Advisory Committee (described below) will ensure that when the school hosts curriculum nights and other parent events, special outreach is done to the parents of the ELL students in their home language. This will include translation services so that invitations and announcements of activities can be sent in the family's native language. Additionally, translation services will be provided at school events for parents so that they may come and participate in curriculum and information nights to learn about the school, student conferences or exhibitions so they can learn about their student's academic progress and at other school events so that parents can participate in the culture of the school.

Since all parents will be encouraged to volunteer at the school, the Parent's Advisory Committee will include opportunities for the ELL parents to volunteer by including volunteer activities that are not based around language or strategically partnering parents who don't speak English with another parent who can serve as a translator as needed. By contributing to the success of the school through volunteering the parents will grow more connected to the school and the partnership between the parent and the school will be strengthened.

f. Explain how the school will screen for the identification of migrant students for....

DSA will screen for the identification of migrant students through the enrollment process. Parents will be asked to complete the Student Residency Form that includes the three questions used for screening for migrant students:

1. Have you moved across state or district lines in the last three years?
2. Do you or have you worked in the agriculture, fishing, food processing, dairy, or poultry industries?
3. Was your move related to your work?

If the Residency Form shows a "yes" response to the three questions, the school leader will ensure that the designation of "migrant" is checked in eSchool Plus. The school will also communicate with the state recruiter who will interview the family and determine if the child meets the eligibility criteria of a migrant student.

4. Explain how the school will identify and meet the learning needs of students who are at risk....

The school will implement the Rtl process with fidelity. Students who are identified as being at-risk and/or who are performing below grade level expectations will have additional instruction in their identified areas of need, receiving either 90 or 120 minutes of targeted, research-based instruction to assist in raising achievement scores and removing obstacles to learning. Through DCAS, NWEA MAP, observation, anecdotal notes, curriculum-based measures, and formative assessments, teachers will have multiple opportunities to assess student acquisition of grade-level content and growth toward grade-level expectations.

At DSA, time and resources will be used in innovative ways. Special Education teachers will provide strategies and resources to other teachers to work with students who are identified at-

risk. The classroom teacher or the special education teacher may provide targeted small group workshops within the project-based learning structure to any student who is struggling with a specific skill. Additionally, intervention time for all students will include small group instruction with the RtI interventionist and blended learning through computer programs such as Compass Learning which will provide a specific learning pathway for students based on their assessment. Additionally, Compass Learning will provide the benchmark assessments that teachers can use to monitor achievement.

5. Explain how the school will address transition planning for students with disabilities..

For students entering DSA who are served under an IEP, transition planning will be a part of the documentation, with post-secondary goals related to training, education, employment and, where appropriate, independent living skills embedded in the plan. When a student's IEP is revisited annually to reflect academic achievement and growth, transition planning will continue. This will include planning services and activities, including courses of study that are needed to assist the student in achieving postsecondary goals.

6. Explain how the school will identify and meet the needs of gifted students, including:

a. The specific research-based instructional programs, practices, strategies, and opportunities....

The hands-on, inquiry-based, project-based approach to learning that is part of the NTN model will allow gifted and talented students increased autonomy. All students will be charged with fulfilling a role on a project team. Gifted students will have the opportunity to self-select roles and assist with identifying the responsibilities and deliverables that may go above and beyond teacher-defined curricular deliverables.

Teachers will work with gifted students individually and in small, flexible groups to challenge them. While all students work through the same rigorous projects, 'project challenges' are required for those students who are gifted and talented and who are receiving a weighted grade for the course. 'Project challenges' allow students to extend their learning by exploring an interesting complexity of the problem, conducting additional research, or answering a "What if" question that changes the parameters of the project design.

NTN offers blended learning and distance learning opportunities for gifted students to accelerate their learning. The flexible schedule of a NTN school will allow gifted students to attend college courses and internships in the local community.

b. How the school will provide qualified staffing for gifted students.

The goal will be to recruit teachers who have experience working with a gifted and talented student population for these roles. In addition to the on-staff expertise in the area of special student populations, the school, through its mission to engage the larger community in unique school-community interactions, will seek opportunities for its gifted students to explore ways to enhance their learning through the use of their strengths and talents.

The Delaware Statewide Advisory Council on Programs for the Gifted and Talented has adopted the National Association for Gifted Children (NAGS) program standards as a guide for

educational programming. The teachers at DSA who are responsible for the education of highly able students will promote the opportunity within lesson and project planning for students to engage with and attain gifted programming standards in the areas described in Appendix B-12.

c. How the school will assess and monitor the progress and success of gifted students.

DSA will assess and monitor the progress and success of gifted students one time per month to ensure that the opportunities for enrichment are maintaining the interests of the student and providing a level of supplemental challenge that promotes enhanced learning. Because DSA will be a place where students are authentically assessed for both content and 21st century skill acquisition through the use of culminating products, portfolio- and performance-based assessments, these methods will also be used for the gifted and talented students, and differentiated to require them to think more creatively about complex challenges. In addition to these NTN assessments, DSA will also assess students through their creative outlets and creative, project-based products. Gifted students will have increased levels of control over the implementation of their projects to further enhance the opportunity to have a voice in their education and assessment of knowledge acquisition.

An integral part of how the school will monitor the success of gifted students will be based on how gifted students assess themselves. Students will define their expectations for personal achievement and success thereby increasing their autonomy in the learning process and laying the foundation for lifelong learning.

7. Explain how the school will identify and meet the needs of homeless students...

DSA will identify homeless children in accordance with 14 Del Code 901.2.0 which defines homeless children and youths as individuals who lack a fixed, regular, and adequate nighttime residence and includes:

1. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship or similar reason; are living in motels, hotels, trailer parks, or camping grounds due to lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care (in Delaware that includes children in foster care).
2. Children and youths who have a primary nighttime residence that is in a private or public place not designed for or ordinarily used as a regular sleeping accommodation for human beings.
3. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and migratory children who qualify as homeless because the children are living in circumstances described above.

The school will identify a Homeless Education Liaison (HEL) who will work in coordination with school personnel and other agencies to identify students in homeless situations and ensure they receive the services to which they are entitled. Strategies to identify homeless children include:

1. **Relationship Building:** The HEL will identify and develop relationships with community service agencies in the local area, such as shelters, soup kitchens, food banks, transitional living programs, street outreach teams, drop-in centers, community action agencies, faith-based organizations, and local motels or campgrounds. The HEL will meet with representatives from these organizations at least once a year to share information and to collaborate on issues such as the identification of homeless children, the school enrollment process, transportation, and other student services. If there is not a protocol in place, the HEL will work with the organizations so that when children come through their programs, a protocol is in place to assist in determining whether or not the child is homeless and communicating with the HEL at the school.
2. **School Residency Survey:** The HEL and school leader will develop a residency questionnaire that students will complete during the enrollment process. Surveys that may indicate homelessness will be sent to the HEL for a final determination of homelessness.
3. **School Screening:** The HEL will compile addresses of shelters, motels, transitional living programs, and campgrounds frequently used by families and youth who are homeless, and provide these addresses to the school secretary. The secretary will be asked to help identify homeless students by the addresses they list on school paperwork and discreetly provide expedited enrollment and referrals to services the families and youth may need. The HEL will maintain communications with the school secretary around students who are “doubled-up” (living temporarily with another family) or who have made numerous school transfers.
4. **Awareness Training for Staff:** Teachers and other school staff members who are closely connected to students often know of students who are staying temporarily with relatives or another family, are staying at campgrounds or in their car, are living at motels, or have moved several times in a year. Initially teachers and staff may not consider these children to be homeless because of traditional homelessness stereotypes, but through training, teachers and staff will be able to use the Signs of Homelessness Handout (Appendix 13) to assist in the identification of homeless students.

When a homeless student is identified, the HEL will ensure that he or she is promptly enrolled (if not already enrolled and if there are open seats) and will begin to advocate for the student so that he or she is able to access a full and fair opportunity to succeed in school and to receive the educational services for which the student is eligible and which are equitable to all other students at the school, including access to the academic program, instructional materials, intervention or acceleration (Gifted and Talented) programs, extracurricular activities, field trips, etc. Through the school counselor, the HEL will ensure that the student receives guidance on how to apply to colleges and available resources for funding a college education. The HEL will also work with the student’s parents/guardian, school’s transportation company and the district/school of origin to ensure that the student has transportation to DSA. Homeless students will not be turned away from DSA as long as open seats are available in accordance with approved enrollment numbers.

The HEL will also coordinate training for school staff on homelessness and the McKinney-Vento Act. This will ensure that all school staff understand the federal law and homeless policies and procedures, and have the knowledge, skills, and disposition to provide a positive and caring

environment for children, including those who are homeless, that they facilitate homeless children's access to the entire school program, and that they provide them instructional support that enables them to succeed. This training will include a session at the beginning of the school year so that teachers are trained to recognize signs of homelessness and are fully aware of the schools protocols and policies for referring a student to the HEL and assisting the child and family with discretion. The HEL will meet with grade level teams as least once a semester to provide professional development on strategies for assisting homeless children and will conduct full staff homelessness awareness training at least one more time during the school year.

The HEL will prepare the professional development sessions using the extensive resources (video series, discussion guides, webinars, PowerPoint presentations, and print materials) from the National Association for the Education of Homeless Children and Youth and the National Center for Homeless Education. The HEL may also arrange for speakers to come in from local community organizations who regularly work with homeless families and children to share their expertise with the teachers and staff.

Student Recruitment and Enrollment [14 Del. C. § 512 (6) and (8)]

1. Identify the maximum enrollment school-wide and per grade level that the school ...

Grades	Number of Students				
	Year 1 2015-16	Year 2 2016-17	Year 3 2017-18	Year 4 2018-19	Year 5 2019-20
9	175	150	150	150	150
10	75	175	150	150	150
11		75	175	150	150
12			75	175	150
Total Students	250	400	550	625	600

2. Provide evidence of student demand that would allow the school to meet the intended...

The Delaware STEM Academy has made a strong effort to reach out to parents, educators, local community members and businesses about their proposed school. Data from the survey provides a strong indication that those who learn about DSA would consider enrolling their child in this type of academic program as evidenced by 92% of respondents stating they would consider enrolling their child in a school that uses the New Tech program and 81% stating that they would consider enrolling their child in a school with a STEM curriculum. STEM and engineering related businesses have also shown strong support for the school. Enrollment trends in local public high schools and private schools indicates that the number of students that DSA hopes to serve is also realistic and would have a minimal impact on enrollment at other high school options (district, charter or vo-tech) - just 3% - and perhaps less than 3% in

light of projected population growth. Furthermore, in 2013, the Delaware Charter Schools Network shared data that 4,000 students across the state are on charter school waitlists. DSA could serve as a viable school option for some of the high school aged children on charter school wait lists who are living close enough in proximity.

3. Explain the plan for student recruitment and marketing that will provide equal access to any....

a. The recruitment strategies that the school will employ to attract each subgroup to the...

To ensure that the Year 1 enrollment target of 175 freshmen students and 75 sophomore students is met, recruitment strategies for DSA will focus on two key New Castle County audiences: (1) rising high-school-aged students (specifically teenagers aged 12-15) and (2) parents of rising high-school-aged students. The goal of recruitment will be to have a diverse student population that has a 50:50 male-to-female ratio.

The school will make an effort to ensure that all families and potential students, including families in poverty, academically low-achieving students, students with disabilities, and other youth at risk of academic failure, are reached. The Board, school leader, and CMO will by:

- Visiting local public middle schools that serve a diverse student population to share information;
- Conducting a targeted advertising campaign in diverse neighborhoods throughout New Castle County to ensure that all families have opportunities to learn about the school;
- Hosting parent information sessions in different parts of New Castle County, including local community centers and churches, to ensure that meetings are accessible to all families;
- Hosting at least one parent information session with a language translator (most likely Spanish, unless a concentration of another language is determined);
- Offering free child care and refreshments to make attendance at parent information sessions easier for families who have young children;
- Working with local press outlets to publish stories about the school's progress; and,
- 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.

Through this outreach plan, the Board believes that it will recruit a diverse student population that reflects student demographics similar to other high schools in New Castle County.

To execute its marketing plan, the ad hoc Marketing and Student Recruitment Committee of the Board, the school leader, and the CMO Project Manager will work together on student recruitment. For Year 1 recruitment, materials will be developed immediately following the approval of the school's charter. The bulk of community outreach and student recruitment would begin in September 2014 and conclude in January 2015 if maximum enrollment has been reached. 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 February 2015. If not fully enrolled, the school will continue to hold recruitment events until maximum enrollment has been reached or until the September 30th count. Students and parents will receive enrollment packets in March 2015, prior to the

school's opening. This timeline will be repeated in subsequent years. For a more detailed Marketing Plan, Tools and Strategies, and Timeline, see Appendices B-14-a, b, and c.

b. A brief explanation of the efforts, resources, structures, or programs that the school will...

The Board believes that students and families will stay at a school if the school has a positive learning environment, a high quality educational program, and where the family feels connected to the school.

Positive Learning Environment

By implementing the NTN school design, DSA will have a strong school culture that is built around "Trust, Respect, and Responsibility." In their academic classes, students will be taught how to work in teams and value each other's contributions. In their advisories, all students will be taught the value of individual gifts and how they contribute to the team. Each year, the school will run an anti-bullying campaign.

Discipline issues are historically very low in deeper learning schools such as NTN (NTN Effectiveness Data – Appendix A-3). Such issues will be resolved quickly, using the practices of Restorative Justice so that the culture of the community is maintained (see question 5(a) for more information on Restorative Justice). School culture data, such as attendance data and discipline data, will be monitored on a monthly basis as part of Innovative School's monthly reporting through a data dashboard to note patterns and trends. As attendance and discipline issues are correlated with academic performance, this review may reveal issues that impact the academic performance of students.

Disaggregated Data

It is important that students across demographics are succeeding academically. Each month the school leader, in partnership with the school's CMO will examine the academic metrics of the schools' data dashboard, including disaggregated student data, which will reveal patterns and trends over time. Early in the year, disaggregated cells will be examined by student name to reveal which students fall into multiple cells. These students will warrant special attention by the school leader and Innovative School's program manager through the monthly data dashboard discussion. Following the initial meeting between the school leader and the CMO program manager, the school leader will share the disaggregated data dashboard with the grade level teams through a data review meeting. At this meeting, the school leader will work with teachers to examine the disaggregated data to ensure that all students are meeting academic benchmarks and growth targets. In the event that students are not meeting benchmarks, the grade level team will do a detailed analysis of student level data, talk with the student and his or her parents about the data, and collaborate with the student and his or her parents to develop an Individualized Improvement Plan or Academic Contract (see question 7 on page 9 above) that outlines specific strategies to improve academic success. This plan will be monitored on a regular basis through a data dashboard to note patterns and trends.

Outreach to Parents

DSA will organize a Parents' Advisory Committee that will meet quarterly to advise the school leadership on upcoming programs and to provide feedback. The committee will be established specifically to reflect the diversity of the school and parents will be recruited from all

demographic subgroups. Over the course of the year, the committee will monitor the application process to ensure that marketing and outreach activities are scheduled for diverse communities and that incoming applications to the school reflect a diverse population. If any student leaves DSA prior to graduation, a member of the Parents' Advisory Committee will contact the parents for an exit interview to collect data on why the student is leaving and to solicit advice on how to retain students in the future.

