Goal Area #1: Quantitative Reasoning

Students will apply Quantitative Reasoning to forge real-world solutions, as well as to apply more abstract mathematical constructions. The goal is for students to think like a mathematician in a flexible and fluid fashion: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time. This goal area is aligned to Common Core State Standards for Mathematics. In addition to classroom interim assessments, DCAS, and NWEA MAP, Quantitative Reasoning will also be meaningfully integrated into the project work connected to their Learning Through Interest experiences as measured by the LTI project rubric.

Goal Area #2: Confident and Effective Communicators

Students will become Confident and Effective Communicators: they will come to understand their audience; to write, read, speak and listen well; to use all forms of technology and artistic expression to convey thought and feeling; and to be exposed to another language and culture. This goal area is aligned with Common Core State Standards for English Language Arts, performing and fine arts standards, and technology standards. Reading will be measured by DCAS, MAP, and classroom interim assessments. Growth in writing will be measured through an analytically scored writing sample using the Delaware writing rubrics and benchmarked papers from the Common Core. All students will also present and defend what they have learned at the end of each quarter through multi-media presentations using technology at public exhibitions in school and/or at their internship site at least four times per year, scored with the exhibition project rubric. Although not a DDOE credit requirement, all students will be required to participate in at least two arts and culture activities per year that will be recorded on their Personalized Learning Plan and defended at exhibitions. By the time they graduate, students will complete a 75-page autobiography (4-year project) about their journey over the four years at the **Delaware Met**, describing who they were and who they have become.

Goal Area #3: Empirical/Logical Reasoning

Students will employ Empirical and Logical Reasoning whenever a situation demands. Students will be asked to think like scientists: to use empirical evidence and the scientific method, to formulate logical processes to make decisions and to evaluate hypotheses. Empirical/Logical Reasoning is aligned with the Delaware Prioritized Standards for Science in the sequence defined by the Delaware Science Coalition. In addition to classroom interim assessment, Empirical/Logical Reasoning will be measured through the science DCAS in grade 10. Furthermore, all students will meaningfully integrate Empirical and Logical Reasoning skills into a minimum of half of the project work connected to their Learning Through Interest experience.

Goal Area #4: Social Reasoning

Students will be able to decipher the world around them, skillfully employing Social Reasoning to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to analyze sources of conflict. This area is aligned with the Delaware Prioritized Standards for Social Studies, and in addition to classroom interim assessments, students growth will be also be measured through the

American History End of Course Assessment in 11th grade. Students will also be required to meaningfully integrate Social Reasoning content into a minimum of half of the project work connected to their Learning Through Interest experience.

Goal Area #5: Personal Qualities

Students will exhibit exemplary Personal Qualities, in terms of both effectiveness and integrity. They will work at all times to strengthen their bodies and minds, to demonstrate respect, empathy, responsibility, organization, and leadership, to manage time effectively, and to live healthy lives through improved nutrition, exercise and other positive practices. Each year, every student will contribute 25 hours in a service learning project that contributes to the local community. Some of these hours must be spent completing at least one activity or project in the community or school that builds their capacity as a leader. At the quarterly exhibitions, in addition to defending their work in the academic areas, students will also describe how they have grown in their Personal Qualities.

Goal Area #6: College and Career Readiness

Through the pursuit of these five goal areas, **Delaware Met** students will grow academically in reading, math, science, and social studies as measured by the DCAS and the yearly attainment of the annual AYP goals. Most importantly, however, students at the **Delaware Met** will be on a **Pathway to Graduation**. Dropout rates from the **Delaware Met** will be lower than the state average, and students will demonstrate college and career readiness by earning competitive SAT scores. All of the **Delaware Met** students will apply to college, and over 90% will be accepted. While still at the **Delaware Met** 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.

Goal Area #7: School Culture

The **Delaware Met** will demonstrate a positive and safe school culture and climate. The Personal Qualities goal area described above will be written into each student's Personalized Learning Plan. Through the self-reflection built into the Personalized Learning Plan and Restorative Justice practices, the school will create a culture that values differences among students as everyone at the **Delaware Met** works toward the development of the common community. The average daily attendance at the **Delaware Met** will meet or exceed the state's average high school daily attendance. Because of a strong school culture, the need to "discipline" students for severe infractions will be low and suspensions from school will be equally low. Moreover there will be very few, if any, reportable incidents that require the engagement of local law enforcement.