Parents will be asked to volunteer at the school to increase their ownership and participation in the education of their child. Volunteering in the school is not a condition of enrollment; however the school leader will work to educate all parents on the value of their participation in the education of their child. To ensure that all parents have the opportunity to volunteer, the school leader will work with the Parents' Advisory Committee to develop a list of volunteer opportunities that is accessible to all parents and requires various levels of skill and time commitment. Parent volunteers will be coordinated through a Parent Volunteer Coordinator at each grade level who will report to the Parents' Advisory Committee.

Special outreach will be done for the parents of disadvantaged students to facilitate high levels of participation in academic school activities. To empower all parents to participate, information will be sent home and made available on the school website. All parents will be notified of upcoming academic activities through a school phone notification system. During curriculum nights, parents will be educated on how to help students study and do homework, PBL, and other academic topics. Each semester teachers will report to the school leader on which parents are in attendance at academic events and which have not participated so that additional outreach may occur.

4. Provide, as Attachment 7, the school's Enrollment Policy and Withdrawal Policy...

a. Any admission requirements, including an explanation of the purpose of....

There will not be any admissions requirements DSA aside from a Delaware residency requirement.

b. Any admission preferences in accordance with 14 Del. C. § 506(b) and....

The admissions preferences are in accordance with 14 Del.C. §506(b), and are: 1) Children with siblings concurrently enrolled at DSA; 2) Children of the school's founders (no more than 5% of the school's total enrollment); and, 3) Children of staff members employed on a permanent basis at the school for at least 30.0 hours per week during the school year. They are further described in the school's Enrollment Policy, found in Attachment 7-A.

c. To the extent practicable, each charter school shall establish a timeline for its application...

In accordance with HB 90 w/ HA1, the timeline for the applications and admissions process shall align with the requirements specified in the law and the public school choice program. The open application period will operate from November 1st until the 2nd Wednesday of each calendar year. Following this initial deadline and if under-subscribed, DSA will reopen for applications for enrollment and continue to accept them as they are received.

Should a lottery become necessary due to over-subscription, one will be held prior to February 15th, with the date to be published prior to the end of January. The procedures for holding the lottery may be found in the Enrollment Policy contained in Attachment 7-A.

DSA will use the required Delaware Standardized Application for Education Options.

d. Policies and procedures for student waiting lists, withdrawals, re-enrollment, and transfers.

The procedures for student waiting lists, withdrawals, re-enrollment, and transfers may be found in the Enrollment Policy contained in Attachment 7-A.

e. A timeline and plan for student recruitment and enrollment.

The timeline for student recruitment and enrollment is defined above.

f. Plans to maintain on file a written statement, signed by the parent or guardian of each....

In accordance with 14 Del. C. § 506 (c)(3), parents will sign an enrollment letter prior to their enrollment in the school acknowledging their understanding of the commitment for their child to attend the charter school for at least one full year. A sample student enrollment letter may be found in Attachment 7-B.

5. Student Discipline [14 Del. C. § 512 (6), (7) and (11)]

a. Describe the school's planned approach to student discipline.

Expectations for student conduct, including the concepts of trust, respect and responsibility, will be clearly articulated in the Code of Conduct, the Student/Parent Handbook, and during advisories at the beginning of the academic year. Opportunities for continued discussions will occur on a regular basis between students and their advisors, families, and school leader. 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. Working with the advisor, the school leader, parents, peers, and others, depending upon the individual circumstances, the student will identify the root problem reflected by the misbehavior and address it. Information on Restorative Justice is in Appendix B-8 and B-9.

DSA will provide training and professional development to all teachers, administrators, and staff to assure that all state and federal laws are followed in student discipline. DSA will ensure compliance with 14 DE Admin Code 601 and 14 Del Code §4112 that school administrators will attend required DDOE trainings about the mandatory school crime reporting law and staff will receive training on their duty to report certain incidents of misconduct to school administration under this regulation and statute. In addition, administrators will utilize the DDOE School Climate and Discipline program manager and Department of Justice (DOJ) Ombudsperson for technical assistance in regard to the Mandatory School Crime Reporting Law.

Staff Training and Implementation for Students with Disabilities

DSA will provide professional development of all teachers, administrators, and staff, to assure that all state and federal laws are followed in the discipline of students with disabilities. The school leader and/or appropriate staff will attend all state provided trainings on the education

and discipline of students with disabilities so that DSA remains compliant at all times. At DSA, all administrators, teachers, and staff will be trained to utilize Restorative Justice Practices. This allows the school leader, teachers, and staff to model conflict resolution skills and build stronger relationships by providing alternative approaches to discipline.

Specific Action Steps for Compliance

In the case that a student is in violation of DSA's behavior expectations, the SEC will collaborate with the school leader and counselor to adhere to all disciplinary provisions of the Individuals with Disabilities Education Act, Section 504. Discipline of a student with a disability will be handled on a case by case basis, with careful attention paid to ensure that at no point is the student's right to a FAPE jeopardized and that all due processes will be followed in order to ensure that the student's rights are safeguarded.

1.4 Performance Management

14 Del. C. §§ 512 (4), (5), (6) and (7)

1. Describe any mission-specific academic goal(s) that the school plans to use....

The Delaware STEM Academy (DSA) will not use any mission specific academic goals.

2. If you are proposing to serve students who are at-risk of academic...

While it is likely that DSA will serve students at risk of academic failure, the Board does not seek waivers or exemptions.

3. Describe how the school leadership will oversee and monitor compliance with statutory....

The Board will ensure that all statutory requirements measured by the Organizational Framework are met. Each of the criteria from the Organizational Framework which is listed in the "Meets Standard" performance rating will be included in these governance documents and will be monitored on a regular basis. Each month, the school leader will collaborate with Innovative Schools to compile a report for the Board. This report will include metrics from all three areas of the Performance Framework: academic, financial, and organizational. This report will be shared at every board meeting as a regular agenda item.

1. Explain how the school Board and school leadership will measure and evaluate the....

The Board and school leadership team will regularly review individual students, student cohorts, and aggregate school data using the assessment tools that include the Delaware Comprehensive Assessment System (DCAS) test, the NWEA Measures of Academic Progress (MAP) test, end of course assessments, project rubrics, and other subject specific formative and summative measures. These are outlined in the Assessment Calendar (Appendix C- 1).

The school leader will be responsible for the collection of school-wide data on assessments, although much of the data is automatically uploaded to eSchool and the Insight Data Dashboard. Teachers will have access to the assessment data from DCAS, NWEA MAP, and ECHO for those students assigned to their grade levels and will be able to use those data to inform instruction and build flexible groups.

DSA students in grades 9 and 10 will take the DCAS for reading and math in the fall and in the spring. This 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 DCAS, all students at DSA will be assessed using the NWEA MAP assessment three times per year starting in the fall. This adaptive test adjusts to each student's true academic level, and group students into bands performing at the same level. It also establishes growth targets based on this initial performance which, in turn, sets realistic goals to ensure all students are achieving growth. The school leadership team 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 (PLC's).

From this initial data collection and subsequent review, the school leader will meet with each grade or subject level team in their PLC to discuss each student and to divide students into cohorts based on student performance. As a team, teachers will determine how often each student's academic growth needs to be monitored: 1) bi-weekly for those students who have the largest growth targets, fall into the lowest quartile, and fall into multiple cells which are not meeting AYP goals; 2) monthly for those students whose growth targets are a little less aggressive, fall into the 2nd quartile, and fall into cells which are not meeting AYP goals; or, 3) as part of the regular data review cycle for the school.

Each team will develop a data review calendar, aligned with the school-wide Assessment Calendar (Appendix C-1) that assigns a group of students to specific review dates, depending on how often the data needs to be reviewed for that student. To aid in the monitoring component, the team's data review calendar will align with the RtI calendar. Teachers will be reviewing 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 leader 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 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 of their students, they will also be working with their students to share assessment results and to talk with each student about his/her personal learning benchmarks. The students will be asked to work with their advisor (who is one of the content teachers on the team), to create several goals for learning that are in alignment with their assessment data. Through each quarter, students will collect artifacts that demonstrate they are reaching their self-selected benchmarks. As the teaching team continues to collect assessment data, the advisory will share it with each student and work to revise goals and document learning so that the student is able to reflect on his/her learning and achievement of learning benchmarks.

As part of the NTN learning cycle, as students complete projects, they are asked to reflect on their work and evaluate themselves and their teammates on how well each of them met each of the 21st century skills standards with a project rubric. The group rating system informs the teacher as he/she is working to complete the rubric for each student. The teacher can use this data to conference with specific students around how well they are working with others on the projects and other 21st century skills. Furthermore, this information can be used by the teacher to build project groups specifically to make sure that each student's work is targeting specific areas needed for growth.

To monitor the RtI process, the school leader, Special Education Coordinator (SEC), and Innovative Schools will drill down into the data of special needs children, tracking the number

of students in each Rtl tier and the movement of students between tiers. As the school begins operations, the school leader and SEC will track IEP meetings to ensure that all documentation for special education students is in compliance.

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 their portfolio of work, beginning with their assessment and data, aligning to their learning plan, and then showing the artifacts that demonstrate learning and achievement of benchmarks.

To assist the Board in its governance role during the planning year, the school leader, board chairperson, and the CMO will finalize a schedule of data review for the monthly board meetings that is based on the Performance Framework. Once finalized, this schedule and regular data monitoring will allow the board to track data trends over time and monitor the progress of the school as it pertains to the Charter School Performance Frameworks and Delaware STEM's Performance Agreement. School-wide data can also be reported to the faculty, media, and used in promotional materials for the school.

2. Describe the corrective actions the school will take if it falls short of student academic...

If the data suggests that the DSA will not meet its Performance Goals, the board will begin a process of gap analysis and course correction to see what areas of the school need attention and support. The process of gap analysis will include an in-depth analysis of the following areas of school operations. This is critical, because although student achievement is the "red flag" that calls attention to a problem, the classroom and academic program may or may not be the root cause. An effective gap analysis will collect data in the following five areas: (1) School Culture/Academics; (2) Organizational Leadership/Governance; (3) Financial Integrity and Soundness; (4) Operational Effectiveness/Compliance; and (5) Community/Parent Relationships.

The gap analysis will be conducted by the school leader, executive director, and Innovative Schools, with oversight provided by the Board. The gap analysis will involve an instructional culture survey; interviews/focus groups with students, teachers, and parents; conversation with the board; surveys/document analysis; building walkthroughs, and a thorough analysis of disaggregated data. Based on the gap analysis, and the discovery of root causes for the lack of student achievement, the board, in collaboration with Innovative Schools and the school leader, will develop the goals and action steps that are aligned to and organized by the five areas of school performance outlined above and the Delaware Performance Framework for charter schools and take the necessary steps to improve student performance. The school leader and Innovative Schools will be given the task of implementing the plan and following through on all deliverables. All sections of the action plan and the metrics defined to measure the deliverables will be monitored on a monthly basis at regular board meetings.

3. Describe how state data systems will be used and monitored to support informed....

The DSA will use eSchoolPLUS to manage student performance data and IEPPLUS for special education program management. DSA will use the DDOE's Education Insight Dashboard to create an aggregate of student performance data. The dashboard provides a central

location for all data pertaining to a specific student. The school leader will be able to view and print reports on attendance, discipline and longitudinal data and run accountability, achievement, certification, or demographic reports. Parents will also be connected to the performance of their children through the Home Access Center which allows parents 24 hour access to student's grades and attendance.

The heart of managing the instructional program is Echo, NTN's learning management system, which is designed to support project-based learning (PBL), facilitate communication and collaboration, and improve teacher practice¹. Teachers, students, and parents at the Delaware STEM Academy will use Echo on a daily basis to access course resources, project plans, assignments, a multi-dimensional grade book, online groups, and an extensive library of instructional resources for teachers. Google Apps for Education is seamlessly integrated into the platform, providing schools with a powerful suite of communication and publishing tools including Gmail, Google Docs, and Google Sites. Echo is delivered as a web-based service that is accessible at all times via any web browser with an Internet connection. For a more in-depth description of Echo, see Appendix C-2.

The professional development around using and interpreting data will take place in both whole school professional development sessions, through embedded and contextualized support in PLCs, and in individual coaching sessions. The school designer from NTN, in collaboration with Innovative Schools and the school leader, will use the information available through eSchool Plus and Echo to model for teachers how to take a class set of data and use it to place students in flexible work groups based on common areas for growth. After the whole group professional development, the NTN coach will work with individual teachers or teams to talk about how instruction can be adjusted and daily agendas can be created to meet the needs of individual students, cohorts of students, and/or the whole class.

¹ Echo is currently being used at the Delaware New Tech Academy at Seaford High School.

1.5 Staffing

14 Del. C. § 512 (6)

Staff Structure [*14 Del. C. § 512 (6)*]

- 1. Provide, as Attachment 8, organizational charts that show the school governance, management, and staffing structure in Year 1 and at full expansion.**

An organizational charts and position descriptions with data about staff to student ratios are included as Attachment 8-A, B and C.

- 2. If the school is part of a network of schools and/or would contract with a charter management....**

Innovative Schools will provide Charter Management Organization (CMO) services for the Delaware STEM Academy (DSA) through a contractual relationship. To support the successful launch of the school, Innovative Schools will hire a project manager who will work full-time on-site during Year 1 of the school's operation. The school leader, in collaboration with the CMO project manager, will be responsible for ensuring the academic program is implemented with fidelity to the New Tech Network (NTN) model, and for helping to establish a high-quality operations infrastructure (See attachment 8-A and C, respectively). The executive director will focus on the operational aspects of the school, allowing the school leader to dedicate all of his or her time to serving as the instructional leader, focused solely on the quality of the instruction, implementation of the educational program, and student achievement. The CMO project manager will dedicate his or her time to supporting the leadership team to establish all operational components of the school, provide oversight of the implementation of the school's academic program, and coordinate the Innovative Schools' team to properly support the start-up activities. During the course of their time at the school, the CMO project manager will help to build the systems to support the long-term success of the school, as well as transfer capacity and knowledge to the school leader and executive director, so that this position is no longer needed by Year 2 of the schools operations.

Staffing Plans, Management, and Evaluation [*14 Del. C. § 512 (6)*]

- 1. Explain the relationship that will exist between the proposed charter school and its employees...**

Upon hire, all employees will sign an employment agreement. The purpose of the agreement is to outline the employee/employer relationship, identify the compensation and benefits offered to the employee, and detail the duties to be performed by the employee. New employee orientation will include an explanation of the school's core values, vision, and mission. In addition, each new employee will be given an overview of the benefits program and will complete all necessary paperwork prior to employment.

All employment at DSA will be "at will." This means that both employees and the school have the right to terminate employment at any time, with or without advance notice (though all parties may request and should try to give thirty days' notice); and, with or without cause. However, DSA will not discharge employees for exercising their right to vote or their political

affiliation; for answering the call for military service or jury duty; for exercising their right of association; for filing a worker's compensation claim; or for receiving an order for wage garnishment.

2. Outline the proposed school's salary ranges and employment benefits for all employees....

For an outline of proposed salary ranges and employment benefits for DSA staff, see Attachment 14-C. Salaries for the school leader and the executive director are based on comparable salaries for these positions at other Delaware charter schools. Teaching staff, counselor and nurse salaries are calculated at 90% of the Colonial School District's salary for comparable education levels and years of experience, as outlined in Attachment 14-C.

DSA will use Innovative Schools' human capital management support services to identify and retain high quality teachers, utilizing The New Teacher Project's (TNTP) Instructional Culture Insight Survey component of their services; the school leader will seek evaluative feedback from the school's teachers twice per year. Teachers will be surveyed on a number of issues that reflect on the executive director and the school leader's performance; and inform of their intent to stay at or leave the school. This data will be collected at the middle and end of the school year and will be used by the executive director and school leader to improve his/her approach to leadership, and to help address issues that may prevent staff from being successful, or may lead to the highest quality staff seeking alternate employment opportunities. In a 2011 study conducted by the American Institutes for Research, the index score produced by the Insight Survey was found to be a valid predictor of teacher retention and of student performance.

3. Describe the plan and timeline for recruiting and selecting the teaching staff and other.....

The CMO, along with its subcontractor, NTN, will assist the Board and the school leadership team (school leader and executive director) in recruiting and hiring the teachers and school support staff; as well as defining responsibilities, determining compensation for all school employees within the constraints of the school budget, and providing training in the NTN model and the STEM instructional design. While both the school leader and the executive director will participate collaboratively in the hiring of all school based positions, each administrator will be responsible for building out his or her respective teams. The school leader, with approval from the Board, will have the final authority to hire teachers and other instructional staff. The executive director, with approval from the Board, will have final authority to hire school support staff.

The CMO will aid the school's recruitment efforts by working with NTN to recruit teachers already trained in the NTN school design. Specifically, the CMO will conduct an aggressive recruitment campaign through local and national advertising for all open positions. Interested candidates will be screened and participate in a rigorous interview process based on TNTP's work around recruitment and selection.

The process for hiring the school leader, teachers, and other school staff will include: recruitment and screening; review of credentials, background, experience, and references;

sample lesson (if applicable); writing sample; interviews with the school leader and/or Board; sample lessons; and recommendations and contract approvals by the Board. The tasks and timeline for hiring may be found in Appendix D-1.

If non-certified teachers are hired on emergency certification, it will be necessary for them to successfully pass the PRAXIS I and II and to possess a nationally accredited degree in their core area of instruction. Alternatively, uncertified teachers may participate in a Delaware-approved alternative route to certification program to earn their teaching certificate. DSA will not exceed the state maximum for uncertified teachers. All teachers will be required to maintain compliance with state and Federal certification guidelines.

4. Outline the school's procedures for hiring and dismissing school personnel, including the school...

The process for hiring the school leader, teachers, and other school staff will include: recruitment and screening; review of credentials, background, experience, and references; sample lesson (if applicable); writing sample; interviews with the school leader and/or Board; sample lessons; and recommendations and contract approvals by the Board. The tasks and timeline for hiring may be found in Appendix D-1. As part of the pre-employment process, all employees and CMO staff will be required to complete a criminal background check (CBC) through the Delaware State Police.

Since the executive director will be serving in a volunteer capacity until the Board raises sufficient funds to support the position financially, Board approval for hiring will be dependent upon performance reviews of the existing executive director, along with other related documentation.

In cases where termination is necessary to ensure a safe and/or productive learning environment for the students, the following will guide the termination process:

- In collaboration, the school leader and executive director will make the recommendation to the Board for termination of an employee.
- The employee may appeal this decision to the Board by initially informing the Board Chair of the intent to appeal in writing.
- The employee will meet with the Board, school leader and executive director; a final decision will be rendered by the Board.
- Employees may also be dismissed through the DPAS II process explained in #5 below.

The complete procedures for hiring and dismissal may be found in the Employee Handbook which is included as Appendix D-2.

5. Describe how the school leadership will use the Delaware Performance Appraisal System (DPAS)...

DSA's school leader will complete the online DPAS II Evaluator Training, accessible via the Professional Development Management System (PDMS) during the school's planning year, as required for all new administrators in Delaware public schools. The school leader will also attend the recommended three-day, in-person DPAS II Training for New Administrators, offered in the fall of the planning year. DSA teachers who need to will complete the online DPAS II

Teacher Training or DPAS II Specialist Training blackboard course available through PDMS prior to their first evaluations.

The school leader will ensure that all observations and related materials are entered into Evaluation Reporting System (ERS) as required by the state. To ensure fidelity to the DPAS II evaluation system the Board and CMO will monitor the progress of the school leader toward teacher evaluation timelines. The Board and/or CMO will request feedback from the state to ensure that reports are accurate and complete. Periodically, the Board and/or CMO will request that external “experts” in the DPAS II evaluation system to review or audit the evaluation reports and provide feedback on their accuracy and thoroughness.

The DPAS II process will provide the backbone for feedback on teacher practice and related responsibilities in the building. Teachers who have summative ratings of ‘Effective’ or ‘Highly Effective’ may be considered for advancements, promotions, and extra responsibilities within the building. Teachers who have summative ratings of ‘Needs Improvement’ or ‘Ineffective’ will be provided with written expectations and/or improvement plans targeted at enhancing their performance. Ultimately, teachers who do not improve and continue to exhibit patterns of ineffective teaching may be subject to dismissal.

6. Explain how the school will handle unsatisfactory leadership or educator performance....

Employees with unacceptable job performance will be notified of the need for improved performance in written and verbal communication, and will be provided with any needed professional development and support to make improvements. In the most extreme cases (e.g., employee actions or words that harm or threaten to endanger students’ well-being and behavior that creates an irrevocable breach of trust), employees may be terminated immediately.

Should a teaching vacancy arise in the middle of the year, it will be filled using Innovative Schools’ recruitment and selection support.

If the executive director or school leader does not meet performance expectations, he or she will be notified of the need for improved performance in written and verbal communication by the Board President. The Board President, in conjunction with the CMO, will meet with the executive director or school leader to create an improvement plan, and to develop a coaching schedule with a leadership coach for the school, available through Innovative Schools’ staffing services. If the improvement in leadership capacity is not realized within the developed timeframe, the Board President, in collaboration with the CMO, will make the decision to terminate the executive director or school leader. Employment decisions related to the school leader and the executive director are at the sole discretion of the Board. In the most extreme cases described above, where students may be put in harm’s way by the continuation of the executive director’s or school leader’s employment; he or she will be terminated immediately. In the event that the executive director or school leader is terminated, the CMO will support the Board President and Personnel Committee to begin recruiting and interviewing for a replacement executive director or school leader.

Professional Development [14 Del. C. § 512 (6)]

1. Describe the professional development plan, including standards and opportunities.....

Professional development for the executive director, school leader and teachers will be critical to ensure that they are able to implement the NTN model with fidelity. Professional development activities will be planned by the school leader, in collaboration with the CMO based on the NTN's recommended practices. Each year the topics for professional development will be determined based on the needs of the teachers, and data collected from annual evaluations conducted by the CMO measuring the school's fidelity to the NTN model.

In Years 1 and 2 of operations, most of the professional development will be delivered by the NTN instructional coach and the school leader. Over time, however, as the staff develops a deeper knowledge of the NTN model and STEM design principles and demonstrates competency with the instructional elements, staff members – including both faculty and administration – will work with the NTN coach to facilitate and lead some of these sessions. This will allow the school to smoothly transition to a maintenance contract with NTN, ensuring sustainability of the school model. To facilitate professional learning at DSA, consistent monitoring structures will be put into place and tracked by the CMO to facilitate the professional growth of the teachers and the school leader.

a. A schedule and explanation of professional development that will take place prior to school...

The focus of professional development during the planning year will be to train the executive director and school leader in the NTN learning design, and to build his/her capacity to open the school with a strong culture, academic program, and administrative infrastructure. During Year 1, the goal will be to empower teachers to build the school culture with students, and to implement a strong academic program that delivers on the promise of superior learning. Because NTN is a unique instructional model, teachers will receive specialized NTN professional development including a visit to a model NTN school, attendance at the NTN New Schools Conference, and participation in professional development conducted by the NTN coach. A schedule of professional development activities for the executive director, school leader, and teachers may be found in Appendix D-3.

b. The expected number of days/hours for professional development throughout the school

To facilitate professional learning at DSA, consistent structures will be put into place, and monitored by the CMO and NTN, to facilitate the professional growth of the teachers, the executive director and school leader. These structures may be found in Appendix D-3.

The school calendars for the 2015-2016 school year, included in Attachment 6-A, shows the professional development days and an annual retreat. Teachers will spend 8 days prior to the school opening engaged in planning and project development. Throughout the school year, teachers will have an additional 7 days of professional development to engage in professional development with the NTN coach to refine their skills delivering project-based, technology-infused instruction. The sample teacher schedules (Attachment 6-B-1, 2, 3 and 4) shows when grade-level teachers will have time for their weekly 90 minutes PLC meetings.

A comprehensive professional learning program for the executive director and school leader will be developed in partnership with NTN to build on NTN's years of experience, success in developing school strong school leaders, and record of delivering a high quality deeper learning program.

- **Leadership Residency:** This occurs only in the first year when the school leader is hired. The purpose of the residency is to learn the core components of the model, how to lead the development of culture, and how to develop a plan for creating a NTN.
- **Spring Leadership Summit:** Specifically for leaders in the NTN, these Summits provide networking opportunities and professional development for NTN leaders.
- **Coaching:** Leadership coaches provide individualized sessions for each school site administrator several times a year. These sessions are focused on school culture, supervision of instruction, coaching of advisors and classified staff, generation and interpretation of data, and strategies for enhancing community involvement.

c. An explanation of how professional development will be aligned with the interim....

Professional development will be aligned to Delaware Standards, Common Core State Standards, Next Generation Science Standards and DSA goals, with progress toward meeting these goals benchmarked with interim assessments. Teachers will be supported in using the data from interim assessments with professional development from the school leader. The NTN instructional coach will meet with teachers regularly, in person and via Skype, to lead discussions about using data to develop future projects, learning opportunities, and assessment rubrics. As teachers work with the NTN coach to examine the data, they will determine progress toward meeting goals and benchmarks, and use this information to differentiate upcoming projects.

Specifically, the NTN coach will work with teachers to ensure that interim assessments such as common grade-level assessments and projects will show what students know and are able to do, examining a student's level of proficiency in meeting set targets. Rubrics will measure each student's performance on these assessments and identify specific areas of needs. Staff will collaborate during PLCs with their school leader and/or New Tech Coach to analyze data and identify common areas of need or strength. Together, staff will develop goals, evaluate instructional strategies and structures, modify practices, discuss student work and expectations, and determine what additional supports may be needed based on these patterns.

Through DPAS II it is expected that all staff members will demonstrate the capacity to move their students toward meeting learning targets developed by DSA. It is the responsibility of staff to understand and implement the material learned from the professional development provided by the NTN: thoughtful standard-based project planning; the creation of an environment and culture conducive to learning; effective learning strategies to differentiate instruction; and use of data feedback to assess student's understanding of the content. Staff members' performance will be evaluated under the guidelines of DPAS II. The DPAS II process will help teachers identify areas for professional growth, and opportunities to enhance their skills and knowledge will be provided. Structures and practices for supporting staff learning will include: self-assessment and reflection; coaching and modeling of best practices; working

collaboratively with colleagues to improve curriculum, assessment, instruction, and classroom practices; conducting action research; developing and piloting new instructional techniques and structures; analyzing student and school data to shape the school program, classroom instruction, and student outcomes; and discovering new learning opportunities.

d. **An explanation of how the professional development program will be evaluated to assess....** Effective evaluation of professional development requires five levels of inquiry. School leaders must consider participants' reaction to the training, participants' learning of the content, organizational support and learning, participants' application of knowledge in the classroom, and, finally, improved student outcomes (Guskey, 1999). An explanation of the five levels of inquiry may be found in Appendix D-4.

Prior to each professional development session, the school leader will collaborate with the NTN coach, the executive director, and CMO project manager to identify the desired outcomes for the professional development session, establish a driving question, and determine an appropriate method of evaluation. The school leader will seek to include teacher leaders when making decisions about professional development, including sharing the planning framework with each team and having them create outcome and evaluation measures for the focus of that team's professional development.

Each year an audit will be conducted by the NTN which will evaluate the school's fidelity to the NTN model and suggest next steps that will be used in planning the following year's professional development calendar. This evaluation will provide information to the school on the effectiveness of the professional development and the capacity of the staff to implement the professional development.

1.6 Governance and Management

14 Del. C. §§ 512 (1), (2), (6) and (9)

Charter Management Company

Legal Status and Governing Documents *[14 Del. C. § 512 (2)]*

- 1. Identify the name of the organizing corporation, date of incorporation, and names of the corporation's officers and the office held by each.**

Corporation Name:	Delaware STEM Academy, Inc.
Date of Incorporation:	July 26, 2013
President:	Ted Williams, P.E.
Vice President:	Carolann Wicks, P.E.
Treasurer:	June Griffiths-Stepp
Secretary:	Judy McKinney-Cherry

- 2. Attach a copy of the Articles of Incorporation, a copy of the Board bylaws, and board policies of the corporation as Attachment 9.**

Included as Attachment 9-A & B, respectively, are the Articles of Incorporation and the Board Bylaws. The Board has voted to approve this charter application and all of the policies and procedures described herein, and in the attachments and appendices. After approval of the charter, these policies and procedures will be included in a Board Policy Handbook, which will be consistent with the approved charter. During the planning year, the Board will vote to approve each policy contained within the Handbook. Any additional policies, as needed, will be developed by the Board, in collaboration with the CMO, the executive director, and the school leader, to ensure the smooth and successful operations and academic programming of the Delaware STEM Academy (DSA).

- 3. Provide, as Attachment 10, the completed and signed Statement of Assurances.**

The signed Statement of Assurances is included as Attachment 10.

Governing Board *[14 Del. C. §§ 512 (1), (2), (6) and (9)]*

- 1. Governance Philosophy. Explain the general philosophy of governance that will guide the proposed school, including the nature and extent of involvement by key stakeholder groups.**

Following approval of the school's charter, the Founding Board of DSA will transition to a Governing Board and will be responsible for the oversight and governance of the school, its operations, and its administration. The overarching philosophy of governance that will guide the proposed school is to operate in an open and transparent way to ensure that parents, teachers, and stakeholders have a clear understanding of DSA's financial health, academic

standing, and organizational compliance and have regular access to all governance functions, as prescribed by law.

Key stakeholder groups may participate at the school by serving as members of the Governing Board, the Technical Advisory Group (TAG), or the Citizen's Budget Oversight Committee (CBOC). As a subcommittee of the Board, TAG will report to the board and will include board member liaisons. Further discussion of these bodies may be found in the Advisory Groups section in question 7 below. DSA's executive director and school leader will also convene and maintain a Parent Advisory Committee for the purpose of advising them in the operations of the school, as they pertain to students and families.

2. Structure and Composition.

- a. The school will be an educational and operational success.

A list of current board members, their intended roles, and the constituencies they represent may be found in Attachment 1-D. The board resumes, professional biographies and the Charter Board Information Forms collectively provide evidence the founding group is committed to govern the school effectively, and will ensure the achievement of the school's mission and goals. These supportive documents may be found in Attachments 1-B & C; and Attachment Section 11, respectively.

The general governance structure, board size and composition may be found the By-Laws (Attachment 9-B). Following approval of DSA, the Founding Board will be reconstituted into a Governing Board. The Governing Board will be responsible for oversight and governance of the school, its operations, and its administration to ensure the school is meeting its obligations outlined in its charter and in its Performance Agreement with the Delaware Department of Education. More specific information about responsibilities of the Board may be found in Appendix E-1.

The DSA Board will directly oversee the Charter Management Organization (CMO) as part of its reporting structure. The CMO will be accountable for the business, operational, and academic services of the school.

The CMO, school leader, and executive director will report directly to the DSA Board at monthly meetings on the school's financial health; academic standing; operational functions; parent and community involvement; and, any other topics relative to the school's success measures outlined in the school's charter and Performance Agreement. The DSA Board will be responsible for evaluating the performance of the school leader, executive director, and the CMO, and will hold these individuals accountable for the school's success.