Goal Area #8: Market Accountability

The **Delaware Met** community will demonstrate strong involvement and satisfaction from parents, staff, and the community. Parents, guardians, or adult family members will attend their student's project exhibitions each year. Parents will report that they are satisfied with the school on annual surveys and will re-enroll their children each year. Teachers will also demonstrate their satisfaction with the school through high rates of average daily teacher attendance rates, low levels of teacher turn-over from year to year, and positive responses on an instructional culture survey. In the community, businesses will continue to partner with the school, providing LTI sites and to partner with advisors and students on projects. The database for LTI sites will grow each year, providing additional opportunities for future students.

Assessment Tools Used with the Personalized Learning Plans

Students and their advisor at the school will rely on data collected from assessments to personalize and monitor learning for each student. Students will take the Measures of Academic Progress (MAP) assessment for reading and math as well as a writing assessment twice per year. These data, combined with scores from the reading and math DCAS, will be used in each learning plan to direct students' needs for targeted assistance or acceleration in reading and math. This will be done in concert with Response to Intervention regulations and interventions.

Students and advisors will use formative/interim assessments to benchmark student progress in core areas including English, math, science, and social studies. The assessment tools will be embedded into the learning process through observation checklists and rubrics, peer reflection, and student self-reflection. These data points will be discussed with students and used as resources during the conference for the Personalized Learning Plan.

At the end of 10th grade, all students will be required to proceed through an academic gateway into the 11th grade. The heart of this gateway will be assessment data and student reflection on those data. The student will present his/her reflections on what s/he has learned in the first two years of high school, how the data demonstrate growth across content areas, and the portrait the data paint of the student. Critical to the gateway is the metacognitive activity of noticing patterns in the data and to set goals and strategies for strengthening growth areas. The data used by the student in the presentation will include summative and formative data, writing samples, projects, and the portfolio (described below). Preparation for the gateway presentation will provide a rich context for discussing data and considering how to use data to detect patterns of performance and build analytical skills. Also during the gateway exhibition, students will reflect on their Learning Through Internship/Interest, community volunteer work, and other learning or leadership experiences, and think about what they have learned and how they are developing a particular interest in singular field of study through a progression of more technical internships. In this sense, this exhibition is a capstone experience for the first two year at the **Delaware Met.**

Students will develop portfolios of work that will be used to exhibit their learning and to report on their academic progress over time. The portfolios will include student work and assessment data along with other requirements defined by the Personalized Learning Plan. Students will use the portfolios to reflect on their own learning and to develop goals for future learning. The portfolios will also be used as students defend their academic growth to families and advisors at each quarterly exhibition, at the end of the school year, and as they proceed through the 10th grade academic gateway into the 11th grade or the senior gateway in preparation for graduation. Portfolios give students, advisors and families rich data on students' progress in acquiring the content mastery, ownership of learning, and problem-solving ability that will put them on the path to college.

At the end of the senior year, students will participate in their Senior Capstone Exhibition. This multi-faceted presentation is given by the student to an audience of advisors, peers, past mentors, parents, and other family members. A major component of the exhibition is students' analysis of and reflection on their own data. Through this metacognitive journey through high school, students will use data to tell their academic stories. Students will use their experience at **The Delaware MET** in different ways. Not all students will be high flyers. Nonetheless, the Board expects that all students, no matter their level of achievement, will think about their experiences, study the data, learn from them, and set new goals. Additional components of the Senior Capstone Exhibition include the presentation of their 75 page autobiography and reflection and analysis on their pathways progressions (a series of internships and related projects), which demonstrate an increasingly sophisticated understanding of a particular field of study. This exhibition will also include sharing work from the portfolio.

'Plan, Do, Study, and Act' Sequence at the Delaware Met

Plan: *Setting measurable standards and goals*
Do: *Linking standards to curriculum and assessment*
Study: *Measuring student performance and monitoring progress toward goals*
Act: *Using the data to identify strengths and areas of improvement*