- b. There will be active and effective representation of key stakeholders.**

To ensure adequate representation as a Governing Board once the charter is approved, the Board President will evaluate the Board's membership against a matrix that is consistent with Delaware Charter School Law and develop a recruitment plan to fill newly created board

vacancies or gaps in areas requiring specific expertise consistent with Delaware regulations for a charter school board.

The Board currently includes one prospective parent and one Delaware Certified teacher. These two board members will stay on the board through the planning year. Closer to the school's opening date, the Board will hold elections to fill the roles of a parent of a student attending the school and a DSA teacher to ensure compliance with Delaware charter school requirements.

3. Roles.

A list of current board members, their roles, the constituencies they represent, and their interests in and qualifications for serving on the school's board may be found in Attachment 1-D. Board resumes, professional biographies, and the Charter Board Information Forms collectively provide evidence that the Founding Board is committed to governing the school effectively, and will ensure the achievement of the school's mission and goals. These supportive documents may be found in Attachments 1-B & C, and Attachment Section 11, respectively.

Below is a list of the board members along with their area of expertise.

- 1. Ted Williams, P.E. President, Landmark Science and Engineering**
(Community Member; Fundraising; Organizational Management; Facilities; Real Estate, Project Management; STEM Expertise)
- 2. Carolann Wicks, P.E., Partner, Rummel, Klepper and Kahl**
(Community Member; Fundraising; Organizational Management; Facilities, Real Estate, Project Management, STEM Content)
- 3. June Griffith-Stepp, Manager of Business Development, Bancroft Construction**
(Community Member; Diverse Populations; At-Risk Learners; Program Development and Strategic Planning; STEM Expertise)
- 4. Judy McKinney-Cherry, President, New Growth Strategies**
(Community Member; Diverse Populations; At-Risk Learners; Parent/Community Engagement; Investment/Banking; Marketing; Project Management)
- 5. Stephanie McClellan, Ph.D., University of Delaware**
(Organizational Management; Strategic Planning; Communications; Government Affairs; Project Management; STEM Content; Policy and Advocacy)
- 6. Brian McGlinchey, Laborers-Employers Cooperative and Education Trust**
(Community Member; Fundraising; Investment/Banking; Strategic Planning; Project Management; STEM Content)
- 7. Tim Frey, Esq., Saul Ewing, LLP**
(Community Member; Charter School Law; Strategic Planning; Project Management)
- 8. Marian Young, P.E., President, Brightfields Environmental, Inc.**
(Community Member; Organizational Management; Facilities; Project Management; STEM Content)
- 9. Charlie Driggs, Manager, Strategic Initiatives, PEPCO Holdings**

(Community Member; Parent/Community Engagement; Facilities; Strategic Planning; STEM Content)

10. Andy Ragone, Ph.D., Scientist, DuPont Company

(Fundraising; Financial Management; Facilities; Strategic Planning; Project Management; STEM Content)

11. Richard Mulski, Department Chair, Delaware Technical Community College (DTCC)

(School Leadership and Administration; Business Management in DE Schools; Personnel Management; Parent/Community Engagement; Fundraising/Program Development)

12. Laura Jennice, Board Member, DE Certified Teacher,

(School Development; Governance; DE Certified Teacher; Parent& Community Engagement, New Tech)

The Governing Board will maintain five standing committees: Executive, Academic Programming, Personnel, Marketing and Student Recruitment, and Finance and Facilities. The TAG will serve as a resource for all five committees. There will be an independent CBOC. All committees will be comprised of board members and additional members from the school community. All committees will report out at the monthly board meetings.

DSA will contract with Innovative Schools to manage the business and academic services of the school during the planning year and the school's first four years of operation. It is understood by both parties that at all times, Innovative Schools remain accountable and subject to the oversight of the Board, the Authorizer, and State authorities.

The school leader, executive director and CMO will report directly to the Governing Board at monthly board meetings on the school's financial health, academic standing, organizational compliance, parent and community involvement, and any other topics relative to the school's success measures outlined in the school's charter and Performance Agreement. The Board will be responsible for evaluating the performance of the school leader, executive director, and CMO, and will hold these individuals accountable for the school's success. The Board will have the power to terminate the school leader, executive director, and CMO if the school is not meeting its obligations.

4. As Attachment 11, provide a completed and signed Charter School Board Member Information Form for each proposed Board member.

Included as Attachment 11 are signed Charter Board Member Information Forms for each board member.

5. Procedures.

Board members have been selected and recruited for their professional experiences and skills related to the development, governance, and management of DSA. Their passion for and ongoing commitment to the mission and vision of the school will ensure a superior educational opportunity for all students attending the school.

Recruitment for the Board and CBOC will occur through a number of different venues including, but not limited to, Innovative Schools' ongoing Board recruiting efforts, solicitations for nominations of DSA's employees and of parents of students to be enrolled at the school, as well as requests to key members of the Delaware Business Roundtable and other businesses, and community organizations throughout New Castle County. Nominations will be collected by the Board's designated nominating committee and the results of the school Board elections will be shared at a public Board meeting.

On a more permanent basis, nomination and election protocols for open positions on the Board and Committees will be posted on DSA website (to be developed following charter approval) and, as openings arise, communications will be sent directly to all school stakeholders to ensure a fair, open, and transparent recruitment and election process. As new Board and Committee members are brought on, they will be expected to participate in workshops hosted by NTN to ensure all members have adequate knowledge and understanding of the academic program, as well as Board Development trainings targeting roles and strategies that support effective governance.

The Board will have the following five standing committees as defined in Article IV of their bylaws: Executive, Academic Programming, Personnel, Marketing and Student Recruitment and Finance and Facilities. The CMO, school leader, and executive director, with input from these committees, will perform the necessary work to open the school in the fall of 2015. The Board will establish a CBOC in the summer of 2015.

After approval of the charter application, the Board will hold open monthly meetings to review and discuss reports on school operations, finances, and academic performance. The school leader will report at these monthly meetings on student performance in areas such as attendance, academic achievement, progress toward graduation, and family engagement.

Monthly financial reports will be presented to the Board and to the CBOC by the executive director. A schedule of Board meetings will be posted on the school's website at least seven days before the meeting so that members of the community may attend, and 20 minutes per meeting will be reserved for public comment. Board meeting minutes will be posted on the school's website and shared with staff and parents. The Board will maintain compliance with the Freedom of Information Act (FOIA) and public bodies, public records, and open meeting laws.

6. Board Improvement.

The board intends to fully comply with all required training for board members, as defined in statutory and regulatory requirements. In addition, and to ensure adequate evaluation of itself and the school, Board members will also participate in Innovative Schools Board Development workshops. These training sessions will build capacity within the Board in the areas of superior school governance; oversight; accountability for all financial, legal, and academic matters; and, best practices for school leadership and operations.

The Board will follow best practices for new member orientation to ensure consistency in the governing structure. Board members will also participate in DDOE Board trainings, including school finance and performance management training. Innovative Schools offers the Board Development Workshop Series each year, and new board members will be asked to attend all sessions as well as DDOE Board trainings. Over time, the Board will continuously evaluate the success of plans and processes for recruiting Board and CBOC members and make adjustments as necessary.

Innovative Schools will work regularly with the Board, using both formal and informal evaluative measures to ensure the school is staying 'on target' in all aspects of its Performance Agreement. Annually, a 'Gap Analysis' will be conducted to ensure the school is maintaining fidelity to its mission and goals. Through this process, Innovative Schools will work with the board and staff to review the approved Charter Performance Agreement and the school's actual data to identify gaps in performance. Working with the board, Innovative Schools will conduct a formal review of goals for student performance, inclusive of all data relative to the goals and achievement targets. In accordance with the Charter Performance Agreement, an Annual Report shall be provided to the Delaware Department of Education (DDOE).

7. Board Continuity.

Following the approval of the school's charter, the Board's President will evaluate its membership against the Board Qualification Matrix (see Attachment 1-A) and develop a recruitment plan for newly created board vacancies to fill gaps in areas requiring specific expertise to ensure they are meeting Delaware requirements for charter school board membership, and to implement the school's education program. The recruitment and on-boarding will occur throughout the planning year, and continue through the years of school operations. For additional detail on board member recruitment, see question 5.

8. Ethics and Conflicts of Interest.

Pending the approval of the school's charter, the Board will adopt a formal policy on board ethics and conflicts of interest. A draft policy has been developed, modeled upon local Delaware district policies. The sample draft policy can be found in Appendix E-2, which will undergo a more thorough review and approval process following the authorization of the school's charter.

The Board will be required to disclose all financial interests they have in any service provided to the school. An initial screening process is used as part of this charter application and may be found in the Charter School Board Member Information Form-Disclosures in Attachment 11. For future board members, the Board will make use of the same Conflict of Interest Disclosure form as part of the on-boarding process when adding new members.

Advisory Bodies [14 Del. C. §§ 512 (1), (2) and (6)]

- 1. Describe any advisory bodies or councils to be formed, including the roles and duties of these bodies. Describe the planned composition of the advisory body; the strategy for achieving that**

composition; the role of parents, students, and educators (if applicable); and the reporting structure as it relates to the school's governing body and leadership.

In addition to the advisory committees described in the Bylaws, the executive director will establish a CBOC and the school leader will establish the Parent's Advisory Committee.

The CBOC will be established in accordance with State law. This Committee will have at least five members including one educator from DSA, one Board member, at least two parents or community members who are not school employees or Board members, and representation from the DDOE.

Twice annually, the Board, the executive director, school leader, CMO and CBOC will meet to review the school's progress. The Board and CBOC will have staggered terms of service to ensure smooth transitions and stability of knowledge and expertise with board roles and responsibilities.

The Parent's Advisory Committee will be established by the school leader to ensure that the voices of parents are part of school's decision-making process. The school leader and Committee chairperson will recruit parents so that the committee is reflective of the demographic of the student body. This group will meet at least quarterly to assist and advise the school leader. This group will also coordinate volunteer opportunities for parents to ensure that there are ample opportunities for parents to fulfill their volunteer hours. This group will not take the place of a Parent-Teacher-Organization, but will exist in addition to that body.

Finally, DSA formed a Technical Advisory Group (TAG) comprised of various stakeholders from industry, the local community, and the education field. The purpose of this group is to provide opportunities for students to participate in projects relevant to the curriculum as well as mentorship opportunities in various fields. The TAG volunteers work in engineering, science, energy and environmental corporations, many of which are interested in furthering STEM education and encouraging students to pursue careers in STEM-related fields. The TAG also has volunteers with various educational backgrounds, such as student recruitment, curriculum development, education finance, human resources and student counseling, to advise the DSA board on the various aspects of operating the school. The TAG is a volunteer-based group, and the executive director serves as the advisor to the TAG. The TAG often participates in joint meetings with the Board of Directors in order to ensure that there is regular communication on curriculum issues and state-of-the industry implications for the school.

Grievance Process [14 Del. C. § 512 (9)]

- 1. Explain the process that the school will follow should a parent or student have an objection to a governing board policy or decision, administrative procedure, or practice 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, the school leader,

executive director, and the school's staff. Parent representation on the Board, CBOC, and the Parent's Advisory Committee will be a primary means of assuring that DSA families have influence and a path of recourse on matters of importance or concern. Parent representatives will be selected from at-large nominations from the students, parents, and stakeholders for the Board and other committees.

In the event a parent and/or student has an objection to a Board policy, administrative procedure, or practice at the school, a written communication will be required defining the concern, along with a description of the circumstances surrounding the concern, and the impacts of the identified policy, procedure, or practice. Twenty minutes of each monthly board meeting will also be reserved for public comment to allow an opportunity for grievances to be discussed publicly. Concerns about a Board policy will be directed to the Board President; concerns about administrative procedures or practices will be directed to the Board President, executive director, and the school leader.

Consideration of the concern by the Board President, executive director, and/or school leader will involve, but not be limited to, careful review and investigation of the complaint; discussion among members of the leadership team; communication with the originator of the grievance to seek more information or clarity, as needed; and a decision rendered to the complainant, which will be communicated in writing. The grievance may or may not result in a change of policy, procedure, or practice by the Board.

The grievance process will be communicated to parents through the Parent's Advisory Committee, Parent Teacher Organization, the Parent/Student Handbook and the school's website. The Board President will develop a mechanism for tracking grievances to ensure a decision is rendered to the complainant in a timely fashion.

1.7 Parent and Community Involvement

14 Del. C. §§ 512 (1) and (6)

Parent Involvement

1. Describe the role of any parents and community members involved in developing the proposed school.

Preparation of the charter application and development of the Delaware STEM Academy (DSA) academic program has involved three key groups: (1) Delaware teachers, parents, and community members who comprise the school's Founding Board; (2) the Technical Advisory Group (TAG); and, (3) Innovative Schools, a Delaware non-profit public school support organization. The Founding Board hired Innovative Schools to help research and select a high quality instructional design to complement their vision of a STEM school, and then to coordinate the development and preparation of the charter application.

The Board selected the New Tech Network (NTN) instructional design from Innovative Schools' portfolio of school models, identifying many areas of alignment between the intended STEM focus for the academic program and the New Tech Network academic program.

The Founding Board, along with the TAG, has been working together since 2012, and remains passionate and committed to the successful launch of DSA in Wilmington/New Castle County. They have worked hard to bring together key stakeholders from the STEM industry with an interest in opening a STEM high school. The Board is continuing to build capacity to ensure that it is representative of experts in school operations, academic programming, the STEM professions, community representatives, and parents. A diverse group will be required to drive forward DSA's focus on STEM and unique NTN instructional design.

2. How will you inform parents and the community about the school's development?

The Founding Board has begun the process of engaging and informing communities in New Castle County about the development of DSA. Outreach activities have included hosting public information sessions, conducting a social media campaign, seeking feedback on the school's design and potential demand through an electronic survey, and gathering letters of support from New Castle County businesses and community-based organizations. Individuals who participated in these outreach activities and signed up for the DSA mailing list will continue to receive e-updates on the school's progress over the next several months. The board will continue to post updates through electronic tools that were set up during the application process including a school website (www.destemacademy.org) and the school's Facebook, Twitter, and LinkedIn pages. The Founding Board also intends to continue hosting community meetings over the next several months to solicit additional feedback and support. The school anticipates that a higher volume of parents and community members will attend information

sessions post charter application approval to learn more specifics about the school and how to enroll.

For additional detail on community outreach and the results of the feasibility study see Appendix A -1. For the school's planned outreach strategies post charter approval, see the Marketing Plan -Appendix B-14.

- 3. Describe how you will engage parents in the life of the school, in addition to any proposed governance roles described above. How will the school build family-school partnerships to strengthen support for learning and encourage parental involvement? Describe any commitments or volunteer activities that the school will offer to parents.**

Parents will be involved in leadership and decision-making within the school. A minimum of one parent of a student enrolled in DSA will hold a position on the Board, as well as a Delaware certified teacher employed at the school. All Board meetings are open to the public, including DSA parents and community members with 20 minutes of each board meeting set aside for public comment. Parents will also be represented and have leadership roles through the schools' Citizens Budget Oversight Committee (CBOC), Technical Advisory Group (TAG), Parent's Advisory Committee (PAC), and other committees that are formed by the Board to plan and execute special projects. To manage these functions, the PAC will serve as a critical resource in the school for identifying needs, corraling resources, organizing and running events, and serving as primary ambassadors to promote the school.

Parent surveys will be a tool used on an annual basis to gauge parent satisfaction with many aspects of student learning and school operations. Parent feedback will be sought following student exhibitions and other school events. Data on family and parental engagement will be collected by the executive director, school leader, and CMO and will be reported to the Board as one measure of the school's success. The Board will use this data to ensure that DSA is meeting the needs of parents and families.

Community Involvement

- 1. What community resources will be available to students and parents? Describe any partnerships the school will have with community organizations, businesses, or other educational institutions. Specify the nature, purposes, terms, and scope of services of any such partnerships.**

The core partnerships for DSA will be with NTN and local scientific and engineering firms who will support the academic program and STEM career pathway courses. Following the charter's approval, the executive director and school leader will continue outreach to develop partnerships within the STEM industry and with STEM support groups such as the Delaware STEM Council. Through these partnerships, students will have access to internships and community service projects that could include businesses, community organizations and/or other educational institutions. Teachers will be able to access the school database of community partnerships for project ideas, field studies, and project presentation panels.

Through its CMO contract arrangement with Innovative Schools, DSA will join a growing network of deeper learning schools in Delaware called the Alliance of Model Schools (Appendix F-1). There are currently 11 schools in this network, including the other two NTN high schools in Delaware. The Alliance is a free network for all Innovative Schools' deeper learning partner schools. Developed out of a pressing need from deeper learning schools in Delaware, the Alliance facilitates unique partnerships between deeper learning schools and the world around them. These partnerships include state and local leaders, business leaders, community partners, and volunteers from throughout the state of Delaware who support this vision. As of the Fall of 2013, the Alliance has developed meaningful relationships with over 90 leaders throughout the state. Keeping with this trajectory and pace, by the Fall of 2016, The Alliance will have over 200 business, community, civic and religious leaders as partners in this work. As a member of the Alliance, DSA will have access to all of the Alliance's partners, its free programming and professional development. Students at DSA will have the opportunity to work with other students attending New Tech schools in the state at Delaware New Tech Academy at Seaford and in New Tech schools across the country.

Letters of support from community partners and individuals, along with community engagement responses may be found in Attachment 12. The Board plans to continue its community outreach and engagement and anticipates providing additional evidence of community support at the initial interview with the Charter School Accountability Committee.

2. Describe any fee-based or in-kind commitments from community organizations or individuals that would enrich student-learning opportunities.

The Board is engaged in fundraising to support the application development and approval process and will continue to fundraise through the spring of 2014 to fund a school leader and planning year activities. The full fundraising plan is included as Appendix F-2.

3. Provide, as Attachment 12, evidence of support from community partners, which may include letters of intent/commitment, memoranda of understanding, and/or contracts, and should specify the resources to be committed or contributed from the partner, as applicable.

See letters of support in Attachment 12 from community partners.

1.8 Start-up and Operations

14 Del. C. §§ 512 (1), (8), (9), (10), (12) and (13)

1. Start-Up Plan.

The Start-Up Plan for the Delaware STEM Academy (DSA) - Attachment 13 – identifies the specific tasks, timelines and individuals responsible for the start-up operations of the school. Accompanying budget information is provided in Attachment Section 14.

2. Transportation

DSA will contract bus transportation services to get students to and from school. Such services will be secured using a highly reputable and insured firm that specializes in the student transportation business. Based on the enrollment reported each April to the DDOE, the executive director will open the bus routes to a public bidding process. Bus routes will be established for those students who live within the district in which DSA is located.

DSA will make every effort to accommodate transportation to and from the school beyond any single school district by establishing central hub points outside of the district for student pick-up and drop-off. The executive director, CMO, and CMO project manager (starting in 2015-16) 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 to provide the most efficient and cost-effective means of getting students to and from the school campus location.

Appropriate accommodations, as defined in the students' Individual Education Plans (IEP), will be provided to meet the needs of all special needs students requiring transportation. As special transportation needs are identified, the school will work with the students' parents and the transportation services company to ensure compliance with specialized transportation needs.

As field trips and other such events are planned, arrangements will be made through the school's contracted transportation services provider. Transportation costs for athletic programs and other such activities will be funded through booster clubs.

Describe the plan for oversight of transportation operations (e.g., whether the school will provide its own transportation; contract out for transportation; or request that a district provide transportation; or a combination thereof).

The school leader will maintain responsibility for oversight of transportation operations and the executive director will support the school leader. The school leader will ensure appropriate supervision of students before and after school, oversee bus routing and transportation operations, and will schedule and supervise bus safety drills. The school leader will also put into place a transportation contingency plan to address transportation emergencies. This plan

will be created in concert with the procedures put in place by the busing company. All bus drivers will be trained in the contingency plan and will have a list of contact names and phone numbers at the school, beginning with the school leader, followed by the executive director, and then down the chain of command that has been established.. Once informed of the emergency, in most cases, the school leader will go to the site to coordinate support with other emergency responders and ensure the safety of the students. The executive director and CMO project manager would typically stay at the school to maintain the routine of the school day and to begin the process of notifying parents of the students involved in the situation. In the event of a catastrophic incident, additional staff members from DSA as well as Innovative Schools may be called into service at either the school or at the emergency site to assist in securing the safety of all students.

3. Safety and Security.

The school leader, in consultation with the executive director, will establish a School Safety Committee to serve as a clearing house for the discussion of issues, policies and practices related to the safety of students, parents and staff. Committee representation will include, but may not be limited to, the school leadership team, teachers, the school nurse, the custodian, and a parent.

Building Access

In the interest of safety for students, staff, and visitors, “controlled access” to the school facility will be maintained at all times. A security system will provide visual live feeds of all building entrance locations, as well as other key spaces inside and outside the building. All outside doors will remain locked from the outside, except during student arrival and dismissal times. Visitor access will be restricted to the main entrance – all guests must present proper identification and comply with all ‘guest pass’ procedures before being allowed to pass beyond the main entrance. All students and staff will be required to wear photo ID badges while on school premises. Guest sign-in procedures will be established.

Healthcare

Assuring a safe and healthy environment for students and staff will be of the highest importance. DSA 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).

DSA 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.

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.

The school leader will assemble a safety committee composed of stakeholders that meet quarterly and conduct a yearly audit. The school leader will maintain responsibility for oversight and management of health and safety policies and practices.

Phone/Texting Notification System

DSA will use an automated school notification system or similar to improve communications between the school and home and to provide important safety notifications to parents and guardians. This system for communication will provide notifications about school closings, delays, early dismissals, emergency notifications, attendance calls, bus route notifications, lockdown communications, activity reminders, lunch balance reminders, and parent polls and surveys.

Background Checks

As part of the pre-employment process, all employees and CMO-related staff will be required to complete a criminal background check (CBC). In addition, the Child Abuse Registry (CAR) will be checked through Department of Services for Children, Youth and Families (DSCYF). The school leader, with support from the executive director, will maintain due diligence in following the regulations for CBC's and CAR's for volunteers. Results will be maintained in a secure file, separate from personnel files; and, available for authorized inspection.

The School leader, with support from the executive director, 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.

Comprehensive School Safety Plan (CSSP)

In accordance with the Omnibus School Safety Act, the School Safety Committee will work with the Department of Safety and Homeland Security (DSHS) to develop and maintain a comprehensive site-specific safety and emergency preparedness plan that is in compliance with the national Incident management System (NIMS). Following the approval of the school's charter, the School leadership team will reach out to DSHS to begin the Plan's development.

4. Lunch/Breakfast.

DSA 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.

Meals will be provided to all students, including those eligible for free/reduced meals and students who are homeless. 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 leader, executive director, and CMO will work with the food service

vendor to ensure that all meals are consistent with state and federal guidelines and compliant with USDA regulations.

5. **Student Health Services.**

Assuring a safe and healthy environment for students and staff will be of the highest importance. DSA 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).

DSA will implement a comprehensive set of health, safety, and risk management policies and practices, in accordance with the *Nursing Technical Assistance Manual*. These policies and practices will be communicated to parents, students, and staff as part of enrollment procedures and various orientation programs.

The school will maintain diligence in communicating with 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.

The school leader will supervise the nurse, evaluating both in job performance and also his/her role with ensuring compliance with health regulations.

Student Enrollment

Policies will be developed and approved by the Board prior to student recruitment beginning in the Fall of 2015, and at a minimum will address the following topics:

- **Ensuring that students have physical examinations and immunizations prior to enrollment;**
Proof of a student's recent physical examination and immunizations will be collected at the time of enrollment. In accordance with state regulations, parents will be notified when immunization and other screening requirements are not met, and the student will be excluded from school until the regulation has been met. All health information will be reviewed, maintained, and monitored by the school nurse, and will be included as part of the student record.
- **Establishing procedures for administering medications and medical treatments, including first aid at school;**
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 when students are onsite at school.
- **Monitoring student health and maintaining health records;**
The school nurse will monitor and maintain student health records in a secure location and will forward the required documentation of services to DDOE.
- **Ensuring that immunizations and TB screenings are conducted;**
The school nurse is the on-site health expert for DSA. His or her duties include monitoring student health records. In accordance with state regulations, parents will be

notified when immunization and other screening requirements are not met, and the student will be excluded from school until the regulation has been met. Properly documented immunization exemptions will be considered by the school leader in consultation with the school nurse.

- **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.

- **Screening for health problems (vision, hearing, orthopedic, etc.); and,**

The school nurse will conduct an active screening program for vision, hearing, orthopedic issues, etc. as prescribed in DDOE's *Nursing Technical Assistance Manual and Regulations*.

- **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.

6. Insurance Coverage.

Related information about insurance coverage and estimated premiums may be found in Attachment 15.

7. Student Records.

DSA 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. DSA will remain current with staff training and data requirements defined by the DDOE.

1.9 Facilities

14 Del. C. § 512 (8) and (12)

1. Discuss the school's facility needs based on the educational program and projected enrollment.

At the time of this application, the board of the Delaware STEM Academy (DSA) is assessing appropriate sites for the location of the school. Health and safety considerations, along with school size facility calculations for 625 students, are being incorporated into the search. It is anticipated that the facility will be located in the greater Wilmington area in New Castle County and will be acquired through lease or purchase once the school charter has been approved. The specifications used to evaluate appropriate sites include:

- 65,000 square feet under roof for the high school.
- Adequate space (based on New Castle County Zoning Code) to accommodate student drop-off and pick-up logistics as well as faculty, staff, student and parent parking.
- Access from major arterial roadways to facilitate student transportation and safety.
- Depending on the improvement needs of the final facility, the ability to engineer health, fire, and safety systems per state, county, and city codes, as well as to implement storm water management upgrades and modern environmental building systems to create a low-energy-consuming and highly sustainable complex for the future.

2. If the applicants have identified a facility, state where the school will be located (including county location and any other location specifics) and, as Attachment 16, provide floor plans of the school that identifies each room and whether the building will be new construction or an existing building. Include a detailed description of the facility that includes the number of acres.

The suitable site and building design for the DSA has not been determined yet. The board has, however, identified several geographic areas in New Castle County which represent a diverse socio-economic population and potentially underserved students. One potential target area is a geographic corridor located from the south of the City of Wilmington to north of Delaware City, as far west as Route 40. This corridor provides a reasonable distance of travel for students and includes several underserved populations, including the City of Wilmington, some communities along Route 40, and Delaware City.

During the planning phase, the board has worked with the New Tech Network to outline the following requirements for the facility:

- 8 integrated classrooms (1600-1800 square feet each)
- 16 regular classrooms (800-900 square feet each)
- 8 rooms to be used for special education services, art, music, and other special class offerings
- 3 science labs (1000 square feet each)
- 1 library

- 1 cafeteria
- 1 gymnasium
- 5-6 offices
- Collaborative meetings spaces

3. If the site has been identified, list the detailed terms and/or conditions for the use of the facility. If not, describe the plans to identify a suitable facility.

The suitable site and building design for the DSA has not been determined yet. As mentioned previously, the school will be located in New Castle County, in the geographic "corridor" located from the south of the City of Wilmington to north of Delaware City, as far west as Route 40. The Board will work closely with their CMO to identify a short-list of sites that meet the criteria listed above for their location. Innovative Schools maintains a list of active properties in New Castle County that could be used for school space. The Board will also engage with a local relator to assist with this search.

4. If a facility has not been identified, specify potential locations that are under consideration, and discuss the process and timeline for selecting, acquiring, renovating (if appropriate), and taking occupancy of a suitable facility.

DSA will identify, negotiate, and secure a facility prior to December 15, 2014 and will ensure that the facility is in full compliance with all applicable codes and regulations prior to the opening of the school. Construction on the facility will be completed no later than late spring of 2015 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2015, in accordance with Delaware charter school law.

Based on research of the prevailing rates in and around the corridor described, the board used an average of \$10.75 per square foot for base rent. The school facility will maintain compliance with all county and city code requirements as applicable and will work with personnel from DDOE to ensure school-specific health, safety, and logistic aspects of the site are addressed.

5. Explain how the facility will meet the needs of students. Provide an assurance that it will be accessible to students with physical disabilities.

DSA seeks to enroll a diverse student body including students with physical disabilities. Prior to construction, the board, in conjunction with their construction management firm, will ensure the facility is compliant with the most up-to-date ADA regulations.

6. To the extent that the Applicant has discussed or established specific lease or purchase terms, include the proposed terms and any draft agreements. Ensure that all costs are included in the budget.

As a working estimate for occupancy costs, the school has budgeted \$698,000. The preferred site will be an attractive and safe location, providing easy access to the school locations for students and their families.

The school will utilize operating funds provided by the DDOE and annual local revenues, per formula calculations, to pay the occupancy costs and maintain the facility. To ensure that fiscal viability is maintained, the board and the school leader will review enrollment, expenditures, and financial management practices at the monthly board meetings. To ensure financial solvency, particularly during the planning year and first four years of operation, the board intends to aggressively implement a fundraising plan, and, in conjunction with Innovative Schools, to apply for operating and capital loans (see Appendix F-2) to supplement available resources for school operations.

7. **Include, pursuant to 14 Del. C. § 511(l), 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.**

The DSA board will await final approval of the school's charter before finalizing any agreements relative to a site and facility.

The board will identify, negotiate, and secure a site prior to December 15, 2014 and will ensure that the facility is in full compliance with all applicable codes and regulations prior to the opening of the school. Construction of the facility will be completed no later than late spring of 2015 so that a Certificate of Occupancy (CO) can be obtained by the deadline of June 15, 2015, in accordance with Delaware charter school law.

1.10 Budget and Finance

(There is no limit to the length of the budget narrative. Include it as a separate document.)
14 Del. C. §§ 512 (8) and (9)

- 1. Describe the systems and processes by which the school will manage accounting, purchasing, payroll, and audits, per 14 Del. C. § 512(8) and (9). Specify any administrative services expected to be contracted for the school, and describe the criteria and procedures for the selection of contractors.**

Financial operations, including payroll and accounts payable, will be under the direction of the Executive Director, with start-up assistance from Innovative Schools. As the CMO representative, Innovative Schools' on-site project manager will support all budgeting- and finance-related activities with the assistance of Innovative Schools' charter school finance specialists. During the first year of operation, charter school finance specialists from Innovative Schools will work directly with DSA's school leader, Executive Director, and CBOC to develop a projected budget for each fiscal year, for review and approval by the Governing Board during the prior year.

DSA 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. DSA's financial reports will be posted on the school's website on a monthly basis following Board approval. 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 financial audit to ensure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

DSA 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 the Executive Director, who will be properly trained in accordance with state requirements.

DSA 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 take advantage of the state purchasing system in order to maximize its buying power. The school may independently contract for certain goods and services as needed and appropriate.

In order to maintain responsible fiscal accounting, planning and management practices and to comply with the requirements of Title 14, Sec 736 of the Delaware Administrative Code a CBOC will be established prior to 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 DSA, one board member, at least two parents or community members who are

not school employees or board members, and a representative from the DDOE. Training for the CBOC will be provided by DDOE. The CBOC will consult regularly with the board and school leader. 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.