Step	Advisors	Students
PLAN: Setting measure-able standards and goals	The content-specific curriculum maps developed for **The Delaware MET**, or adopted from the Delaware DOE, will provide exit outcomes for each grade level, gateway requirements, and graduation requirements and identify what students should know (content standards) and what they should be able to do (performance standards) in all learning areas. Advisors will use these documents in conjunction with student data to plan differentiated lessons for various learners. Advisors will also assist students in reflecting on their learning and developing the Personalized Learning Plans.	At **The Delaware MET**, students become the directors of their own learning by designing a Personalized Learning Plan. This process affords students the opportunity to collect and reflect on the data of their learning. Students develop an understanding of how their learning aligns to standards in real world contexts and work with their advisors and parents to plan their path to achieve their goals. Curriculum maps, course goals and objectives, and assessments are shared with students so that they can plan for their own success and document it in their Personalized Learning Plan.
DO: Linking standards to curriculum and assessment	Standards, curriculum, teaching and learning, and assessment tools are aligned with each other, with DE Prioritized Standards or Common Core State Standards, and with the school's educational goals. Professional development includes training in the use of data-driven decision making the link and closing the gap between assessment and planning. Advisors personalize learning to meet the needs of all students.	Through the close relationship with their advisors, students are taught to reflect on their own data portrait, including the quality of their learning and how well their academic performance is meeting standards. Students are able to articulate how well they are meeting standards and predict their performance on assessments. Students will examine past projects to refine their understanding of the scoring criteria and the quality of work required. The assessment analysis becomes a project which facilitates learning.
STUDY: Measuring student performanc e and	Progress is objectively measured by the DCAS and End of Course (EOC) assessments. Advisors also measure student achievement using student portfolios, exhibition data, interim	Students will use formative and summative data to monitor their own progress and to work with their advisors, parents, and mentors to understand their gaps in performance

monitoring progress toward goals	benchmark assessments and classroom performance assessments. Advisors study the data to understand gaps in their curriculum and gaps in instruction. Advisors will meet regularly to examine student work using protocols to assess student levels of proficiency with regards to standards. Progress is communicated to parents on a regular basis. Progress reports are issued quarterly, and parents have daily access to student grades on eSchool PLUS.	and mastery of the standards. Students will develop and use assessment rubrics with their advisors, peers, and parents to understand how to evaluate and measure performance. Students will compare their performance to their goals and assess the gaps in performance, revising the Personalized Learning Plan as necessary.
ACT: Using the data to identify strengths and areas of improveme nt	Advisors will set baseline expectations for incoming students based on previous assessments and data on incoming students and recommend additional support if needed, or offer additional opportunities for acceleration. Advisors will also use student achievement results on benchmark assessments to determine areas for re-teaching. Advisors and administrators will use data to develop evaluative comparisons with similar populations using disaggregated data; set priorities for professional development; and assist with the allocation of resources.	Based on the assessment data, the staff will work with the student, parents, and any applicable support staff to set expectations for students and to recommend additional support if needed. Through this process, the team will determine priorities for the student's personal learning plan based on gaps between current skill levels and required levels of proficiency.

Effective Governance:
Sound Compliance + Performance Tracking= Successful Charter School

9:00 a.m.-9:15 a.m. -   Introduction

9:15 a.m.-11:30 a.m. -   Roles, Responsibilities and Relationships – What are the roles and responsibilities of high performing charter school boards? What do all high performing charter boards have in common? The relationships you form, with your authorizer, staff, and the community have an important impact on the success of your school. How does a charter school board create and maintain positive relationships with all stakeholders?

11:30 a.m.- 2:30 p.m. -   Creating Data Dashboards:
- School Culture and Academics
- Organizational Leadership and Governance
- Financial Integrity and Soundness
- Operational Effectiveness and Compliance
- Community and Parent Relationships

2:30 p.m. – 3:00 p.m.   Questions, Comments and Concerns

Governing Board Training

Two Half Day Sessions to Follow Charter Approval

After approval, the Elevate Charter Schools team will provide a board governance training that is directly related to the school's approved charter agreement, the Delaware Performance Framework and the requirements of the authorizer. Specifically concentrating on school culture and academics, parent and community relations, operational effectiveness, board governance and finances, each of these domains are broken down and key elements of the schools program are used to create a data dashboard specific to the school. The board leaves with a clear blueprint of their obligations, knowledge of the requirements of the authorizer and the ability to align both with the performance framework. At the end of the board training, the board also will have the knowledge to create and modify changes in their program based on the data they collect.

Jill Shanen, Elevate Charter Schools - Governing Board Trainer
Jill E. Shahen is the Managing Director of the New York Charter Schools Association. In this role she oversees school membership relations, compliance and oversight issues for all Association member schools, provides Help Desk services to member schools, and oversees the daily operations of the Association. Ms. Shahen also provides consulting services through NYCSA's Elevate Charter Schools project through CharterShield, CharterRenew and CharterGo. Her experience is specifically concentrated in board governance, compliance and oversight, and school policy implementation.

Ms. Shahen is the former Director of Charter Accountability for the Charter Schools Institute of the State University of New York, a position she held for over seven years. At the Institute she was responsible for charter oversight, monitoring and compliance issues for over 40 SUNY authorized charter schools including charter schools that were closed. Ms. Shahen also served as the Institute's liaison with the SUNY Board of Trustees and the New York State Education Department. Ms. Shahen worked with School Performance on compliance and oversight issues for the Albany, NY charter schools.