- 2. Budget Sheets. Submit the Charter Application Budget Form in the Budget Sheets (provide the completed Budget Sheets as Attachment 14 and be certain to complete all pages in the Budget Sheets). The Budget Sheets must include separate tabs for State, Local, and Federal funds as well as any other grant funds. Submit two budgets:**
 - a. A budget based on your targeted enrollment.**
 - b. A budget based on 80% of the targeted enrollment.**

A budget based upon the target enrollment for DSA, a budget based upon 80% of the target enrollment, and salary calculations may be found in Attachments XX-A, B, and C, respectively.

3. Budget Narrative (Provide as Attachment 17.)

- a. General Narrative. Provide a detailed budget narrative that clearly describes assumptions and revenue estimates, including but not limited to the basis for Per-Pupil Revenue projections, staffing levels, and costs.**

All figures contained in the budget worksheets should be clearly identified and explained in the budget narrative. The budget narrative must provide details on how each number on the budget sheet was estimated. A separate budget narrative for the five-year contingency budget based on 80% of targeted enrollment is also required.

Revenue Estimates for DSA (at full enrollment and at 80% enrollment) may be found in Attachment 14-D through K, respectively. It is the intention of the board to obtain a loan for start-up operations of the school, estimated at 6.75% interest and a 10-year term. The funds received from the loan are reflected on page 3 of the Budget Worksheets in Attachment XX-A and B.

The DSA board has also developed an aggressive Fundraising Plan (Appendix F-2) to defray the costs of school operations. 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 become part of the overall financial planning process for the school, subject to review by the CBOC, and will be part of the annual financial audit of the school.

The contingency finance plan for DSA, should enrollment fall below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations. DSA has demonstrated in this application that it can operate financially at any student level between 200 and 625 students. The minimum number of students the school can

enroll to remain economically viable in year 2 is 320; in year 3, 440; in year 4 and beyond, that number is 500 students.

- b. Expected Funding Sources. Indicate the amount and sources of funds, property, or other resources expected to be available through banks, lending institutions, corporations, foundations, grants, etc. Note which are secured and which are anticipated, and include evidence of firm commitments, where applicable. What is the school's contingency plan to meet financial needs if anticipated revenues are not received or are lower than the estimated budget?**

The DSA board expects to be awarded grants from philanthropic foundations in the amount of \$400,000 in the planning year and \$350,000 in Year 1. A bank loan in the amount of \$660,000 will be secured in Year 1 and \$80,000 in Year 2 to cover the start-up costs and of the school. The contingency finance plan for DSA, should enrollment fall below the projections as presented in this application, will be to reduce personnel and operating costs to meet funding limitations.

- c. Provide details on how financial, personnel, and administrative support will be provided to the charter school and how internal controls will be maintained.**

Budgeting and financial operations will be performed by the Executive Director, with support in the planning year and Year 1 from Innovative Schools finance specialists. The Executive Director will work with DSA's school leader, Governing Board, and the Citizens Budget Oversight Committee to develop a projected budget for each fiscal year, for review and approval by the Governing Board during the prior year.

DSA will utilize the Payroll Human Resource Statewide Technology (PHRST) system for managing and reporting compensation, payroll, personnel information, and employee benefits. All personal, payroll, employee benefits and pension-related functions will be processed by the Executive Director, who will be properly trained in accordance with state requirements.

- 4. Audits. Describe the financial controls that the school will have in place, including the annual audit of the financial and administrative operations of the school. Include evidence that the school will adhere to the accounting, auditing, and reporting procedures and requirements that apply to public schools operating in Delaware in accordance with the State Budget and Accounting Manual and 29 Del. C. Ch. 69.**

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 CBOC will be established prior to Year 1 to review and analyze all financial expenditures, management practices, and budgeting.

DSA 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. DSA's financial reports will be

posted on the school's website on a monthly basis, following board approval. 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 financial audit to ensure compliance with the standards of the State Auditor's Office with respect to process controls and segregation of duties.

- 5. Depositing Funds. 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.**

All funds not directly uploaded into the school's FSF appropriations or delivered via Inter-Governmental Voucher will be deposited in person to the state account at a Citizens Bank office by a member of the school staff.

- 6. School closure or dissolution. What is the plan for the procedures that the school will follow in the event of the closure or dissolution of the school? Also, the applicant is to put forth a reasonable plan to establish sufficient available balances pursuant to § 515(k) of this title.**

To prepare for a possible closure or dissolution of the school, DSA will set aside adequate funds to ensure that all employees are paid according to their contractual agreements with the school; to pay any staff who would be required for close-out activities; and, to pay any vendors such as auditors, movers, liquidators, etc. that would be needed (see budget information in Attachment Section 14). All cash and cash equivalents will be distributed first to satisfy outstanding payroll obligations for employees of the school, then to the remaining creditors of the school. To ensure that the funds are available to satisfy all closing costs, the school's board will, over the next five fiscal years, build into its budget a cash reserve until it is at an adequate level to do so. The board will review fund balances and financial projections on a monthly basis to ensure the fiscal health of the school and the maintenance of the reserve fund. In the event that DSA is closed for nonfinancial reasons and, following the authorizer's charter school closure protocol, the DSA board would work closely with the DDOE concerning the steps necessary (parent notification, transfer of records, disposition of school assets, etc.) to ensure a smooth and orderly closure and transition. The school will follow all legal and regulatory requirements such as those contained in Delaware Code 512, Section 16.

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 occupations⁷ 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](#).

REFERENCES

1. Geier, R., Blumenfeld, P.C., Marx, R.W., Krajcik, J.S., Fishman, B., Soloway, E., & Clay-Chambers, J. (2008). Standardized test outcomes for students engaged in inquiry-based science curricula in the context of urban reform. *Journal of Research in Science Teaching*, 45(8), 922-939.
2. Boaler, J. (1997). *Experiencing School Mathematics: Teaching Styles, Sex and Settings*. Buckingham, UK: Open University Press
3. Cognition and Technology Group at Vanderbilt. (1992) The Jasper series as an example of anchored instruction: Theory, program description and assessment data. *Educational Psychologist*, 27, 291-315.
4. Mergendoller, J.R., Maxwell, N., & Bellisimo, Y. (2007). The effectiveness of problem based instruction: A Comparative Study of Instructional Methods and Student Characteristics. *Interdisciplinary Journal of Problem-based Learning*, 1(2), 49-69.
5. Hickey, D.T., Kindfeld, A.C.H., Horwitz, P., & Christie, M.A. (1999). Advancing educational theory by enhancing practice in a technology-supported genetics learning environment. *Journal of Education*, 181, 25-55.
6. Lynch, S., Kuipers, J.U., Pyke, C., & Szesze, M. (2005). Examining the effects of a highly rated science curriculum unit on diverse students: Results from a planning grant. *Journal of Research in Science Teaching*, 42, 921-946.
7. Walker, A. & Leary, H. (2008) "A Problem Based Learning Meta Analysis: Differences Across Problem Types, Implementation Types, Disciplines, and Assessment Levels," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 12-43. (Available at: <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/3>)
8. Vernon, D. T. & Blake, R. L. (1993). Does problem-based learning work? A meta-analysis of evaluative research. *Academic Medicine*, 68(7), 550-63.
9. Strobel, J. & van Barneveld, A. (2008) "When is PBL More Effective? A Meta-synthesis of Meta-analyses Comparing PBL to Conventional Classrooms," *Interdisciplinary Journal of Problem-based Learning*, 3(1), 44-58. (Available at: <http://docs.lib.purdue.edu/ijpbl/vol3/iss1/4>)

10. Capon, N, & Kuhn, D. (2004). What's so good about problem-based learning? *Cognition and Instruction*, 22, 61-79.
11. Hmelo, C. (1998). Problem-based learning: Effects on the early acquisition of cognitive skill in medicine. *Journal of the Learning Sciences*, 7, 173-208.
12. Gallagher, S.A., Stepien, W.J., Rosenthal, H. (1992) The effects of problem-based learning on problem solving. *Gifted Child Quarterly*, 36, 195-200.
13. National Clearinghouse for Comprehensive School Reform (2004). *Putting the Pieces Together: Lessons from Comprehensive School Reform Research*. Washington, DC: Author.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: JUL 25 2014

DELAWARE STEM ACADEMY INC
C/O JAMES BRETT TAYLOR SR
2409 LARCHWOOD RD
WILMINGTON, DE 19810

Employer Identification Number:
46-2598926
DLN:
17053006306034
Contact Person:
CUSTOMER SERVICE ID# 31954
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
July 26, 2013
Contribution Deductibility:
Yes
Addendum Applies:
Yes

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Director, Exempt Organizations

Letter 947

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.



NAME: Stephanie Clark Fitzgerald

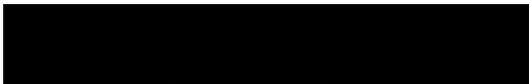
KMUSCHER/1319791.1

FROM : PHOENIX VIA IN PHONE NO. : Sep. 22 2001 05:19PM P2
7/12/02 12:17 PAGE 2/2 RightFAX

Delaware Secretary of State

TO WHOM IT MAY CONCERN:

I currently have the name "Innovative Schools Development Corporation" (reservation # 353012) reserved with your office. Please release this name reservation to The Corporation Trust Company to file the Certificate of Incorporation of Innovative Schools Development Corporation.



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

177019.1/00001.006

**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 guarantees, 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 22 day of February, 2003.

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

E

Stephanie Clark Fitzgerald

1304756.1

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

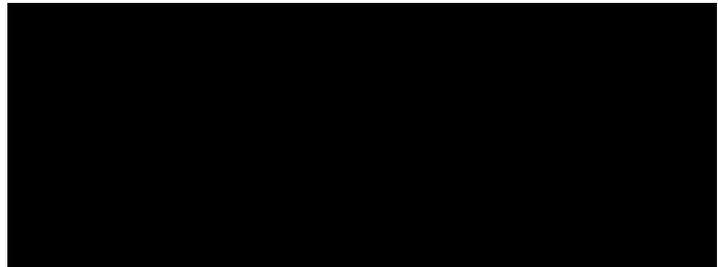
STATE OF DELAWARE
CERTIFICATE OF CHANGE
OF REGISTERED AGENT AND/OR
REGISTERED OFFICE

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.



Title: VP. of Operations and Finance

DE STEM Cash Flow Statement	Planning Year 7/1/2015 - 6/30/2016	Planning Year 7/1/2016-6/30/2017
Revenue - All Sources		
State Appropriations	\$ -	\$1,501,670.00
School District Local Fund Transfers	\$ -	\$868,926.00
Corporate Donations	\$110,000.00	\$ -
Foundation Grants	\$435,000.00	\$150,000.00
Individual Donations	\$80,000.00	\$24,000.00
Construction / Bank Loans	\$ -	\$ -
Cafeteria Funds	\$ -	\$156,401.00
State/ Federal Grants	\$425,000.00	\$300,000.00
Federal Entitlement Funding	\$ -	\$125,000.00
Prior Month Carryover Funds	\$ -	\$ -
Revenue - All Sources	1,050,000.00	\$3,125,997.00
Expenditures		
Personnel Salaries / Other Employer Costs		
Classroom Teachers	\$ -	██████████
Special Education Teachers	\$ -	██████████
Educational Diagnostician	\$ -	\$ -
Special Teachers (phys Ed, Art, Music)	\$ -	██████████
Counselors	\$ -	\$ -
Principal/Administrative	██████████	██████████
Nurse	\$ -	██████████
Clerical	\$ -	██████████
Driver's Ed	\$ -	██████████
Custodial	\$ -	██████████
Cafeteria	\$ -	\$ -
IT	\$ -	\$ -
Summer Stipends	\$ -	\$ -
Other Employer Costs (30.48 % of Salaries)	██████████	██████████
Health Insurance (\$12,864 per year)	██████████	██████████
Other Benefits	\$ -	\$ -
SUBTOTAL SALARIES / OTHER EMPLOYER CO.	██████████	██████████
Student Support		
Transportation	\$ -	\$250,000.00
Extra Curricular Transportation	\$ -	\$ -
Cafeteria	\$ -	\$196,440.63
Extra Curricular	\$ -	\$ -
Supplies and Materials	\$5,000.00	\$15,000.00
Textbooks	\$ -	\$ -
Curriculum	\$ -	\$ -
Professional Development	\$ -	\$20,000.00
Assessments	\$ -	\$5,100.00

Other Educational Program	\$	-	\$	-
Therapists (Occupational, Speech)	\$	-		\$65,000.00
Substitutes	\$	-		\$9,062.50
Classroom Technology	\$	-		\$239,350.00
School Climate	\$	-	\$	-
Computers		\$50,000.00	\$	-
Other	\$	-	\$	-
SUBTOTAL STUDENT SUPPORT		\$55,000.00		\$799,953.13

Operations and Maintenance of Facilities

Insurance (Property/Liability)		\$3,000.00		\$26,000.00
Rent		\$45,001.00		\$450,000.00
Mortgage	\$	-	\$	-
Debt Service	\$	-	\$	-
Utilities	\$	-		\$73,000.00
Maintenance	\$	-		\$37,500.00
Telephone/Communications		\$4,800.00		\$5,000.00
Cleaning and Maintenance		\$3,600.00		\$54,000.00
Renovation	\$	-	\$	-
Furniture, Fixtures and Equipment		\$50,000.00		\$50,000.00
Maintenance Contracts	\$	-	\$	-
Other	\$	-	\$	-
SUBTOTAL OPERATIONS AND MAINTENANCE		\$106,401.00		\$695,500.00

Administrative/Operations Support

Equipment Lease/Maintenance	\$	-		\$4,800.00
Equipment Purchase		\$5,000.00	\$	-
Contracted Services		\$11,000.00		\$20,000.00
Supplies and Materials		\$2,750.00		\$2,500.00
Printing and Copying		\$1,100.00		\$7,500.00
Postage and Shipping	\$	-		\$1,250.00
Travel		\$2,000.00		\$10,000.00
Enrollment / Recruitment		\$22,000.00		\$10,000.00
Staffing recruitment	\$	-	\$	-
Technology Contract	\$	-	\$	-
Other	\$	-	\$	-
SUBTOTAL ADMINISTRATIVE/OPERATIONS SI		\$43,850.00		\$56,050.00

Management Company

Fees		\$192,800.00		\$283,000.00
Salaries/Other Employee Costs	\$	-	\$	-
Curriculum	\$	-	\$	-
Accounting and Payroll	\$	-	\$	-
Other	\$	-	\$	-
SUBTOTAL MANAGEMENT COMPANY		\$192,800.00		\$283,000.00

STATE LOCAL & LOANS EXPENDITURES		\$621,043.33		\$3,382,038.29
---	--	---------------------	--	-----------------------

REVENUE LESS EXPENDITURES	\$428,956.67	(\$256,041.29)
CAPITAL RESERVE BALANCE	428,956.67	\$172,915.38

Fiscal Year	Fiscal Year	Fiscal Year
7/1/2017-6/30/2018	7/1/2018-6/30/2019	7/1/2019-6/30/2020
\$2,509,394.00	\$3,414,681.00	\$3,807,116.00
\$1,389,105.00	\$1,910,966.00	\$2,171,862.00
\$ -	\$ -	\$ -
\$150,000.00	\$150,000.00	\$150,000.00
\$24,000.00	\$24,000.00	\$24,000.00
\$ -	\$ -	\$ -
\$250,305.00	\$344,169.00	\$391,102.00
\$200,000.00	\$ -	\$ -
\$150,000.00	\$200,000.00	\$275,000.00
\$ -	\$ -	\$ -
\$4,672,804.00	\$6,043,816.00	\$6,819,080.00

\$503,330.00	\$631,679.15	\$679,495.50
\$150,999.00	\$150,999.00	\$201,332.00
\$ -	\$46,493.00	\$92,986.00
\$352,331.00	\$503,330.00	\$528,496.50
\$46,493.00	\$92,986.00	\$139,479.00
\$245,000.00	\$245,000.00	\$245,000.00
\$46,493.00	\$46,493.00	\$46,493.00
\$22,300.00	\$44,600.00	\$66,900.00
\$39,000.00	\$39,000.00	\$39,000.00
\$60,000.00	\$90,000.00	\$120,000.00
\$45,000.00	\$60,000.00	\$60,000.00
\$40,000.00	\$40,000.00	\$40,000.00
\$7,200.00	\$7,200.00	\$7,200.00
\$474,922.90	\$608,923.39	\$690,793.23
\$360,192.00	\$365,061.00	\$566,016.00
\$ -	\$ -	\$ -
\$2,393,260.90	\$2,971,764.54	\$3,523,191.23

\$400,000.00	\$500,000.00	\$625,000.00
\$ -	\$ -	\$ -
\$250,305.00	\$344,169.00	\$391,102.00
\$ -	\$ -	\$ -
\$24,000.00	\$33,000.00	\$37,500.00
\$45,000.00	\$45,000.00	\$45,000.00
\$ -	\$ -	\$ -
\$20,000.00	\$20,000.00	\$20,000.00
\$6,000.00	\$8,250.00	\$9,375.00

\$	-	\$	-	\$	-
	\$72,000.00		\$99,000.00		\$112,500.00
	\$14,375.00		\$18,125.00		\$18,750.00
	\$112,630.00		\$112,630.00		\$57,015.00
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
	\$944,310.00		\$1,180,174.00		\$1,316,242.00

	\$26,000.00		\$26,000.00		\$26,000.00
	\$450,000.00		\$450,000.00		\$450,000.00
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
	\$75,190.00		\$77,445.70		\$79,769.07
	\$173,774.00		\$217,065.00		\$222,492.00
	\$8,000.00		\$11,000.00		\$12,500.00
	\$95,364.00		\$116,216.00		\$116,216.00
\$	-	\$	-	\$	-
	\$50,000.00		\$50,000.00		\$
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
	\$878,328.00		\$947,726.70		\$906,977.07

	\$4,800.00		\$10,000.00		\$12,500.00
\$	-	\$	-	\$	-
	\$20,000.00		\$20,000.00		\$20,000.00
	\$2,500.00		\$5,500.00		\$6,250.00
	\$7,500.00		\$16,500.00		\$18,750.00
	\$1,250.00		\$2,750.00		\$3,125.00
	\$10,000.00		\$10,000.00		\$10,000.00
	\$10,000.00		\$10,000.00		\$10,000.00
\$	-	\$	-	\$	-
	\$40,000.00		\$40,000.00		\$40,000.00
\$	-	\$	-	\$	-
	\$96,050.00		\$114,750.00		\$120,625.00

	\$255,000.00		\$241,000.00		\$250,000.00
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
\$	-	\$	-	\$	-
	\$255,000.00		\$241,000.00		\$250,000.00

	\$4,566,948.90		\$5,455,415.24		\$6,117,035.30
--	----------------	--	----------------	--	----------------

\$105,855.10
\$278,770.47

\$588,400.76
\$867,171.24

\$702,044.70
\$1,569,215.93



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

May 23, 2014

Mr. Ted C. Williams, P.E.
President, Board of Directors
Delaware STEM Academy
8 Cardew Court
Wilmington, DE 19808

Dear Mr. Williams:

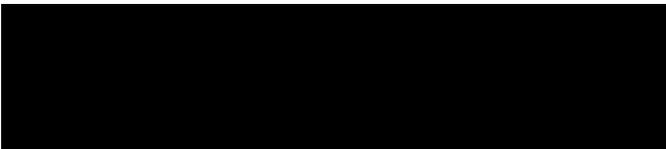
I am writing to confirm that on April 17, 2014, with the assent of the State Board of Education, the Department of Education approved the charter application of Delaware STEM Academy, pursuant to Title 14 Delaware Code § 511(c). Congratulations! We look forward to working with you.

Over the next few weeks, the Charter School Office will send a number of documents, including:

- Pre-Opening Requirements
- Charter Contract
- Performance Agreement

In addition, the Charter School Office will provide technical assistance sessions for new charter schools beginning in the fall. More information will be provided when the schedule is completed. If you should have any questions or concerns, please contact the Charter School Office at (302) 735-4020.

Sincerely,



Jennifer Nagourney
Executive Director, Charter School Office

Cc: Dr. Brett Taylor, Executive Director, Delaware STEM Academy
Mr. David Blowman, Deputy Secretary, Department of Education

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 # U282B160044

Page e180

Acknowledgments

The Performance Framework was developed by the National Association of Charter School Authorizers in collaboration with Public Impact (with special thanks to Lyria Boast), MDS Advisors, and Paul O'Neill. This concerted effort was made possible by the invaluable contributions of the Delaware Department of Education Charter School Office, the Delaware State Board of Education, National Governor's Association Center for Best Practices, the Rodel Foundation, Delaware Charter School Stakeholder Group which included the following participants: Policy Advisor, Office of the Governor; Chairpersons of House and Senate Education Committees and other legislators; Delaware Department of Education; Delaware State Board of Education; Delaware State Education Association; Delaware Charter Schools Network; Governor's Advisory Council for Exceptional Citizens; Charter School leaders and Board members; Innovative Schools; Rodel Foundation of Delaware; Center for School Change, Macalester College; National Governor's Association, Center for Best Practices; Red Clay Consolidated School District; and Longwood Foundation.

September 2012

Delaware Department of Education
Charter School Office
John G. Townsend Building
401 Federal Street
Dover, Delaware 19901

National Association of
Charter School Authorizers
105 W. Adams Street
Suite 3500
Chicago, IL 60603-6253

The Delaware Department of Education Charter School Office Performance Framework is licensed under a Creative Commons Attribution- Noncommercial-ShareAlike license.

Considerable portions of this document are reproduced from work created and shared by the National Association of Charter School Authorizers, available under a Creative Commons Attribution-Noncommercial-ShareAlike license at <http://www.qualitycharters.org/>.

Copyright ©2012 National Association of Charter School Authorizers (NACSA)

A Creative Commons license permits noncommercial re-use of content when proper attribution is provided. This means you are free to copy, display and distribute this work, or include content from the application in derivative works, under the following conditions:

Attribution You must clearly attribute the work to the National Association of Charter School Authorizers, and provide a link back to the publication at <http://www.qualitycharters.org/>.

Noncommercial You may not use this work for commercial purposes, including but not limited to any type of work for hire, without explicit prior permission from NACSA.

Share Alike If you alter, transform, or build upon this work, you may distribute the resulting work only under a license identical to this one.

For the full legal code of this Creative Commons license, please visit www.creativecommons.org. If you have any questions about citing or reusing NACSA content, please contact us.

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)

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.

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.

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.

3. STATE AND FEDERAL ACCOUNTABILITY

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. Did the school make AYP?

Meets Standard

School meets Delaware AYP target.

Does Not Meet Standard

School is below Delaware AYP target.

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

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.

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.

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

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

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.

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.

4. STUDENTS AND EMPLOYEES

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.

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.

5. SCHOOL ENVIRONMENT

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.

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.

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.

Congress of the United States
Washington, DC 20515

October 5, 2015

Honorable Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

We are writing in support of the application being submitted by Innovative Schools on behalf of Delaware STEM Academy for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school.

We believe that with this grant's funding, Innovative Schools will be able to successfully support the Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: "to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty."

The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design that the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. At NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

We appreciate your consideration of this proposal and ask that you contact us once a decision is rendered. Should you have any questions we can be reached through our staff members; Larry Windley in Senator Carper's office at (302) 674-3308, Latisha Bracy in Senator Coons' office at (302) 573-6345 and Read Scott in Congressman Carney's office at (302) 691-7333.



Thomas R. Carper
United States Senator



Christopher Coons
United States Senator



John Carney
Member of Congress

PRINTED ON RECYCLED PAPER

PR/Award # U282B160044

Page e199



October 6, 2015

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Mr. Swanson:

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Delaware STEM charter school for the Non-SEA Federal Grant 84.282B to support the planning, 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 Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Latin American Community Center welcomes Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school.

Sincerely,

[Redacted signature]

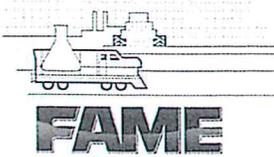
Maria Matos
President and CEO

PR/Award # U282B160044

Page e200

The Latin American
Community Center
403 N. Van Buren Street
Wilmington, DE 19805
302-655-7338
302-655-7334/fax
www.thelatincenter.org





October 5, 2015

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Mr. Swanson:

I am pleased to offer my support, on behalf of FAME Inc., for the application being submitted by Innovative Schools on behalf of the Delaware STEM charter school for the Non-SEA Federal Grant 84.282B in support of the planning, 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 Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress. Additionally, FAME Inc. hopes to collaborate with the Delaware STEM Academy to deliver our nationally recognized STEMulate™ Change project based learning curriculum.

FAME, Inc. is one of the nations first STEM-based non-profit institutions serving as a vital academic link between students, their families, and schools; We certainly welcome Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school desiring to create a community focused on academic excellence for all.

Sincerely,



Donald L. Baker, II
Chief Executive Officer
FAME, Inc.

FAME, Inc. 100 West 10th Street, Suite 409 | Wilmington, Delaware 19801
Tel. (302) 777-3254 | Fax. (302) 777-0896 | www.famedelaware.org



**Indo-American Association of Delaware
308 East Bartram Lane, Hockessin, DE 19707**

October 1, 2015

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to offer our support for the application being submitted by Innovative Schools on behalf of the Delaware STEM Academy charter school for the Non-SEA Federal Grant 84.282B to support the planning, 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, We feel strongly that with this grant's funding, Innovative Schools will be able to successfully support the Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

The Indo-American Association of Delaware (IAAD) welcomes Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school.

Sincerely,


Paresh (Perry) Patel
(Executive Board Member, IAAD)



September 23, 2015

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Mr. Swanson:

We are pleased to offer our support for the application being submitted by Innovative Schools on behalf of the Delaware STEM charter school for the Non-SEA Federal Grant 84.282B to support the planning, 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, we feel strongly that with this grant's funding, Innovative Schools will be able to successfully support the Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Boys & Girls Clubs of Delaware welcomes Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school.

Sincerely,

Anthony O. Boswell
Chief Operating Officer
Boys & Girls Clubs of Delaware



**Junior
Achievement**
of Delaware, Inc.



empowering young people to
own their economic success

September 28, 2015

Honorable Arne Duncan
Secretary of Education
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan,

Please accept this letter of support for the Delaware STEM Academy charter school and the Non-SEA Federal Grant 84.282B application submitted by Innovative Schools on its behalf.

Over the past 2 years, we have worked with the dedicated leadership of the Delaware STEM Academy to identify and align Junior Achievement curriculum and simulations that will enhance the overall academic experience of each Delaware STEM Academy student.

As you are aware, based upon your role on the board of directors of JA of Chicago, Junior Achievement curriculum experiences engage students through critical thinking, communication, collaboration, and creativity; and expose them to successful adult role models.

Ever-evolving, today's JA infuses technology and focuses on high-demand career exposure to meet the needs and requirements of 21st Century learners and educators.

In Delaware, we are disrupting and redesigning our delivery systems along these lines. Most recently, we have upgraded our JA Finance Park® to a "paperless" simulation using state-of-the-art tablet based instruction. Just prior to this technology upgrade, our participation in the Spring 2015

independent, third-party evaluation of JA Finance Park® yielded statistically significant and practically meaningful outcomes that out-performed the average results in the national study with program vs. control group.

In addition to these matched pre and post-test results on knowledge gains, students reported significant attitude change around their likelihood to graduate from high school and pursue post-secondary education.

This is just one recent example of the impact JA continues to have on the academic achievement and demonstrable behavioral outcomes of students.

Delaware STEM Academy recognizes they do not have to re-create an entire engaging curriculum when resources such as Junior Achievement can be integrated into their overall rigorous and experiential learning approach.

It is our distinct honor and pleasure to work with these dedicated professionals and we appreciate any support the Department of Education may provide to Innovative Schools on behalf of the Delaware STEM Academy.

Please do not hesitate to contact me at 302 654-4510 for further information or clarification, and the next time you are in Delaware, please make the JA Campus experiential learning lab one of the stops on your visit!

Thank you for your time and attention.

Sincerely,



Rob Eppes
President



October 5, 2015

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

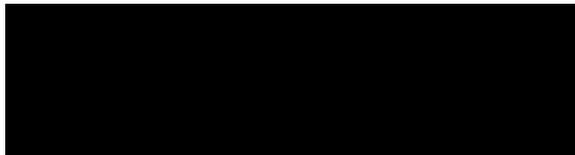
I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Delaware STEM Academy charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal charter school start-up funds are not 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 Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Delaware Technical Community College welcomes Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school.

Sincerely,



Richard Mulski
Board Member, Delaware STEM Academy
Chair, MET Dept., Delaware Technical Community College

October 5, 2015

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

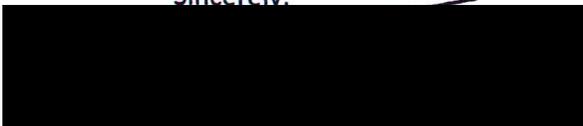
Dear Secretary Duncan:

I would like to express my support for the Delaware STEM Academy to receive funding as part of the U.S. Department of Education's Non-State Educational Agency Charter School Funding program. As a parent of a middle school student, I am very interested increasing options for students to attend excellent STEM schools.

The Delaware STEM Academy provides a model that addresses two important issues for students, namely an opportunity for hands-on experience with science, technology, engineering and math and a curriculum that provides the skills necessary to be successful in college and in the work place. The Academy's emphasis on trust, respect and responsibility are important values to me. It is my hope that students at the Academy will receive academic and life skills that will help them move forward towards a bright future.

I would greatly appreciate your support for this grant so that the Delaware STEM Academy may provide excellent education to many students of Delaware.

Sincerely,

A large black rectangular redaction box covering the signature of Debra C. DiStefano.

Debra C. DiStefano



October 5, 2015

Innovative Schools
100 West 10th Street
Wilmington, DE 19801

Dear Mr. Swanson:

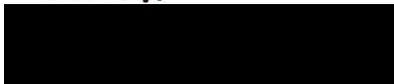
I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Delaware STEM charter school for the Non-SEA Federal Grant 84.282B to support the planning, program design and implementation of the school. Federal charter school start-up funds are not available 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 Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Landmark Science & Engineering welcomes Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school.

Sincerely,



Ted C. Williams, P.E., FACEC
President



September 15, 2015

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to offer my support for the application being submitted by Innovative Schools on behalf of the Delaware STEM Academy charter school for the Non-SEA Federal Grant 84.282B to support the planning, 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 Delaware STEM Academy through the school's planning, program design and implementation activities. These funds will strongly enhance the school's ability to fulfill not only its mission and vision, but will also help to achieve the absolute priority: 'to improve academic outcomes and learning environments for students who are living in poverty and are served by schools with high concentrations of students living in poverty.' The Delaware STEM Academy will target high school students in New Castle, Delaware, resulting in both a diverse student population and a best-fit location for the New Tech Network (NTN) model, the internationally recognized instructional school design the school has adopted. In the case of the Delaware STEM Academy, the strength of the NTN will be combined with a focus on science, technology, engineering, and math, preparing students for college and careers.

200 Marsh Lane
New Castle, Delaware 19720

302/655-6501

FAX

302/655-3214

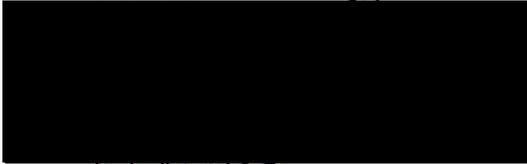
www.corrado.com

SAFETY TODAY - FOR YOUR TOMORROW

The funding from this Non-SEA Grant will also ensure that the school fulfills its vision - to provide each student with a STEM education that incorporates authentic, project-based design sets from local and national engineering and science businesses and organizations, 1:1 computing to facilitate an innovative approach to instruction, and a school culture that promotes trust, respect, and responsibility. AT NTN schools across the country, students demonstrate high levels of engagement and continued growth along several measures of academic progress.

Corrado American, LLC welcomes Innovative Schools' proposal to support the Delaware STEM Academy in the planning, program design and implementation of this exceptional charter school.

Sincerely,



Joseph J. Corrado
Member
Corrado American, LLC

:jjc

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

To add more Budget Narrative attachments, please use the attachment buttons below.

BUDGET NARRATIVE
Delaware STEM Academy

Requested Federal funds through this project, \$600,000 over 3 years, will be used to support the start-up activities for the Delaware STEM Academy. The use of funds can be categorized into 3 key areas –Academic Program Design and Implementation, CMO Management Fees, and Grant Implementation. In each case, these activities are critical to the successful opening of the school.

Budget Request

Academic Program Design and Implementation: New Tech Fees	\$330,000
CMO Management Fees	\$247,500
Grant Implementation	\$22,500
Total	\$600,000

New Tech Network Fees (Planning Year: \$130,000; Operating Years 1 & 2: \$100,000 per year) These fees will be paid to New Tech Network (NTN). The NTN academic program is mentioned throughout this application. The contract with NTN will provide for on-site visits by the school coach, professional development for the Chief Academic Officer and teachers, and access to the vast online library and resources, and the entire NTN school network.

<u>NTN Services</u>	<p>Membership in the New Tech Network of schools (“New Tech Network”) includes the following benefits:</p> <p><u>On line Professional Development</u></p> <p>Self-paced modules and webinars which address project design processes that:</p> <ul style="list-style-type: none"> • Focus on specific content, assessment, and staff and student culture • Embed literacy and college readiness assessments • Link school wide learning outcomes directly to Common Core State Standards • Support scaffolding development within projects that build specific skills • Strengthen group facilitation • Enhance problem based learning in mathematics • Provide tools for on-line learning
	<p><u>Echo Training and Support</u></p> <ul style="list-style-type: none"> • Training for new school technology support personnel (connections and capacity) • Support and training offered annually for school technology support personnel • Help desk and support documentation available to students, staff, and parents • NTN Echo training for school staff and school technology managers that includes the following topics: Integrated Google Apps, Grading and gradebook (tracking class and individual student progress), Teacher content management tools, Student assignments and assessments aligned to multiple learning outcomes, Web and email notifications, Community directory and profiles, Network library of projects, Shared tools and resources, and Data export and reporting

	<p><u>NTN Certification (Years 2-4)</u></p> <ul style="list-style-type: none"> • NTN Coach will identify a teacher advocate: The primary role of the NTN Advocate is to assist with communication between the school and NTN, advocating for the needs of the school and assisting the NTN Coach with the dissemination of information and resources to the staff. • Opportunity for staff members to be designated as New Tech Network Certified Teachers: NTN will identify and recognize teachers who exemplify quality facilitation and curriculum design. The process includes the use of tools for self-reflection, feedback on curriculum and facilitation practices, and a specific push for growth toward a high bar of expectations around responsiveness to student needs. • Opportunity for certified school staff to be designated as New Tech Network Trainers: NTN will develop teacher-leaders as instructional coaches to insure long-term school and network health, sustainability, and adaptability. NTN Certified Trainers will develop the skills and knowledge to lead the learning of others. • Opportunity for School to be certified as New Tech Network Demonstration Site: NTN Demonstration Sites are held to high standards regarding their status as adaptive learning organizations. Schools that apply must have at least 2 Certified Trainers and over 25% of the teaching staff must be NTN Certified Teachers. All newly applying schools receive feedback from a diverse committee of NTN Coaches, with specific goals and growth targets provided in each case, based on the evidence they provide regarding the work they are doing to move students toward objectives outlined in the NTN School Success Rubric. 	
Coaching Services	<p>Onsite and remote coaching services up to the amounts set out in the table below. New Tech National will annually provide the School with a schedule of coaching services based on the School's needs.</p>	
	<p><u>On site coaching:</u>* 1-on-1 conversation, small group PD, whole staff meetings, observations, student focus groups, etc.</p> <p>Year 1: 7 days Year 2: 6 days Year 3: 5 days Year 4: 3 days</p>	<p><u>Remote coaching days including planning, travel, follow-up, and 1:1 support:</u>* phone, chat, email, Echo and Google Docs, etc.</p> <p>Year 1: 2 days Year 2: 22 days Year 3: 19 days Year 4: 11 days</p>

NTN Technology	<p>NTN Echo is an innovative online learning platform that enables School staff, students and parents to effectively manage the project-based learning environment.</p> <ul style="list-style-type: none"> • Access for the number of users indicated below to NTN Echo, including students, School and District staff, and parents • District may purchase additional user access to NTN Echo for an additional cost to be determined by New Tech National. • Components of NTN Echo include curriculum and gradebook tools designed specifically for the project based learning environment; calendars, group interaction tools; resource sharing and other “education friendly” social functionality; reporting tools; and a robust project library. NTN Echo includes integration with other programs at the discretion of the School at no additional cost. • New Tech National provides NTN Echo technical support for School IT staff. School IT staff will serve as the primary point of contact and technology support for School staff. <p style="text-align: center;">NTN Echo User Access</p>			
	2015-16	2016-17-	2017-18	2018-19
	20	300	450	600

CMO Management Fees (Planning Year: \$147,500, Operating Years 1 & 2: \$50,000/year).

Planning Year

Human Resources	<ul style="list-style-type: none"> • Recruitment and onboarding of the Chief Academic Officer • Recruitment and onboarding of teachers who are highly-qualified and certified in Delaware • Recruitment and onboarding of special education teachers who are highly-qualified and certified in Delaware • Develop Salary Schedules for the Board to review, while explaining the impact adoption will have on the budget • Determine placement on salary scale for individual hires
-----------------	--

	<ul style="list-style-type: none"> • Develop contracts for the school hires • Develop job descriptions and responsibilities as needed for positions • Work with the NTN to recruit teachers already familiar with the school model • Aggressive recruitment of teachers both locally and nationally who have the specific qualifications to teach in a NTN STEM school • Assure all employees have passed a background check • Compile employee files for all new hires, including all relevant employee documents • Complete payroll for any personnel of the school during the planning year
Technology	<ul style="list-style-type: none"> • Work with Chief Academic Officer on the establishment of a technology policy to manage the 1:1 technology, working with DCET • Get multiple vendor quotes for the school technology • Consult with NTN for the technology requirements for the school building prior to any renovation plans are finalized
Student Recruitment	<ul style="list-style-type: none"> • Work in partnership with Board’s Marketing Committee and any other contractors to ensure recruitment efforts are targeting according to the Charter, including a 50/50 ratio of boys/girls • Monitor enrollment to ensure targets are being met and to suggest remediation to the marketing committee as necessary • Information Session planning and promotion
Operations	<ul style="list-style-type: none"> • Secure bus transportation quotes starting with May 1st data that maximize student access and minimize student drive time • Secure Food vending Quotes that adhere to all state and federal guidelines • Assist the Executive Director with financial operations, including payroll and accounts payable within the first state financial system during start up

Board Governance	<ul style="list-style-type: none"> • Establish a reporting dashboard for the Chief Academic Officer to use to show growth toward the Performance Framework targets • Provide Board Trainings as needed to develop capacity or train new members • Work with the Board to ensure the Board Policy Manual is reviewed, and each policy is reviewed and voted upon. If necessary work to write new policies with the Board. • Provide a monthly Board report that is reflective of the work completed each month that is directly related to the contract • Meet twice annually with the Board to directly report on progress along with the Chief Academic Officer and Executive Director
Chief Academic Officer Support	<ul style="list-style-type: none"> • Serve on the Leadership team along with the Board of Directors, the Executive Director, and the Chief Academic Officer • Work with the Executive Director and Chief Academic Officer to complete all necessary tasks to open the school • Work with the Board to develop improvement plans for the Chief Academic Officer or Executive Director if needed • Development of a system to be put into place to track the professional development of the staff of DSA • Complete a Professional Development Plan with the Chief Academic Officer and NTN, for the new teachers coming on board during the summer of 2016 • In concert with the Chief Academic Officer, develop a school calendar for the Board to review and approve prior to April 30th that includes the required number of school hours and is reflective of the NTN design
School Policies and Procedures	<ul style="list-style-type: none"> • Technical support to the Executive Director as policies and procedures are established for the school

	<ul style="list-style-type: none"> • Work with Chief Academic Officer and Executive Director to develop master schedule for the school that is reflective of the required curriculum and student learning pathways • Work with the Chief Academic Officer and the Executive Director on the school curriculum development, including the DE STEM Path of Studies and CTE classes • Support the school curriculum development with outside partnerships such as Hagley Museum and Junior Achievement. • Development of the Student/Parent handbooks • Development of the Teacher Handbook
--	---

Operating Years 1 & 2

School Opening Technical Assistance

- Work with Chief Academic Officer to establish strong academic and operational infrastructure.
- Oversee coordination of all Innovative Schools services in the building outlined in proposed Scope of Work
- Fill in staffing gaps at school level as needed
- Provide quarterly report to the operating board indicating services provided to the school, along with summary of school progress, performance, and issues to be addressed
- Attendance at all monthly board meetings to provide CMO report
- Additional technical support (additional PBL coaching for struggling teachers, oversight by CMO Director, Delaware state system support by Program Manager, admin support, etc.)

Student and Staff Recruitment

- Continued support in student recruitment and staff recruiting and talent management through DTM
- Annual survey for teaching staff on instructional culture and areas requiring improvement
- Coaching for Chief Academic Officer on retaining high quality talent and making improvements in the building based on feedback from instructional culture survey.

Back Office Support Services

- Conduct school inspection and evaluation yearly
- Provide initial/continued training to operation manager and non-teaching personnel as determined necessary
- Identify and recommend an auditor as well as legal service provider for the school
- Assist in completing the required foundation and government reports, including, but not limited to the school's annual report (many of these reports are completed as part of the back office support services described below)
- Provide all reasonably requested information so to complete an annual audit of the School
- Recommend and ensure the effective implementation of a data back-up plan
- Build the school's internal capacity to oversee and manage all operational and business needs of the school

PHRST

- Manage the Components of PHRST: HR, Payroll and Benefits Administration
- Ensure accurate and timely entry of employees into PHRST system to include HR, Payroll and Benefits Administration
- Update Employee Records as Needed
- Review PHRST records after mass updates to Ensure Accuracy
- Data Cleanup as mandated by State

Human Resources

- Assist with Formation of HR Policies Necessary Prior to Entering Employees in PHRST
- Work with Chief Academic Officer to Determine Number of FTEs within Budget
- Monitor FTEs in PHRST to ensure Compliance with Hiring Plan
- Ensure Correct Coding and FTE for Employee Entered in PHRST
- Pre-employment Meeting with Each New Hire (employer forms and benefits overview)
- Pension Counseling and Processing
- Personnel File Audit
- New Employee Orientation
- Manage the HR module of PHSRT

Payroll

- Assist ship in Formation of Employee Schedules, Leave Policies, Earnings Codes Prior to Loading Employees into PHRST
- Load Earnings Codes, Employee Schedules and other necessary data into PHRST prior to loading employees
- Calculate Mid-Year Adjustments to Salaries
- Ensure Pay Deductions are Correctly Entered
- Calculate and Properly Code Short-term Disability Pay for Approved Employees
- Development of electronic pay card that can be sent to preparer.
- Benefits Administration
- Meet with New Employees, Explain Benefit Options
- Enroll Employees in Correct Benefit Plan
- Ensure Employee Benefit Selections are Correctly entered in PHRST
- Ensure all Required Documents are obtained from Employee and Processed
- Enter mid-year adjustments for Life Changes
- Perform Reconciliation of Insurance Billings
- Monitor FMLA Schedules; advise employees when Paid Benefit Period will End
- Work with Employees on Short-term Disability for Benefits Coverage
- COBRA

First State Financials

- Accounts Payable – Data Entry (FSF)
- Monitoring of FSF Accounts
- Monthly reconciliation of accounts
- Ensure Transactions Successfully Process Through FSF (all transactions would include cash receipts and other transactions besides purchase orders and payment vouchers)
- Monitor Purchase Orders for Completion, Change Orders for adequate Balances
- Ensure Timely Payments
- Monitor End Dates of Appropriations to Ensure Funds are Utilized
- Financial Reporting
- Budget Planning – technical assistance provided on maximizing existing funds to create an effective budget(reporting)

- Local Billing Support
- Monthly Reconciliation of Accounts
- Monitor Open-end Purchase Order Balances to ensure adequate funding is available for ongoing obligations
- Determine adequate funds are available for intended purposes
- Preparation and Dissemination of Monthly Board and Web Reports
- Preparation of Annual GAAP Report
- Attendance at Board meetings to discuss financial reports as needed
- Effective Records Management
- Review All Funding Sources to include State, Federal and Local Tax Funding as well as Donations and Other Sources on Income
- Assistance in Preparation of Consolidated Grant Application
- Consolidated Grant Annual and Final Financial Reports
- Bi-annual Food Service Reporting
- School Audit Assistance
- Financial training for the Board of Directors and Head of School to understand how to interpret the school's financial statements
- Notification of all pertinent trainings offered through the DDOE
- Completing all required foundation and government reporting including but not limited to the school's annual report
- Record and track income and expenses related to all contract and grants

Grant Implementation (\$7,500 per year)

While most of the grant funds will be disbursed 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.

Source of Funds

State and local funds will be used to support the remaining portion of the project budget above the Federal Non SEA funding. Local funding is district funding that follows the students from their originating school districts. In addition, DSA is expected to receive Federal Title II funds for professional development which is reflected in Section A of the Budget Summary, U.S. Department of Education Funds, at \$3,000 per year.

**U.S. DEPARTMENT OF EDUCATION
SUPPLEMENTAL INFORMATION
FOR THE SF-424**

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Teresa		Gerchman	

Address:

Street1:	100 West 10th Street
Street2:	Suite 403
City:	Wilmington
County:	
State:	DE: Delaware
Zip Code:	19801-1643
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
302-468-4570	

Email Address:

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) #: 1 2 3 4 5 6

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
--	----------------	-------------------	-----------------

**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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	288,000.00	160,500.00	160,500.00			609,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	288,000.00	160,500.00	160,500.00			609,000.00
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	288,000.00	160,500.00	160,500.00			609,000.00

***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 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 B - BUDGET SUMMARY
NON-FEDERAL 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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	113,200.00	122,500.00	94,500.00			330,200.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	113,200.00	122,500.00	94,500.00			330,200.00
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)	113,200.00	122,500.00	94,500.00			330,200.00

SECTION C - BUDGET NARRATIVE (see instructions)